



## Food Trinity Academy New Bridge



***Trust Vision: In a culture where we are creating confident, competent and kind citizens of the future***

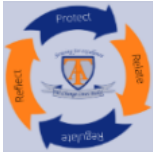
**Year 7 / 8: Food Curriculum**

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Baseline Assessment (based upon mastery steps)</b></p> <p><b>Topic:</b> <b>Transition Term</b></p> <p><b>Aims and Objectives:</b> Course introduction, familiarisation with routines and protocols within the technology environment. Familiarisation with specialist equipment, cleaning protocols and health and safety. Introduction of practical lessons preparing simple dishes which can be tried again at home.</p>	<p><b>On- going (teacher) assessment and supported self-assessment.</b></p> <p><b>Topic:</b> Development of skills</p> <p><b>Aims and Objectives:</b> Further develop new skills acquired during Autumn 1. Practical lessons will focus upon traditional British dishes, as well as an emphasis on using “raw” ingredients as a cost saving tactic.</p>	<p><b>Self- Assessment of key skills</b></p> <p><b>Topic:</b> Self- evaluation of learned skills</p> <p><b>Aims and Objectives:</b> Reflect and revise upon the information learned last term, in particular surrounding specialist equipment. Practical lessons will start to focus on independent learning ie following a recipe, making own judgements on seasoning choices etc.</p>	<p><b>On- going (teacher) assessment (based upon mastery steps)</b></p> <p><b>Topic:</b> Making connections</p> <p><b>Aims and Objectives:</b> Linking practical and theory lessons to research and develop an understanding of where each dish originates and the culture of that country.</p>	<p><b>On- going (teacher) assessment</b></p> <p><b>Topic:</b> Seasonal ingredients</p> <p><b>Aims and Objectives:</b> Seasonal ingredients will be the focus this term, with reference to environmental impact, cost and availability. Students will link their knowledge of the wider world to their practical lessons.</p>	<p><b>Self-reflection and teacher Assessment (based upon mastery steps)</b></p> <p><b>Topic:</b> Recipe adaptation</p> <p><b>Aims and Objectives:</b> Recipe adaptation- students will be encouraged to extend their use of alternative ingredients to build a “bank” of recipes; which they can use at home throughout the summer break.</p>
<p><b>Key Words:</b> Health and safety Hygiene Equipment terminology Weekly word of the week- relating to practical task.</p>	<p><b>Key Words:</b> Weekly word of the week- relating to practical task. Country of origin of dishes</p>	<p><b>Key Words:</b> Pestle and mortar Tuber, root etc Cross pollination</p>	<p><b>Key Words:</b> Food miles Source Seasonality</p>	<p><b>Key Words:</b> Cultural influences. Etymology of commonly used words eg shampoo, cot etc</p>	<p><b>Key Words:</b> Value v cheap Alternative Seasonal Local</p>





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Class discussions about practical tasks, written feedback ideas, new information Think, Pair, Share. Reading aloud background information, recipes	Class discussions about practical tasks, written feedback ideas, new information Think, Pair, Share. Reading aloud background information, recipes	Class discussions about practical tasks, written feedback ideas, new information Think, Pair, Share. Reading aloud background information, recipes	Class discussions about practical tasks, written feedback ideas, new information Think, Pair, Share. Reading aloud background information, recipes	Class discussions about practical tasks, written feedback ideas, new information Think, Pair, Share. Reading aloud background information, recipes	Class discussions about themes, characters and ideas, new information Think, Pair, Share. Reading aloud background information, recipes
<b>Assessment:</b> Formative: Questioning, Retrieval Practise, Feedback. Summative: Written reflections of practical tasks	<b>Assessment:</b> Formative: Questioning, Retrieval Practise, Feedback, PEE Paragraphs. Summative: Written reflections of practical tasks	<b>Assessment:</b> Formative: Questioning, Retrieval Practise, Feedback Summative: Written reflections of practical tasks	<b>Assessment:</b> Formative: Questioning, Retrieval Practise, Feedback, Summative: Written reflections of practical tasks	<b>Assessment:</b> Formative: Questioning, Retrieval Practise, Feedback Summative: Written reflections of practical tasks	<b>Assessment:</b> Formative: Questioning, Retrieval Practise, Feedback Summative: Written reflections of practical tasks
<b>Real World Links / Careers:</b> British Values (Mutual Respect – Listening and accepting other people’s views). SMSC- cultural origins of dish and customs	<b>Real World Links / Careers:</b> British Values (Responsibility – to take accountability for own actions and accept consequences, Rule of Law – Respect societal laws and expectations). SMSC-- cultural origins of dish and customs	<b>Real World Links / Careers:</b> British Values (Democracy – Participation to lessons and group discussions, Social – Develop social skills through class and pair discussions). SMSC-- cultural origins of dish and customs	<b>Real World Links / Careers:</b> British Values – Respect and Tolerance (to be mutually respectful, be kind, and promote equality), promoting Individual Liberty for all. SMSC -- cultural origins of dish and customs	<b>Real World / Careers:</b> British Values (Responsibility – to take accountability for own actions and accept consequences, Rule of Law – Respect societal laws and expectations). SMSC-- cultural origins of dish and customs	<b>Real World Links / Careers:</b> British Values (Mutual Respect, Tolerance, Individual Liberty, Responsibility). SMSC-- cultural origins of dish and customs



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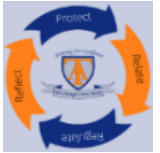


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Year 9					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Baseline Assessment (based upon mastery steps)</b></p> <p><b>Topic:</b> Qualification introduction</p> <p><b>Aims and Objectives:</b> Qualification introduction, familiarisation with routines and protocols within the technology environment. Familiarisation with specialist equipment and introduction of new equipment required to fulfil the Btec requirements. Review of cleaning protocols and health and safety. Introduction of practical lessons preparing simple dishes which can be tried again at home. Students will be introduced to the evidence requirements of the course.</p>	<p><b>On- going (teacher) assessment and supported self-reflection</b></p> <p><b>Topic:</b> <i>In a culture</i></p> <p><b>Topic:</b> develop new skills acquired during Autumn 1.</p> <p><b>Aims and Objectives:</b> Further develop new skills acquired during Autumn 1. Each practical lesson will be followed up with written evidence of procedures and an opportunity to reflect upon skills and the further development required. Practical lessons will focus upon traditional British dishes, as well as an emphasis on using “raw” ingredients as a cost saving tactic.</p>	<p><b>Self- Assessment of key skills</b></p> <p><b>Topic:</b> specialist equipment.</p> <p><b>Aims and Objectives:</b> Reflect and revise upon the information learned last term, in particular surrounding newly introduced specialist equipment. Practical lessons will start to focus on independent learning ie following a recipe, making own judgements on seasoning choices etc. Students will now begin to select ingredients for their dishes, giving reasons for their decisions.</p>	<p><b>On- going (teacher) assessment (based upon fidelity steps)</b></p> <p><b>Topic:</b> linking theory and practical lessons to key research</p> <p><b>Aims and Objectives:</b> Linking practical and theory lessons to research and develop an understanding of where each dish originates and the culture of that country. Students will be expected to recall prior knowledge and use this to develop both written and practical tasks.</p>	<p><b>On- going (teacher) assessment</b></p> <p><b>Topic:</b> Seasonal ingredients</p> <p><b>Aims and Objectives:</b> Seasonal ingredients will be the focus this term, with reference to environmental impact, cost and availability. Students will link their knowledge of the wider world to their practical lessons. Students will develop individual recipes based on availability of produce and the demographic of their family life. Final portfolios of evidence will be submitted for the Btec qualification.</p>	<p><b>Self-reflection and teacher Assessment (based upon mastery steps)</b></p> <p><b>Topic:</b> Recipe modification</p> <p><b>Aims and Objectives:</b> Recipe adaptation- students will be encouraged to extend their use of alternative ingredients to build a “bank” of recipes; which they can use at home throughout the summer break.</p>



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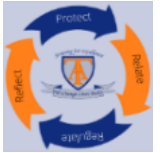


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<b>Key words:</b> Hygiene Health and safety protocols Routine	<b>Key words:</b> Anglicised Croutons Blending Focaccia Proving	<b>Key words:</b> Seasoning Pestle and mortar Named spices / herbs Dowry Poverty	<b>Key words:</b> Menu Specific dietary requirements Remit	<b>Key words:</b> Seasonality Locally produced Food miles Carbon footprint Frugality	<b>Key words:</b> Evidence justification
<b>Reading:</b> Read a range of recipes as a group and individually. Researching and reading social, political and cultural context of dishes and ingredients. Read peer responses to assess.	<b>Reading:</b> Read a range of recipes as a group and individually. Researching and reading social, political and cultural context of dishes and ingredients. Read peer responses to assess.	<b>Reading:</b> Read a range of recipes as a group and individually. Researching and reading social, political and cultural context of dishes and ingredients. Read peer responses to assess.	<b>Reading:</b> Read a range of recipes as a group and individually. Researching and reading social, political and cultural context of dishes and ingredients. Read peer responses to assess.	<b>Reading:</b> Read a range of recipes as a group and individually. Researching and reading social, political and cultural context of dishes and ingredients. Read peer responses to assess.	<b>Reading:</b> Read a range of recipes as a group and individually. Researching and reading social, political and cultural context of dishes and ingredients. Read peer responses to assess.
<b>Writing:</b> Write a personal response to practical tasks Comprehension Questions.	<b>Writing:</b> Write a personal response to practical tasks Comprehension Questions.	<b>Writing:</b> Write a personal response to practical tasks Comprehension Questions.	<b>Writing:</b> Write a personal response to practical tasks Comprehension Questions.	<b>Writing:</b> Write a personal response to practical tasks Comprehension Questions.	<b>Writing:</b> Write a personal response to practical tasks Comprehension Questions.
<b>Literacy:</b> Spell high frequency words with accuracy and some low frequency and <i>specialist</i> words. Secure crafting of simple sentences and have some accurate use of compound	<b>Literacy:</b> Decoding new vocabulary. Phonics to pronounce new vocabulary. Spell vocabulary with some accuracy. Accurately and consistently use simple punctuation.	<b>Literacy:</b> Decoding new vocabulary. Phonics to pronounce new vocabulary. Spell vocabulary with some accuracy.	<b>Literacy:</b> Decoding new vocabulary. Phonics to pronounce new vocabulary. Spell vocabulary with some accuracy.	<b>Literacy:</b> Decoding new vocabulary. Phonics to pronounce new vocabulary. Spell vocabulary with some accuracy. Use compound with mostly accuracy and begin to use complex sentences to record	<b>Literacy:</b> Decoding new vocabulary. Phonics to pronounce new vocabulary. Spell vocabulary with some accuracy. Use compound and complex sentences with mostly accuracy.



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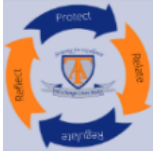


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sentences, to reflect own skills.	Secure crafting of simple sentences and have some accurate use of compound sentences, to reflect own skills.			and develop new understanding and information.	
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