CURRICULUM CORE KNOWLEDGE PLAN

SUBJECT: Food YEAR GROUP:` 9 DATE: 2024-2025

Term and unit	Core knowledge	Core Skills	Revisiting prior knowledge	Links to Walney Ways & Employability skills/Careers
Autumn Term Food choice – Impact on health	**Theory** • To be able to identify and explain health conditions which may be caused by poor food choice. • To understand and be able to explain what a balanced diet is, including how everything can be enjoyed in proportion. • To identify what can cause obesity, the impact this has on the body and explain how this can be prevented • To identify what can cause type 2 diabetes, the impact this has on the body and explain how this can be prevented. • To be able to plan a menu which promotes healthy eating and demonstrates knowledge of a balanced diet. **Practical** • To demonstrate the correct method for hand washing.	Develop presentation skills **Practical dishes include** Garlic and Rosemary Focaccia Creamy Cheesy pasta (Roux sauce)	Students will have an understanding of the Eatwell guide, energy balance and food choice from previous years.	**Walney Ways** Self motivated Resiliant Communicative Self Aware **Employability** Oragnisation, planning and time management Problem solving Communication Team working

	• To be able to demonstrate washing, passing and walking around with equipment safely. • To be able to organise work areas to ensure a safe and hygienic work area • To demonstrate safe and hygienic methods of preparing foods. • To demonstrate safe and hygienic methods of cooking foods. • To demonstrate the safe use of a skife as well as the handling of other kitchen equipment. **Evaluate** • To be able to use Sensory analysis words correctly • To be able to preform both cluniary evalutions as well as personal performance evaluations • To understand what a sensory analysis diagram is and use it correctly.			
Spring term Hospitality and catering industry introduction	**Theory** • To be able to identify different types of hospitality and catering provisions • To understand and be able to explain the difference between commercial and non commercial provisons • To understand and be able to explain the difference between residential and non residential provisons. • To understand the importance of standards and ratings within the hospitality and catering industry.	Students will begin to develop their presentation skills during practical lessons and learn different techniques to elevate their dishes. **Practical sessions:** Presentation techniques Pastry workshop – rough puff pastry Sausage roll	Students will develop their practical skills from year 7 and introduce sauces to their cooking.	**Walney Ways** Resilient Self motivated Self aware Communicative **Employability** Organisation, planning and time management Problem solving Self awareness

	• To be able to identify the correct standards and raiting for different provisions • To be able to explain how provisions can meet the standards and identify an action plan to help an establishment meet these standards. **Practical** • To demonstrate the correct method for hand washing. • To be able to demonstrate washing, passing and walking around with equipment safely. • To be able to organise work areas to ensure a safe and hygienic work area • To demonstrate safe and hygienic methods of preparing foods. • To demonstrate safe and hygienic methods of cooking foods. • To demonstrate high standards of presentation skills • To understand and demonstrate food styling techniques. **Evaluation** • To understand what is meant by sensory analysis • To explain why it is important • To be able to list 20 sensory descriptors • To understand what a hedonic scale is			Team working Communication

	• To apply this knowledge to create a hedonic scale to evaluate each dish made • To use profiling to evaluate a dish			
Summer term **NEA**	**Theory** • To understand what a brief is and be able to identify the key points. • To be able to identify dishes which meet the brief • To be able to identify the nutrition of a dish and explain how it meets the brief. • To understand and produce a timeplan to support the cooking of dishes • **Practical** • To demonstrate the correct method for hand washing. • To be able to demonstrate washing, passing and walking around with equipment safely. • To be able to organise work areas to ensure a safe and hygienic work area • To demonstrate safe and hygienic methods of preparing foods. • To demonstrate safe and hygienic methods of cooking foods. • To demonstrate safe use of an oven, hob and other equipment in the kitchen **Evaluation** • To understand what is meant by sensory analysis	Students will be introduced to a GCSE brief and use their knowledge to plan, prepare and present a dish. **Practical Sessions** **NEA dish 1** **NEA dish 2**	Students will have the core knowledge and skills from previous years, they will have a good undertsnaidng of briefs from previous assessments to take forward.	**Walney Ways** Resilient Self motivated Self aware Communicative **Employability** Organisation, planning and time management Problem solving Self awareness Team working Communication

	• To explain why it is important • To be able to list 25 sensory descriptors • To understand what a hedonic scale is • To apply this knowledge to create a hedonic scale to evaluate each dish made • To be able to use profiling to compare dishes.			