



MAGHULL HIGH SCHOOL – CURRICULUM MAP

	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 71	Lesson 18
TOPIC (S)	To investigate and state some of the factors that affect food choice. To investigate ways in which food can be made appetising, including seasoning, flavouring, visual appearance, presentation. To investigate the nutritional requirements for teenagers and design a suitable main meal dish. (Context – domestic: health)	To prepare and cook a savoury main meal dish, such as stir fry or pad Thai. To demonstrate the skills of vegetable preparation and controlling heat. To apply the principles of food safety and hygiene when cooking. To plan and complete a sensory evaluation.	To prepare and cook a savoury main meal dish, such as potato and mushroom curry or vegetable chilli. To demonstrate the use of spices and herbs in flavouring a dish, and the skills of vegetable preparation, sautéing, simmering. To apply the principles of food safety and hygiene when cooking.	To prepare and cook a savoury main meal dish, such as mini meat balls, koftas, spicy falafels. To demonstrate the skills of combining, forming and shaping. To apply the principles of food safety and hygiene when cooking. To plan and create design criteria for a main meal dish for a teenager.	To prepare and cook a main meal for a teenager demonstrating a range of practical skills to meet the criteria. To evaluate their design against criteria. To apply the principles of food safety and hygiene when cooking.	Plenary To appraise and evaluate their learning journey. To evaluate their practical cooking experiences.
Knowledge & Skills development	<ul style="list-style-type: none"> Recall and apply the principles of <i>The Eatwell Guide</i> and the 8 tips for healthy eating, to their own diet; Demonstrate a range of food preparation and cooking techniques; Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes; Recall and apply the principles of food safety and hygiene; Identify how and why people make different food and drink choices; Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of designing and making; Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science; Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn; Track their progress using the My learning journey booklet (cooking, nutrition, ingredients and creativity). 					
Assessment / Feedback Opportunities	Cold call, verbal feedback.	Cold call, Booklet review by teacher.	Cold call, verbal feedback	Test 1 assessment, peer review.	Cold call, verbal feedback	Cold call, verbal feedback.
Cultural Capital	Developing the skills and knowledge to enable pupils to buy and prepare, safely, a nutritious meal.					
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	Working together, sharing equipment, following rules, respect and tolerance for each other.					

Reading opportunities	Eatwell plate knowledge organiser.
Key Vocabulary	Hygiene, ingredients, allergens, vegetables, portions, carbohydrates, proteins, nutrients.
Digital Literacy	
Careers	Discussion on opportunities in Hospitality industry.