|  |  |
| --- | --- |
| Food & Cookery | **Curriculum Team Vision** |
| At OMA we believe education is for everyone, that all students irrespective of their backgrounds, will be exceptional pupils, so they are equipped with the necessary knowledge, skills, qualifications, and mind-set to contribute positively to society.   Everything we do in the vocational faculty is aimed at providing an ambitious and challenging curriculum which inspires, motivates, and exploits the limitless potential of all our students. This will be achieved by us ‘*being inspired by the past - creating excellence in the present- by embracing the future’.*    Our long-term aim is to produce thinking, adaptable adults capable of taking his / her place in a changing technological society. We strive to create distinctive and dynamic partnerships between students and the world or work, forging active relationship with industry-based external training providers and employers.    The vocational curriculum seeks to promote an educational culture which is scientific, technological, creative, healthy, and entrepreneurial within the framework of the school and national curriculum. In addition, our faculty aims to provide the excellent practical technological, scientific, and holistic communication skills needed by our manufacturing and service industries within the UK and global markets. Thus, ensuring that our students will be well-educated and skilled, ready, and able to progress into employment, further training, or higher education according to their individual aptitudes and ambitions.    The faculty will be truly cross-curricular and will use aspects of many subjects to aid the students when developing innovative ideas and solving problems individually or as a team. The only boundary to making an impact in the future is our ‘*imagination*’ and our ability to ‘*engineer’* the solutions that could affect peoples’ lives. Students arrive and leave our faculty with a sense of wonder in learning…. that they will carry with them for a lifetime.   **Pupils should be taught to:**  * Understand and apply the principles of nutrition and health.
* Cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet.
* Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture, and smell to decide how to season dishes and combine ingredients, adapting and using their own recipes]
* Understand the source, seasonality, and characteristics of a broad range of ingredients.

The pupils will also be taught about the health & safety aspects of food, at home and in industry.   **YEAR 7:**   Eat well guide, 8 tips for healthy living, 5 a day – government advice, how to stay healthy, make the right choices – long term impact of poor choices.   Food choices – labels (Traffic light label)  Allergens and legislation surrounding the food industry.  Core cooking skills – to build the basics – inclusive of making healthy choices, budgets and adapting existing recipes to suit dietary needs/ lifestyle choices.    **YEAR 8:**  Equipment – cooking utensils/ equipment, small, large and specialist. Scale of production – One off, Batch, Mass produced. Impact ingredient choices can have on the budget of a recipe. The basic structure of the hospitality and catering industry. The range of dietary needs that can impact on people lives.  Core cooking skills – to build on the basics, include more complex presentation skills – inclusive of making healthy choices, budgets and adapting existing recipes to suit dietary needs/ lifestyle choices, lifestyle choices and customers need/ wants.   **Year 9:** **How food can cause ill health:**Food poisoning and the 3 main causes.  Conditions that microbes thrive (danger zone and the key temperature points)  Types of food poisoning bacteria.   Allergens & Intolerances – linked to the food industry and labelling.  What the law says… Role of an environmental health officer.  **Nutrients:**Macro nutrients & Micronutrients.How nutrients can impact on short and long term health and wellbeing.Planning to cook with nutrients. |
| **Where can studying Food & Cookery take you? Click on the link below:**<https://resources.careersandenterprise.co.uk/sites/default/files/2021-01/1438_MLMF_PPT_GEOGRAPHY_FINAL_ON_SCREEN.pptx> |

|  |
| --- |
| Subject: Food Year 8 Curriculum Map 2025-2026 |
| Terms | **Topics covered** and **core knowledge and skills** | Links to careers | Links to the Knowledge organiser and other additional resources |
| Half term 1 | **HEALTH & SAFETY**Recognise how to prepare yourself & your environment to cook.**POT NOODLE – practical** Recognise the skills required to prepare and present, chopped/ sliced and diced food.  **SEASONALITY (availability) –**  I understand about the availability of food, and the impact this can have on food choices.  **MEATBALL & TOMATO SAUCE SANDWICH** I Recognise the skills required to prepare, present, chopped/ sliced, and diced food.  Shape and mould **SCALE OF PRODUCTION:** I know the different scales of production, understand the impact scale of production can have. **FRUIT FLAPJACK – practical** Recognise the skills required to prepare, present, chopped/ sliced, and diced food. Understand how to apply the melting method.  **SCALE OF PRODUCTION:** I Recognise the impact ingredient choices can have on the budget of a recipe.    | <https://nationalcareers.service.gov.uk/><https://www.learningtoleap.co.uk/catering-careers/><https://www.youthemployment.org.uk/careers-hub-sector/catering-and-hospitality/><https://www.careersincatering.co.uk/> | <https://foodafactoflife.org.uk/news/open-farm-sunday-2022/><https://ourworldindata.org/environmental-impacts-of-food>Knowledge Organisers:[FOOD](https://herefordts.sharepoint.com/%3Af%3A/s/VocationalDepartmentDrive/EvG3boe4oc9PhanmDKO1yeUBRsatRfMHzVHZTzYdT-i47A?e=f9ZdnA) |
| Half term 2 | **LIFESTYLE CHOICES:** I know that people sometimes make personal choices about food: *e.g. Veganism, vegetarianism, Diets (low-fat/ low calories), Organic foods etc...* **PASTA BAKE – practical** Recognise the skills required to create a roux sauce. Understand how to cook pasta aldente.  **ENVIRONMENTAL ISSUES –**  I understand how food growth/ production/ manufacture and disposable can impact the environment, and how this can influence food choices. * *Sustainability*
* *Distribution*
* *Waste*

**PIZZA – practical****(DEMONSTRATION)**Recognise the skills required to prepare, shape and cook bread dough **CUSTOMER NEEDS/ WANTS:** Describe the range of dietary needs that can impact on people lives. **SCONES (with fillings) –** **Practical**  I RECOGNISE THE SKILLS REQUIRED FOR OVEN BAKING. Understand how to professional present a dish to a commercial customer.  **OWN CHOICES I can identify, plan and cook a recipe that I want to adapt or improve.** |  |  |