



# Curriculum Intent

## Subject – FOOD PREPARATION & NUTRITION



### PRIORITIES IN WHOLE SCHOOL CURRICULUM INTENT

- Enjoyment of learning
- Knowledge acquisition and recall
- Extensive vocabulary
- Effective communication through writing, speaking & listening, and use of technology
- Numeracy
- Critical evaluation of information
- Enterprise and problem-solving
- Working with others

### KEY QUESTIONS TO CONSIDER

- 1. Why has content been selected?** Is there sufficient focus on the most powerful knowledge, concepts and skills?
- 2. Does learning provide sufficient challenge?** Is there sufficient challenge for all learners in all year groups?
- 3. Why is learning sequenced in this way?** Does the sequence enable students to build on prior learning, and learn in increasing breadth and depth over time?
- 4. How is learning sequenced or spaced to promote long-term memory?** 1 rotation per year means large gaps in learning therefore learning needs to be memorable for students to recall knowledge and skills as they progress through KS3.

### SUBJECT CURRICULUM INTENT

- To equip students with the knowledge, understanding and skills to be able to feed themselves and others well, both nutritionally and healthily.
- To develop practical skills and techniques to encourage the eating of healthy, nutritionally well-balanced meals and snacks.
- To appreciate food traditions and cuisines from other countries.
- To inspire a love of food by developing inquisitive, creative and confident young people.

YEAR 7

CONCEPTS	KNOWLEDGE	SKILLS	RATIONALE	LINKS
<p><b>“THE BASICS”</b></p> <ul style="list-style-type: none"> <li>Personal safety</li> <li>Food safety</li> <li>Hygiene</li> <li>The parts of the cooker</li> <li>Weighing &amp; measuring</li> <li>Equipment</li> </ul>	<p><b><u>THEORY CONTENT</u></b></p> <ul style="list-style-type: none"> <li><b>Food</b> the fuel of life, students are introduced to why food is important. Healthy eating, 5 a day, balanced diet.</li> <li><b>Personal safety:</b> Using equipment as directed. Safe use of equipment: Grill Oven Hob. Code of conduct for food room.</li> <li><b>Food safety:</b> Introduction to storage of food, Cross contamination, preparation and safe cooking.</li> <li><b>Hygiene</b> Code of conduct, hand washing, hair up, aprons on, bags coats and blazers stored safely.</li> <li><b>The parts of the cooker</b> Hob, Grill, Oven; the different methods of cooking in relation to these. How each works and used.</li> <li><b>Weighing &amp; measuring</b></li> </ul>	<p><b><u>Course develops:</u></b></p> <ul style="list-style-type: none"> <li><b>Reading</b> Following recipes Understanding the method Differentiating between terminology EG: Tbs Tsp</li> <li><b>Numeracy</b> Weighing and measuring KG, G, Mls, Ltr</li> <li><b>Independent working</b> Identifying equipment Sorting ingredients Cleaning work area</li> <li><b>Paired working</b> Cleaning and tidying Distribution of ingredients WAGOLL Spot Demonstrations</li> </ul> <p><b><u>Students are introduced:</u></b></p> <ul style="list-style-type: none"> <li>Practical skills H&amp;S, Using equipment, Cleaning and tidying.</li> <li><b>Subject specific terminology</b> Healthy Eating, Eat well plate, 5 a day, Oven Hob, Grill, Temperature control, Using a mixer, Simmering, Frying, Boiling &amp; Toasting</li> </ul>	<ul style="list-style-type: none"> <li>The course commences setting out Food as a level playing field so everyone is included without making anyone feel poor / ashamed.</li> <li>The course content is designed to give a grounding in the basics, in order to progress with secure skills though KS3 Food.</li> <li>The rotation commences with health &amp; safety; the rules of the food room and code of conduct.</li> <li>Although Food is part of the NC in Primary schools, it is not delivered in specialist rooms therefore students are introduced to the working of a food room, routines and expectations within their 12-week rotation in food.</li> <li>The number of Pupil Premium children has increased with each new cohort. Recipes are designed to be cheap to support families on low incomes.</li> <li>The rotation is split 6 theory lessons and 6 practical lessons. The theory lessons are</li> </ul>	<p><b>PDE Links:</b></p> <ul style="list-style-type: none"> <li>Healthy Eating</li> <li>Healthy Lifestyle</li> <li>Personal safety</li> <li>Food hygiene</li> <li>Positive role modelling of use of equipment</li> <li>Mental Health and wellbeing</li> </ul> <p><b>Essential knowledge for Y7 students:</b></p> <ul style="list-style-type: none"> <li>H&amp;S and working routines of a food room.</li> <li>Cutting techniques Claw and Bridge.</li> <li>Using the cooker: hob, oven &amp; grill safely.</li> <li>Awareness of hygiene and bacteria.</li> </ul>

	<p>Using equipment to weigh and measure accurately. Understand the importance of accurate preparation. Portion control.</p> <ul style="list-style-type: none"> <li>• <b>Equipment</b> Identify and explain the use of relevant equipment. See Y7 equipment list appendix 1.</li> <li>• <b>Healthy eating</b> To know the main nutrients (Fat, Fibre, Carbohydrates, Protein, Vitamins and Minerals) Why they are needed for the body and where they are found. How to maintain a well-balanced diet.</li> </ul> <p><b><u>PRACTICAL RECIPES:</u></b></p> <p>Pizza toast</p> <p>Fruit salad</p> <p>Flapjacks</p> <p>Pasta salad</p> <p>Rice</p> <p>Seasonal practical</p>	<ul style="list-style-type: none"> <li>• Introduced to sensory descriptors to appropriately and accurately describe food.</li> <li>• <b>Introduction to:</b> Knife skills: bridge and claw techniques, Peel, Slice &amp; Dice  Managing time: following method to complete within time frame. Visual colour check to establish if an ingredient/dish is 'ready' &amp; Presentation of food -RQS.  Managing cost: an awareness of the increasing pressure on household budgets and how to adapt recipes to reduce the cost.</li> </ul>	<p>sequenced to allow pupils to gain knowledge which is then applied in the following theory lesson.</p> <ul style="list-style-type: none"> <li>• Each practical lesson is progressively more technical requiring greater levels of skills and knowledge. EG toast pizza is the first to introduce students to working in the food room, applying H&amp;S knowledge, safe use of the grill and tidying away within the given time scale. Progressing to pasta salad which incorporates boiling, cutting, chopping and combining. Within this recipe</li> <li>• Seasonal practical is at the end of each rotation and is designed to link to the seasons, interests and skills of specific groups. EG: Chocolate log.</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of weighing and measuring.</li> <li>• Use of equipment- see list attached.</li> </ul>
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## **YEAR 7 ENRICHED LEARNING EXPERIENCES:**

Ready Steady Cook; Aspens Bistro

Enrichment days; catering for a purpose EG an event.

Seasonal extra-curricular; Christmas Cup Cakes, Valentines Biscuits, Easter nests.

\*All recipes are subject to review and change; ingredients required will be listed on FROG with at least a weeks' notice.

YEAR 8				
CONCEPTS	KNOWLEDGE	SKILLS	RATIONALE	LINKS
HEALTH & HYGIENE	<p><b><u>THEORY CONTENT</u></b></p> <ul style="list-style-type: none"> <li>• <b>Food</b> the fuel of life, students are reminded of why food is important. Healthy eating, 5 a day, balanced diet.</li> <li>• <b>Personal safety:</b> Reminder of safety: Using equipment as directed. Safe use of equipment. Code of conduct for food room.</li> <li>• <b>Food safety:</b> Reminder of storage of food, Cross contamination, preparation and safe cooking. Understand and apply the 4 Cs: Cooking, Cleaning, Cross Contamination and Chilling. Awareness of issued due to uncooked / incorrectly stored</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading</b> Following recipes Understanding the method Differentiating between terminology EG: Tbs Tsp Transfer of knowledge to different format.</li> <li>• <b>Numeracy</b> Accurate Weighing and measuring KG, G, Mls, Ltr</li> <li>• <b>Independent working</b> Know equipment and uses. Sorting ingredients independently Cleaning work area</li> <li>• <b>Paired working</b> Cleaning and tidying</li> </ul>	<ul style="list-style-type: none"> <li>• The rotation commences with health &amp; safety; the rules of the food room and code of conduct. This is a recap from Y7.</li> <li>• The rotation is split 6 theory lessons and 6 practical lessons. The theory lessons are sequenced to allow pupils to gain knowledge which is then applied in the following theory lesson. This builds on the rotation in Y7 by revising topics, introducing new techniques and deepening knowledge of healthy eating, choice of ingredients and use of more equipment.</li> </ul>	<p><b>PDE Links:</b></p> <ul style="list-style-type: none"> <li>• Healthy Eating</li> <li>• Personal safety</li> <li>• Food hygiene</li> <li>• Equality &amp; Diversity</li> <li>• Mental Health and wellbeing</li> </ul> <p><b><u>Essential Knowledge Year 8:</u></b></p> <ul style="list-style-type: none"> <li>• The 4 C;s COOKING, CLEANING, CROSS CONTAMINATION, CHILLING.</li> <li>• Bacteria- the different times and issued caused.</li> <li>• Safe handling of raw meat.</li> <li>• Healthy eating options / adaption.</li> </ul>

		<p>food; potential impacts of bacteria. Safe handling, preparation and cooking of raw meat.</p> <ul style="list-style-type: none"> <li>• <b>Hygiene</b> Code of conduct, hand washing, hair up, aprons on, bags coats and blazers stored safely. Use and storage of raw meat.</li> <li>• <b>The parts of the cooker</b> Hob, Grill, Oven; the different methods of cooking in relation to these. Demonstrate effective understanding of their use for differing outcomes.</li> <li>• <b>Weighing &amp; measuring</b> Using equipment to weigh and measure accurately. Understand the importance of accurate preparation. Portion control.</li> <li>• <b>Equipment</b> Identify and explain the use of relevant equipment. See Y8 equipment list appendix 2.</li> <li>• <b>Healthy eating</b> To know the main nutrients (Fat, Fibre, Carbohydrates, Protein, Vitamins and Minerals)</li> </ul>	<p>Distribution of ingredients WAGOLL Spot Demonstrations Sensory analysis feedback <b><u>Students are able to demonstrate:</u></b></p> <ul style="list-style-type: none"> <li>• Practical skills H&amp;S, Using equipment, Cleaning and tidying.</li> <li>• <b>Use subject specific terminology</b> Healthy Eating, Eat well plate, 5 a day, Oven Hob, Grill, Temperature control, Using a mixer, Simmering, Frying, Bake, Boil &amp; Toast. Savoury, Sweet and sweet dishes. Food poisoning.</li> <li>• Application of sensory descriptors to appropriately and accurately describe food.</li> <li>• <b>Development of:</b> Knife skills: bridge and claw techniques, Peel, Chop, Slice &amp; Dice.</li> </ul>	<ul style="list-style-type: none"> <li>• Each practical lesson is progressively more technical requiring greater levels of skills and knowledge. EG Pizza Pinwheels is the first to recap working practices of the food room, apply H&amp;S knowledge in practice, safe use of the oven and tidying away within the given time scale. Progressing to more complex dishes to demonstrate the rubbing in method and a range of cutting / chopping techniques in rock buns and pasta salad.</li> <li>• Use of raw meat to demonstrate knowledge of safe handling, cooking and storage. Particularly high-risk food- Chicken. Different cooking techniques are incorporated; baking, frying, boiling and presentation of dishes.</li> <li>• Seasonal practical is at the end of each rotation and is designed to link to the seasons, interests and skills of specific groups. EG: Truffles</li> </ul>
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	<p>Why they are needed for the body and where they are found. How to maintain a well-balanced diet. Ingredient substitution; how and why this may be used. Links to health, lifestyles and nutrition. How to adapt recipes to include other people's likes/dislikes/for healthiness/to boost nutrient content</p> <p><b><u>PRACTICAL RECIPES:</u></b></p> <p>Pizza pinwheels Curry Bolognese Pasta salad Rockbuns Coleslaw analysis Seasonal dish</p>	<p>Managing time: following method to complete within time frame. Visual colour check to establish if an ingredient/dish is 'ready' &amp; Presentation of food - RQS.</p> <p>Managing cost: understand the increasing pressure on household budgets and how to adapt recipes to reduce the cost without compromising on nutrition and sustenance. Including substituting ingredients.</p>		
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**YEAR 8 ENRICHED LEARNING EXPERIENCES:**

Ready Steady Cook; Aspens Bistro  
 ENRICHMENT DAY:- Nutrition in life / jobs / careers.  
 \*All recipes are subject to review and change; ingredients required will be listed on FROG with at least a weeks notice.

**YEAR 9**

KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	LINKS
<p>Food Safety</p> <p>Food hygiene</p> <p>Safe and correct storage</p> <p>Food poisoning</p> <p>Food industry</p> <p>Environmental health officers</p>	<p><b>THEORY CONTENT</b></p> <p><b>Food Safety:</b> Safe working in the food room, H&amp;S procedures and code of conduct. Food hygiene. Links to commercial kitchen- Chefs uniform, personal hygiene &amp; Risk.</p> <p><b>Environmental health officers:</b> Their roles and responsibilities. Legal requirement for the food industry.</p> <p><b>Food poisoning:</b> How and why food poisoning occurs. The types of bacterial and symptoms they cause in humans and control measures.</p> <ul style="list-style-type: none"> <li>• Salmonella</li> <li>• Escherichia coli</li> <li>• Campylobacter</li> <li>• Listeria</li> <li>• Bacillus cereus</li> <li>• Colchicum</li> </ul>	<p>Cooking methods:</p> <p>Bake; shaping and moulding.</p> <p>Melting</p> <p>Whisking</p> <p>All in one method- Simmering</p> <p>Gelatinisation</p>	<p>Course continues to further introduce and subsequently build on knowledge from Y7 &amp;8.</p> <ul style="list-style-type: none"> <li>• The rotation commences with health &amp; safety; the rules of the food room and code of conduct. This is a recap from Y8 but now also considers commercial setting of the food industry.</li> <li>• The rotation is split 6 theory lessons and 6 practical lessons. The theory lessons are sequenced to allow pupils to gain knowledge which is then applied in the following theory lesson. This builds on the rotation in Y7 &amp; 8 by revising topics, introducing new techniques and deepening knowledge of healthy eating, use of more equipment and links to the industry of hospitality and catering to allow students to start to consider career opportunities within this sector. Along with how the working practices demonstrated in school are used in the ‘real world’.</li> <li>• The role of the environmental health officer builds on the knowledge of health and safety focusing on commercial settings. Students learn the legal requirements and repercussion if laws are not upheld.</li> <li>• This develops to exploring different types of bacteria that cause food poisoning. The</li> </ul>	<p>Links to industry;</p> <p>Commercial kitchens EG Hilton Hotel.</p> <p>Possible zoom visit to commercial kitchen.</p> <p>Careers; Aspirations and future opportunities.</p> <p><b>PDE Links:</b></p> <ul style="list-style-type: none"> <li>• Healthy Eating</li> <li>• Personal safety</li> <li>• Food hygiene</li> <li>• Equality &amp; Diversity</li> <li>• Careers and job roles within the food industry</li> <li>• Mental Health and wellbeing</li> </ul> <p><b>Essential Knowledge Y9:</b></p> <ul style="list-style-type: none"> <li>• Safe working practices.</li> <li>• What is an Environmental Health Officer and their role.</li> </ul>

	<ul style="list-style-type: none"> <li>• Clostridium perfringens Methods of prevention along with good working practices.</li> </ul> <p><b>Food Labelling:</b> The meaning and purpose. Importance of food labelling. Recognising the information: Traffic Light Labelling</p> <p><b>Cooking Methods:</b> The methods available; Boiling, Frying, Steaming, Poaching, Gilling, Baking, Microwaving.</p> <p><b>Multicultural.</b> Food from around the world.</p> <p><b>PRACTICAL RECIPES:</b></p> <ol style="list-style-type: none"> <li>1. Jam buns England</li> <li>2. Savoury Rice China</li> <li>3. Soda bread Ireland</li> <li>4. Cheese pasta / Mac and Cheese Italy</li> <li>5. Quesada's Mexico</li> <li>6. Seasonal practical</li> </ol>		<p>issues caused in humans and control measure that need to be put in place to minimise issues to health. Students will explore the symptoms and issues arising along with control measures used to avoid food poisoning.</p> <ul style="list-style-type: none"> <li>• Food labelling will allow students to recognise the information that is provided to the consumer: Understand the importance of food labelling along with understanding the different information given on a food label. To recognise which information, by law, must appear on food products. To recognise the additional information which some food manufactures choose to place on food labels.</li> <li>• Throughout KS3 students will now have experienced and range of cooking methods. They will evaluate the different methods looking at which support Healthy eating and the advantages and disadvantages of the different methods.</li> <li>• Students will explore different cuisines from around the world. They will explore different ingredients and how these are used / adapted to develop dishes. They will explore how these ingredients / dishes link to different culture and backgrounds.</li> <li>• Seasonal practical is at the end of each rotation and is designed to link to the seasons, interests and skills of specific</li> </ul>	<ul style="list-style-type: none"> <li>• Effective cooking methods.</li> <li>• Causes of food related ill health.</li> <li>• Culture and cuisines- what are the influences.</li> </ul>
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			groups. EG: Biscuits with decoration or swiss roll	
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**YEAR 9 ENRICHED LEARNING EXPERIENCES:**

Ready steady cook; Aspens Bistro

ENRICHMENT DAY:- Visit manufacturer possibly Pataks? Hospitality links; visit to Hilton hotel- links from Future Chef.

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