






Key Stage 3 Curriculum Journey:

The curriculum in KS3 Food and Nutrition will enable students to apply the principles of nutrition and healthy eating. Students will be introduced to the EatWell guide, food and its nutritional value and health and safety preparing and making food. Students will learn the importance of hygiene and the potential hazards when working in the technical area. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge. Our hope is that through Food and Nutrition, students are provided with a context through which to explore the richness, pleasure and variety that food adds to life.

THE KS3 CURRICULUM JOURNEY

	YEAR 7	YEAR 8	YEAR 9
Topic and learning focus	<p>To be able to cook confidently and apply the principles of nutrition and healthy eating. Instilling a love of cooking that will lead to creativity</p> 	<p>To be able to develop skills and knowledge gained in Year 7 and have confidence in designing a dish to meet a particular need</p> 	<p>To use and develop skills and processes from Year 7 and Year 8. Have confidence in designing and developing dishes to meet specific nutritional needs</p> 
	Approximately 17 lessons per academic year due to rotation with DT	Approximately 17 lessons per academic year due to rotation with DT	Approximately 17 lessons per academic year due to rotation with DT
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> ● Baseline test ● Basic hygiene and safety ● Food ingredients 	<ul style="list-style-type: none"> ● Eat Well guide ● Healthy eating ● Food preparation skills ● Mixing ingredients 	<ul style="list-style-type: none"> ● Macronutrients ● Micronutrients
Core Knowledge and skills	<ul style="list-style-type: none"> ● Mixing ingredients ● Eat Well guide ● Knife skills ● Using different types of equipment ● Weighing and measuring ● Cooking methods ● Presentation 	<ul style="list-style-type: none"> ● Different types of pastry ● Standard components ● Target groups ● Preparing fruit and vegetables ● Principles of healthy eating ● Fats and sugars ● Nutritional values 	<ul style="list-style-type: none"> ● Protein ● Carbohydrates ● Fat ● Vitamins ● Minerals ● Dietary needs ● Principles of dish design



Developmental Knowledge and Skills	<ul style="list-style-type: none"> ● Designing a dish ● Nutritional values ● Seasonal food ● Temperature control 	<ul style="list-style-type: none"> ● Sustainability ● Fairtrade ingredients ● Portion control ● Seasonal foods ● Raising agents ● Different pastry types 	<ul style="list-style-type: none"> ● Modifying recipes to meet the nutritional needs of individuals ● Food waste ● Ingredients from different cultures
Complex Knowledge	<ul style="list-style-type: none"> ● Portion control ● Specific practical skills ● Judgements and modifications 	<ul style="list-style-type: none"> ● Decorative techniques ● Use of flavouring ● Uniformity 	<ul style="list-style-type: none"> ● Understanding of function, sources, deficiency and excess
Links with the National Curriculum	<ul style="list-style-type: none"> ● Understand and apply the principles of nutrition and health ● Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and other a healthy and varied diet ● Become competent in a range of cooking techniques - 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 		
Literacy (including reading)	<ul style="list-style-type: none"> ● Reading ● Writing ● Use of vocabulary - nutrients, macronutrients, micronutrients, kneading, seasonal, rubbing in, bridge hold, claw grip, uniformity ● Reading recipes - couscous salad, rock cakes, scones, bread rolls, roux sauce, bolognese, pizza, soup ● Questions and answers ● Evaluating products 	<ul style="list-style-type: none"> ● Reading ● Writing ● Use of vocabulary - carbohydrates, protein, fat, vitamins, minerals, balanced, standard components, uniformity, temperature control, food safety ● Reading recipes - pasta, pastry, pie, focaccia, fish cakes, mousse ● Questions and answers ● Evaluating products 	<ul style="list-style-type: none"> ● Reading ● Writing ● Use of vocabulary - nutritional needs, health, dietary needs, saturated, unsaturated, biological, function, deficiency, excess, modification ● Reading recipes - light lunch, chilli, curry, carrot cake, soda bread ● Questions and answers ● Evaluating products
Cultural Capital	<ul style="list-style-type: none"> ● Making a range of recipes covering various cultures and cuisines - pizza, asian inspired soup 	<ul style="list-style-type: none"> ● Making a range of recipes covering various cultures and cuisines - focaccia bread, designing to meet a need (target group) 	<ul style="list-style-type: none"> ● Making a range of recipes covering various cultures and cuisines - curry, chilli, designing a dish to meet the needs of individuals
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> ● Appreciation of different ingredients and dishes linked to morals and cultures 	<ul style="list-style-type: none"> ● Seasonal food ● Sustainability 	<ul style="list-style-type: none"> ● Appreciation of different ingredients and dishes linked to morals and cultures ● Food waste
Fundamental British Values	<ul style="list-style-type: none"> ● Mutual respect when working as part of a group 	<ul style="list-style-type: none"> ● Appreciate how different ingredients related to faiths and beliefs 	<ul style="list-style-type: none"> ● Respect for the influences of ingredients from different cultures ● Tolerance of cuisine-diversity from around the world





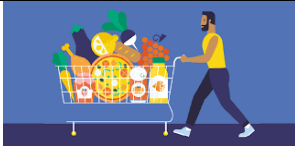


Assessment	<p>Baseline Test establishing prior learning and knowledge (21 marks)</p> <p>Practical assessments in the following foods:</p> <ul style="list-style-type: none">● Scones - use of skills and shaping (21 marks)● Bread Rolls - use of skills and uniformity (21 marks)● Layered Salad Design - creativity, annotation and reasons for choice (21 marks)● Burgers - designing and making to meet a need. Assembly of components (21 marks) <p>End of Unit Test on the areas of learning covered in this rotation. Assessment feedback and response in Assessment for Learning booklets</p>	<p>Practical assessments in the following foods:</p> <ul style="list-style-type: none">● Pastry - forming and shaping (21 marks)● Focaccia - use of skills (21 marks)● Chocolate Mousse - presentation (21 marks)● Target Group Planning - designing to meet a need (21 marks) <p>End of Unit Test on the areas of learning covered in this rotation. Assessment feedback and response in Assessment for Learning booklets</p>	<p>Practical assessments in the following foods:</p> <ul style="list-style-type: none">● Light Lunch - making a dish to meet a brief (21 marks)● Carrot Cakes - following instructions and decorative techniques (21 marks)● Soda Bread - use of ingredients and shaping (21 marks)● Design Task - designing to meet a need (21 marks) <p>End of Unit Test on the areas of learning covered in this rotation. Assessment feedback and response in Assessment for Learning booklets</p>
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Key Stage 4 Curriculum Journey:

The curriculum in KS4 Food and Nutrition will allow students to demonstrate effective and safe high - level cooking skills by planning and preparing dishes using a variety of cooking techniques and equipment. Students will develop knowledge and understanding of the functional properties, chemical processes and nutritional content of foods. Students will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of different diets and health.

THE KS4 CURRICULUM JOURNEY

	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5	YEAR 11
Topic and learning focus	FOOD NUTRITION and HEALTH	FOOD SCIENCE	FOOD SAFETY	FOOD CHOICE	FOOD PROVENANCE	NEA 1 and NEA 2
			<p>Chopping board colour coding</p> <ul style="list-style-type: none"> Red - Raw meat Blue - Raw fish Yellow - Cooked meat Green - Salad and fruit Brown - Vegetables White - Bakery and dairy 			
	Macronutrients Micronutrients Nutritional needs and health	Cooking of food and heat transfer Functional and chemical properties of food	Principles of food safety Food spoilage and contamination	Factors affecting food choice British and international cuisine Sensory analysis Food labelling and marketing	Environmental impact and sustainability of food Food production and processing	Food investigation Food preparation
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> • Macronutrients - Protein, Fat, Carbohydrates • Micronutrients - Vitamins and Minerals 	<ul style="list-style-type: none"> • Why food is cooked and how heat is transferred to food 	<ul style="list-style-type: none"> • Food safety principles when buying and storing food • Food safety principles when preparing, cooking and serving food 	<ul style="list-style-type: none"> • To know and understand factors which may influence food choice • Importance of senses when making food choices 	<ul style="list-style-type: none"> • Food sources • Where and how ingredients are grown, reared and caught 	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of nutrition, food, cooking and preparation
Core Knowledge and skills	<ul style="list-style-type: none"> • Making informed choices for a varied and balanced diet 	<ul style="list-style-type: none"> • Selecting appropriate cooking methods 	<ul style="list-style-type: none"> • Microorganisms and enzymes 	<ul style="list-style-type: none"> • Food choices related to religion, culture, ethical and moral 	<ul style="list-style-type: none"> • Environmental issues associated with food - seasonal, 	<ul style="list-style-type: none"> • Apply knowledge and understanding of nutrition,



			<ul style="list-style-type: none"> The signs of food spoilage 	beliefs and medical conditions	sustainability, transportation, organic, waste and carbon footprint	food, cooking and preparation
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Energy balance How to plan and modify recipes, meals and diets to reflect the nutritional guidelines for a healthy diet 	<ul style="list-style-type: none"> Functional and chemical properties of food - protein, carbohydrates, fats and oils, fruits and vegetables and raising agents 	<ul style="list-style-type: none"> The use of microorganisms in food production The different sources of bacterial contamination 	<ul style="list-style-type: none"> Food labelling and marketing influences How information about food available to the consumer, including labelling and marketing, influences food choice 	<ul style="list-style-type: none"> The impact of food and food security on local and global markets and communities The challenges to provide the world's growing population with a sustainable, secure, supply of safe, nutritious and affordable high quality food 	<ul style="list-style-type: none"> Plan, prepare, cook and present dishes, combining appropriate techniques
Complex Knowledge	<ul style="list-style-type: none"> The relationship between diet, nutrition and health The major diet related health risks 	<ul style="list-style-type: none"> Understanding of the scientific principles underlying the properties when preparing and cooking food Understand the working characteristics, functional and chemical properties 	<ul style="list-style-type: none"> Apply all principles of food safety when buying, storing, preparing, cooking, reheating and serving food 	<ul style="list-style-type: none"> British and international cuisine Developing historical use of distinctive ingredients, specific preparation and cooking methods or equipment, and presentation or serving techniques 	<ul style="list-style-type: none"> Primary and secondary stages of processing and production How processing affects the sensory and nutritional properties of ingredients Technological developments to support better health and food production including fortification and modified foods with health benefits 	<ul style="list-style-type: none"> Analyse and evaluate different aspects of nutrition, food, cooking and preparation of food
Links with the National Curriculum / AQA Syllabus	<ul style="list-style-type: none"> 2.1 Macronutrients 2.2 Micronutrients 2.3 Nutritional needs and health 	<ul style="list-style-type: none"> 3.1 Cooking of food and heat transfer 3.2 Functional and chemical properties of food 	<ul style="list-style-type: none"> 4.1 Food spoilage and contamination 4.2 Principles of food safety 	<ul style="list-style-type: none"> 5.1 Factors affecting food choice 5.2 British and international cuisine 	<ul style="list-style-type: none"> 6.1 Environmental impact and sustainability of food 6.2 Food production and processing 	<ul style="list-style-type: none"> Task 1 - Food investigation Task 2 - Food preparation



				<ul style="list-style-type: none"> ● 5.3 Sensory evaluation ● 5.4 Food labelling and marketing 		
Literacy (including reading)	<ul style="list-style-type: none"> ● Use of vocabulary - nutrients, macronutrients, micronutrients, essential amino acids, protein complementation, antioxidants, metabolic ● Reading recipes - scones, quiche, casserole, lasagne 	<ul style="list-style-type: none"> ● Use of vocabulary - functional, chemical, conduction, convection, radiation, denaturation, coagulation, syneresis, gelatinisation, dextrinisation, caramelisation, shortening, plasticity, emulsification ● Reading recipes - scotch egg, Swiss roll, lemon meringue pie, onion tart, empanadas 	<ul style="list-style-type: none"> ● Use of vocabulary - contamination, biological, chemical, yeast, mould, bacteria, enzymes, preservative, pathogens, perishable, salmonella, listeria ● Reading recipes - bread, pizza, curry, cheesecake, fishcakes 	<ul style="list-style-type: none"> ● Use of vocabulary - seasonal, modification, culture, intolerance, cuisine, organoleptic, sensory, preferences, profiling ● Reading recipes - muffins, gateaux, pasta, ravioli 	<ul style="list-style-type: none"> ● Use of vocabulary - environment, seasonal, sustainability, production, genetically modified, food security, carbon footprint, food miles, processing, fortified ● Reading recipes - pancakes, fish fingers, pie ● Evaluating products 	<ul style="list-style-type: none"> ● Use of vocabulary - demonstrating technical, hypothesis, prediction, justification, investigation, bibliography, research, analysis, evaluate ● Reading recipes ● Questions and answers ● Evaluating products
Cultural Capital	<ul style="list-style-type: none"> ● Making a range of recipes covering various cultures and cuisines - lasagne, casserole 	<ul style="list-style-type: none"> ● Making a range of recipes covering various cultures and cuisines - empanadas, tart 	<ul style="list-style-type: none"> ● Making a range of recipes covering various cultures and cuisines - pizza, curry 	<ul style="list-style-type: none"> ● Making a range of recipes covering various cultures and cuisines - ravioli, pasta, Moroccan dish, British dish 	<ul style="list-style-type: none"> ● Making a range of recipes covering various cultures and cuisines - American pancakes, British pancakes 	<ul style="list-style-type: none"> ● Making a range of recipes covering various cultures and cuisines - depending on topic chosen for NEA
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> ● Understand different ingredients and dishes linked to morals and cultures 	<ul style="list-style-type: none"> ● Understand healthy lifestyles and food choices 	<ul style="list-style-type: none"> ● How food contributes to personal wellbeing ● Appreciation of cuisines from different cultures 	<ul style="list-style-type: none"> ● Looking at different ingredients and dishes linked to morals and cultures 	<ul style="list-style-type: none"> ● Food waste ● Food choices and responding to other people's needs 	<ul style="list-style-type: none"> ● Seasonal food ● Food products and sustainability



Fundamental British Values	<ul style="list-style-type: none">• Appreciation of different ingredients related to faiths and beliefs	<ul style="list-style-type: none">• Exploring how different ingredients can help define cultures and social groups	<ul style="list-style-type: none">• Tolerance and respect when encountering foods that are unfamiliar	<ul style="list-style-type: none">• Equality and diversity in understanding food choices	<ul style="list-style-type: none">• Mutual respect when working collaboratively and as part of a group	<ul style="list-style-type: none">• Looking at ingredients and their cultural influences and values
Assessment	<p>Theory: written assessments on Micronutrients Nutritional needs and health</p> <p>Practical assessment - scones</p>	<p>Theory: written assessments on cooking of food and heat transfer, functional and chemical properties of food</p> <p>Practical assessment - Swiss roll</p>	<p>Theory: written assessments on the principles of food safety, food spoilage and contamination</p> <p>Practical assessment - cheesecake</p>	<p>Theory: written assessments on factors affecting food choice, British and international cuisine, sensory analysis, food labelling and marketing</p> <p>Practical assessment - ravioli</p>	<p>Theory: written assessments on environmental impact and sustainability of food, food production and processing</p> <p>Practical assessment - pie</p>	<p>Research Investigation</p> <p>Analysis and evaluation</p> <p>Researching the task</p> <p>Demonstrating technical skills</p> <p>Planning for the final menu</p> <p>Making the final dishes</p> <p>Analyse and evaluate</p>