

## **(Food and Nutrition) Department: Curriculum Overview 2023-24**

### **Curriculum Intent:**

- Life long learning
- Develop a passion for food
- Life skills
- And higher level skills
- All students to leave food being able to cook a broad range of dishes
- Broadening understanding of food and where it comes from

	Approximately 13 lessons 1/3 of the year	
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Year 7 2 lessons cycle	Term 1 13 lessons a year		End Points
	Half Term 1 [7 lessons]	Half Term 2 [6 lessons]	
<b>Topic</b>	Introduction to food Skills		
<b>Skill</b>	1- Preparing food 2- Preparing fruit and vegetables 3- Use of the cooker 4- Prepare shape and combine 6- cooking methods 10 – dough 11- raising agents	1-Preparing food 2. Preparing fruit and vegetables 2- Use of the cooker 3- Prepare shape and combine 6- cooking methods 10 – dough 11- raising agents	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Diet and health</li> <li>• Food Safety</li> <li>- <i>Fruit Salad</i></li> <li>- <i>Pizza</i></li> <li>- <i>Yeast experiment</i></li> <li>- <i>Rock cakes</i></li> <li>- <i>Fruit muffins</i></li> <li>- <i>Apple crumble</i></li> <li>- <i>Bolognaise</i></li> </ul>	<ul style="list-style-type: none"> <li>• Seasonality</li> <li>• Diet and safety</li> <li>• Function of ingredients- yeast</li> </ul>	
<b>Prior Knowledge Required</b>	Eatwell guide and basic nutrition Some knowledge of how to work in a practical environment		
<b>Feedback Points</b>	<ul style="list-style-type: none"> <li>- Practical assessment</li> <li>-</li> </ul>	skills assessment -knowledge assessment	
<b>Key Questions</b>	What does a balanced diet look like?	How can we serve food safely Key temperatures	
<b>Direct Vocab Instruction</b>	<ul style="list-style-type: none"> <li>- Diet</li> <li>- cross contamination</li> <li>- bridge and claw grips</li> </ul>	<ul style="list-style-type: none"> <li>- Micro organism</li> <li>- Food miles</li> <li>- Organic</li> <li>- Seasonality</li> <li>- Safe handling of meat and high risk products.</li> </ul>	
<b>Standardised Homework</b>	Mini assessment questions – SMHW/ teams/ google forms Evaluation for...	Experiment report	

Year 8 2 lessons a cycle	Term 1 13 lessons a year		End Points
	Half Term 1 [7 lessons]	Half Term 2 [6 lessons]	
<b>Topic</b>	Investigation and pastry investigation		
<b>Skill</b>	1- Preparing food 2- Preparing fruit and vegetables 3- Use of the cooker 4- Prepare shape and combine 5- Dough	1- Preparing food 2- Preparing fruit and vegetables 3- Use of the cooker 4- Prepare shape and combine 5- Dough 6-	
<b>Content</b>	EWG review	Food Safety	

	Special diets Seasonality  -popcorn -cheesy pasta -breakfast muffins -French toast	Functions of ingredients- in baking . Principles of working scientifically in the food room (NEA 1) style investigations  - Lasagne - Quiche - Quesadilla - Fried rice	
<b>Prior Knowledge Required</b>			
<b>Feedback Points</b>			
<b>Key Questions</b>	What nutrients are required for a balanced diet?		
<b>Direct Vocab Instruction</b>	Seasonality  Balanced diet	Cross contamination Gluten	
<b>Standardised Homework</b>	- Breakfast homework -	- Experiment report	

Year 9 1 lesson a cycle	Term 1 7 lessons	TERM 2 7 lessons	TERM 3 7 lessons	End Points
	<b>Topic</b>	<b>Introduction to FPN</b>	<b>Food safety</b>	
<b>Skill</b>	1- Preparing food 2- Preparing fruit and vegetables 3- Use of the cooker 4- Prepare shape and combine 5- Dough	6- Preparing food 7- Preparing fruit and vegetables 8- Use of the cooker 9- Prepare shape and combine 10- Dough	11- Preparing food 12- Preparing fruit and vegetables 13- Use of the cooker 4.Prepare shape and combine 5.Dough	
<b>Content</b>	Methods of cooking  Introduction to nutrition -review the eatwell guide - functions of nutrients -energy needs -macro and micro nutrients  -chilli con carne -breakfast muffins -French toast	Food choice -religion – to look at a range of religions to look at the food culture within e.g. hindu, skih, islam -allergies identify common allergens and symptoms of an allergy/ intolerance -lifestyle factors  -pasta Spring rolls -fajitas	Bacteria and how to store food correctly Food safety -key temperatures -storage -contamination -avoidance of cross contamination - use of a food probe  Lemon and poppy seed muffins Chicken skewers Cottage pie Risotto	

<b>Prior Knowledge Required</b>	Basic nutrition and 8 guidelines		
<b>Feedback Points</b>			
<b>Key Questions</b>	Why is food cooked? What are the key nutrients? What is a macro/ micro nutrient?	What is an allergy? What is an intolerance?	
<b>Direct Vocab Instruction</b>	Radiation Conduction  Macro and micro nutrients Excess and deficiency	Sustainable Anaphylaxis Haalal Kosher	Bacteria Cross contamination Micro organism
<b>Standardised Homework</b>	Function of micronutrients- vitamins and minerals		

Year 10 4 lessons a cycle	Term 1		Term 2		Term 3		End Points
	Half Term 1 [? lessons]	Half Term 2 [? lessons]	Half Term 3 [? lessons]	Half Term 4 [? lessons]	Half Term 5 [? lessons]	Half Term 6 [? lessons]	
<b>Topic</b>	Food science	Food Spoilage and contamination	Food Science	Diet and health	Food provenance	International and British Cusines	
<b>Skill</b>	Heat control	Setting mixtures Working with High risk foods	Raising agents Sauces Dough				
<b>Content</b>	Revision of sources and functions: Carbohydrates Proteins Fats  Functions in foods: -carbs -Fats -protein  Cooking methods -choosing appropriate methods of cooking -dry	-Buying and storing food safely Key temperatures  -Bacterial contamination -Enzymic browning -Micro organisms	-Raising agents : Chemical Biological Mechanical  -sauces : Reduction All in one Roux  NEA 1 style investigation To conclude the work  Energy needs -Nutritional analysis	- why do we cook food?  -factors that affect food choice: Religion Health Allergies Vegetarian/ vegan Lifestyle factors  Diet choice and health CVD Diabetes Tooth decay Stroke	- food Sources -sustainability: Food miles Organic/ fair trade Farming methods Seasonality - food Production  -food packaging and marketing.	International and British Cusines -culinary traditions -typical ingredients -traditional dishes	

	-oil -wet		-Life stages -Dietary guidelines			
<b>Prior Knowledge Required</b>						
<b>Feedback Points</b>						
<b>Key Questions</b>	Why do we cook foods ? How does cooking foods affect the nutrients?	What is bacteria? How do Enzymes affect foods? What conditions do microorganisms need to grow?	What is a raising agent?	Why is food cooked? What factors affect what we eat? What is the consequences of having a poor diet	How can we make food more sustainable?	
<b>Direct Vocab Instruction</b>	HBV LBV Amino acids Saccharides Coagulation Dextrinization Gluten Gelatinisation Denaturation caramelisation				Organic fairtrade sustainable food miles carbon footprint	
<b>Standardised Homework</b>						

Year 11 3 lessons a cycle	Term 1		Term 2		Term 3	End Points
	Half Term 1 [8 lessons]	Half Term 2 [? lessons]	Half Term 3 [? lessons]	Half Term 4 [? lessons]	Half Term 5 [? lessons]	
<b>Topic</b>	<b>NEA 1</b>	<b>NEA 2</b>	<b>NEA 2</b>	<b>NEA 2/ revision</b>	<b>Revision</b>	
<b>Skill</b>	- Investigation and testing skills	- Trial practicals multiple skills demonstrated - Skills 1-12	Practical skills demonstrated in FINAL 3 hour exam -skills 1-12 high level skills should be being demonstrated.	- evaluation	- exam skills -long answer questions	
<b>Content</b>	- Scientific investigation into the properties of ingredients. - Undertake an investigation to prove hypothesis about the work.	- Research - Trial practical work - refining and developing dishes.  Preparation for mock exams	-planning for practical and development of recipe - final dish exam	- costing and nutritional analysis -evaluations  Revision of the course content	-Revision of course content and exam technique. -Emphasis on long answer questions	

<b>Prior Knowledge Required</b>	All previous content					
<b>Feedback Points</b>	Group feedback in line with the exam boards regulations	Group feedback in line with the exam boards regulations Feedback on the mock	Group feedback in line with the exam boards regulations	Score for total of NEA		
<b>Key Questions</b>	? what is the function of the ingredients being tested?	Dependent on the brief: ? life stage requirements ?culinary traditions ? different reasons for diet	?How can the dishes be developed ?what are the			
<b>Direct Vocab Instruction</b>	Analyse Investigate	Traditions Culinary	Evaluation Analysis Nutrition			
<b>Standardised Homework</b>	To review and prepare for the next lesson as exam board regulations allow.  Regular revision quizzes/ activities (minimum once a cycle)			Revision questions and activities to be continued. Revision content to be shared with students		