

(Food and Nutrition) Department: Curriculum Overview 2024-25

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]	
Topic	Introduction to food Skills		
Skill	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	
Content	<ul style="list-style-type: none"> • Diet and health • Food Safety - <i>Fruit Salad</i> - <i>Pizza</i> - <i>Yeast experiment</i> - <i>Rock cakes</i> - <i>Fruit muffins</i> - <i>Apple crumble</i> - <i>Bolognaise</i> 	<ul style="list-style-type: none"> • Seasonality • Diet and safety • Function of ingredients- yeast 	
Prior Knowledge Required	Eatwell guide and basic nutrition Some knowledge of how to work in a practical environment		
Feedback Points	<ul style="list-style-type: none"> - Practical assessment - 	skills assessment -knowledge assessment	
Key Questions	What does a balanced diet look like?	How can we serve food safely Key temperatures	
Direct Vocab Instruction	<ul style="list-style-type: none"> - Diet - cross contamination - bridge and claw grips 	<ul style="list-style-type: none"> - Micro organism - Food miles - Organic - Seasonality - Safe handling of meat and high risk products. 	
Standardised Homework	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]	
Topic	Investigation and pastry investigation		
Skill	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-	
Content	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	
Prior Knowledge Required			
Feedback Points			
Key Questions	What nutrients are required for a balanced diet?		
Direct Vocab Instruction	Seasonality Balanced diet	Cross contamination Gluten	
Standardised Homework	- Breakfast homework -	- Experiment report	

Year 9 1 lesson a cycle	Term 1 7 lessons	TERM 2 7 lessons	TERM 3 7 lessons	End Points
	Topic	Introduction to FPN	Food safety	
Skill	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	
Content	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	

Prior Knowledge Required	Basic nutrition and 8 guidelines		
Feedback Points			
Key Questions	Why is food cooked? What are the key nutrients? What is a macro/ micro nutrient?	What is an allergy? What is an intolerance?	
Direct Vocab Instruction	Radiation Conduction Macro and micro nutrients Excess and deficiency	Sustainable Anaphylaxis Haalal Kosher	Bacteria Cross contamination Micro organism
Standardised Homework	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]	
Topic	Food science	Food Spoilage and contamination	Food Science	Diet and health	Food provenance	International and British Cusines	
Skill	Heat control	Setting mixtures Working with High risk foods	Raising agents Sauces Dough				
Content	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			
Prior Knowledge Required						
Feedback Points						
Key Questions	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?	
Direct Vocab Instruction	HBV LBV Amino acids Saccharides Coagulation Dextrinization Gluten Gelatinisation Denaturation caramelisation				Organic fairtrade sustainable food miles carbon footprint	
Standardised Homework						

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]	
Topic	NEA 1	NEA 2	NEA 2	NEA 2/ revision	Revision	
Skill	- 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	
Content	- 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	

Prior Knowledge Required	All previous content					
Feedback Points	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		
Key Questions	? 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			
Direct Vocab Instruction	Analyse Investigate	Traditions Culinary	Evaluation Analysis Nutrition			
Standardised Homework	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		