



Department: Food and Nutrition

Curriculum Intent Statement

Our Curriculum Vision & Purpose

The teaching of food and nutrition gives pupils the opportunity to cook and apply the principles of nutrition and healthy eating, whilst also considering where food comes from and how a variety of ingredients are grown, reared, caught and processed and how choices can have an impact on our environment. Via mainly practical activities, pupils are encouraged not just to learn a crucial life skill but develop a passion of cooking dishes that will enable them to feed themselves and others affordably and well.

Powerful Knowledge

Pupils will be equipped with the knowledge of how to store, prepare and cook food using a range of skills. Using this knowledge, they will be able to work safely and hygienically, whilst preparing ingredients using a wide range of utensils and equipment and be able to judge and manipulate sensory properties. They will learn to select ingredients, whilst gaining knowledge and understanding of ingredients and where food comes from as well as an awareness of social, moral, cultural and environmental issues. They will learn the key nutritional principles and gain knowledge in the importance of a healthy and varied diet and have an awareness of and be able to adapt recipes for dietary need.

Curriculum Features

A hierarchical curriculum structure is used where each of the key elements are revisited and built upon throughout the key stages and pupils will improve not only theoretical knowledge but also in practical elements such as following more complex recipes, time management and dove tailing. Assessments are carefully designed to recall pupil's knowledge as well as introduce practical based non-exam assessments as would be required in the final year of GCSE.



Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2019-20

Department: Food and Nutrition

Please note: In Year 7, Year 8 & Year 9 all pupils will study Art over a 13-week period, as part of a carousel arrangement with other subjects. The 13-week session could be either at the start, in the middle or near the end of the academic year.

Year 7 F & N Scheme Overview	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 7 (referenced to topic as appropriate)
	Rotation 13 Weeks Max. No. Lessons: 26	Pupils will learn the principles of food hygiene and safety along with introduction to basic practical skills, weighing, measuring, temperatures, timings and ration of ingredients. We will also look at the general principle of nutrition with the Eatwell Guide concentrating on the benefit of fruit and vegetables to the diet. Consider food provenance and how food is subjected to primary or secondary food processing. Finally, we will look at the functional properties of key ingredients – eggs and fat. Throughout the rotation, pupils will be able to demonstrate practical skills from each of the key skill groups.	Assessments Assessment 1: <ul style="list-style-type: none"> • Food investigation Non Exam Assessment Assessment 2: <ul style="list-style-type: none"> • Recall of all key terms and GCSE style questions Assessment 3: <ul style="list-style-type: none"> • Food preparation Non Exam Assessment 	Understand and explain the recommended guidelines for a healthy diet, how to prepare, store and serve food safely and hygienically to gain a coherent knowledge of practical skills. Explaining the function of key ingredients in varying food products.

Powerful Knowledge includes key 'invaluable' and distinct knowledge concepts linked to this subject; it is distinct from common sense.

Assessment Format to follow whole-school expectations (MCQs for Content Knowledge & Understanding, GCSE-style Qs. for Application of Skills).



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	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 8 (referenced to topic as appropriate)
Year 8 F&N Scheme Overview	Rotation 13 Weeks Max. No. Lessons: 26	<p>Pupils will explore the general principles of nutrition in greater depth, understanding what a macro nutrient is, the varying function of them and the main sources of protein, fat and carbohydrate. We will also consider the dietary need of water, fibre and extrinsic sugars. We will then look into the energy requirements of individuals using Basal Metabolic Rate (BMR) and physical activity levels (PAL) and their importance in determining energy requirements and how this can be imbalanced. We will then evaluate how this information is communicated to consumers via packaging and labelling. Finally we will consider the functional properties of certain ingredients – chemical raising agents and starch and the reactions that occur through different cooking methods.</p> <p>Throughout the rotation, pupils will be able to build upon previous skills and further demonstrate practical skills from each of the key skill groups.</p>	<p>Assessments</p> <p>Assessment 1:</p> <ul style="list-style-type: none"> Food investigation Non Exam Assessment <p>Assessment 2:</p> <ul style="list-style-type: none"> Recall of all key terms and GCSE style questions <p>Assessment 3:</p> <ul style="list-style-type: none"> Food preparation Non Exam Assessment 	<p>A gradual progression of knowledge of the Eatwell guide into a greater depth of understanding of its main principles of nutrition and thus calculating energy requirements for individuals. Continuing to prepare, store and serve food safely and hygienically to gain a coherent knowledge of practical skills. Inter leaving previous knowledge of ingredient functions to accumulate a wider range of ingredients.</p>

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	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 9 (referenced to topic as appropriate)
Year 9 F&N Scheme Overview	Rotation 13 Weeks Max. No. Lessons: 26	<p>Pupils will continue to explore the basic principles of nutrition this year focussing on micro nutrients, their functions and sources, they will also understand how certain nutrients are needed to complement each other in order to provide the body with the correct function. We will then consider nutritional needs for a range of lifestyle stages and specific lifestyle needs along with culinary traditions of various cultures. Pupils will then consider how sensory perception guides the choices that consumers make as well environmental considerations such as the use of GM foods, Food miles and sustainability. Finally we will consider how we can all play a part in reducing food waste and food poverty.</p> <p>Throughout the rotation, pupils will be able to build upon previous skills and further demonstrate practical skills from each of the key skill groups. More emphasis being on the higher level skill groups and their use testing their products in order to manipulate sensory properties.</p>	<p>Assessments</p> <p>Assessment 1:</p> <ul style="list-style-type: none"> Food investigation Non Exam Assessment <p>Assessment 2:</p> <ul style="list-style-type: none"> Recall of all key terms and GCSE style questions <p>Assessment 3:</p> <ul style="list-style-type: none"> Food preparation Non Exam Assessment 	<p>Gather an invaluable and coherent knowledge of nutrients along with a substantive range of practical skills. Considering factors which may affect consumer choice and a knowledge of what we can do to reduce our own food waste and how this ultimately will support food poverty.</p>

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Department: Food Preparation & Nutrition

Year 10 Food Preparation & Nutrition Scheme Overview	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Yr 10 (referenced to topic as appropriate)
	Term 1 7 Weeks Max. No. Lessons: 20	Protein – Meat and Fish We will revisit existing knowledge of the Eatwell Guide and the Healthy Eating Guidelines which are based around this. From this we will commence work on each of the nutrient groups, this term concentrating on Protein its functions within the body and issues related with excessive or inadequate consumption. We will then focus on animal proteins – meat, poultry and fish. Within this unit practical skills/knowledge will focus on the use of different cuts of meat, portioning of a chicken and filleting different categories of fish and the different cooking methods used for each. Along with securing knowledge and building upon the skills learnt at Key Stage 3. We will also study safe storage and preparation of these products and the related risks should this not be done.	Assessment 1 Assessments will test: <ul style="list-style-type: none"> • Recall key words, terms, skills. • Use of GCSE style questions • Skill based technical tas 	A substantive knowledge of protein, being able to describe its functions and main sources. Practically be able to utilise several key skills in the use of protein based ingredients.
	Term 2 8 Weeks Max. No. Lessons: 14	Protein – Eggs and Dairy We will study the similarities and differences of products produced via different farming methods (food provenance). The many functional properties of eggs via theory and practical tasks. We will link the two ingredients together by experimenting with different types of sauce making methods. We will look at primary processing methods by looking at how milk is processed and the many varieties it is processed into. Following onto secondary processing methods as to how milk is made into cheese and other dairy products. Throughout all practical tasks we will continue to build on and cover further key skills	Assessment 2 Assessments will test: <ul style="list-style-type: none"> • Recall key words, terms, skills. • Use of GCSE style questions • Skill based technical task 	Coherently describe how ingredients are farmed, giving advantages and disadvantages of each. Explain how eggs have many functional properties in various food products and how dairy products are processed incorporating a range of key skills.

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	<p>Term 3 6 Weeks Max. No. Lessons: 16</p>	<p>Protein – Alternatives Why people should choose alternative proteins not just moral reasons but environmental and their nutritional benefit for different groups of people. Carbohydrates- Simple/Complex/NSP Nutritional benefit of this macro nutrient, functions, sources, deficiencies or excessive consumption. This nutrient will be studied through different cereals, then practically through pasta, bread and rice.</p>	<p>Assessment 3 Assessments will test:</p> <ul style="list-style-type: none"> Recall key words, terms, skills. Use of GCSE style questions Skill based technical task 	<p>The ability to give ideas of how protein can be incorporated into the diet for those groups of people who choose not to eat animal proteins. Explaining function and sources of carbohydrate products whilst making products which fit into the starchy carbohydrate group.</p>
	<p>Term 4 5 Weeks Max. No. Lessons:15</p>	<p>Carbohydrates – Wholegrain/Sugars Benefits of a diet high in wholegrain carbohydrates, compared to sugars. Looking at intrinsic and extrinsic sugars along with the functional properties of sugar and raising agents. As well as farming methods of grains and sugar.</p>	<p>Assessment 4 Assessments will test:</p> <ul style="list-style-type: none"> Recall key words, terms, skills. Use of GCSE style questions Skill based technical task 	<p>Comparing wholegrain products to understand the sensory differences as well as dietary need. Explaining functional properties of sugars both natural and added and problems associated with excessive consumption of sugar.</p>
	<p>Term 5 4 Weeks Max. No. Lessons: 12</p>	<p>Fats (and oils) Dietary value of fat, function and sources and functional properties through investigative practical. Difference between saturated and unsaturated fats. Vitamins Introducing micro nutrients, functions and sources of fat and water soluble vitamins. Cooking methods to retain vitamin content and how heat transfers through different cooking methods. Within practical work focussing on high level knife skills and decorative techniques to improve sensory qualities.</p>	<p>Assessment 5 Assessments will test:</p> <ul style="list-style-type: none"> Recall key words, terms, skills. Use of GCSE style questions NEA style Food Investigation Assessment 	<p>Explain how fats are produced and the differences between fats and oils. Medical issues associated with too much fat and the functional properties of fats. How vitamins are required in the diet for various functions and the sources of vitamins and how to retain them through varying methods of production.</p>

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	<p>Term 6 7 Weeks Max. No. Lessons: 14</p>	<p>Minerals Types, functions and sources of different minerals and trace elements. As well as importance of essential non nutrient – water.</p> <p>Food Waste Impact of food waste on the environment/ local, global markets and communities and the effect of food poverty. Ways to reduce food waste as a manufacturer, retail and consumer moving on to preservation methods through various practical tasks.</p>	<p>Assessment 6 Assessments will test:</p> <ul style="list-style-type: none">• Recall key words, terms, skills.• GCSE mock exam• NEA style Food Preparation Assessment	<p>Explaining how minerals are required in the body and how they are complimented by certain vitamins. Explain the effects of food waste on the world around us.</p>
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	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Yr 11 (referenced to topic as appropriate)
Year 11 Scheme Overview	Term 1 7 Weeks Max. No. Lessons: 14	<p>Sensory Testing Methods Understanding the different testing methods that can be used to determine the sensory properties of products. Understanding how sensory perception guides the choices people make and how the sensory receptors and olfactory systems works.</p> <p>NEA Food Investigation Assessment Carryout principles of the task in line with Exam board requirements.</p>	<p>Assessment 1 Assessments will test:</p> <ul style="list-style-type: none"> Recall key words, terms, skills. GCSE style questions NEA style Food Investigation Assessment 	Explain/demonstrate sensory testing methods with NEA task
	Term 2 8 Weeks Max. No. Lessons: 16	<p>Dietary Needs/Energy Requirements Consider the influence of lifestyle and consumer choice and how nutritional needs change due to age, lifestyle choice and health. Understanding of energy balance and how BMR and PAL determine energy requirements.</p> <p>NEA Food Preparation Assessment Carryout principles of the task in line with Exam board requirements.</p>	<p>Assessment 2 Assessments will test:</p> <ul style="list-style-type: none"> Recall key words, terms, skills. GCSE style questions NEA style Food Preparation Assessment Tasks 	The ability to adapt dishes to suit dietary needs whilst explaining reasons why. Use existing knowledge within NEA task.
	Term 3 6 Weeks Max. No. Lessons: 12	<p>NEA Food Preparation Assessment Carryout principles of the task in line with Exam board requirements.</p>	<p>Assessment 3 Assessments will test:</p> <ul style="list-style-type: none"> Recall key words, terms, skills. GCSE style questions NEA style Food Preparation Assessment Tasks 	Use existing knowledge within NEA task.
	Term 4 7 Weeks Max. No. Lessons: 14	<p>Cultures and Cuisines Culinary traditions in Britain and international cuisines, distinctive features, characteristics and eating patterns.</p>	<p>Assessment 4 Assessments will test:</p> <ul style="list-style-type: none"> Recall key words, terms, skills. GCSE style questions 	Explain the differences between cultures and the effect of food miles on the environment and the part they can play in reducing this.

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		Food Miles Impact on the carbon footprint of buying foods locally		
Term 5 4 Weeks Max. No. Lessons: 8		Revision Revision of all topics covered	Assessment 5 Assessments will test: <ul style="list-style-type: none">• Recall key words, terms, skills.• GCSE style questions	
Term 6 7 Weeks Max. No. Lessons: 14		GCSE Exams		

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