

## Food and Nutrition Curriculum Overview

“Give a man a fish, and he will be hungry again tomorrow; teach him to catch a fish, and he will be richer all his life.”

In Food and Nutrition, we aim to provide opportunities for students to become inquisitive and creative citizens capable of being able to cook confidently and apply principles of nutrition, food science and healthy eating.

The curriculum has been developed to teach, extend and embed practical skills whilst developing a 'love of cooking'. The curriculum is sequenced to ensure logical progression in skill acquisition, giving the students opportunities to show resilience with fault correcting and independence. We aim for our students to have the ability and confidence to adapt and change recipes to suit needs.

Understanding food provenance is key to enriching their knowledge and understanding in an ever-changing world. The students learning journey encourages students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

	<b>Rotation</b>
<b>Year 7</b>	<p>Students will be able to follow a recipe independently; be able to prepare a range of ingredient including meat, fish, fruit &amp; vegetables; be able to make a range of food products including sauces, pasta and fruit and vegetable dishes; know basic cooking methods including peeling, chopping, melting; understand basic nutrition relating to healthy eating and a balanced diet; be able to use a range of catering equipment with minimal assistance including hand whisks and sharp knives; know the different food groups of the Eatwell Guide and to be able to modify basic recipes.</p> <ol style="list-style-type: none"> <li>1. Knife Skills</li> <li>2. Weighing and measuring</li> <li>3. Ability to use the cooker.</li> <li>4. Preparation of ingredients (peel, wash, grate and dry where appropriate)</li> <li>5. Hygiene, health and safety in a working kitchen</li> <li>6. Understanding of components of a balanced diet ( Healthy eating)</li> <li>7. Apply scientific knowledge of food.</li> </ol>
<b>Year 8</b>	<p>The pupils will understand sensory analysis around food and how this affects taste, flavour, texture and smell of food.</p> <p>The pupils will understand how products are produced and sold such as fair trade, food provenance, multi-cultural cuisines, different methods of cooking styles and presentation techniques.</p> <p>The pupils will demonstrate some understanding of the technical aspects in the kitchen, including understanding of nutrition and health and safety.</p> <p>The pupils will understanding of what makes a balanced diet (Healthy eating) and feeding a family predominately savoury dishes.</p> <ol style="list-style-type: none"> <li>1. know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade.</li> </ol>

	<ol style="list-style-type: none"> <li>2. know about the different stages in food production and processing.</li> <li>3. understand how geography, weather and climate influence the availability of food and drink.</li> <li>4. compare the cost of food when planning to eat out or cook at home including the use of 'left-overs' wisely to reduce food waste.</li> <li>5. understand that people eat or avoid certain foods according to religion, culture, ethical belief, or personal choices.</li> <li>6. understand the influence of food marketing, advertising and promotion on their own diet and purchasing behaviour.</li> <li>7. know that it is important to be aware of portion size when choosing food and drinks.</li> <li>8. use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending.</li> </ol>
<b>Year 9</b>	<p>The pupils will understand sensory analysis around food and how this affects taste, flavour, texture and smell of food.</p> <p>The pupils will understand how products are produced and sold such as fair trade, food provenance, multi-cultural cuisines, different methods of cooking styles and presentation techniques.</p> <p>The pupils will demonstrate some understanding of the technical aspects in the kitchen, including understanding of nutrition and health and safety.</p> <p>The pupils will understanding of what makes a balanced diet (Healthy eating) and feeding a family predominately savoury dishes.</p> <ol style="list-style-type: none"> <li>1. Components of healthy diet - Healthy eating</li> <li>2. Know how to use utensils and some electrical equipment.</li> <li>3. Testing of food and altering to improve the product outcome</li> <li>4. Cook meat dishes using alternatives</li> <li>5. Ability to produce products using mix, coat, layer, and whilst learning techniques with guidance.</li> <li>6. Understanding affects and have the ability to avoid cross contamination</li> <li>7. know that it is important to be aware of portion size when choosing food and drinks.</li> <li>8. use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending.</li> <li>9. Cost effectiveness of different ingredients and food provenance.</li> <li>10. Key food science terminology</li> </ol>

<b>Key Stage 4 – GCSE Food and Nutrition</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>

<b>Year 10</b>	<p>Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices</p> <p>Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment</p> <p>Practice NEA<sub>1</sub></p>	<p>Food Spoilage</p> <p>Practice NEA<sub>2</sub></p> <p>Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.</p>	<p>Practice NEA 1.</p> <p>Food Provenance</p> <p>Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment</p>
	<b>Year 11</b>	<p>NEA<sub>1</sub> Controlled Assessment</p> <p>Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment</p>	<p>NEA 2 Controlled Assessment</p> <p>Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.</p>

<b>Key Stage 4 – Hospitality and Catering</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 10</b>	<p>Unit 1 – LO<sub>4</sub> – understand the environment in which hospitality and catering providers operate</p> <p>Unit 2 – LO<sub>1</sub> – understand the importance of nutrition when planning menus.</p> <p>Practical sessions developing key skills</p>	<p>Unit 1 – LO<sub>3</sub> – understand how hospitality and catering provision meets health and safety requirements</p> <p>Unit 2 - LO<sub>2</sub> – understand menu planning</p> <p>Practical sessions developing key skills</p>	<p>Unit 1 – revision for external examination</p> <p>Unit 2 - LO<sub>2</sub> – understand menu planning</p> <p>Practical sessions developing key skills</p>

<p style="text-align: center;"><b>Year 11</b></p>	<p>Unit 2 – LO1 – understand the importance of nutrition when planning menus.</p> <p>Unit 2 - LO2 – understand menu planning Practical sessions developing key skills</p> <p>Unit 2 controlled assessment</p>	<p>Unit 2 – controlled assessment</p>	<p>Unit 1 –revision for external examination</p> <p>Practical sessions to embed practical key skills</p>
---	---	---------------------------------------	--