



Curriculum Plan (Food & Nutrition)

| Year 7 | Knowledge (Topics covered, NC links) | Subject Skills | Key Assessment | Literacy and Numeracy | School values (Attitude / Achievement / Community / Endeavour) | Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage) |
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| Rotation 1 | <p><u>Theoretical content</u></p> <ul style="list-style-type: none">- Introduction to why we eat food Including an introduction to the Eatwell Guide- Protein. An introduction to what it is, what it's made from and where we can get it- Fat. An introduction to what it is, what it's made from and where we can get it- Carbohydrates. An introduction to what it is, what it's made from and where we can get it from including fibre- <p><u>Practical's</u></p> <ul style="list-style-type: none">- Biscuits- Toad in the hole- Cupcakes- Flapjack | <p>The role that H &S plays in food production</p> <p>How to reduce the chance of food poisoning</p> <p>Difference between personal and food hygiene</p> <p>The role nutrients play in our body</p> <p>General practical skills including dough making, accurate weighing and measurement and understanding of cake making methods to make a variety of foods.</p> | <p>Students will complete a knowledge check at the end of each lesson to check the level of understanding for each topic including purple pen.</p> <p>End of cycle assessment focussing on the role of macronutrients in the diet</p> | <p><u>Literacy</u> Food and Nutrition key words</p> <p><u>Numeracy</u> Weighing and measuring ingredients</p> | <p><u>Attitude</u> Installing a passion for making connections between the topic area and the pupil lives.</p> <p><u>Achievement</u> Focusing on the tasks in hand and using the targets provided to make progress.</p> <p><u>Developing previously undeveloped life skills.</u></p> <p><u>Community</u> Working in collaboration with peers during discussion and practical activity</p> <p><u>Endeavour</u> Using feedback provided to complete purple pen work to make progress throughout the year and reflect on learning.</p> | <ul style="list-style-type: none">- Reflecting on the development and creation of new products which can improve the quality of life e.g. mycoprotein, low fat alternatives- Teaching that encourages pupils to be discover foods of other cultures.- Awareness of the moral dilemmas currently facing the general population linked to diet, health and disease- Opportunities to work as a team, recognising others' strengths, sharing equipment |



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Rotation 2

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| | <p><u>Theoretical knowledge</u></p> <ul style="list-style-type: none">- Recap of macronutrients; what are they, what are they made from and where can they be found- Micronutrients; functions, sources of: Vitamin A, B group, C and D. Minerals Calcium, Iron, sodium (salt)- Energy balance- Nutritional needs for different groups <p><u>Practical's</u></p> <ul style="list-style-type: none">- Jam buns- Cheesy pasta- Scones- Crumble cake | <p>The role of macronutrients in the body</p> <p>Understand and describe the different health related diseases caused by poor diet</p> <p>Explain how nutritional needs change at specific life stages</p> <p>General practical skills including working with pasta, manipulation of vegetables, making batters and using the rubbing in method to produce a range of food products</p> | <p>Students will complete a knowledge check at the end of each lesson to check the level of understanding for each topic including purple pen.</p> <p>End of cycle assessment focussing on the role of micronutrients in the diet</p> | <p><u>Literacy</u></p> <p>Food and Nutrition key words</p> <p><u>Numeracy</u></p> <p>Weighing and measuring ingredients</p> <p>Scaling up recipes</p> | <p><u>Attitude</u></p> <p>Installing a passion for making connections between the topic area and the pupil lives.</p> <p><u>Achievement</u></p> <p>Focusing on the tasks in hand and using the targets provided to make progress.</p> <p>Developing previously undeveloped life skills.</p> <p><u>Community</u></p> <p>Working in collaboration with peers during discussion and practical activity</p> <p><u>Endeavour</u></p> <p>Using feedback provided to complete purple pen work to make progress throughout the year and reflect on learning.</p> | <ul style="list-style-type: none">- Reflecting on the development and creation of new products which can improve the quality of life e.g. mycoprotein, low fat alternatives- Teaching that encourages pupils to be discover foods of other cultures.- Awareness of the moral dilemmas currently facing the general population linked to diet, health and disease- Opportunities to work as a team, recognising others' strengths, sharing equipment |
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| Year 8 | Knowledge (Topics covered, NC links) | Subject Skills | Key Assessment | Literacy and Numeracy | School values (Attitude / Achievement / Community / Endeavour) | Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage) |
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| Rotation 1 | <p><u>Theoretical content</u></p> <ul style="list-style-type: none">- Cooking of food and heat transfer- How cooking affects sensory and nutritional properties- Functional and chemical properties of food – shortening, aeration and caramelisation- Functional and chemical properties of food – denaturation and coagulation <p><u>Practical's</u></p> <ul style="list-style-type: none">- Flaky pastry- American pancakes- Bread based pizza- Cheese straws | <p>Considering the functional and chemical properties of ingredients including the role they play in food production and how/why they may be adapted to suit different needs</p> <p>General practical skills Including dough making, pastry making and portioning to create a range of food products</p> | <p>Students will complete a knowledge check at the end of each lesson to check the level of understanding for each topic including purple pen.</p> <p>End of cycle assessment focussing on the functional and chemical properties of foods</p> | <p><u>Literacy</u> Food and Nutrition key words</p> <p><u>Numeracy</u> Weighing and measuring ingredients</p> | <p><u>Attitude</u> Installing a passion for making connections between the topic area and the pupil lives.</p> <p><u>Achievement</u> Focusing on the tasks in hand and using the targets provided to make progress.</p> <p><u>Developing previously undeveloped life skills.</u></p> <p><u>Community</u> Working in collaboration with peers during discussion and practical activity</p> <p><u>Endeavour</u> Using feedback provided to complete purple pen work to make progress throughout the year and reflect on learning.</p> | <ul style="list-style-type: none">- Reflecting on the development and creation of new products which can improve the quality of life e.g. mycoprotein, low fat alternatives- Teaching that encourages pupils to be discover foods of other cultures.- Awareness of the moral dilemmas currently facing the general population linked to diet, health and disease- Opportunities to work as a team, recognising others' strengths, sharing equipment |



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| | <p><u>Theoretical knowledge</u></p> <ul style="list-style-type: none">- Labelling. What's on a label, including understanding the role of traffic light labelling- Allergens including modifying a recipe for a particular need- Seasonality and food waste- Costing foods <p><u>Practical's</u></p> <ul style="list-style-type: none">- Ginger cake- Savoury rice- Stir fry- Quesadillas | <p>The functions and requirements of food labelling including a focus on food allergens, modification of recipes and costing. Food waste will be discussed</p> <p>Practical skills including manipulation of vegetables, boiling, simmering, frying and making doughs</p> | <p>Students will complete a knowledge check at the end of each lesson to check the level of understanding for each topic including purple pen.</p> <p>End of cycle assessment focussing on the functional and chemical properties of foods</p> | <p><u>Literacy</u></p> <p>Food and Nutrition key words</p> <p><u>Numeracy</u></p> <p>Weighing and measuring ingredients</p> <p>Scaling up recipes</p> | <p><u>Attitude</u></p> <p>Installing a passion for making connections between the topic area and the pupil lives.</p> <p><u>Achievement</u></p> <p>Focusing on the tasks in hand and using the targets provided to make progress.</p> <p>Developing previously undeveloped life skills.</p> <p><u>Community</u></p> <p>Working in collaboration with peers during discussion and practical activity</p> <p><u>Endeavour</u></p> <p>Using feedback provided to complete purple pen work to make progress throughout the year and reflect on learning.</p> | <ul style="list-style-type: none">- Reflecting on the development and creation of new products which can improve the quality of life e.g. mycoprotein, low fat alternatives- Teaching that encourages pupils to be discover foods of other cultures.- Awareness of the moral dilemmas currently facing the general population linked to diet, health and disease- Opportunities to work as a team, recognising others' strengths, sharing equipment |
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| Year 9 | Knowledge (Topics covered, NC links) | Subject Skills | Key Assessment | Literacy and Numeracy | School values (Attitude / Achievement / Community / Endeavour) | Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage) |
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| Rotation 1 | <p><u>Theoretical content</u></p> <ul style="list-style-type: none">- Interleaved theoretical content from years 7 and 8 to confirm understanding- Dietary functions, sources, excess and deficiency of protein.- Dietary functions, sources, excess and deficiency of fat.- Dietary functions, sources, excess and deficiency of carbohydrates.- <p><u>Practical's</u></p> <ul style="list-style-type: none">- Bolognese- Brownies- Fajitas- Pasties | <p>Considering the dietary functions of our key macronutrients in the diet including the roles they play, considerations of excess and sources.</p> <p>General practical skills Including dough making, pastry making and portioning to create a range of food products with considerations for how they may be adapted to suit different needs.</p> | <p>Students will complete a knowledge check at the end of each lesson to check the level of understanding for each topic including purple pen.</p> <p>End of cycle assessment focussing on the functions, sources, excess and deficiency of macronutrients.</p> | <p><u>Literacy</u> Food and Nutrition tier 3 language</p> <p><u>Numeracy</u> Weighing and measuring ingredients</p> | <p><u>Attitude</u> Installing a passion for making connections between the topic area and the pupil lives.</p> <p><u>Achievement</u> Focusing on the tasks in hand and using the targets provided to make progress.</p> <p>Developing previously undeveloped life skills.</p> <p><u>Community</u> Working in collaboration with peers during discussion and practical activity</p> <p><u>Endeavour</u> Using feedback provided to complete purple pen work to make progress throughout the year and reflect on learning.</p> | <ul style="list-style-type: none">- Reflecting on the development and creation of new products which can improve the quality of life e.g. mycoprotein, low fat alternatives- Teaching that encourages pupils to be discover foods of other cultures.- Awareness of the moral dilemmas currently facing the general population linked to diet, health and disease- Opportunities to work as a team, recognising others' strengths, sharing equipment |



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Rotation 2

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| | <p><u>Theoretical knowledge</u></p> <ul style="list-style-type: none">- Dietary functions, sources, excess and deficiency of vitamins and minerals.- The role protein plays in foods with a scientific understanding of how foods may change in structure, texture and flavour.- Special dietary needs, what are they and how can they be catered for including adaptations of meals. <p><u>Practical's</u></p> <ul style="list-style-type: none">- Goujons- Cottage pie- Choux buns- Home made burgers and bread rolls | <p>Functions and sources of micronutrients including awareness of issues around an excess as well as too little. Secure understanding of what special diets look like and how to accommodate for them.</p> <p>Practical skills including manipulation of vegetables, boiling, simmering, frying and making doughs</p> | <p>Students will complete a knowledge check at the end of each lesson to check the level of understanding for each topic including purple pen.</p> <p>End of cycle assessment focussing on the content taught throughout the rotation.</p> | <p><u>Literacy</u></p> <p>Food and Nutrition tier 3 language</p> <p><u>Numeracy</u></p> <p>Weighing and measuring ingredients</p> <p>Scaling up recipes</p> | <p><u>Attitude</u></p> <p>Installing a passion for making connections between the topic area and the pupil lives.</p> <p><u>Achievement</u></p> <p>Focusing on the tasks in hand and using the targets provided to make progress.</p> <p>Developing previously undeveloped life skills.</p> <p><u>Community</u></p> <p>Working in collaboration with peers during discussion and practical activity</p> <p><u>Endeavour</u></p> <p>Using feedback provided to complete purple pen work to make progress throughout the year and reflect on learning.</p> | <ul style="list-style-type: none">- Reflecting on the development and creation of new products which can improve the quality of life e.g. mycoprotein, low fat alternatives- Teaching that encourages pupils to be discover foods of other cultures.- Awareness of the moral dilemmas currently facing the general population linked to diet, health and disease- Opportunities to work as a team, recognising others' strengths, sharing equipment |
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| Year 10 | Knowledge (Topics covered, NC links) | Subject Skills | Key Assessment | Literacy and Numeracy | School values (Attitude / Achievement / Community / Endeavour) | Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage) |
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| Cycle 1 | <u>Theoretical knowledge</u> - Protein in the diet - protein alternatives - Protein: Functional and chemical properties - carbohydrates in the diet - Carbohydrates: function and chemical properties - Fats in the diet - fats and oils – functional and chemical properties - Vitamins and minerals - the role of micronutrients in the body and the importance of water - Current nutritional guidelines on maintaining weight and living an active, balanced lifestyle. - Current nutritional needs for all age groups - Adapting and planning effective meals for different dietary groups <u>Practical's</u> - Sticky toffee pudding | Clear understanding of the roles protein, fat and carbohydrates play in foods and the diet Clear understanding of how to maintain a healthy weight and balance. Development of current nutritional needs for all age groups. Cake making methods Sauce making Reduction of sauces Enrobing and coating Functions of eggs Doughs Pipping technique Filleting fish Lattice finishing technique Heat transfer High level making skills | - Practical assessment - Review of macronutrients <u>Seneca</u> - 1 General practical skills - 2.1 Macronutrients - 2.2 Micronutrients - 2.3.2 Nutritional needs and health - 3.2 Functional and chemical properties of food - 4.2 Principles of food safety | <u>Literacy</u> Food and Nutrition key words <u>Exam command words</u> <u>Structuring and answering exam questions</u> <u>Numeracy</u> Weighing and measuring ingredients Nutritional profiling | <u>Attitude</u> Installing a passion for making connections between the topic area and the pupil lives. <u>Achievement</u> Focusing on the tasks in hand and using the targets provided to make progress. Developing previously undeveloped life skills. <u>Community</u> Working in collaboration with peers during discussion and practical activity <u>Endeavour</u> Using feedback provided to complete purple pen work to make progress | <ul style="list-style-type: none">- Reflecting on the development and creation of new products which can improve the quality of life e.g. mycoprotein, low fat alternatives- Awareness of the moral dilemmas currently facing the general population linked to diet, health and disease- Opportunities to work as a team, recognising others' strengths, sharing equipment |



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| | <ul style="list-style-type: none">- Sweet and sour- Gelatinisation investigation- Thai curry- Fishcakes- Quiche- Carbonara- Lasagne- Fish pie | Skilling up products in preparation for NEA 2 Applying finishing techniques | | | throughout the year and reflect on learning. | |
| Cycle 2 | <p><u>Theoretical knowledge</u></p> <ul style="list-style-type: none">- Energy requirements for humans and sources of energy- The impact on diet related diseases on the human body- Understand how heat is transferred and evaluation of different cooking methods- Microbiology, food safety and the good kitchen practices The use of microbes in food production- Factors affecting food choice for the consumer- Researching International cuisines- How marketing and labelling impacts on food choice- Environmental impacts of food production and sustainability of food | <p>The role of energy in the body and where energy comes from.</p> <p>Understanding of medical illnesses and how to adapt a diet to meet their needs</p> <p>Understanding microbiology and food safety.</p> <p>Understanding the factors affecting food choice for consumers.</p> <p>Understanding of the requirements for NEA 2 practical task</p> <p>Development of high-level making skills including accompaniments</p> | <p>PPE</p> <p>Practical assessment</p> <p><u>Seneca</u></p> <ul style="list-style-type: none">- 2.3 Nutritional needs and health- 3.1 Cook of food and heat transfer- 3.2 Functional and chemical properties of food- 4.1 Food spoilage and contamination- 4.2 Principles of food safety | <p><u>Literacy</u></p> <p>Food and Nutrition key words</p> <p>Exam command words</p> <p>Structuring and answering exam questions</p> <p>Structuring and answering investigation findings</p> <p><u>Numeracy</u></p> <p>Weighing and measuring ingredients</p> <p>Nutritional profiling</p> <p>Costings</p> | <p><u>Attitude</u></p> <p>Installing a passion for making connections between the topic area and the pupil lives.</p> <p><u>Achievement</u></p> <p>Focusing on the tasks in hand and using the targets provided to make progress.</p> <p>Developing previously undeveloped life skills.</p> <p><u>Community</u></p> <p>Working in collaboration with peers during discussion and practical activity</p> <p><u>Endeavour</u></p> <p>Using feedback provided to complete purple pen</p> | <ul style="list-style-type: none">- Reflecting on the development and creation of new products which can improve the quality of life e.g. mycoprotein, low fat alternatives- Teaching that encourages pupils to be discover foods of other cultures.- Awareness of the moral dilemmas currently facing the general population linked to diet, health and disease- Development of an understanding for how and why food sustainability can impact the global environment- Pupils are encouraged to research and explore different factors relating to how a person's culinary influences effect food choices such as finance, |



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| | <p><u>Practical's</u></p> <ul style="list-style-type: none">- Ravioli- Cheesecake- Burgers- Chelsea buns- Victoria sponge- Tart Tatin- Chicken Supreme- Profiteroles- Lemon Meringue Pie- Practical assessment x3- Chicken Pie | Researching international cuisines in preparation for NEA2 task. | | | work to make progress throughout the year and reflect on learning. | <p>religion, traditions and exposure habits.</p> <ul style="list-style-type: none">- Opportunities to work as a team, recognising others' strengths, sharing equipment- Developing an understanding of food cultures and cuisines |
| Cycle 3 | <p><u>Theoretical knowledge</u></p> <ul style="list-style-type: none">- Sensory testing- Sensory Evaluation- food and the environment- food Provenance and production methods- Sustainability of food- Food production and processing- Food processing and technological developments- NEA Practice task <p><u>Practical's</u></p> <ul style="list-style-type: none">- NEA1 investigation- Mock NEA2 practical tasks- Practical assessments- Mock NEA1 | <p>Different sensory analysis techniques used to evaluate foods</p> <p>Embedding knowledge of sustainability in foods</p> <p>Understand key terms including food provenance</p> <p>Develop understanding of different food production methods and the strengths/weaknesses of each</p> | <p><u>Seneca</u></p> <ul style="list-style-type: none">- 5.1 Factors affecting food choice- 5.2 British and international cuisine- 5.3 Sensory evaluation- 6.1 Environmental impact and sustainability of food- 6.2 Food processing and production- Knowledge assessment of food safety, food choice and sustainability. | <p><u>Literacy</u></p> <p>Food and Nutrition key words</p> <p>Exam command words</p> <p>Structuring and answering exam questions</p> <p>Structuring and answering investigation findings</p> <p><u>Numeracy</u></p> | <p><u>Attitude</u></p> <p>Installing a passion for making connections between the topic area and the pupil lives.</p> <p><u>Achievement</u></p> <p>Focusing on the tasks in hand and using the targets provided to make progress.</p> <p>Developing previously undeveloped life skills.</p> <p><u>Community</u></p> <p>Working in collaboration with peers during</p> | <ul style="list-style-type: none">- Reflecting on the development and creation of new products which can improve the quality of life e.g. mycoprotein, low fat alternatives- Pupils explore mass production and principles of wastage such as the 3 'R's and how they make a positive contribution if utilised effectively. Pupils are encouraged to explore different uses for food waste. Pupils are actively encouraged to research and explore culinary habits and traditions and how we have become more multi-cultural. |



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| - Designing the best luxury chocolate chip cookie | including accompaniments | - End of year assessment - Mock NEA1 | Weighing and measuring ingredients Nutritional profiling Costings | discussion and practical activity <u>Endeavour</u> Using feedback provided to complete purple pen work to make progress throughout the year and reflect on learning. | - Teaching that encourages pupils to be discover foods of other cultures. - Awareness of the moral dilemmas currently facing the general population linked to diet, health and disease - Pupils explore how a range of beliefs influence food choice and habit as well as using a range of equipment and explore properties of ingredients both organic and non-organic to create a range of dishes - Opportunities to work as a team, recognising others' strengths, sharing equipment |
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| Year 11 | Knowledge (Topics covered, NC links) | Subject Skills | Key Assessment | Literacy and Numeracy | School values (Attitude / Achievement / Community / Endeavour) | Extra curricular opportunities | Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage) |
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| Cycle 1 | NEA 1 – investigation task Food investigation (30 marks) Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task. Begin NEA 2 Food preparation assessment (70 marks) | Carry out investigations Clearly understand key terms including control, variable, fair test and analysis Scientific analysis of results to explain findings Understand requirements of NEA2 practical assessment Time management Sensory analysis Nutritional profiling | NEA 1: Written or electronic report (1,500 – 2,000 words) including photographic evidence of the practical investigation. NEA 2: Written or electronic portfolio including photographic evidence of the three final dishes must be included. Practical assessment weeks 27 th January – 7 th February | <u>Literacy</u> Food and Nutrition key words Structuring and answering investigation findings Exam command words Structuring and answering exam questions | <u>Attitude</u> Installing a passion for making connections between the topic area and the pupil lives. <u>Achievement</u> Focusing on the tasks in hand and using the targets provided to make progress. Developing previously undeveloped life skills. | After school intervention sessions | <ul style="list-style-type: none">- Reflecting on the development and creation of new products which can improve the quality of life e.g. mycoprotein, low fat alternatives- Investigate a current food issue creating a report to highlight the impacts on consumers and the environment- Carry out a practical task to gain a deeper understanding of food in the wider context- Awareness of the moral dilemmas currently facing the general population linked to diet, health and disease- Pupils explore how a range of beliefs influence food choice and habit as well as using a range of equipment and explore properties of ingredients both organic and non-organic to create a range of dishes |
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| Cycle 2 | Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved. | | | <u>Numeracy</u> Weighing and measuring ingredients Nutritional profiling Costings | <u>Community</u> Working in collaboration with peers during discussion and practical activity <u>Endeavour</u> Using feedback provided to complete purple pen work to make | | |



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