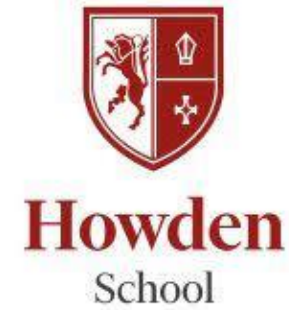


Curriculum Overview – Food & Nutrition



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- ‘To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Numeracy and literacy

Teachers should take opportunities to develop pupils’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

‘Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.’ Adapted from National Curriculum, DfE, 2014.

Curriculum Intent

The Howden School curriculum for food and nutrition aims to ensure that all pupils:

- understand and apply the principles of nutrition and learn how to cook
- build and apply a repertoire of knowledge, understanding and skills in order to produce high-quality, healthy food products for a wide range of users
- critique, evaluate and test their food products using sensory, cost and nutritional analysis

Building on prior learning

Students will build upon their knowledge of healthy eating to understand and apply the principles of nutrition and health. They will extend their practical skills by learning to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. They will become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] and understand the source, seasonality and characteristics of a broad range of ingredients.

What can students do by the end of KS2?

Understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

What are the skills gaps?

Facilities for practical cooking at primary schools vary enormously so students experience of practical cooking varies greatly, therefore there are gaps in using food preparation equipment and food preparation skills. Cooking is often completed as a paired or group activity at KS2, often with component ingredients so there are gaps in independent working, organisational skills and working within time constraints.

Baseline expectations

- Use basic food preparation and cooking equipment safely.
- Basic practical skills.
- Know the origin and simple functions of ingredients; basic healthy eating and The Eatwell Guide; reasons for food choice and awareness that food needs change and that some people eat or avoid certain foods, e.g. allergy/intolerance or religious belief.
- Knowledge, understanding and skills needed to engage in an iterative process of designing and making in a range of contexts, such as the home, school and culture.

Curriculum Structure

Disciplinary Knowledge	Year 7	Year 8	Year 9	Year 10	Year 11
Research	Research Seasonal produce in the UK (Lifelong learning) Including cost.			Understand the relationship between diet, nutrition, and health, including the physiological and	Apply knowledge and understanding of the functional properties and chemical characteristics of

				<p>psychological effects of poor diet and health</p> <p>Understand the economic, environmental, ethical and sociocultural influences on food availability, production processes, diet and health choices.</p> <p>Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.</p>	<p>food to investigate a specific brief as well as a good knowledge of the nutritional content of food and drinks</p> <p>Apply knowledge, understanding and explain the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health</p> <p>Understand and explain the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.</p>
Practical Skills	<p>Demonstrate the principles of food hygiene and safety.</p> <p>Demonstrate a range of food skills and techniques, in particular knife skills.</p> <p>Follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes.</p>	<p>Demonstrate the principles of food hygiene and safety in a range of situations.</p> <p>Adapt and follow recipes using a variety of ingredients and equipment to prepare and cook a range of predominately savoury dishes.</p> <p>Demonstrate a wider range of food skills and techniques.</p>	<p>Demonstrate the principles of food hygiene and safety in a range of situations.</p> <p>Adapt and follow recipes to prepare and cook a range of more complex savoury dishes.</p> <p>Demonstrate confidence and independence in a wide range of food skills and techniques.</p>	<p>Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment</p>	<p>Demonstrate effective and safe high level cooking skills by planning, preparing and cooking a variety of food commodities for a specific brief whilst using different cooking techniques and equipment to a high standard.</p>
Evaluate	Demonstrate the knowledge, understanding	Recall sensory testing. Creating star profile graphs	Demonstrate the knowledge, understanding	Show knowledge and understanding of the	Apply knowledge and understanding of functional

	and skills needed to engage discussing the sensory properties of foods and how they can be altered/ improved.	to present their findings and then interpret and communicate their improvements in written form.	and skills needed to engage in an iterative process of evaluation and development of potential products.	functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks. Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food	and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food for a specific brief. Describe a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes and demonstrate this through their planning. preparing and making.
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Key subject skills for KS4 Vert Food and Cookery

AO1	AO2	AO3	AO4
Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.	Apply knowledge and understanding of nutrition, food, cooking and preparation.	Plan, prepare, cook and present dishes, combining appropriate techniques.	Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.

Curriculum Sequencing

In KS3, food technology is taught in a rotation alongside design technology and 3-dimensional design. As such, the units are relatively short in KS3 and focuses on the core subject knowledge to equip pupils with the key skills needed for future life and study. Students can opt to continue to study food technology at KS4 and currently follow the AQA food preparation and nutrition course. From September 2024, the KS4 course followed will be the NCFE VCert - Food and Cookery.

Key Stage 3

	Year 7	Year 8	Year 9
Knowledge	Students develop a basic understanding of the skills needed to cook good quality food. They	Students build on previous knowledge of equipment and skills to create a wider range	Students in year 9 develop creative techniques such as prepare combine and shape and are

	<p>will be shown how to use equipment and the basic skills such as General practical skills, food hygiene and knife skills.</p> <p>Lesson content: Eatwell Guide recall HACCP Health & Safety in the Food room - hygiene/food safety Products include: Scones (rubbing in method, baking) Fruit muffins (batter, baking) Cheese straws (Pastry, rubbing in, baking) Coleslaw (Knife skills) Fruit Fusion (knife skills, preparing fruits) Vegetable Couscous salad (knife skills, kettle)</p>	<p>of more complex products. In the theory they learn about food safety, food provenance, healthy food choices, the Eatwell Guide and cooking methods.</p> <p>Lesson content: Recall health and safety rules 4Cs for food hygiene Use of equipment Products include: Spaghetti Bolognese (Reduction sauce, boiling, frying, handling high risk foods -meat/alternatives, knife skills) Pizza (Bread base, baking) Glazed chicken & Rice (Boiling, frying, knife skills, handling high risk foods) Jam Tarts (Pastry -recall, baking, shaping, food safety.</p>	<p>expected to cook with confidence and independence. We cook products from around the world to develop pupils understanding of flavours, seasonings and other cultures.</p> <p>Lesson content: Recall health & safety/ 4Cs Products include: Vegetable spring rolls (Prepare, combine & shape, marinade, baking) Fajitas (Knife skills, handling high risk foods, frying, marinade -altering a recipe) Stir fry with rice or noodles (boiling, frying, knife skills, handling high risk food /alternatives)</p>
Skills	<p>English</p> <ul style="list-style-type: none"> • Vocabulary and evaluations <p>Maths</p> <ul style="list-style-type: none"> • Weight, volume and measure <p>Practical</p> <ul style="list-style-type: none"> • Knife skills – bridge hold and claw grip • Use of the oven • Time management • Applying food safety and hygiene • Use of equipment 	<p>English</p> <ul style="list-style-type: none"> • Vocabulary and evaluations <p>Maths</p> <ul style="list-style-type: none"> • Weight, volume and measure <p>Practical</p> <ul style="list-style-type: none"> • Knife skills – bridge hold and claw grip • Use of the oven • Time management • Applying food safety and hygiene • Use of equipment 	<p>English</p> <ul style="list-style-type: none"> • Vocabulary and evaluations <p>Maths</p> <ul style="list-style-type: none"> • Weight, volume and measure <p>Practical</p> <ul style="list-style-type: none"> • Knife skills – bridge hold and claw grip • Use of the oven • Time management • Applying food safety and hygiene • Use of equipment
Subject specific vocabulary and key terms	<p>ALLERGEN ALLERGIC REACTION AROMA BAKING BEATING BRIDGE HOLD CARBOHYDRATE CEREALS CLAW GRIP</p>	<p>AL DENTE BACTERIA CONTAMINATE CUISINE DIARRHOEA DOUGH SEASONING SIMMERING WHISKING</p>	<p>BIND CUISINE MACRONUTRIENTS MICRONUTRIENTS SEASONING</p>

	COELIAC DISEASE DIET DOUGH NUTRIENTS OBESITY SHORTENING WHOLEGRAIN		
Assessment	Recall and apply the principles of The Eatwell Guide and the 8 tips for healthy eating to their own diet. Quality of dishes – ie. cooked/ hygiene. Apply health & safety principles to practical.	Complete and understand Sensory analysis graphs for their product(s) using appropriate terminology. Quality of dishes. Apply health & safety principles to practical.	Explain the characteristics of ingredients and how they are used in cooking. Quality of dishes- regarding finishing techniques and development of recipes. Apply health & safety principles to practical.

Key Stage 4 Year 10 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge (Core Topics)	Health & Safety & Hygiene Food Choice	Food legislation & provenance Healthy Eating & balanced diet	Conclude Healthy Eating & balanced diet. Planning & adapting recipes/ evaluating dishes.
Skills	Core Practical skills Complex knife skills, dough making, sauce making, prepare/combine & shape, garnishing and finishing techniques.	Developing recipes for different needs/ consumers. Students will design their own dishes, plan, make and evaluate them against sensory properties. Suggesting improvements.	Stretching practical skill and finishing techniques. Selecting own recipes and developing own ideas/ dishes. Experimenting with techniques in preparation for NEA in September. Exam skills -how to answer Food questions, command words and what the exam paper will look like.
Vocabulary	Health & Safety and Food Hygiene: Ambient Danger zone Pasteurisation Practical skills: Conduction	Food Legislation & Food Provenance: Food provenance Food security Fortification Free range Genetically modified (GM) Date marks Environmental issues	Healthy eating and balanced diet continued: Gelatine Lactic acid Sustainable Additives Anaemia Antioxidant Basal metabolic rate (BMR)

	<p>Gliadin and glutenin Convection Fermentation Folding Gelatinisation Gluten Lactose Prove Reduction Roux Steaming Denaturation Aeration Agitate Batter Caramelisation Coagulation Chemical raising agent Biological raising agent Choux pastry Dextrinisation Dry-frying Enzymic action and browning Emulsification</p> <p>Food choice: Hinduism, Islam, Judaism, Rastafarianism, Sikhism Moral / Ethical Allergies Intolerances Coeliac</p>	<p>Fairtrade Best before date Mycoprotein Organic Climate change Seasonal Sustainability Tofu</p> <p>Healthy eating & diet: Physical activity level (PAL) Macronutrient Micronutrients Life stages Absorb Amino acids Cholesterol Fat-soluble vitamins Folic acid High biological value (HBV) Low biological value (LBV) Saturated fats Unsaturated fats Water-soluble vitamins Starch Colourings Calcium Dietary fibre Disaccharide</p>	<p>Biological catalysts Bone health Cardiovascular disease (CHD) Deficiencies Enzymes</p> <p>Planning / Adapting / Evaluating dishes: Triangle test Umami Time plan Dovetail Discrimination tests Nutritional analysis Ranking</p>
<p>Assessment Topic tests using past questions and recall activities in exam conditions carried out at the</p>	<p>Topic test on Health & safety and hygiene. Also, practical application of the theory in practical lessons.</p> <p>Topic test of Food choice.</p>	<p>Topic test on Food legislation & provenance</p>	<p>Topic test on Healthy Eating & balanced diet. - Half term.</p> <p>From June half term. Mock NEA assessment marked against the VCERT mark-scheme.</p>

end of each topic and then used as recall activities throughout the year.			Task 1: Adapting a recipe Task 2: Planning a two-course meal -time plan Task 4: Designing a desert with a dietary requirement in mind. Task 5: making the desert and presenting it in 1 hour. Task 6: Evaluating your desert
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Key Stage 4: Year 11 – Long Term Planning

	Autumn	Spring	Summer
Knowledge/ skills	<p>Applying knowledge and skills from Year 10 to their coursework tasks.</p> <p>Task 1: Adapting a recipe Task 4: Planning a 2-course meal inc time plan. (This takes us up to October half term)</p> <p>1 day practical- three tasks in November Mocks series. AM -Task 5: 2-hour practical- two course meal P4: Task 6: Begin evaluation of two course meal inc photos and sensory testing. PM: Task 2: 2-hour practical- making your adapted recipe.</p> <p>Up to Christmas: Task 3: Evaluating your adapted recipe. Task 6: Evaluate 2 course meal (using initial evaluations from practical day.)</p> <p>Recall of theory lessons for mock exams in October.</p> <p>Mock exam in the hall using past papers. 1 hour 15 minutes.</p>	<p>Applying knowledge and skills from year 10 in the remaining coursework tasks</p> <p>Task 7: Prepare & cook a dish for someone with a dietary need. Task 8: Evaluate the final dish.</p> <p>Also recall of theory in readiness for mock and real exams.</p> <p>Deadline for NEA is Easter.</p>	<p>Submit marks for NEA.</p> <p>Revision lessons surrounding recall of the 5 theory content areas.</p> <ol style="list-style-type: none"> 1 Health and safety relating to food, nutrition and the cooking environment 2 Food legislation and food provenance 3 Food groups, key nutrients and a balanced diet 4 Factors affecting food choice 5 Food preparation, cooking skills and techniques <p>Exam technique practice.</p>

Vocabulary	Building on depth and specific use of terms taught in Y10 - see detailed list from Y10 theory content.	
Assessment	<p>8 specified NEA tasks (see above) to be completed over Autumn and Spring terms Y11.</p> <p>Each NEA Task assessed independently out of 12 against NCFE Mark scheme – 60% of final grade</p> <p>Spring Written Mock Examination in the same format as the final exam.</p>	<p>Summer examination – 40% of final grade</p> <p>Written examination 1.25hrs</p> <p>Part multiple choice</p> <p>Part short then longer extended responses</p>