

## **FOOD – CURRICULUM INTENT**

### **ASPIRE – CHALLENGE – ACHIEVE**

The philosophy of the Food department is that this subject combines creativity and skills to develop confident, healthy and independent individuals. Students follow an inspiring curriculum with a clear direction to effectively encourage success at the next level. The focus being on skills that are useful in all aspects of our lives, whether it be socially or professionally. This subject is totally inclusive. The emphasis is placed on independence and resilience to follow a recipe and become self-sufficient. Our students develop an appreciation that eating can be an enjoyable activity and understand the role of food within society and culture.

Through studying and carrying out a range of activities the subject promotes the use of numeracy and literacy in a practical and accessible way. Students develop confidence in reading and following a recipe, comprehension of instructions to produce a final dish. Accurate numeracy skills are essential when creating high quality food items. Students develop knowledge and understanding of social, moral, ethical and environmental issues, whilst creating mouth-watering dishes that can be shared at home.

This subject at GCSE is 50% coursework which means that students need to be organised and self-motivated learners, to plan and create exciting practical solutions to specific design briefs. Intervention support is available to all irrespective of their ability to achieve success. We believe that the knowledge and skills gained from studying food will be invaluable in the future.

### **FOOD: WIDER CURRICULUM**

KS3	KS4
Sacrewell Farm Teppanyaki restaurant Inter-House Bake Off	McDonalds Rotary young chef competition Morrison's Butcher demonstration Royal Navy cookery challenge
Discussion of current news articles Lunch & after school intervention / Easter & May holiday revision sessions <i>See separate Curriculum Intervention &amp; SMSC Audits for contributions from Food too detailed to list here</i>	



# FOOD – CURRICULUM MAP

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

**Key** = Matching colours denote links between topics either in content or skills across Key Stages

	<b>Food Science, cooking methods</b>		<b>Food Practical Skills</b>
	<b>Food safety and Hygiene</b>		<b>Food and the Environment</b>
	<b>Food Provenance</b>		<b>Nutrition and diet</b>
	<b>Non-Exam Assessment</b>		<b>Revision and Exams</b>

Key Stages 3	7	Introduction to food room, health and safety	Basic practical Food Skills Grilling, knife skills	Basic practical Food Skills Oven, sauce making using the hob, temperature probe	Basic practical Food Skills Using a, electric whisk, food processor, portion control	Basic practical Food Skills Demonstrating intendent working	Basic practical Food Skills Rubbing in, melting method
	8	Further developing practical skills How a cooker works and heat transfer	Further developing practical skills Rubbing in, melting method	Further developing practical skills Using hob, sauce making	Further developing practical skills Stir frying	Further developing practical skills Adding fibre	Further developing practical skills Baking skills: Pastry
	9	Food Commodities – Eggs / Milk	Food Commodities – Meat / Offal / Fish	Food Commodities – Nuts / Pulses / Fats	Bourne Academy Bake Off – Cooking methods	Bourne Academy Bake Off – Advance baking skills	Nutrition / Eat well guide
		Practical lessons focused on Commodities	Practical lessons focused on Commodities	Practical lessons focused on Baking techniques	Practical lessons focused on Baking techniques	Practical lesson focused on Nutrition	Practical lesson focused on Nutrition
<p>By the end of Key stage 3 students be able to understand and apply the principles of nutrition and health, cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet 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]. They will also have a understand the source, seasonality and characteristics of a broad range of ingredients.</p>							
Key Stage 4	10	Food commodities	Food safety and hygiene CIEH Basic Food Hygiene	Principles of nutrition	Diet and Good health	Where food comes from	Food Science
		Practical lessons focused on Commodities	Practical lessons focused on Commodities	Practical lessons focused on presentation or food	Practical lessons focused on combining higher level skills	Practical lessons focused on Nutrition	Practical lessons focused on Nutrition
	11	Assessment 1 Preparation	Assessment 1: The Food Investigation Assessment 15% of total qualification	Assessment 2 Preparation	Assessment 2 Food Preparation Assessment 35% of total qualification	REVISION	
<p>By the end of KS4 students will be equipped with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Be able to cook, enabling them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.</p> <ul style="list-style-type: none"> <li>• be able to demonstrate effective &amp; safe cooking skills by planning, preparing and cooking a variety of food commodities</li> <li>• develop knowledge &amp; understanding of the functional properties &amp; chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks</li> <li>• understand the relationship between diet, nutrition &amp; health, including the physiological &amp; psychological effects of poor diet &amp; health</li> <li>• understand the economic, environmental, ethical &amp; socio-cultural influences on food availability, production, diet &amp; health choices</li> <li>• demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food</li> <li>• understand &amp; explore various ingredients &amp; processes from different culinary traditions to inspire new ideas/ modify existing recipes</li> </ul>							



## FOOD: SKILLS / KNOWLEDGE PROGRESSION BY THEMES

	Diet (food and drink)				Food origins Consumer Awareness:	Skills Development over Time
	<i>Use current healthy eating advice to choose a varied balanced diet for their needs &amp; those of others.</i>	<i>Know that food &amp; drinks provide energy &amp; nutrients in different amounts; that they have important functions in the body; &amp; that people require different amounts during their life, e.g. infant feeding, teenage years.</i>	<i>Understand the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.</i>	<i>Know that their bodies contain water and that they need fluid from food and drinks to keep the body working properly.</i>	<i>Know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade.</i>	
<b>7</b>	Introduce the Eat Well guide and how the students can follow it. As part of the 6 R's - Refuse to eat an unbalanced diet.	Importance of 5 a day	Recognising a portion size	On the Eat Well Guide	Fair trade. Reduce the intake of processed foods.	Knife skills Prep of ingredients and equipment Dry heat/Stir/ shallow frying Use of raising agents Testing for readiness – temperature probe Prepare, combine & shape Weighing & measuring Boiling/simmering/poaching/blanching Oven/Baking/roasting/braising Prepare fruit & vegetables Use of equipment Using the grill Sauce making Tenderise & marinate Select & adjust a cooking process Set a mixture coagulation Shaping and finishing a dough Pastry
<b>8</b>	Add to Eat Well guide work and add in the importance of exercise and sleep. Introduce nutrition and energy balance. Food needs of different life stages.	Nutrition and use the computer package FOOD 4 PC which analysed foods. Food needs of different stages.	Super size, super skinny.	Energy balance work.	Where our food comes from. Reared, caught and grown.	
<b>9</b>	Students plan their own recipes to follow using the guidelines	Nutrient booklet. Adding detail to the basic knowledge.	Nutrition work and dietary problems.	Detailed look at 6 – 8 glasses of liquid a day as part of the Eat Well guide.	Conventional and organic farming	



10	<p><b>Year 10 practical is in developing skills and developing knowledge</b></p> <p>This specification in food preparation and nutrition enables learners to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking.</p> <p>1. Food commodities 2. Principles of nutrition 3. Diet and good health 4. The science of food 5. Where food comes from 6. Cooking and food preparation</p>
11	<p><b>Year 11 practical is in preparation and presentation of NEA Course work and exam preparation</b></p> <p>Component 1: Principles of Food Preparation and Nutrition Written examination: 50% of qualification. This component will consist of two sections both containing compulsory questions and will assess the six areas of content.</p> <p>Component 2: Food Preparation and Nutrition in Action Non-examination assessment. Assessment: 8 hours Assessment 2: 12 hours 50% of qualification Assessment 1: The Food Investigation Assessment A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. Assessment 2: The Food Preparation Assessment Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.</p>