

Year 7

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future		
Faculty Intent	To nurture and develop curiosity and confidence through active learning: creating challenges for all students through Expression, Experience and Engagement.		
Subject Intent	<i>“To apply the principles of nutrition and healthy eating to prepare and cook a range of dishes”</i>		
	Term 1	Term 2	Term 3
Topic Name	Skills in Food	Nutrients	World Foods
Key Content	Health and safety: • Knife skills • High risk foods • Safe use of the oven and hob • Handling raw meat Dishes: • Couscous salad • Spicy chicken stir fry • Pizza pinwheels • Eton mess	Sources and functions of the main nutrients: • Carbohydrates • Proteins • Fats • Vitamins and minerals Dishes: • Savoury rice • Burger • Carrot muffins • Taco bowl	Cuisines: • Cypriot • British • French • Spanish • Chinese Dishes: • Halloumi wraps • Croque Madame • Spring rolls • Prawn and chorizo rice • Sticky toffee pudding
Intent			
How does this link to your intent?	‘Skills in Food’ introduces students to the fundamentals of diet, nutrition and health.	In this unit we students will explore the different nutrients needed by the body, their function, and foods which provide them. We will look at differences between macro and micronutrients and how nutrient deficiencies can affect the body.	In this unit, students will prepare and cook a range of traditional dishes from countries around the world. They will research into traditional cuisines and consider why particular dishes are served.
Sequencing	Year 7 is about providing students with a solid foundation of skills and knowledge they will need throughout KS3.		
Why this and why now?	Students will learn basic cooking skills; including knife skills, heat control and safe working practices whilst considering sensory qualities	Students will build on the practical skills from unit 1 to cook a range of healthy dishes which consider the advice of the Eatwell Guide. In this	Students will learn about the origins of ingredients and how climate and geography play a part in their availability. (seasonality). The dishes cooked will

	and functions of a range of ingredients. They will prepare and cook dishes which allow them to demonstrate and develop skills which will be used throughout KS3 and beyond.	unit they will begin to consider the functions of the ingredients we use.	enable students to build on and develop their practical skills from units 1 and 2.
National Curriculum Audit			
<i>Understand and apply the principles of nutrition and health</i>	X	X	X
<i>Cook a repertoire of predominantly savoury dishes</i>	X	X	X
<i>Become competent in a range of cooking techniques</i>	X	X	X
<i>Understand the source, seasonality and characteristics of a broad range of ingredients</i>		X	X
Key concepts / Vocabulary			
12 or less	• Hazard • Function • Sensory • Cross contamination • Bacteria • Danger zone	• Nutrient • Macronutrient • Micronutrient • Protein • Carbohydrate • Fat	• Origin • Climate • Seasonality • Provenance • Food miles • Standard component

	• Spoilage • High-risk food • Preserve • Precaution • Pathogenic • Staple food	• HBV (high biological value) • LBV (low biological value) • Vitamin • Mineral • Deficiency • Function	• Marinade • Par boil • Cuisine • Simmer • Grill • Shallow fry
Learning Outside the Classroom / Cultural Capital			
Opportunities			Possible trip to QBS to do some cooking with primary students.
Homework			
Description	1. Key vocabulary definitions 2. Design a healthy salad 3. Reading task 4. Long evaluation – stir fry 5. Eton Mess Development 6. Careers task	1. Key vocabulary definitions 2. Recipe adaptations 3. Reading task 4. Long evaluation – burger 5. Smoothie design 6. Careers task	1. Key vocabulary definitions 2. Research Italian cuisine 3. Reading task 4. Long evaluation – Prawn & Chorizo rice 5. Menu design 6. Careers task
Assessment			
Type	1. Baseline exam paper. 2. Baseline practical - couscous	1. Assessed practical – Taco Bowl 2. End of unit exam paper	1. Assessed piece of work – evaluation 2. End of year exam paper.
Why this style of assessment and why now?	Baseline: To ensure content is pitched at the appropriate level and students are challenged or supported as necessary. End of unit: To check students understanding and retention of the topics covered. Grade used for data drop in combination with assessed pieces of work. End of unit assessments are an exam paper and assess AO1 (knowledge and understanding). Use for forward planning of areas to revisit if required. Assessed piece of work: In addition to end of unit assessments, students will have 1 piece of assessed work per unit which cover AO2, 3, 4. (AOs are taken from GCSE Food Preparation and Nutrition. See below) End of year assessment: Exam paper covering theory content from units covered throughout the year. The students' level will be determined by a combination of end of unit assessment and assessed work from different strands (design, make, evaluate) to enable a holistic picture overall. Therefore, students are not penalised if they are strong in one area (e.g. practical) but not another. By the end of the academic year, in combination with an end of year assessment a fair and clear picture of the student's progress will be evident.		

Year 8

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future		
Faculty Intent	To nurture and develop curiosity and confidence through active learning: creating challenges for all students through Expression, Experience and Engagement.		
Subject Intent	<i>"To apply the principles of nutrition and healthy eating to prepare and cook a range of dishes"</i>		
	Term 1	Term 2	Term 3
Topic Name	Bread and cheese	Special Diets	Taste of India
Key Content	Focus: • Function of yeast • Adapting a basic bread recipe • Adapting a basic bread recipe • Other raising agents Dishes: • Bread rolls & soft cheese • Pizza • Cinnamon rolls • Scones	Diet: • Low fat • Vegan • Vegetarian • Dairy free • Gluten free Dishes: • Chicken fajitas • Vegan chilli • Thai curry • Lemon chicken with orzo • Gluten free cookies	Why foods are cooked/cooking methods. Focus: • Pulses • Vegetables • Meats • Carbohydrates Dishes: • Lentil Dhal & Seviyan Pudding • Veggie Korma • Lamb Karahi • Bombay potato pie
Intent			
How does this link to your intent?	Students will prepare and cook a range of bread recipes using different raising agents and will look at ways of adapting recipes and making use of leftovers.	Students will prepare and cook a range of dishes which have been adapted to suit special dietary needs.	Students will cook a range of dishes from India whilst learning about why specific cooking methods are used and the affect they have on ingredients.
Sequencing	In year 8, students will continue to build upon the skills and knowledge from year 7. They will start to consider ingredient origins, factors affecting food choice and the science of ingredients.		
Why this and why now?	In this unit, students will learn about how bread is one of oldest prepared foods and why it is a staple food for many countries around the world. They will learn	In this unit students will learn about special diets and the reasons why people follow them. They will look at possible nutrient deficiencies caused by eliminating foods from	In this unit, students will consider the reasons why foods are cooked and how different cooking methods produce different results on a range of ingredients. They will learn not only how

	about the science behind baking of bread and how this provides the basis for the baking of many different kinds of bread.	the diet and the ways a balanced diet can still be achieved.	to cook, but why we cook and the ways in which we do it.
National Curriculum Audit			
<i>Understand and apply the principles of nutrition and health</i>	X	X	
<i>Cook a repertoire of predominantly savoury dishes</i>	X	X	
<i>Become competent in a range of cooking techniques</i>	X	X	X
<i>Understand the source, seasonality and characteristics of a broad range of ingredients</i>	X	X	X
Key concepts / Vocabulary			
12 or less	• Yeast • Gluten • Knead • Raising agent • Prove • Bind • Structure • Fermentation	• Vegetarian • Vegan • Coeliac • Gluten • Lactose • Diabetic • TVP • Meat analogue	• Palatability • Safety • Steam • Boil • Fry • Bake • Dextrinization • Reduction

	• Staple food • Unleavened • Curds • Whey	• Allergy • Allergen • Intolerance • Marinade	• Evaporation • Conduction • Convection • Radiation
Learning Outside the Classroom / Cultural Capital			
Opportunities	Try to arrange visit from a baker or pastry chef.	Possible visit to Metropolis Mall food court to research into provision for special diets.	
Homework			
Description	1. Key vocabulary definitions 2. A-Z of bread 3. Reading task 4. Long evaluation – pizza 5. Cinnamon rolls development 6. Careers task	1. Key vocabulary definitions 2. Group homework project 3. Continuation of homework 2. 4. Long evaluation – Thai red curry 5. Careers task	1. Key vocabulary definitions 2. Group homework project 3. Reading task 3. Long evaluation – Lamb karahi 4. Indian menu design 5. Careers task
Assessment			
Type	1. Baseline exam paper. 2. End of unit exam paper.	1. Assessed practical – Thai Curry 2. End of unit exam paper.	1. Assessed piece of work – evaluation. 2. End of unit exam paper.
Why this style of assessment and why now?	Baseline: To ensure content is pitched at the appropriate level and students are challenged or supported as necessary. End of unit: To check students understanding and retention of the topics covered. Grade used for data drop in combination with assessed pieces of work. End of unit assessments are an exam paper and assess AO1 (knowledge and understanding). Use for forward planning of areas to revisit if required. Assessed piece of work: In addition to end of unit assessments, students will have 1 piece of assessed work per unit which cover AO2, 3, 4. (AOs are taken from GCSE Food Preparation and Nutrition. See below) End of year assessment: Exam paper covering theory content from units covered throughout the year. The students' level will be determined by a combination of end of unit assessment and assessed work from different strands (design, make, evaluate) to enable a holistic picture overall. Therefore, students are not penalised if they are strong in one area (e.g. practical) but not another. By the end of the academic year, in combination with an end of year assessment a fair and clear picture of the student's progress will be evident.		

Year 9

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future		
Faculty Intent	To nurture and develop curiosity and confidence through active learning: creating challenges for all students through Expression, Experience and Engagement.		
Subject Intent	<i>"To apply the principles of nutrition and healthy eating to prepare and cook a range of dishes"</i>		
	Term 1	Term 2	Term 3
Topic name	Eco Cafe	Pastry	Pasta
Key Content	SMCE area: • Meat free Monday • Organic and free range • Fairtrade • Food miles and Eat local Dishes: • Spinach & chickpea curry • Chicken and mushroom crepe • Banoffee pie • Pastitsio	Pastry type: • Shortcrust • Filo • Enriched shortcrust • Choux • Sweet shortcrust Dishes: • Cheese and leek tart • Samosas • Empanadas • Profiteroles • Manchester tart	Pasta dish skills: • Making fresh pasta & reduction sauce • Starch based sauces • Filled pasta • Putting it all together Dishes: • Basic pasta • Baked Macaroni cheese • Ravioli • Lasagne • Free pasta recipe
Intent			
How does this link to your intent?	Students will cook a range of dishes, considering the origins of the ingredients and how they have been produced. Students will learn how to develop dishes and use alternative ingredients which may be more sustainable.	Students will learn how to make the different types of pastry and dishes they are suitable for. They will make a range of sweet and savoury pastry dishes and look at pastry finishing techniques.	Students will experiment with making fresh pasta of different flavours and colours, in addition to different pasta shapes and how these carry sauces. They will learn how to make both reduction and starch-based sauces and use these to make a range of complex pasta dishes.
Sequencing			
Why this and why now?	In this unit students will learn about the wider social, moral and environmental issues associated with food production.	This unit will focus on the skill of pastry making. They will learn about standard component pastries and the advantages and disadvantages of using these.	In this unit, students will learn the skill of making fresh pasta and how this versatile staple can be used in a wide variety of dishes.

National Curriculum Audit			
<i>Understand and apply the principles of nutrition and health</i>	X	X	X
<i>Cook a repertoire of predominantly savoury dishes</i>	X	X	X
<i>Become competent in a range of cooking techniques</i>	X	X	X
<i>Understand the source, seasonality and characteristics of a broad range of ingredients</i>	X	X	X
Key concepts / Vocabulary			
12 or less	• Sustainable • Food miles • Seasonality • Free range • Organic • Fairtrade • Intensive farming • Pollution • Origin • Pesticide • Landfill	• Rubbing in • Shortening • Blind bake • Rest • Standard component • Fat • Bind • Gluten • Finishing • Glazing • Crimping	• Knead • Gluten • Rest • Al dente • Starch • Roux • Gelatinisation • Reduction sauce • Die • Extrude • Staple food

	• By-catch	• Piping	• Standard component
Learning Outside the Classroom / Cultural Capital			
Opportunities	Possible trip to Riverland Bio Farm?	Field Kitchen at Alexander Barracks	
Homework			
Description	1. Key vocabulary definitions 2. Letter on Meat Free Monday 3. Reading task 4. Long evaluation – crepe 5. Careers task	1. Key vocabulary definitions 2. Pastry ingredient functions 3. Reading task 4. Long evaluation – profiteroles 5. Careers task	1. Key vocabulary definitions 2. Food packaging design 3. Reading task 4. Long evaluation – ravioli 5. Careers task
Assessment			
Type	1. Baseline exam paper. 2. End of unit exam paper.	1. Assessed practical – Profiteroles 2. End of unit exam paper.	1. Assessed piece of work – evaluation. 2. End of unit exam paper.
Why this style of assessment and why now?	Baseline: To ensure content is pitched at the appropriate level and students are challenged or supported as necessary. End of unit: To check students understanding and retention of the topics covered. Grade used for data drop in combination with assessed pieces of work. End of unit assessments are an exam paper and assess AO1 (knowledge and understanding). Use for forward planning of areas to revisit if required. Assessed piece of work: In addition to end of unit assessments, students will have 1 piece of assessed work per unit which cover AO2, 3, 4. (AOs are taken from GCSE Food Preparation and Nutrition. See below) End of year assessment: Exam paper covering theory content from units covered throughout the year. The students' level will be determined by a combination of end of unit assessment and assessed work from different strands (design, make, evaluate) to enable a holistic picture overall. Therefore, students are not penalised if they are strong in one area (e.g. practical) but not another. By the end of the academic year, in combination with an end of year assessment a fair and clear picture of the student's progress will be evident.		

AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.

AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.

AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.

AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.

Y10

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Faculty Intent	To nurture and develop curiosity and confidence through active learning: creating challenges for all students through Expression, Experience and Engagement.					
Subject Intent	<i>“To apply the principles of nutrition and healthy eating to prepare and cook a range of dishes”</i>					
Exam Board & Specification	AQA 9-1 GCSE Food Preparation and Nutrition					
	Term 1		Term 2		Term 3	
	1	2	3	4	5	6
Topic Name	Food Safety and hygiene	Macronutrients : Protein Carbohydrates Fats Micronutrients: Vitamins and minerals	Factors affecting food choice Traditional cuisines	Selecting appropriate cooking methods Why food is cooked Sensory analysis	Food production and technological developments	Food and the environment
Key Content	Cross contamination, food storage, high-risk foods, food spoilage, types of contamination, microorganisms in food production, causes and types of food poisoning,	Sources, functions, effects of excess and deficiency, effects of cooking, the importance of water, functional and chemical properties.	Special diets, nutritional needs and health, making informed choices, food availability, food labelling and marketing. Origins of	Heat transfer methods, cooking methods, how cooking affects sensory qualities and nutritional value.	Primary and secondary processing, additives, fortification.	Food security, sustainability, intensive farming, growing, rearing, gathering, and catching food, seasonal foods, food miles, Fairtrade, food waste, GM.

	preparing, cooking and serving food, personal hygiene, reasons why food is cooked.		ingredients, staple ingredients, beliefs, religious festivals, cooking methods.			
Intent						
How does this link to your intent?	Students should be able to cook a range of dishes, safely and hygienically.	Knowledge of the functions of nutrients will enable students to follow a healthy diet.	Gives students an appreciation of where ingredients originate and how this relates to food choice. How special diets affect food choice.	Students should have an understanding how different cooking methods affect sensory and nutritional properties.	Knowledge of how foods can be altered through processing and additives.	Students should have an appreciation of the wider issues associated with farming and food manufacture.
Sequencing						
Why this and why now?	Food safety and hygiene is fundamental to the success of practical dishes.	Knowledge of the 5 main nutrients underpins the theory content for this qualification.	Students need to be able to develop dishes for different diets.	Combining ingredients and cooking by different methods will enable students to demonstrate a range of technical skills within their year 11 NEA.	Students need an awareness of why food additives are used.	Students need to be able to consider where and how food is produced and the wider effects of this. This area is usually assessed by high mark exam questions.
Key concepts / Vocabulary						
12 or less	• High risk food • Pathogen	• Deficiency	• PAL • Energy balance	• Conduction	• Harvest • Primary processing	• Provenance

	• Spoilage • Shelf life • Contamination • Cross contamination • Enzyme • Ripening • Spore • Oxidation • Germination • Fermentation	• Dextrinisation • Coagulation • Denaturation • Caramelisation • Gelatinisation • Foam • Gluten • RDA/RDI • Antioxidant • Emulsification • Aeration • Shortening	• Malnutrition • Anaemia • Mandatory • Target group • Intolerance • Allergy/allergen • Special diet • RDA	• Convection • Radiation • Palatability • Plasticity • Olfactory system • Umami • Taste buds • Tasting panel • Eating pattern	• Secondary processing • Milling • Extraction rate • Sterilisation • UHT • Pasteurisation • Modification • Fortification • Additives • E number	• Intensive farming • Livestock • Organic • Seasonal foods • Overfishing • By-catch • Food miles • Carbon footprint • Food security • Fairtrade • Sustainability • Distribution
Learning Outside the Classroom / Cultural Capital						
Opportunities				Field kitchen, Alexander Barracks		
Homework						
Description	Supporting homework booklet	Supporting homework booklet	Supporting homework booklet	Supporting homework booklet	Supporting homework booklet	Supporting homework booklet
Assessment						
Type	Each unit will have an end of unit written assessment using past exam questions.					

Why this style of assessment and why now?	Students will revise the content and be able to familiarise themselves with the style of exam questions they may come across for each area of content. e.g. 'factors affecting food choice' is usually assessed with a 12-mark question.
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Y11

School Vision	Challenging all of our students supportively to become confident and curious enhancing lives now and in the future				
Faculty Intent	To nurture and develop curiosity and confidence through active learning: creating challenges for all students through Expression, Experience and Engagement.				
Subject Intent	<i>"To apply the principles of nutrition and healthy eating to prepare and cook a range of dishes"</i>				
Exam Board & Specification	AQA GCSE 9-1 Food Preparation and Nutrition				
	Term 1		Term 2		Term 3
	1	2	3	4	5
Topic Name	<u>Nea 1</u>		<u>NEA 2</u>		
Key Content	Food science investigation task set and released by the exam board on 1 st September (10 hours)		Food preparation task set and released by the exam board on 1 st November (10 hours) culminating in practical exam (3 hours)		Intensive revision Exam usually one of the last exams around 20 th June.
Intent					
How does this link to your intent?	Exam board requirement		Exam board requirement		
Sequencing					
Why this and why now?	Exam board requirement		Exam board requirement		
Key concepts / Vocabulary					
12 or less	- Sensory - Functional - Nutritional		- Research - Sensory analysis - Nutritional analysis		

	• Sensory testing • Analysis • Research • Reaction • Evaluation	• Costing • Evaluation • Quality control • Hazard • High risk			
Learning Outside the Classroom / Cultural Capital					
Opportunities	Primary research visit based on NEA task.				
Homework					
Description	Homework will be set bi-weekly and will focus on NEA write ups or an area of revision.				
Assessment					
Type	Exam question practice				
Why this style of assessment and why now?	Students will have regular progress checks though a range of mini-assessments and exam question practice.				