

KS3 and KS4 Subject Overall Intent for Food and Nutrition:

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

	Intent	Implementation
Personal Development – To develop healthy individuals	<ul style="list-style-type: none">• Understand and apply the principles of nutrition and health• Understand how nutritional needs vary with age and health conditions• Understand the source, seasonality and characteristics of a broad range of ingredients• Demonstrate a repertoire of predominantly savoury dishes as part of a healthy and varied affordable diet• Instilling a love of cooking that leads self-sufficiency and independence	<ul style="list-style-type: none">• Students will learn and develop an understanding about energy, nutrients, water and fibre, diet and health and nutritional needs throughout life• Students will consider issues around nutrition and physical, intellectual wellbeing• Students are encouraged to use all the ingredients to make healthy nutritious predominately savoury dishes for their families in line with the principles of The Eatwell Guide• Students are encouraged to use ingredients which may appear to be beyond shelf life but are still useable in sauces, soups, in order to make healthy nutritious dishes and reduce food waste in the home.• Students at KS4 will consider how to make several healthy nutritious dishes from one ingredient. For example, deboning a chicken to make several dishes• Students are encouraged to use fresh, seasonal, local ingredients where possible to make healthy nutritious dishes• Students will consider 'Food Provenance' and 'Food Origins' to include where and how foods are grown, reared, or caught and what is 'Fairtrade' and 'Organic' when purchasing foods• Students will learn and develop an understanding about food safety, including the preparation and safe storage of food, and sound microbiological food safety principles when buying, storing, and preparing food and how to use equipment safely; health and safety at work

	Intent	Implementation
<p>Caring Attitudes – To make a positive contribution to the community</p>	<ul style="list-style-type: none"> • Understand the economic, environmental, ethical, religious and socio-cultural influences on food availability, production processes, and diet and health choices • Understand how food contributes to various religious and spiritual events and celebrations • Explore a range of ingredients and processes from different culinary traditions • Instilling a love of cooking that enable students to feed themselves and others 	<ul style="list-style-type: none"> • Students will learn and develop an understanding of individuals with specific lifestyle needs to include vegetarians: lacto-ovo, lacto, vegan, and those with religious beliefs that affect choice of diet, to include Sikh, Hindu, Muslim, Jewish • Students at KS3 will use recipes to develop cooking skills but these can be adapted to suit personal tastes, family dietary/religious needs • Students at KS4 students will be encouraged to be more creative showing their understanding of individuals with specific dietary needs through planning their recipes, demonstrating appropriate skills and evaluating their dishes according to the needs of the target group • Students are encouraged to have a sense of pride and self-fulfilment in their work. Student practical work will be teacher/self and peer assessed. Examples of excellent work will be displayed in the department and rewarded through house points • Students are encouraged to know how their food is transported, developing an understanding of 'Food Miles' and the impact food transportation has on our local and global community • Students are encouraged to consider the environmental and economic benefit of buying locally • Students will be encouraged to reuse food packaging when appropriate to reduce wider waste • Students will be encouraged to think about the impact of food waste on the environment, to consider the effects on our local and global community • Students at KS4 will consider the effects of food poverty and how this causes malnutrition and will assess why there has been a rise in food banks in the UK providing assistance to people facing hardship.

	Intent	Implementation
Academic Achievement - To make, at least, the expected academic progress	<ul style="list-style-type: none"> Ensuring that students achieve their expectations in a creative and innovative way Demonstrate knowledge of functional chemical and nutritional properties, the sensory qualities and the microbiological considerations leading to the food preparation Critique, evaluate and test food and the food of others Apply the principles of nutrition and healthy eating in learning between subjects and beyond the classroom as understanding of nutrition and food ultimately fuels better academic success across the curriculum 	<ul style="list-style-type: none"> The subject will promote opportunities for students to engage further and develop skills with food preparation across the school with challenges such as the 'Inter House Bake Off' and Christmas cooking competitions The subject will encourage other subjects in school to promote opportunities for students to engage further and develop skills in food with food preparation related lessons and homework activities The subject will seek opportunities for students to engage in competitions to represent the school at both local and national levels for example; Teflon™ Diamond Standard Cookery Awards, South West Young Chef, and competitions promoted by the food industry such as Future Chef The subject will develop understanding of the different aspirational career opportunities available in the food and catering sector. Displays of possible careers and career opportunities are promoted at options evening and open evenings The subject aims to encourage a range of employers to visit the department to run active and aspirational engaging cooking and theory-based workshops for example; Royal Marines RM Eat Programme, Taste of Game and visiting professional chefs Where appropriate students will also be given the chance to visit a range of establishments to engage with employers about food preparation and nutrition opportunities

Year 7 Subject Intent Food and Nutrition:

Students will learn how to apply the principles of nutrition and healthy eating. Students will be introduced to the eat well guide, food and its nutritional value and health and safety preparing and making food. Students will learn the importance of hygiene and the potential hazards when working in the technical area. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge: Appleberry Pies, Vegetable Soup, Cous Salad, Pizzas Tops, Falafels, Scone Bread Twists

When	Topic	Department Intent (What we intend our students to have learnt?) <i>Differentiated:</i> Key words/writing frames/ Build vocab. using literacy sheet/Chunked information instructional worksheets/Exemplar work displayed/Peer assessment and support/Seating plan/Working in groups <i>Extension:</i> Working independently/Explore potential to adapt recipes/Propose various alternatives to suit different dietary requirements/Produced high-quality finished products	Cross-curricula practical application	Implementation
Year 7	Preparing for practical work Personal safety Washing up Using an oven safely Knife skills Fruit and vegetable preparation skills Introduction to why we need food Introduction to the Eatwell Guide Food provenance – where does our food come from and how is it grown? Food provenance – food miles and transportation How to write a time plan Plan for practical assessment	Safety & Hygiene: Identify hazards that occur in a kitchen Describe how to reduce hazards Explain how to prepare for a practical List the correct order for washing up Explain how to use a knife safely Food Preparation: Use a sharp knife, demonstrating either the claw or bridge technique Demonstrate how to use the cooker safely Functions of ingredients in a basic pastry Creating a <i>basic pastry</i> - shortcrust Write a time plan for a basic recipe Describe the sensory characteristics using the correct sensory descriptors Nutrition: Give a definition of diet Identify reasons why we need food Identify the names of the nutrients and the function of each nutrient Explore how the Eatwell Guide can help Give a definition of food provenance Identify foods that are grown in the UK Explain what organic farming is Investigate whether there is a difference between organic and non-organic foods List reasons why buying local produce and reducing food miles	Science: Functional and chemical properties of <i>fats and oils</i> <i>Mechanical</i> raising agents - shortening and aeration English: Descriptive adjectives of sensory analysis Maths: Measurement Ratio Fractions Geography: Foods are grown and harvested PE: Eatwell Guide Art and Design: Presentation and decoration	KAW: Write a time plan for a basic recipe Describe the sensory characteristics using the correct sensory descriptors Prepare, cook and serve a dish that demonstrates a range of practical skills to meet a design brief and specification Work independently and safely Evaluate their performance in the practical Demonstrate their knowledge and understanding of the theory work

Year 8 Subject Intent Food and Nutrition:

Students will learn how to apply the principles of nutrition and healthy eating. Students will be using the eat well guide, food and its nutritional value and health and safety preparing and making food. Students will learn the importance of hygiene and the potential hazards when working in the technical area. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge: Breakfast Frittatas, Vegetable Curry, Bread Snacks, Pizza Breads, Pasta Bakes

When	Topic	Department Intent (What we intend our students to have learnt?) <i>Differentiated:</i> Key words/writing frames/ Build vocab. using literacy sheet/Chunked information instructional worksheets/Exemplar work displayed/Peer assessment and support/Seating plan/Working in groups <i>Extension:</i> Working independently/Explore potential to adapt recipes/Propose various alternatives to suit different dietary requirements/Produced high-quality finishes	Curriculum links	Implementation
Year 8	Preparing for practical work Personal safety Washing up Using an oven safely Knife skills Fruit and vegetable preparation skills Macronutrients – functions Micronutrients – functions Food commodities – potatoes and vegetables Food waste Food labelling Sensory Evaluations	Safety & Hygiene: Reinforce rules on kitchen safety Recap and recall how to set up a practical lesson (HATTIE) Food Preparation: Use the hob, grill and oven safely Use of electrical equipment safely Demonstrate knife skills Preparing fruit and vegetables Prepare, combine and shape ingredients Functions of ingredients in <i>bread</i> Creating different bread dough Shape a bread dough Nutrition: Name the three macronutrients and state at least one function and source of each Explain why vegetables are an important part of our diet Knowing what information needs to on a food label and why List the characteristics we judge food on when we eat Describe the sensory characteristics of a variety of different foods using the correct sensory descriptors Explain why sensory evaluation is carried out Examine a traffic light label and analyse how the information helps the consumer make an informed choice Describe how to avoid food waste	Science: Functional and chemical properties of <i>proteins</i> -gluten formation <i>Mechanical</i> raising agents – shortening and aeration <i>Chemical</i> raising agents English: descriptive adjectives of sensory analysis Maths: Measurement Ratio Fractions Geography: Foods are grown and harvested PE: Diets Macronutrients Micronutrients Art and Design: Presentation and decoration	KAW: Food Investigation into ingredient choices. Research and plan ingredient investigation Carry out practical investigations linked to a hypothesis based on scientific understanding Record the results of your food investigations using charts, graphs, tables Set up taste testing carry out sensory analysis use star profiles to record your results

Year 9 Subject Intent Food and Nutrition:

Students will learn how to apply the principles of nutrition and healthy eating. Students will be using the eat well guide, food and its nutritional value and health and safety preparing and making food. Students will learn the importance of hygiene and the potential hazards when working in the technical area. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge: Pastry Pasties, Tarts, Savoury Choux Pastry Gougères, Pasta, Lasagnes, Chicken Curry

When	Topic	Department Intent (What we intend our students to have learnt?) <i>Differentiated:</i> Key words/writing frames/ Build vocab. using literacy sheet/Chunked information instructional worksheets/Exemplar work displayed/Peer assessment and support/Seating plan/Working in groups <i>Extension:</i> Working independently/Explore potential to adapt recipes/Propose various alternatives to suit different dietary requirements/Produced high-quality finishes	Curriculum links	Implementation
Year 9	Preparing for practical work Where do bacteria come from? Applying the Eatwell Guide Micronutrients – nutrients in food, their sources and functions How flour is made Cereals – turning flour into pasta How to carry out a nutritional analysis British and international cuisines Methods of heat transfer and sauce making	Safety & Hygiene: Recap and recall how to set up a practical lesson (HATTIE) <i>adding food hygiene of meat preparation</i> Name the places bacteria come from State how and why food may become contaminated with bacteria Food Preparation: Use the hob, grill and oven safely Use of electrical and kitchen equipment safely Demonstrate knife skills Preparing fruit and vegetables Preparing <i>meat and vegetarian alternatives</i> Prepare, combine and shape ingredients Creating <i>advanced pastries</i> – choux, enriched Functions of ingredients in <i>sauces</i> and <i>pasta</i> Creating different sauces and pasta Nutrition: Name the micronutrients – vitamins A, B group, C and D, and minerals calcium, iron and sodium State at least one function and source of each micronutrient Explain fortification and reasons Be able to explain the difference between wholemeal, brown and white flour products Define international cuisine, investigating further the distinctive features of traditional European cuisines	Science: Functional and chemical properties of <i>carbohydrates</i> – starch/gelatinisation /gelation <i>Biological</i> raising – fermentation English: descriptive adjectives of sensory analysis and evaluation Maths: Measurement Ratio/Fractions Geography: Foods are grown and harvested PE: Eatwell Guide and Diets Macronutrients Micronutrients Art and Design: Presentation and decoration	KAW: Write a time plan for a basic recipe Describe the sensory characteristics using the correct sensory descriptors Prepare, cook and serve a dish <i>from a country of their choice</i> that demonstrates a range of practical skills to meet a design brief and specification Work independently and safely Evaluate their performance in the practical Demonstrate their knowledge and understanding of the theory work

Year 10 Subject Intent Food, Preparation and Nutrition GCSE:

Students will demonstrate effective and safe high-level cooking skills by planning, preparing dishes using a variety of cooking techniques and equipment.

Students will develop knowledge and understanding of the functional properties, chemical processes and nutritional content of foods.

Students will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of different diets and health.

When	Topic	Department Intent (What we intend our students to have learnt?) <i>Differentiated:</i> Key words/writing frames/ Build vocab. using literacy sheet/Chunked information instructional worksheets/Exemplar work displayed/Peer assessment and support/Seating plan/Working in groups <i>Extension:</i> Working independently/Explore potential to adapt recipes/Propose various alternatives to suit different dietary requirements/Produced high-quality finishes	Curriculum links	Implementation
Year 10	3.3 Food Science 3.3.1 <i>Cooking of food and Heat transfer</i> 3.3.2 Functional and chemical properties of food - 3.3.2.2 <i>Carbohydrates</i> 3.3.2 Functional and chemical properties of food - 3.3.2.1 <i>Proteins</i> 3.3.2 Functional and chemical properties of food - 3.3.2.3 <i>Fats and oils</i> 3.3.2 Functional and chemical properties of food - 3.3.2.5 <i>Raising agents</i> 3.2 Food, nutrition and health 3.2.1 Macronutrients – 3.2.1.3 Carbohydrates 3.2.1.1 Protein 3.2.1.2 Fats 3.2.2 Micronutrients – 3.2.2.1 Vitamins 3.2.2.1 Antioxidant Vitamins 3.2.2.3 Water 3.2.3 Nutritional needs and health 3.2.3.1 Making informed choices for a varied and balanced diet 3.5 Food choice 3.5.1 Factors affecting food choice 3.5.2 British and international cuisine 3.5.3 Sensory evaluation	Food Science: Why food is cooked and how heat is transferred to food, Selecting appropriate cooking methods caramelisation/dextrinization/gelatinisation gluten formation/denaturation/coagulation/foam formation/plasticity/shortening/aeration/creaming/emulsification/chemical/biological/mechanical raising agents Food, nutrition and health: sugars, starches and fibre, HBV and LBV proteins, protein complementation, saturated, monounsaturated and polyunsaturated fats, fat soluble and water-soluble vitamins Food choice Factors which influence food choice – cost/religious, cultural and ethical reasons Food labelling and marketing influences British food choices International cuisine/Culinary traditions Food Skills General practical skills/knife skills/preparing fruit and vegetables/use of cooker/cooking and equipment/sauces/dough/raising agents/setting mixtures	Science: Functional and chemical properties of <i>carbohydrates, proteins, fats, oils, acids, alkalis, enzymes, heat transfer</i> English: descriptive adjectives of sensory analysis and evaluation Maths: Measurement Ratio/Fractions Geography: Foods are grown and harvested PE: Eatwell Guide and Diets Macronutrients Micronutrients Art and Design: Presentation and decoration	KAW: <i>Mock NEA Task 2:</i> Food Preparation Assessment - Researching the task / Demonstrating technical skills / Planning for the final menu / Analysis and evaluation <i>Mock NEA Task 1:</i> Food Investigation - Analyse the task / Practical experiments and investigations / Analyse and interpret results of the investigative work / Evaluate hypothesis with justification <i>Mock Exam:</i> Written exam: 1 hour 45 minutes

Year 11 Subject Intent Food, Preparation and Nutrition GCSE:

Students will demonstrate effective and safe high-level cooking skills by planning, preparing dishes using a variety of cooking techniques and equipment.

Students will develop knowledge and understanding of the functional properties, chemical processes and nutritional content of foods.

Students will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of different diets and health.

When	Topic	Department Intent (What we intend our students to have learnt?) <i>Differentiated:</i> Key words/writing frames/ Build vocab. using literacy sheet/Chunked information instructional worksheets/Exemplar work displayed/Peer assessment and support/Seating plan/Working in groups <i>Extension:</i> Working independently/Explore potential to adapt recipes/Propose various alternatives to suit different dietary requirements/Produced high-quality finishes	Curriculum links	Implementation
Year 11	3.6 Food provenance 3.6.1 Environmental impact and sustainability 3.6.1.1 Food sources 3.6.1.2 Food and the environment 3.6.1.3 Sustainability of food 3.4 Food safety 3.4.1 Food spoilage and contamination – 3.4.1.1 Micro-organisms and enzymes 3.4.1.2 The signs of food spoilage (also covers Revision 3.3 <i>Food science</i> – 3.3.2 <i>Functional and chemical properties of food</i> – 3.3.2.4 <i>Fruit and vegetables</i>) / 3.4.1.3 Micro-organisms in food production 3.4.1.4 Bacterial contamination 3.4.2.1 Buying and storing food 3.4.2.2 Preparing, cooking and serving food (also covers Revision 3.3.1 <i>Cooking of food</i>) Revision	Food provenance: Environmental issues associated with food Explain how each environmental issue may influence food choice, including: seasonal foods/ sustainable methods of farming / transportation of food and food miles / organic food / local produce / packaging / carbon footprint / food wastage How ingredients are grown, reared and caught, including: free range/ genetically modified Explain the food security Food safety: Micro-organisms: yeasts, moulds, bacteria and their growth conditions/enzymes in food spoilage/ enzymic browning/control the different types of food poisoning bacteria/symptoms of food poisoning Food Skills General practical skills/knife skills/preparing fruit and vegetables/use of cooker/cooking and equipment/sauces/dough/raising agents/setting mixtures	Science: Functional and chemical properties of <i>carbohydrates, proteins, fats, oils, acids, alkalis, enzymes, heat transfer</i> English: descriptive adjectives of sensory analysis and evaluation Maths: Measurement Ratio/Fractions Geography: Foods are grown and harvested PE: Eatwell Guide and Diets Macronutrients Micronutrients Art and Design: Presentation and decoration	KAW: <i>NEA Task 2:</i> Food Preparation Assessment - Researching the task / Demonstrating technical skills / Planning for the final menu / Analysis and evaluation <i>NEA Task 1:</i> Food Investigation - Analyse the task / Practical experiments and investigations / Analyse and interpret results of the investigative work / Evaluate hypothesis with justification <i>Exam:</i> Written exam: 1 hour 45 minutes