

Curriculum Intent Framework



Subject:	Food and Nutrition
Subject Curriculum Vision:	<p>In the Food Department we want pupils not only to learn the skills to be able to cook a wide range of dishes but also to equip them with the knowledge and passion for food and nutrition to enable them to be healthy and keep others healthy.</p> <p>We aim to get students enthusiastic about food and cooking by allowing them to develop their skills and knowledge of food to make food they enjoy making and eating. We feel this is an essential life skill that all students need as well as allowing students to deepen their understanding of the link between food, the way they look and feel, as well as the enjoyment of it as an activity in terms of making and eating.</p> <p>The organisational skills they learn in Food lessons, from remembering ingredients, to use of time in lessons, teamwork, and the essential lesson of learning to work hygienically, clean up after themselves and working to time are vital.</p> <p>Food lessons link with the spiritual ethos of the school through learning about religious food laws, celebration foods and respecting the people and environmental consequences of foods chosen, alongside students respecting their own bodies and health by taking responsibility for their own food choice.</p> <p>Skills and knowledge are taught in a program of study, which allows confidence to grow and skills to build on previous lessons. Independent learning through practical activity is a strength of this subject and department.</p>

Core Subject Values:

<p>Dignity and Respect</p>	<p>Practical lessons promote dignity by allowing pupils to develop a sense of achievement and pride in both their independence and the quality of work produced. The enthusiasm, enjoyment and focus of the students allows positive relationships to be built with both teachers and peers. We systematically check for understanding via verbal feedback and support in lessons . We are aware of students' abilities (KNOWN) and use this to customise the feedback and support we give.</p> <p>We seek to develop pupils' respect for the food they eat, the effect of the food they eat on their bodies and the way they feel. We also seek to develop pupils respect for the food choices and diversity of others and the reasons for those choices – we do this through class discussion during demonstrations and at the end of practical lessons when there is opportunity for discussion of practical outcomes.</p>
<p>Wisdom, Knowledge, and Skills</p>	<p>We intend for pupils to explore, understand and develop the wisdom surrounding why we eat food, how diet is linked to health as well as where food comes from and the ethical implications of their food choices.</p> <p>We enable students to question and deepen their understanding of food as a practical material as well as a nutritional product. We teach them the practical skills to allow them to access recipes in both school, as well as those they find independently. We help to dispel many common ideas about food and give them the facts they need to make informed choices about their own diets.</p> <p>We teach students a wide range of practical skills which can be used to make a selection of recipes both in school and are transferable to allow students to attempt recipes they want to try at home both now and in the future (INSPIRE). As well as practical skills, pupils are taught and practice organisational skills, evaluation skills and research skills which are transferrable to other subjects and to life in general.</p>
<p>Hope and Aspiration</p>	<p>We want our pupils to develop the confidence to work independently in practical lessons to encourage them to cook for themselves for pleasure as well as to feel in control of being able to feed both themselves and others in the future (NURTURED). For some, we hope it may spark or feed the aspiration to work with food or nutrition in the future. For all we aim for students to understand the link between food and health and be inspired to make conscious positive choices both now and in the future. We set high standards and expectations and challenge students to attempt high level skills, so they feel confident to attempt challenges in the future.</p> <p>Through our lessons and Scheme of Learning we support pupils to seek out solutions and learn skills of how to deal with recipes not working out how they expected. We encourage our pupils to approach their learning with positivity and curiosity with the idea that we sometimes learn more when things go wrong than when they go right.</p> <p>The benefits of learning the skills and subject knowledge both in their personal lives as well as future educational paths and career opportunities are frequently discussed within lessons.</p>
<p>Extra-curricular Provision</p>	<p>Educational trips at Year 10 - Reasheath, Liverpool catering college. Year 12 Bakery visit</p>

KS3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	FOOD HYGIENE and safety, equipment, basic skills / using the oven. Basic cake making methods - manipulative skills	PRACTICAL SKILLS Cake making methods theory and practical skills. Using the hob safely - improving organisational skills.	FOOD SCIENCE - Raising agents / experimental work - 2nd go at practical methods (rubbing in method). Working in teams, working on consistency of practical outcomes	PRACTICAL SKILLS - Using the hob and knife skills - theory and practical work. Increased quantities of ingredients to improve knife skills.	FOOD SCIENCE / DIET AND HEALTH Heat transfer / Eatwell guide / Fruit and vegetables - working on making choices to adapt recipes to own taste - what works well together - cooking for others.	DIET AND HEALTH / PRACTICAL SKILLS Fruit and vegetables, importance of breakfast - knife skills / using the hob and the grill. Combining several skills at once - multi tasking and time planning
Year 8	FOOD CHOICE/ diet related disease - expanding on practical skills from year 7 to modify a recipe. Experimental work (FOOD SCIENCE)- progression of skills from Year 7.	Eatwell guide and nutrition (DIET AND HEALTH) - building on previous knowledge and skills - relating to their own diets. Practical work requiring more specific time management.	PRACTICAL SKILLS -Advanced vegetable preparation skills including feeding themselves and others.	FOOD CHOICE - Convenience foods - pros and cons - use in practical cookery. Using several skills to make one dish.	FOOD SCIENCE / FOOD CHOICE - EXPERIMENTAL SENSORY ANALYSIS Experimental work / advanced skills including piping (Viennese).	DIET AND HEALTH / FOOD PROVENANCE - Pasta - theory and linked to Eatwell guide - progression and adaptation of skills to different dishes.
Year 9	FOOD PROVENANCE / ethics/ staple foods / pastry - skills in applying information to their own experience.	FOOD CHOICE - Sensible shopping / careers - applying information to their own experience. Food designing skills / cake decorating skills (gateaux).	FOOD CHOICE Making meals - individual needs - Advancing skills on food preparation, flavouring of dishes and time management. Bread - FOOD SCIENCE/yeast	PRACTICAL SKILLS Using the hob and knife skills - theory and practical work. Increased quantities of ingredients to improve knife skills FOOD SCIENCE - Gelatinisation of starch	FOOD CHOICE / PRACTICAL SKILLS Individual choice project -research skills, evaluation skills, presentation, and IT skills.	FOOD CHOICE - Individual choice project - including own choice of practical work - independent working.

KS4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Personal hygiene and safety FOOD SAFETY Nutrition FOOD NUTRITION AND HEALTH Preservation Knife skills Cooking methods / food preparation skills</p>	<p>Advanced practical skills FOOD NUTRITION AND HEALTH Diet related disease. FOOD CHOICE – life stages – nutrition and meal planning.</p> <p>REVISION FOR PPE 1</p>	<p>Heat transfer Functional properties of food – FOOD SCIENCE.</p> <p>FOOD CHOICE – religion and culture, ethics, morals. Food preparation skills</p>	<p>FOOD SCIENCE AND FOOD SAFETY FOOD PROVENANCE Buying and storing food Food labelling Food preparation skills</p>	<p>FACTORS AFFECTING FOOD CHOICE FOOD PROVENANCE Environmental issues in food production Food manufacturing Sustainability Technological developments in food. Food preparation skills</p>	<p>COMPLETION OF FOOD PROVENANCE- Sustainability Technological developments in food. - TRIAL NEA 1(Non examination Assessment) Revision and consolidation of theory work Examination technique</p> <p>PPE 2</p>
Year 11	<p>1ST SEPTEMBER NEA 1(Non examination Assessment) Food Science experimental coursework – briefs published 1st September</p> <p>Revision for Autumn assessment.</p>	<p>NEA 1(Non examination Assessment) completion.</p> <p>1ST NOVEMBER NEA 2(Non examination Assessment) starts. Briefs published 1st November</p> <p>REVISION - PPE 3</p>	<p>NEA 2(Non examination Assessment) Plus, ongoing revisiting of content and exam technique. PRACTICAL EXAMS</p>	<p>NEA 2(Non examination Assessment) PRACTICAL EXAMS AND COMPLETION</p> <p>REVISION – PPE4</p>	<p>STRUCTURED REVISION AND EXAM PREPARATION</p>	

KS5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12 LO – Learning Objective	LO 1 – Understand the importance of food safety LO 2 – Understand the properties of nutrients LO 6 – Be able to cook complex dishes	LO 3 – Understand the relationship between nutrients and the body LO 6 – Be able to cook complex dishes	LO 4 – Be able to plan nutritional requirements LO 5 -Be able to plan complex dishes LO 6 - Be able to cook complex dishes	PRACTICAL EXAM Completion of content. Revision and preparation for unit 1 internal exam	REVISION AND EXAM PREPARATION UNIT 1 EXTERNAL EXAM	START UNIT 4 – RESEARCH START UNIT 2 - NOTES
Year 13 AC – Assessment Criteria	UNIT 2 – Teaching of units with pupils making notes on learning objectives AC 1.1 - AC 1.4 Describe properties of microorganisms Assess how changing conditions affect growth of microorganisms in different environments. Explain how microorganisms affect food quality. Assess how2 preservation methods prevent the growth of microorganisms. UNIT 4 – CONCLUSIONS FROM RESEARCH PLANNING INVESTIGATIONS	UNIT 2 – Teaching of units with pupils making notes on learning objectives AC 2.1 - AC 2.4 Explain the physiology of food intolerances. Explain the physiology of food allergies. Explain the physiological basis of food poisoning. Describe the symptoms of food induced ill health. UNIT 4 – INVESTIGATIONS AND WRITE UP	UNIT 2 – Teaching of units with pupils making notes on learning objectives AC 3.1 - AC 3.4. Describe food safety hazards in different environments. Assess risk to food safety in different environments. Explain control measures used to minimise food safety risks. Justify proposals for control measures in different environments. Trial Unit 2 guided assessment UNIT 4 – RESULTS AND CONCLUSIONS	TRIAL UNIT 2 EXAM independently - FILL IN GAPS IN NOTES UNIT 4 – COMPLETE TO HAND IN	UNIT 2 8 HOUR EXAM Exam brief published 1 st May- to be completed over 8 hours and submitted by the 1st of June. Scenario based application of knowledge.	