

Food Preparation and Nutrition: Overall Curriculum Intent (Year 7)

By the end of year 7 students will know that the eat-well guide shows how much of each food group should be eaten to provide a healthy and balanced diet. They will learn the basic principles of nutrition: that protein is needed for growth and repair, that carbohydrate is for energy and that fats and oils provide energy and insulation. They will know that vitamins and minerals are for protection from illness and to keep the body healthy. Students will learn about seasonal foods and how choosing seasonal foods has benefits for the environment. Students will also learn about basic sensory analysis and be able to use sensory descriptors to describe some of the food products they make. By the end of year 7 students will have developed basic practical skills through cooking a range of predominantly savoury dishes that are balanced in nutrients using a range of cooking techniques. (Basic health and safety, basic knife skills, use of oven and hob and basic presentation and sensory analysis skills). Students will know that food is grown, caught or reared.

| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
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| Knowledge Introduced | <p>H&S rules for the food room. Basic Hygiene, (personal, kitchen and food hygiene)</p> <p>Principles of nutrition, why we eat food and what the eat well guide represents.</p> <p>The 5 main nutrient and the food groups in eat well guide.</p> <p>Introduction to food science (different methods of cooking) dry heat and dextrinization</p> | <p>Seasonal food, double meaning (seasonal seasons and where food comes from) Seasonal (commercial Halloween, Christmas, mark up by design on food products)</p> <p>Food provenance food grown (seasonal fruits and vegetables) Eggs -free range</p> <p>understand how foods can be combined to make nutritious dishes.</p> <p>Know that potatoes are grown. Animals, cows, lamb, pigs, chicken is reared. Fish is caught.</p> <p>Continue on nutrition on foods connected to today's demonstration: different cooking methods</p> | <p>Continue with principles of nutrition. Functions of nutrients Protein is needed for growth and repair of cells. Proteins, fats and carbohydrates are needed for energy.</p> <p>Fats are needed for insulation and to keep the body warm.</p> <p>How to combine foods to make nutritious dishes. The right balance.</p> | <p>Vitamins and minerals are needed for protection from illness and to keep the body healthy.</p> <p>Carbohydrates for energy. The importance of wholegrain for extra fibre. Fibre for digestion.</p> <p>How to cook pasta or rice How to safely boil using the hob.</p> <p>How starch absorbs water and softens (gelatinises)</p> <p>How to make a Simple pasta or rice dish</p> <p>How to include foods to provide each main nutrient in one meal</p> | <p>Practical assessments</p> <p>1st lesson practical assessment.</p> <p>Cook pasta and prepare a selection of vegetables demonstrating presentation skills.</p> <p>What is the Rubbing in method and how to do it properly. Why the rubbing in creates a crumb texture.</p> <p>How to weigh and measure accurately.</p> <p>Types of fruit. And the provenance of fruit</p> <p>What is enzymic browning?</p> | <p>Written assessments.</p> <p>Where meat (beef) comes from, fat content/ hidden fat in meats and meats products. Special diets: vegetarian, vegan Religion; Halal Alternative proteins</p> <p>How a pitta pocket with salad can be balanced in nutrients. How to handle raw meat and cook it safely.</p> <p>Shaping of kofta meat balls</p> <p>What are Scones? How to make scones, how could we make scones?</p> |
| Skills developed | <p>Hygiene and safety skills Basic chopping; bridge hold, claw and grip hold, slicing and dicing. Simple food combining skills, Timing and personal organisation skills. Use of oven Making a French baguette pizza. Chopping wedges, Simple presentation skills, seasonal cake decorating.</p> | <p>Peeling vegetables Chopping wedge shapes* Roasting Slicing and dicing Combining for nutritionally balanced dishes Potato wedges and dips (mixing) Pasta salad</p> | <p>Omelette, side salad and wholemeal toasted pitta Pan frying- omelette (or bake in oven) Use of toaster/toasting Buddha Bowl using seasonal produce (spring)</p> | <p>Using the hob safely, how to control the temperature when cooking starch in water.</p> <p>Temperature and time control</p> <p>How to drain a cooked carbohydrate and cool.</p> | <p>Independently using the hob safely, how to control the temperature when cooking starch in water.</p> <p>Temperature and time control</p> <p>How to make a fruit crumble: rubbing in method. Weighing and measuring. Mixing. Preparation of fruit and the prevention of enzymic browning.</p> | <p>Safe handling and cooking of raw meat. Temperature control, Checking of CCP safe cooking of beef Shallow frying</p> <p>Use of toaster Rubbing in, measuring liquid, making a dough Shaping a dough Cutting out glazing Scones</p> |

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| Key vocabulary/ concepts/ideas students must master | personal, kitchen and food hygiene Nutrients, protein, fats, carbohydrate, vitamins, minerals, dextrinization | Balanced in nutrients. Nutrient Nutritious Provenance Grown Wedges Food combining Free range | Sustainability food miles Balanced dishes Food combining Buddha bowl, vegetarian, vegan, | Gelatinization, carbohydrates, starch Boiling, simmering, reduce | Enzymic browning. Rubbing-in Prevention Weigh Measure provenance | Reared Beef Special diets, Halal, vegetarian, vegan Provenance Temperature Frying Glazing dextrinization |
| Knowledge revisited | KS2 3 types of hygiene Basic principles of nutrition What is dextrinization? | Health, safety and hygiene food preparation area and self. Principles of nutrition, why we eat food and what the eat well guide represents. The 5 main nutrient and the food groups in eat well guide. food science (different methods of cooking) dry heat and dextrinization | Balanced diet/ eat well guide. Functions of nutrients Sources of nutrients Food combining to achieve a balanced diet. Food provenance where do peas and beans come from (vegetable proteins) | Principles of nutrition Balance of good health How food combining creates balance of nutrients. What the nutrients are for. Protein is needed for growth and repair of cells. Proteins, fats and carbohydrates are needed for energy. Fats are needed for insulation and to keep the body warm. Food provenance where does pasta and rice come from. | In salad: In fruit: Vitamins and minerals are needed for protection from illness and to keep the body healthy. In pasta: in flour: wholegrain flour: Carbohydrates for energy. The importance of wholegrain for extra fibre. Fibre for digestion. (Principles of nutrition Balance of good health How food combining creates balance of nutrients. What the nutrients are for.) Food provenance where does fruit come from. | Principles of nutrition Balance of good health How food combining creates balance of nutrients. What the nutrients are for. Protein in beef= is needed for growth and repair of cells. Proteins, fats Carbohydrates= in bread/ importance of wholegrain for energy and the Salad for Vitamins minerals and fibre Fats are needed for insulation and to keep the body warm. Food provenance where does meat/ beef come from. Alternative proteins and special diets. Food provenance. Food sustainability. |
| Skills revisited | Health, safety and hygiene skills. Washing, chopping and peeling vegetables, bridge hold, claw and grip hold. Washing up Organisation. | Hygiene and safety skills Basic chopping; bridge hold, claw and grip hold, slicing and dicing. Simple food combining skills, Timing and personal organisation skills. Use of oven Simple presentation skills | H&S Hygiene and safety skills Basic chopping; bridge hold, claw and grip hold, slicing and dicing. Simple food combining skills, Timing and personal organisation skills. Use of oven Simple presentation skills | H&S Hygiene and safety skills Basic chopping; bridge hold, claw and grip hold, slicing and dicing. Simple food combining skills, Timing and personal organisation skills. Use of oven Simple presentation skills | H&S Using the hob safely, how to control the temperature when cooking starch in water. Temperature and time control | H&S Chopping, slicing, shallow frying, rubbing in, weighing and measuring, temperature control Safe temperature checking Critical control point Using the hob safely, use of oven, how to control the temperature when cooking starch in water. Temperature and time control Presentation and food styling |

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| <p>CEIAG Links/ Opportunities</p> | <p>GB4. Linking curriculum learning to careers. Chef</p> <p>Health promotion (nutritionist, dietician,)</p> <p>GB2. Learning from career and labour market information:</p> <p>Seasonal baking and enterprise opportunities for personalisation of food products</p> | <p>GB4. Linking curriculum learning to careers.</p> <p>Presentation for food styling/ chef/ catering</p> <p>Nutritionist Dietician Chef</p> | <p>GB4. Linking curriculum learning to careers. Health promotion (nutritionist, dietician,) Chef Food business</p> <p>GB2. Learning from career and labour market information: Sustainable future concerns. Food product development plant-based foods discussion increased in popularity. Climate change. Food policy development</p> | <p>GB4. Linking curriculum learning to careers. Health promotion (nutritionist, dietician,) Food scientist Food technologist</p> <p>food product development Chef Food business</p> | <p>GB4. Linking curriculum learning to careers. Health promotion (nutritionist, dietician,)</p> <p>Farming food product development discussion</p> <p>Food scientist Food technologist Chef Food business</p> | <p>GB4. Linking curriculum learning to careers. Health promotion (nutritionist, dietician,) food product development, GB2. Learning from career and labour market information: Sustainable future concerns. plant based and sustainable food development. Food policy development. Food policy development. Environmental Health Officer Food scientist Food technologist Chef Food business</p> |
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Food Preparation and Nutrition: Overall Curriculum Intent (Year 8)

By the end of year 8 students will know in more depth the principles of nutrition in terms of the value of carbohydrates in the diet. Students will know that fibre is necessary for a healthy digestive system and understand the benefits of including wholegrain products rather than refined cereal grain products in the diet. They will know that cereals are a grown crop and learn how wheat is processed. Students will be able to prepare and make a repertoire of predominantly savoury dishes that are based on carbohydrates which apply heat in different ways. Students will know what sustainable food means and be able to identify changes to food choice that would be beneficial for food sustainability.

| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
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| Knowledge Introduced | <p>H&S rules for the food room. Re-cap Basic Hygiene, (personal, kitchen and food hygiene)</p> <p>Principles of nutrition: carbohydrate, the importance of wholegrain cereal in the diet Cereal grains and wheat processing</p> <p>The structure of a wheat grain and the cereal crops grown for eating.</p> <p>Methods of baking products: melting</p> <p>Cooking methods: shallow frying</p> | <p>Seasonal food, double meaning (seasonal seasons and where food comes from) Seasonal (commercial Halloween, Christmas, mark up by design on food products)</p> <p>Food provenance food grown (seasonal fruits and vegetables)</p> <p>understand how foods can be balanced in nutrients including the importance of wholegrain carbohydrates.</p> <p>Different cooking methods, baking, stir frying, melting, use of hob.</p> <p>Knowledge test formative assessment</p> | <p>Continue with food provenance, where does food come from Grown and processed. Caught Reared</p> <p>Processed wheat-flour-bread. Functions and working characteristics of ingredients- making bread. Science of bread; how yeast works. Breads from around the world, Italian focaccia, ciabatta, Indian nan, Dutch rye bread</p> <p>User needs, functional foods, foods designed for end user and adaption of ingredients. Special diets, medical; allergies. Religious, ethical; vegetarian, plant based fair trade.</p> | <p>To understand how main meals (pasta/rice/potato meals) can be balanced in nutrients and their source.</p> <p>Use of wholegrain cereals: demonstration of processing grain to flour and how the refining process removes vital nutrients. Provenance: source and seasonality:</p> <ul style="list-style-type: none"> - Grown –brown rice-white rice-wheat- processed – bread/different types of bread/ breads of the world/pasta. - reared- meats, chicken, free range, use of meat and safe preparation and cooking of meat. Cross contamination <p>alternative proteins, (Quorn/tofu) link to sustainable food for the future</p> <p>To know the process for making a chicken wrap safely to avoid food poisoning.</p> <p>Understand that ingredients can be substituted or removed to make a</p> | <p>1st lesson Practical Assessment: Scones</p> <p>Practical assessment: HS & Hygiene Application, execution and time management, organization Presentation</p> <p>Provenance: meat and bread products wheat processing to flour to bread. Different types of bread and a balanced product: burger/ kebab and salad.</p> <p>Consolidate safe cooking of meat, burgers, consolidate nutritional balance and how it meets the eat well plate.</p> <p>Cooking with high-risk foods: meat. Types of farming, where does meat come from/provenance.</p> | <p>1st lesson for all yr. 8 is written summative assessment.</p> <p>Food sustainability. Provenance food choice and the environment- recap knowledge and skills covered this year. How to reduce food waste. Use more sustainable food produce.</p> <p>Safely and hygienically produce a dish/ product (or plant-based alternative)</p> <p>Baking science: aeration; creaming method to make a cake product using a seasonal fruit. With options available.</p> <p>Independent cooking/ baking to apply to demonstrate skills taught and teach how to use up ingredients to avoid more waste.</p> |

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| | | | | <p>functional product for the end user- Special diets: vegetarian/vegan/highly /lowly spiced/ low salt/low fat.</p> <p>Avoiding food poisoning Temperature control 75 C</p> <ul style="list-style-type: none"> - connect with food poisoning and raw meat/ chicken. - Cross contamination - Understand how the choice of ingredients can be balanced in nutrients or not. <p>Understand the importance of time control and temperature in order to meet CCP</p> <p>Baking science: aeration Scones and how to get a good grade on assessment.</p> | | |
| Skills developed | <p>Hygiene and safety skills</p> <p>Melting on hob simple food combining : weighing, melting, mixing, levelling and portioning, baking Shaping a dough: inc shortbread biscuits for Halloween</p> | <p>Peeling vegetables Chopping, slicing, stir frying, Toasting in a pan Combining for nutritionally balanced dishes Melting: Flapjack Stir frying: seasonal stir fry. Seasonal cooking: rolling a dough, cutting out, lining a baking sheet, baking: gingerbread, finishing techniques, use of mini piping bags, glaze icing (Christmas)</p> | <p>Multicultural dishes Italian bread-based Pizza.</p> <p>Flavoured bread; Italian focaccia/ cheese garlic bread, tomato olive bread</p> <p>Weighing and measuring, making a dough, kneading, proving, use of raising agents: yeast, shaping a dough, rolling out, baking bread products.</p> | <p>Health, safety and hygiene and high-risk foods. Use of colour coded red chopping board to avoid cross contamination.</p> <p>How to make a healthy, balanced (crispy) chicken wrap.</p> <p>Shallow frying (possibility of coating? And baking Stretch and challenge.</p> <p>Working with raw meat: chicken Using a food probe/thermometer to check temperature.</p> | <p>Safe handling cooking of raw meat: beef. Shaping a burger Presenting and food styling Temperature control, Checking of CCP safe cooking of beef Shallow frying Making a complete meal Food styling and presentation techniques.</p> | <p>How to use up waste ingredients/food</p> <p>Fruit cake: food science aeration</p> <p>Measuring and prep of ingredients and equipment. Creaming technique Time control Baking a sponge cake. Dry heat, dextrinization, check for ready ness. Prepare, combine and shape and finishing techniques. How to theme any finish for a particular reason/celebration/ enterprise</p> |

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| | | | | Change of boards/sanitize/prep salad (ready to eat food) CCP | | |
| Key vocabulary/ concepts/ideas students must master | <p>personal, kitchen and food hygiene,</p> <p>Nutrients: Carbohydrate, protein, fat, vitamins and minerals Also, fibre and water</p> <p>Nutrition, diet and health: balanced diet/ eat well guide.</p> <p>Food combining to create dishes balanced in nutrients.</p> <p>Cereal grains Wheat, processing, proportion Ccarbohydrates, fibre, vitamins</p> | <p>Sustainability food miles</p> <p>Toasting, stir-frying, dextrinization</p> | <p>Multicultural dishes Italian pizza/ breads of the world</p> <p>Bread</p> <p>Gluten</p> <p>Yeast</p> <p>Carbon dioxide</p> <p>Elastic</p> <p>Proving/ rising</p> <p>Product development</p> <p>Market trends</p> | <p>Source: meat (different farming methods)</p> <p>Environment and sustainability</p> <p>Free range</p> <p>Farming, intensive, organic</p> <p>Food poisoning</p> <p>High risk food</p> <p>Cross contamination</p> <p>Temperature control</p> <p>Vegetarian</p> <p>Vegan</p> <p>Plant-based presentation</p> | <p>Alternative proteins</p> <p>Vegetarian</p> <p>Vegan</p> <p>Plant-based</p> | <p>Provenance</p> <p>Processing</p> <p>Waste sustainability</p> <p>Aeration</p> <p>Celebration</p> <p>Food product development</p> |
| Knowledge revisited | <p>Q&A Year 7</p> <p>Nutrients macro and micro nutrients and now detail on carbohydrate and fibre</p> <p>food science (different methods of cooking) dry heat and dextrinization.</p> | <p>Multicultural dishes: Chinese stir fry with wheat noodles.</p> <p>Health, safety and hygiene food preparation area and self. (Different methods of cooking) dry heat and dextrinization.</p> <p>How wheat is processed into bread, balance of nutrients</p> | <p>Multicultural dishes: Italian breads</p> <p>Food science dextrinization (Different methods of cooking) dry heat and dextrinization</p> <p>How the science of yeast and bread making works. Gluten formation, activation of yeast Carbon dioxide</p> | <p>Cereal grains made into foods from all over the world. Corn tortillas (flat bread): Multicultural dishes Mexican chicken fajita</p> <p>Health, safety & hygiene Eatwell guide, nutrients found in each main food group.</p> <p>How to combine ingredients in the right proportions</p> | <p>Multicultural dishes: Italian Pasta Bolognese, Mexican chilli con carne, American burger (Different methods of cooking) dry heat and dextrinization Wet heat gelatinization</p> <p>Food poisoning High risk foods meat and temperature control 75C</p> | <p>Multicultural dishes: (Different methods of cooking, opportunities for using waste foods) Food science</p> <p>User needs, functional foods, foods designed for end user and adaption of ingredients.</p> <p>Special diets, medical; allergies. Religious, ethical;</p> |

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| | | Test on previous learning | Elastic Proving/ rising | User needs, functional foods, foods designed for end user and adaption of ingredients. Special diets, medical; allergies. Religious, ethical; vegetarian, plant based fair trade. | User needs, functional foods, foods designed for end user and adaption of ingredients. Special diets, medical; allergies. Religious, ethical; vegetarian, plant based fair trade. Food science dextrinization (Different methods of cooking) dry heat and dextrinization and now wet heat and gelatinization | vegetarian, plant based fair trade. Seasonal/ celebration foods and links to job opportunities in food. |
| Skills revisited | Use of cooker Weighing and measuring Time and temperature control Basic chopping; bridge hold, claw and grip hold, slicing and dicing. Simple food combining skills, Timing and personal organisation skills. Use of oven Simple presentation skills | Hygiene and safety skills Basic chopping; bridge hold, claw and grip hold, slicing and dicing. Simple food combining skills, Timing and personal organisation skills. Use of oven/use of hob Simple presentation skills | Hygiene and safety skills Chopping; bridge hold, claw and grip hold, slicing and dicing. Food combining skills- mixing a dough. Timing and personal organisation skills. Use of oven/use of hob Simple presentation skills Bread making skills. Weighing and measuring Making a dough Shaping a dough | Hygiene and safety skills Chopping; bridge hold, claw and grip hold, slicing and dicing. Simple food combining skills, Timing and personal organisation skills. use of hob Simple presentation skills | Shallow frying and use of hob. Working with raw meat: chicken Using a food probe/thermometer to check temperature. Change of boards/sanitize/prep salad (ready to eat food) CCP. Hygiene and safety skills Basic chopping; bridge hold, claw and grip hold, slicing and dicing. Food combining skills, Timing and personal organisation skills. Use of oven/use of hob Simple presentation skills | Hygiene and safety skills. Simple food combining skills, Timing and personal organisation skills. Use of oven/use of hob. Temperature control Shaping, baking, chopping; bridge hold, claw and grip hold, slicing and dicing, opportunities to use up any ingredients. Presentation skills. Food styling skills, |
| CEIAG Links/ Opportunities | GB4. Linking curriculum learning to careers. Health promotion (nutritionist, dietician,) Food product development Food technologist | GB4. Linking curriculum learning to careers. Seasonal finishing techniques/ personalisation of food items to add value in terms of selling and marketing food products. | GB2. Learning from career and labour market information: Discussions of jobs in Food product development. Sensory profiles/special diets Development of plant- | GB4. Linking curriculum learning to careers. - Farming and food processing EHO Food technologist Chef | GB4. Linking curriculum learning to careers. Food science/ food microbiology Food technologist Chef Food business | GB2 learning from career and labour market information: Sustainable food production. Provenance food choice and the environment, |

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| | Chef Food business | GB2. Learning from career and labour market information- Sharing of test scores and relevance to relative GCSE grades and discussion of college entry, level 3 courses, T levels and apprenticeships. Food technologist Chef Food business | based products to meet consumer trends. (GB2) GB4. Linking curriculum learning to careers. Food technologist Chef Food business | Food business | EHO GB2. Learning from career and labour market information: Discussions of jobs in Food product development. Sensory profiles/special diets Development of plant-based products to meet consumer trends. | celebration/ seasonal food themed products GB4. Linking curriculum learning to careers. Food technologist Chef Food business |
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