



Curriculum Plan – Food Preparation and Nutrition

*Called as God’s family,
we strive to achieve our personal best,
by living and learning in Christ.*

Department Mission Statement - : All pupils and students at Hagley Catholic High School follow a taught course of Food Preparation and Nutrition. We focus on understanding what the body needs and encouraging students to cook a range of, predominately savoury, tasty and healthy food, but also cover areas relevant to Mathematics, English and Science; our approach is to offer students a practical way to apply their knowledge and skills from across their education, not just from our own subject area. We operate as a part for the D&T carousel system in KS3 and deliver projects, which encourage students to develop a wide range of knowledge and skills. In KS4 we offer students the chance to study a GCSE in Food Preparation and Nutrition which offers them the freedom to explore their own preferences and develop their own recipes and meals. Our aims are to prepare students for the wider world, to help them to go on to make healthy, well-informed choices for their diet and to show them how the theory and skills they learn with us, and in their other subjects, can be put to a wider practical use.

Key Stage 2

Knowledge Gained	Skills Developed
<ul style="list-style-type: none"> understand the principles of a healthy and varied diet understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	<ul style="list-style-type: none"> apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Key Stage 3 Knowledge and Skills Requirement (What knowledge and skills do pupils need to gain by the end of year 9?)

Knowledge To Be Built	Skills To Be Developed
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Curriculum Plan – Food Preparation and Nutrition

<p>As part of their work with food, pupils should be taught 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.</p> <ul style="list-style-type: none"> • understand the principles of nutrition and health • understand the source, seasonality and characteristics of a broad range of ingredients 	<p>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.</p> <ul style="list-style-type: none"> • 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]
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Key Stage 4 Knowledge and Skills Requirement (What knowledge and skills do pupils need to gain by the end of year 11?)

Knowledge To Be Built	Skills To Be Developed
<ul style="list-style-type: none"> • Designing, making and evaluating food • Promoting and applying nutrition • Applying aspects of consumer awareness • Implementing good food safety and hygiene • Working characteristics and functional properties of ingredients • Key processes that underpin food preparation and cooking processes: <ul style="list-style-type: none"> ○ convection, conduction and radiation, carbohydrate (gelatinisation, dextrinization) ○ fat (shortening, aeration, plasticity and emulsification) ○ protein (denaturation, coagulation, foam, gluten formation) ○ enzymic browning 	<ul style="list-style-type: none"> • Knife skills – • Prepare fruits and vegetables • Prepare combine and shape meat, fish and alternatives • Tenderise and marinate • Select and adjust a cooking process • Weigh and measure • Preparation of ingredients and equipment • Use of equipment • Water-based methods that use the hob • Dry heat and fat-based methods that use the hob • Using the grill • Using the oven • Make sauces • Set a mixture - removal of heat (gelation) • Set a mixture - heating (coagulation)



Curriculum Plan – Food Preparation and Nutrition

	<ul style="list-style-type: none"> • Use of raising agents • Make a dough • Shaping and finishing a dough • Test for doneness • Judge and manipulate sensory properties
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Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed ((Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
7	This module focuses on levelling up basic Food knowledge, skills and techniques, including through cooking several, predominantly savoury, dishes. It also introduces the safe use of knives and other food preparation utensils. We have a particular emphasis on accuracy of weighing and measuring out ingredients.	<ul style="list-style-type: none"> • Nutrition • health and safety • personal hygiene • food safety 	<ul style="list-style-type: none"> • planning a cook • weighing and measuring • knife skills • using a hob • using an oven • basic culinary techniques; peeling, slicing, dicing, grating, rubbing in, boiling, simmering, draining and baking • evaluating a cook 	In Year 7 students move through a carousel system, where they will spend approximately 10 weeks in Food Preparation & Nutrition. Students will be formatively assessed throughout the module. Students will also be assessed on one task drawn from each of the four strands, this will generate their grade for the module. The combined grades from each of the modules will produce their overall

Curriculum Plan – Food Preparation and Nutrition



				grade for their end of Year report.
8	<p>This module focuses on developing Food knowledge, skills and techniques further, including through cooking several, predominantly savoury, dishes. It also introduces the safe use of knives and other food preparation tools. We have a particular emphasis on nutrition and food science in this module.</p>	<ul style="list-style-type: none"> • Nutrition (building on Yr7) • health and safety (building on Yr7) • personal hygiene (building on Yr7) • food safety (building on Yr7) • healthy lifestyles • special diets • dietary needs • dairy • sensory properties • gluten formation • fermentation • raising agents 	<ul style="list-style-type: none"> • food science investigation • planning a cook • weighing and measuring • knife skills • using a hob <ul style="list-style-type: none"> ○ boiling ○ shallow frying/poaching • using an oven • using a grill • testing for readiness • basic culinary techniques; food preparation, glazing, handling filo pastry • using raising agents • evaluating a cook 	<p>In Year 8 students move through a carousel system, where they will spend approximately 10 weeks in Food Preparation & Nutrition. Students will be formatively assessed throughout the module. Students will also be assessed on one task drawn from each of the four strands, this will generate their grade for the module. The combined grades from each of the modules will produce their overall grade for their end of Year report.</p>
9	<p>This module is seen as a bridging unit to GCSE Food Preparation and Nutrition. It also includes opportunities for students to carry out</p>	<ul style="list-style-type: none"> • Gelatinisation • food science investigation • Pastry theory • Raising agents & mechanical raising agents • Eggs theory 	<ul style="list-style-type: none"> • Fat based method (sautéing) • setting (coagulation) • Knife skills; Vegetable preparation/ meat preparation • Select and adjust cooking process • Weigh and Measure • use of hob/boil/simmer 	<p>In Year 9 students move through a carousel system, where they will spend approximately 10 weeks in Food Preparation & Nutrition. Students will be formatively assessed throughout the module.</p>



Curriculum Plan – Food Preparation and Nutrition

	<p>a 'food science investigation', where students will investigate the different chemical and functional scientific properties behind various foods.</p>		<ul style="list-style-type: none"> • cornflour slake • Checking for readiness • Pastry (palmieres) • Shaping and finishing doughs • Using raising agents • Making a sauce (salsa) • Test for readiness; 	<p>Students will also be assessed on one task drawn from each of the four strands, this will generate their grade for the module. The combined grades from each of the modules will produce their overall grade for their end of Year report.</p>
<p>10</p>	<p>Food Preparation and Nutrition GCSE</p> <p>During Year 10 students will work through the theory content of the course and develop the practical skills necessary to attempt the N.E.A and the terminal examination. The theory and practice is delivered using a combination of taught lessons, homeworks and focussed practical tasks. We aim to develop student's ability to cook using</p>	<p>The theory topics covered build on the KS3 curriculum and take students through the Principles of Food and Nutrition.</p> <ul style="list-style-type: none"> • Food commodities The range of foods and ingredients to be studied throughout the course should come from the major commodity groups (dairy, meat, cereals, etc) and reflect current recommended guidelines for a healthy diet, e.g. reduction of sugar intake • Principles of nutrition Learners must know and understand the definitions of macro nutrients and micro nutrients in relation to human nutrition. Learners also need to understand the role of macro nutrients and micro nutrients in human nutrition • Diet and good health Energy requirements of individuals. Planning balanced diets. Calculating 	<p>The practical skills covered build on the KS3 curriculum and include an element of choice and specialism.</p> <ul style="list-style-type: none"> • Knife skills • Prepare fruits and vegetables • Prepare combine and shape • Tenderise and marinate • Select and adjust a cooking process • Weigh and measure • Preparation of ingredients and equipment • Use of equipment • Water based methods using the hob • Dry heat and fat based methods using the hob • Using the grill • Using the oven • Make sauces 	<p>In Year 10 students will complete a combination of theory and practical lessons. Some of the units also have specific tests to identify where there are gaps in students' knowledge and understanding. The practical tasks are assessed against the relevant parts of the final N.E.A. mark scheme, using a combination of self, peer and teacher assessment, to ensure students understand how the mark scheme works and where they can improve. There will be a formal mock exam towards the end of the year to assess their</p>



Curriculum Plan – Food Preparation and Nutrition

	<p>a developed understanding of the processes and techniques and give them the confidence to plan, execute and present complex dishes.</p>	<p>energy and nutritional values of recipes, meals and diets.</p> <ul style="list-style-type: none"> The science of food The effect of cooking on food. Food spoilage. Where food comes from Food provenance. Food manufacturing. Cooking and food preparation Factors affecting food choice. Preparation and cooking techniques. Developing recipes and meals. 	<ul style="list-style-type: none"> Set a mixture - removal of heat (gelation) Set a mixture - heating (coagulation) Use of raising agents Make a dough Shaping and finishing a dough Test for readiness Judge and manipulate sensory properties 	<p>overall progress and identify any gaps in their knowledge and understanding.</p>
11	<p>Food Preparation and Nutrition GCSE</p> <p>During Year 11 students will complete the theory topics and run through a series of short practice cooks to prepare them for their N.E.A. projects. Students spend the third term on revision of learned topics and preparing for and taking their terminal exams.</p>	<p>The theory topics covered build on the Yr10 curriculum and take students through the Principles of Food and Nutrition.</p> <ul style="list-style-type: none"> Food commodities The range of foods and ingredients to be studied throughout the course should come from the major commodity groups (dairy, meat, cereals, etc) and reflect current recommended guidelines for a healthy diet, e.g. reduction of sugar intake Principles of nutrition Learners must know and understand the definitions of macro nutrients and micro nutrients in relation to human nutrition. Learners also need to understand the role of macro nutrients and micro nutrients in human nutrition Diet and good health Energy requirements of individuals. Planning balanced diets. Calculating 	<p>The practical skills covered build on the Yr10 curriculum and include an element of choice and specialism. The precise skills demonstrated in Year 11 will be determined by the nature of the set tasks and the recipes the student's choose.</p> <ul style="list-style-type: none"> Knife skills Prepare fruits and vegetables Prepare combine and shape Tenderise and marinate Select and adjust a cooking process Weigh and measure Preparation of ingredients and equipment Use of equipment Water based methods using the hob Dry heat and fat based methods using the hob 	<p>Students N.E.A. work is assessed against the framework provided by the exam board and then externally moderated by the exam board. There are two parts to the N.E.A. accounting for 60% of the marks overall. The N.E.A. is marked out of 120. The Food Investigation accounts for 20% of the overall mark and takes 10 hours and the Food Preparation is 40% of the marks and takes 15 hours. There will be a formal pre-public exam (usually around Christmas time) to assess students progress and preparedness for the final exam. Students will</p>



Curriculum Plan – Food Preparation and Nutrition

		<p>energy and nutritional values of recipes, meals and diets.</p> <ul style="list-style-type: none">• The science of food The effect of cooking on food. Food spoilage.• Where food comes from Food provenance. Food manufacturing.• Cooking and food preparation Factors affecting food choice. Preparation and cooking techniques. Developing recipes and meals.	<ul style="list-style-type: none">• Using the grill• Using the oven• Make sauces• Set a mixture - removal of heat (gelation)• Set a mixture - heating (coagulation)• Use of raising agents• Make a dough• Shaping and finishing a dough• Test for readiness• Judge and manipulate sensory properties	<p>sit a terminal exam during the summer of Year 11. This exam is one hour and thirty minutes in length. The exam has two sections; the first section contains questions based on stimulus materials, the second section contains a range of question types to assess all content related to food and nutrition. The exam is marked out of 80 and is worth 40% of the overall marks.</p>
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