Curriculum Plan - Overview

Students will participate in Food and Nutrition lessons for 1 full term. They will receive 2 hours per week. One lesson will be a theory and demonstration lesson; the other will be a practical lesson. Theory lessons are used to further develop knowledge and create a foundation of knowledge that can be extended within practical activities, this will also be used to consolidate literacy skills and allow pupils to implement them in to written, speaking and listening activities. The focus in years 7- 9 will follow the national curriculum framework and incorporate a range of practical skills to enable pupils to independently create a range of healthy and balanced dishes. The topics covered will give pupils an understanding in a variety of areas including the core principles of UK government guidelines, health and safety, nutrients and their function in the body, functions of ingredients in a variety of dishes, where food comes from, how to analyse a product/dish and suggest improvements/adaptions to the recipe,

**YEAR 7**

* Understand and apply the principles of nutrition and health- with a focus on current healthy eating guidelines such as the 5 main nutrients groups and their role within the body.
* Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
* Become confident in a range of cooking techniques [for example; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes];

**YEAR 8**

* Understand what food sustainability/food poverty/Food miles/Ethical farming are and the impact farming has on the environment.
* Understand the nutritional needs of a variety of groups and individuals, be aware of food allergies and how a variety of foods can affect a person’s health when eaten in the wrong quantities.
* Be able to cost a recipe and suggest ways to improve the dish nutritionally and financially.
* Become more able in a range of cooking techniques [for example; pasta making; enriched bread; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes];

**YEAR 9**

* Understand what the different food related diseases are and how to reduce the risks of these diseases by maintaining a healthy balanced diet.
* Understand how food is farmed in the UK – What the effects of factory farming on farm animals are and the economy and how we can make changes when cooking.
* Understand how a range of ingredients work differently in a variety of dishes. Be able to identify the different reactions when ingredients are mixed together and suggest alternative ingredients to improve an outcome. Be able to make a range of high skilled dishes.

**Assessment Opportunities**

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.

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| **Year 7** | **Year 8** | **Year 9** |
| Baseline – All DT subjects | Baseline | Baseline |
| Nutrients assessment | Religions and food assessment | Nutrition |
| Practical assessment of apple crumble | Raising agents | Egg food science assessment |
| End of topic test | End of topic test | End of topic test |

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|  | **Term** | **Duration** | **Topic** | **Key Skills, Content or Knowledge** | **Summative Assessment** | **Blended Learning** | **Links** |
| **Year 7** | **Aut. 1** | **4 weeks** | **Health and safety**  **Food Hygiene** | * **Food Safety room** - List the food room rules and discuss why these are in place. * **Dirty kitchen -** The difference between food hygiene and personal hygiene. * **Coloured chopping boards -** What cross contamination is and how to prevent it * **Tomato Soup practical** - Demonstrate effective and safe cooking skills by planning, preparing and cooking * Using a variety of food commodities, cooking techniques and equipment * **Matching bacteria** - Learn what food poisoning bacteria are and which high risk foods they can develop in. * microbiological food safety considerations when preparing, * processing, storing, cooking and serving food * **Storing food Fridge/freezer and ambient** - Understand how food is stored and learn what the key temperatures for storage are * Key information students need to learn are the temperatures to store food. * -18◦c freezer * 75◦ core temperature of high risk foods to determine if they are safe to eat. * 0◦-5◦ Fridge temperature * Ambient – Room temperature – store food in a dark cupboard or pantry * Equipment | **Baseline: All DT areas**   * Practical Assessment-   Apple crumble   * Topic Assessment- H&S, food hygiene * End of topic assessment | * Story board of tomato soup practical * Washing up * Quizizz – **Health and safety Food Hygiene** | British Values:  Careers  :  Other Subjects:  Science- Microbes  Maths – Weighing out |
|  | **3 weeks** | Fantastic fruit and vital veg | * **Eatwell guide work sheet** - Learn what the Eatwell guide is and how to eat a healthy balanced diet * Recommended guidelines for a healthy diet. How peoples’ nutritional needs change and how to plan a balanced diet for those life-stages, including for those with specific dietary needs * **Healthy eating poster -** Understand what the 8 tips for healthy eating and apply the 8 tips for healthy eating * **Practicals -** Be able to use knife skills to prepare vegetables. Understand how starch thickens a liquid * Students need to use the bridge and claw method to chop vegetables and then use these skills to make a soup which has the desired thickness * select and adjust the cooking process and length of time to suit the ingredient * Be able to use a hob and oven safely. * **Micronutrients mnemonic** - Understand what micronutrients are and how vitamins are split in to fat and water soluble. How vitamins are split in to fat soluble vitamins A,D,E and k. Understand that B vitamins are a group * **Apple crumble** - Demonstrate the technical skills of controlling enzymic browning * Suggestion include a practical demonstration of how fibre moves through the gut, (using tights and tennis balls) | Nutrition assessment | Food diary | PE – Nutrition  Science – Enzymic browning |
|  |  |  | Crucial Carbs - Macronutrients  Food Science | * Learn the different protein sources and why it is important in our bodies and what functions protein performs * HBV – High biological value protein found in animal sources and that soya and quinoa are the only 2 HBV plant based proteins. * LBV – Low biological value protein found in plant based foods the recommended energy provided by protein, fat and carbohydrates (starch, sugars, fibre) and the percentage of daily energy intake the nutrients should contribute. * Be able to make a cheese sauce with a roux (or all in one) method with the correct viscosity * Demonstrate understanding of how liquid/starch ratios affect the viscosity and how conduction and convection work to cook the sauce and the need for agitation * Understand the different cooking terms used during bread making. * Understand that yeast is a biological raising agent and the differences between yeast and chemical raising agents * Students should understand what kneading/proving are and be able to produce a good bread dough * Understand proving/resting and finishing techniques of breads and pizzas * How to maintain a healthy bodyweight throughout life the specific functions, main sources, dietary reference values and consequences of malnutrition of macronutrients and micronutrients * how to make informed choices about food and drink to achieve a varied and balanced diet, including awareness of portion sizes and costs * understanding of the working characteristics, functional and chemical properties of ingredients to achieve a particular result: carbohydrates – gelatinisation, dextrinization * Learn how to conduct a fair taste test to evaluate a range of cereal bars Understand how the senses are involved when taste testing a product * how sensory perception guides the choices that people make, how taste receptors and olfactory systems work * the sensory qualities of a range of foods and combinations and understand how to set up tasting panels for preference testing | Macronutrients assessment  Adapting a macaroni cheese recipe for health  Design task – Designing a new product | Cereal bar poster | Science – Yeast as a raising agent and gelatinisation |
| **Year 8** | **Aut 1** | **2 weeks** | Food hygiene and diet | * RECAP Be aware of expectations for food preparation and nutrition. Understand why rules are in place and what those rules are. * Understand what personal hygiene is and why students need to adhere to these expectations. * Be aware of cross contamination and how to prevent it using colour coded equipment * Learn what food poisoning bacteria are and which high risk foods they can develop in * Learn how food can have a direct effect on the body and how to make healthier decisions * Understand what can happen if people follow an unhealthy diet and the disease that can occur To understand the importance of a balanced diet |  |  |  |
|  | **3 weeks** | **World foods** | * **Religion and foods research activity –** Understand what a range of religions can and can’t eat according to their beliefs. Be able to research which religious festivals use food in celebration. * **Food choice -** The range of factors that influence food choices, including enjoyment, preferences, seasonality, costs, availability, time of day, activity, celebration, or occasion or medical reasons. * **Cost a recipe for a family on a budget -** Make adaptions to a recipe to keep a meal in budget | Religion research | Practical evaluations  Designing a meal for a specific group of dietary needs  Adapting a recipe | Social studies – Religions, celebrations and food  British culture and religion |
|  | **2 weeks** | **Food Science** | * **Food science cooking methods –** (stirfry) Fast cooking is best way to retain vitamin content, Sauces (inc. soy sauce) link to low sodium options * Understand that there are different factors which affect various groups of people’s choices of foods such as cost, physical activity and sensory qualities of food. * **Practicals** - Be able to demonstrate the following techniques: , use a pasta machine, proving/resting, • glazing and finishing such as bread rolls, pasta, pinwheels, * **Food Science -** Raising agents Be able to demonstrate the following techniques: * Use egg (colloid foam) as a raising agent (cake) - create a gas-in-liquid foam - whisking egg whites, whisked sponge * use chemical raising agents – (ginger biscuits) self-raising flour and bicarbonate of soda in a recipe to justify what the correct ingredients are in ginger biscuits * Use an electric whisk to demonstrate mechanical aeration - Swiss roll | Raising agent assessment |  | Science – Write a hypothesis  Conduct an experiment and write up the results |
|  | **1 week** | Ready steady cook | * **Be an independent cook –** Plan, cost and prepare a main meal for 2 people | End of course assessment |  |  |
| **Year**  **9** |  |  | Hygiene and nutrition | * Introduction - Intro What Food Prep is in year 9 - /Food safety in a food room * **Eatwell guide meal planning** – Understand what micronutrients and macronutrients are, function in the body and source. * **Understand what the macronutrients percentages are for a healthy diet**   50% Carbs  35% Fats  **15% Protein**   * **Informed choice worksheets -**  Understand what an adult needs and why. Know what the causes of coronary heart disease and types 1 and 2 diabetes are. Be able to analyse a diet and suggest improvements. * Understand that some families have to budget and create meal planners PAL – BMR Physical activity level and Basal metabolic rate. How to work out BMR and calculate PAL | Baseline  End of topic test – Diet nutrition and health |  | PE – BMR, PAL, TEE and BMI |
|  |  |  | * **Eggs farming** – How intensive farming methods are used for caged chickens – free range and organic. Be able to provide alternatives for those wishing to eat ethically |  | Evaluation of practicals  Quizziz | Social Studies |
|  |  |  | * **Food Science** Mini controlled assessment on eggs – Create a hypothesis for an egg experiment. How eggs can be aerated and what can inhibit the aeration. What can be added to stabilise the foam. * Be able to plan an experiment to test a hypothesis. * Understand what the functions of ingredients are and how they react in different dishes. * Be able to evaluate the results from the experiments and prove or disprove your hypothesis. * **Egg PRACTICALS** - Eggs setting and aeration - Lemon meringue Coagulation – How eggs set at 60 degrees Quiche practical Making short crust pastry * Victoria sandwich practical – aeration Profiteroles - Aeration and steam * Eggs Glazing - How eggs can be used to glaze a product Sausage roll practical Make puff pastry |  |  |  |