

## PROGRAMME OF STUDY- KS3 Food & Nutrition Intent

Intent						
<p>Our subject will provide students with the understanding of the vital roles food &amp; nutrition plays within our society and in the world of work. We aim to deliver an all-inclusive, inspiring curriculum that combines theory with practical skills and creativity, so that it encourages students to enjoy cookery and become competent cooks who can feed themselves and others affordably and nutritiously now and in later life.</p>						
Goal for every student						
<p>The main practical aims are for students to learn how to make food, which is safe to eat, focussing upon key practical skills, using basic tools, equipment and processes.</p> <p>Through food and nutrition, students will:</p> <ol style="list-style-type: none"> <li>1. Develop and demonstrate creativity and skills to develop confident, healthy, safe and independent students.</li> <li>2. Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.</li> <li>3. Develop knowledge and understanding of the functional properties and chemical processes.</li> <li>4. Understand the relationship between diet, nutrition and health.</li> <li>5. understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices</li> <li>6. Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food</li> <li>7. understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.</li> <li>8. Develop the use of numeracy and literacy in a practical manner. Students develop confidence and understanding in reading and following recipes, and comprehension of instructions to produce a final dish.</li> <li>9.</li> </ol>						
Implemented pace						
Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7 Being Safe in the Kitchen & Balance of good Health	Weighing & Measuring, introduction to kitchen cleaning, health & safety in kitchen, safe use of cooker.	Personal hygiene, food safety, food poisoning	Balance of good health, healthy eating guidelines GEM task	Rotation with RM Weighing & Measuring, introduction to kitchen cleaning, health & safety in kitchen, safe use of cooker.	Personal hygiene, food safety, food poisoning	Balance of good health, healthy eating guidelines GEM task
8 Human Nutrition	Embedding concepts of kitchen safety & Hygiene. Health eating, Eatwell guide.	Energy Balance, micronutrients – vitamins, minerals. Macronutrients – Carbohydrates, fats.	Macronutrients – proteins. Diet related disorders. GEM task	Rotation with RM Embedding concepts of kitchen safety & Hygiene. Health eating, Eatwell guide.	Energy Balance, micronutrients – vitamins, minerals. Macronutrients – Carbohydrates, fats.	Macronutrients – proteins. Diet related disorders. GEM task

9	Embedding concepts of Kitchen Safety, Hygiene and Human Nutrition. Cereals	World food British cosine	Food and the environment – Food miles, farming methods – organic, intensive, free range.	Food waste & landfill Seasonal foods	Vegetarian / Vegan Religion and food choice	Allergies / Intolerances
10	Food Safety  Food preparation skills	Food Science  Food preparation skills	Food Nutrition & Health  Food preparation skills	Food Choices  Food preparation skills	Food Provenance  Food preparation skills	Introduction to NEA1&2 projects.  Food preparation skills
11	NEA1– planning and preparation and commencement.  Exam preparation	NEA1 – final versions.  NEA2 planning and preparation and commencement.  Exam preparation	NEA2 – Practical trial dishes and planning for practical exam.  Exam preparation	NEA 2 practical exam and final versions.  Exam preparation	All areas of study and set works exam preparation	

#### Impact

The GEM tasks ensure appropriate challenge for each student whether it is securing knowledge, extending practical skills and techniques or developing independence and resilience. All students, through Talk for Writing strategies, develop their skills to write extended pieces of work to equip them for the NEA! & 2 and essay structured questions during the exam.

- Promotes the use of numeracy, literacy and comprehension.
- Students develop knowledge and understanding of social, moral, ethical and environmental issues.
- The KS3 workbook has a progress tracker on the front page on which the student has the opportunity for self-reflection and record on-going progress.
- Practical assessments are completed by all teachers throughout the topic
- Written assessments are completed by all teachers at the end of the topic cycle followed by GEM work - GEM work based on KPIs
- Moderation of assessment task marking completed during JPD session

### GCSE Food Preparation Intent:

Food and Nutrition in our school will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Our curriculum will encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life. The unit of work has been split over a 2 year programme and of study, doing one topic per term. This then allows students to fully focus upon the two NEA tasks that is a requirement of the course and amounting to 50% of the entire GCSE grade.

### Key Stage 3 Food Preparation & Nutrition Intent

At JOG all year 7 & 8 students have 3 hours of Food Preparation over the two week timetable for 3 terms, the main focus of these lessons are on cooking, hygiene, safety and human nutrition and giving students the opportunity to develop their practical skills and confidence to prepare and make a range of quality foods.

The main aims of Year 7 Food Preparation are for Students to learn how to make food, which is safe to eat, focussing upon key practical skills, using basic tools, equipment and processes. Each practical session is designed to further develop and embed the key skills of - the rubbing in techniques and the science behind this, the melting method, making a roux, using the hob and oven safely and correctly and a range of knife skills including – chiffonade, brunoise, macedoine, julienne and jardinière, reading and following written recipes.

Each student will investigate how to cook safely and hygienically and how to apply this to everyday life, they will have the opportunity to probe the basic concepts of a balanced diet and how this links to their health and wellbeing. All students have a workbook, which they use in lessons; this contains the practical work and work sheets to guide them through the year 7 course. If students would like to cook at home the recipes can be downloaded from ClassCharts.

The main aims of year 8 Food Preparation are for students to build upon and continue to embed the skills and knowledge acquired during year 7, whilst emphasising upon the core concepts of Human Nutrition and Diet Related disorders. Students will develop knowledge upon both Macro and Micronutrients, how these link to foods / ingredients and to future health risks. Practical work will reflect and emphasise these nutrients whilst further developing competency and independence within the food. Practical skills will continue transfer but a range of skill news skills will be introduced to further broaden experience and capability.

At JOG all year 9 students have 2 hours of Food Preparation over the two-week timetable for all 6 terms. The main aim of year 9 Food Preparation is for students to build upon and continue to embed the skills and knowledge acquired during year 7 and 8, whilst emphasising upon the core concepts of Food Choices and Provenance and independence within the practical sessions. Students will understand that religion, customs, beliefs, allergies and intolerances will impact the food choices and World around them along with environmental issues and provenance of foods and ingredients. Practical skills are based upon these key concepts whilst ever developing within demand and skill and also allow for students to begin making their own choices.

All students have a workbook, which they use in lessons; this contains the practical work and work sheets to guide them through the course. If students would like to cook at home the recipes can be downloaded from ClassCharts. The workbooks have a progress tracker on the front page on which the student will have the opportunity for self-reflection and record on-going progress.

No	Practical skills/ techniques	Year 7	Year 8	Year 9
1	Claw grip/ bridge hold	/	/	/
2	Weighing/ measuring	/	/	/
3	Combining and mixing	/	/	/
4	Grating	/	/	/
5	Peeling	/	/	/
6	Use of scissors		/	/
7	Stirring	/	/	/
8	Juicing			/ - if needed
9	Crushing		/	/
10	Safe use of grill			
11	Safe use of oven	/	/	/
12	Safe use of hob	/	/	/
13	Safe use of kettle	/	/	/
14	Boiling/ simmering (heat control)	/	/	/
15	Draining	/		/
16	Frying	/	/	/
17	Using the rubbing in technique	/		/
18	Forming a dough	/	/	/
19	Rolling out	/	/	/
20	Kneading a yeast based dough		/	/
21	Dividing and shaping	/	/	/
22	Use of decoration/ finishing techniques		/	/
23	Combining <input type="checkbox"/> All in one method <input type="checkbox"/> Creaming method <input type="checkbox"/> Whisking method		/	/
24	Making a roux sauce	/		
25	Assembling/ layering		/	/
26	Safe handling and cooking of raw meat/ fish	/	/	/
27	Safe use of small electrical equipment		/	/
28	Knife skills <input type="checkbox"/> Brunoise <input type="checkbox"/> Macedoine <input type="checkbox"/> Chiffonade <input type="checkbox"/> Jardinière <input type="checkbox"/> Julienne	/	/	/