

# Food preparation and nutrition: Curriculum Sequencing 2023-2024

## **Broader Themes and Knowledge:**

**Food Safety** – Learning the risk assessment process initially, that can they be applied independently to any piece of equipment/technique or process that they complete.

**Food, Nutrition and Health** – Understanding how to use healthy models and guidelines to make positive choices and reinforcing the key language of source, function, excess and deficiency of nutrients, allowing them to build on adapting diets for themselves and others, based on need/choice.

**Food Commodities and Provenance/Food choice** - Learning where food comes from, so that as their decision making, with consideration of morals and ethical, they can consider the impact of their choices on themselves, their local communities and to be able to broaden their cultural awareness as we develop their thinking and reflection skills across the Academy.

**Food Science** – Being able to identify cause and change and develop their analysis and evaluative skills to be able to apply to more complex dishes to adapt sensory properties and make them a better, consistent and safe cook for the rest of their lives.

## **Skills Focus:**

Using the cooker, using equipment, weighing and measuring, making judgements, knife skills, cooking methods, doughs, raising agents, planning, mixing and combining foods, sauce making, setting mixtures, sensory properties and presentation skills.

Year 7 – Investigating Fruit & Vegetables National Curriculum	Year 8 - Exploring Ingredients National Curriculum	Year 9 – Food Choice National Curriculum
<p><b>Autumn</b>  <b>Food Safety</b> - Risk Assessment, Identifying and preventing hazards.  <b>Food, Nutrition and Health</b> – Introducing Healthy eating Models - The Eatwell Guide, 8 Tips for eating well, 5 a day campaign.</p> <p><b>Knife skills</b> – Safe ways of chopping  <b>Using the cooker</b> – oven, grill &amp; hob</p>	<p><b>Autumn</b>  <b>Food Safety</b> - Recap. Independently Risk assessing, safe handling of meat  <b>Food, Nutrition and Health</b> – Looking at the individual nutrients: Macronutrients/Micronutrients. Linking to the Eatwell Guide and Source, Function, Excess and Deficiency. Link to <b>Food choice</b>: Energy balance/meals for teenagers  <b>Food Commodities and Provenance</b> –  <b>Knife skills, mixing and combining, making judgements, shaping and forming</b></p>	<p><b>Autumn</b>  <b>Food Safety</b>  <b>Food Choice, Food, Nutrition and Health, Food Commodities and Provenance</b> – Applying the principles of Diet and Health to special groups, religions, moral and ethical choices  <b>Knife skills, using the cooker, using equipment, weighing and measuring, making judgements, cooking methods, doughs, planning, mixing and combining foods, presentation skills.</b></p>
<p><b>Spring</b>  <b>Food Safety</b> – safe storage of foods  <b>Food Commodities and Provenance</b> – Thinking seasonally and locally produced foods.  <b>Food Choice</b> and <b>Food, Nutrition and Health</b> – Looking at diet analysis and impact on what choices are made. Vegetarianism, Fairtrade  <b>Knife skills</b>: applying the bridge and claw,  <b>Weighing and measuring</b>: accuracy  <b>Using the cooker/equipment</b>: Combining skills  <b>Making judgements</b>: colour, safety, texture etc.</p>	<p><b>Spring</b>  <b>Food, Nutrition and Health, Food Choice</b> -  Diet analysis task, using explore food, applying to their own dietary choices, suggesting ways to adapt them, differing cooking methods  <b>Food choice</b> – Local/regional choices, sensory properties, religion and culture. Fairtrade</p> <p><b>Knife skills, mixing and combining, making judgements, shaping and forming, cooking methods</b></p>	<p><b>Spring</b>  <b>Food safety</b> – using whisks independently, complex knife skills, handling poultry/fish  <b>Food Choice &amp; Food Science</b> - Sensory properties – how food can be changed through heat, and functional/chemical properties of ingredients to impact on the sensory properties and therefore Food choice. Fairtrade.  <b>Food, Nutrition and Health</b> – Applying nutrients to their own adapting needs as a teenager  <b>Knife skills, weighing and measuring, making independent judgements, Using the cooker/equipment, presentation skills, Raising agents</b></p>
<p><b>Summer</b>  <b>Food Safety</b> – Using equipment/the blender  <b>Food Commodities and Provenance</b> and <b>Food, Nutrition and Health</b> – Looking at the origins of food through the individual sections of the Eatwell Guide: Starchy carbs, Dairy and alternatives, Protein foods, Fruit &amp; Vegetables.  <b>Food Choice</b> – Local/international  <b>Food Science</b> – Dextrinisation – linked to grilling/starches  <b>Knife skills, weighing and measuring, making independent judgements, Using the cooker/equipment.</b></p>	<p><b>Summer</b>  <b>Food, Nutrition and Health</b> - Looking at the needs of others and adapting dishes  <b>Food Choice</b> – International experiences, cost of food, food waste and the environment  <b>Food Science</b> Dextrinisation and fermentation – Looking at bread, proving, biological raising agents. Creaming method - aeration</p> <p><b>Knife skills, Weighing and measuring, making independent judgements, cooking methods, doughs, Using the cooker/equipment, raising agents, presentation skills</b></p>	<p><b>Summer</b>  <b>Food, Nutrition and Health</b> – Applying explore food/adapting dishes to improve diet and health.  <b>Food Commodities and Provenance</b> – Making positive choices/reflecting on impact on the environment/needs of people. Budget implications  <b>Food Choice</b> – National/International – Why where we live affects what we eat.  <b>Knife skills, using the cooker, using equipment, weighing and measuring, making judgements, cooking methods, doughs, raising agents, planning, mixing and combining foods, sauce making, setting mixtures, presentation skills.</b></p>

Year 10 GCSE Food preparation and nutrition OCR	Year 11 GCSE Food preparation and nutrition OCR
<p><b>Autumn</b></p> <p><b>Food Safety</b> – Induction into a new environment, increased independent use of food probes, awareness of key temperatures and times.</p> <p><b>Food, Nutrition and Health</b> – The relationship between diet and health, The Eatwell Guide, diet and nutrition, Covid Health, Modifying recipes, food allergies and intolerances Energy balance and <b>Major medical conditions</b></p> <ul style="list-style-type: none"> <li>Coronary Heart disease, Diabetes, High Blood pressure, Obesity, Diverticulitis, Bone health, Dental Health, Anaemia</li> </ul> <p><b>Food commodities and provenance/ Food Choice:</b> Cooking and choosing types of fat, protein, carbohydrates, categories and structures of Macro/Micronutrients, dishes from different countries/Staple foods, classification of fruits and vegetables, Organic farming, sustainable Fishing,</p> <p><b>Food Science:</b> Gluten, Oils and lipids, enzymic browning, aeration, plasticity and shortening, glycerol molecules and fatty acids, role of carbon, hydrogen and oxygen in macronutrients. Completing scientific research and how to set up/conduct an investigation. Producing and analysing graphs and charts with data, using a hypothesis.</p> <p><b>Practical Skills:</b> Knife skills, complex shaping, glazing, baking, lining a tin, rolling out, sauce making, baking blind, whisking, filling, making a batter, controlling the heat, sponge embossment, woven lattices</p>	<p><b>Autumn</b></p> <p><b>Food Safety</b> – Students to be able to confidently plan and execute their own dishes to the safety standard required, for their own dishes. Students to develop their cooker management skills and test food accordingly and independently</p> <p><b>Food, Nutrition and Health</b> – Students to be able to adapt their own investigations to suit the focus of the NEA1, using explore food where necessary.</p> <p><b>Food commodities and provenance/ Food Choice:</b> Students to be able to apply their knowledge to make good choices about the provenance of their dishes/investigations then be able to justify their choices.</p> <p><b>Food Science: NEA Investigation 1 - Food investigation</b> Students to be able to plan, investigate, analyse and evaluate a task that requires them to research and investigate the chemical and functional properties of a food and to carry out suitable scientific investigations into the foods.</p> <p><b>Practical Skills:</b> <b>All of the OCR listed practical skills to be considered in their own choice of dishes:</b> Using the cooker, using equipment, weighing and measuring, making judgements, knife skills, cooking methods, doughs, raising agents, planning, mixing and combining foods, sauce making, setting mixtures, sensory properties and presentation skills.</p>
<p><b>Spring</b></p> <p><b>Food Safety</b> – Use of blow torch, expanded use of the electrical equipment (food processors, blenders, mixers) using a wider range of knives, increasing multiple skills and breadth and depth of skills in the same session.</p> <p><b>Food, Nutrition and Health</b> – Applying nutritional information to planned practical dishes. Nutrients in meat, fish, eggs, cereals, fruits and vegetables. Impact of heat on nutrients. Global cooking and the impact on health/life expectancy.</p> <p><b>Food commodities and provenance/ Food Choice:</b> Organic foods, rearing meat and poultry, Sustainable fishing cont'd, world doughs, primary and secondary processed foods, frozen vs fresh, Food security, environmental issues on movement of food e.g. carbon footprint, food miles etc. globalisation of foods, culinary traditions in Britain and Internationally, use of game.</p> <p><b>Food Science:</b> Preservation methods, Pasteurisation and other heat treatment methods and key temperatures, using friendly bacteria, using acids in food, conduction, convection and radiation and methods of heat transfer, dehydration, hydrogenation, fermentation in bread. Students to develop their knowledge and use of scientific language and conducting scientific investigations through a practise NEA investigation.</p> <p><b>Practical Skills:</b> Fish filleting, ceviche methods, de-boning poultry, cheese making, melting methods, using high heat for jam, use starch to set a mixture, use protein to set a mixture, presentation and food styling, crisp and crumbs, taste and season, shortening, gluten formation, using chemical/biological/physical raising agents, using egg as a colloid foam, stir frying.</p>	<p><b>Spring</b></p> <p><b>Food Safety</b> – Students to be able to confidently plan and execute their own dishes to the safety standard required, for their own dishes. Students to develop their cooker management skills and test food accordingly and independently</p> <p><b>Food, Nutrition and Health</b> – Section A Revision: Relationship between diet and health, nutritional and dietary needs of different groups of people, Energy balance, Protein, fat, Carbohydrates, Vitamins, Minerals, Water, Nutrients in Food Use explore food to analyse and evaluate their own three dishes and adapt and modify accordingly to meet the nutritional needs of the individuals and the government guidelines in terms of nutritional recommendations.</p> <p><b>Food commodities and provenance/ Food Choice:</b> Section B Revision: Food provenance: Food source and supply, Food processing and production, Food security, Technological developments to support better health and food production, development of culinary traditions, factors influencing food choice.</p> <p><b>Food Science: Section C Revision:</b> Why food is cooked, how heat is transferred, how cooking and processing affects the nutritional value of food, how cooking and processing affects the sensory properties of foods, the working characteristics and the functional and chemical properties of the food.</p> <p><b>Practical Skills:</b> <b>All of the OCR listed practical skills to be considered in their own choice of dishes:</b> Using the cooker, using equipment, weighing and measuring, making judgements, knife skills, cooking methods, doughs, raising agents, planning, mixing and combining foods, sauce making, setting mixtures, sensory properties and presentation skills.</p>

## Summer

**Food Safety** – Own risk assessment, including dovetailing of dishes, independent fish filleting/poultry preparation, recording key temperatures, using electrical equipment independently, using full range of knives independently with appropriate boards, using a food probe independently.

**Food, Nutrition and Health** – Applying nutritional principles to every dish, analysing and evaluating the nutritional value of dishes, considering the cost effectiveness and nutritional content of the dish, adapting the diet to suit the target audience. Use of explore food to analyse dishes and suggest suitable adaptations to ingredients, portion size or cooking methods.

**Food commodities and provenance/ Food Choice:** Ethical and moral beliefs – animal welfare, religion, types of vegetarian, plant-based options, personal, social and economic reasons for choosing foods,

**Food Science** – Conduction and convection, dextrinization, gelatinisation, caramelisation, aeration, plasticity and shortening, starch ratios and viscosity, why food is cooked, functional and chemical properties of foods

**Practical Skills: All of the above +** Remove fat and rinds, tenderising meats, filleting a chicken breast/round and flat fish, portion a chicken, blended sauces, bechamel, infusion sauce, velouté sauce, reduction methods, emulsions, proving and resting.