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| Curriculum Intent: Knowledge of Food preparation and Nutrition equips students with the skills to lead a healthy lifestyle, enabling them to make informed choices about food and allowing them to acquire knowledge to be able to feed themselves and others affordably and nutritiously. At The Dorcan Academy, our curriculum has the learner at the centre, and therefore, as well as providing the best opportunities for students to maximise their potential in terms of outcomes, it is also focused on applying practical skills and knowledge for a healthy lifestyle, nurturing their emotional and physical wellbeing.By studying food and nutrition we aim to engage and inspire all students, to increase their self-confidence, creativity, and sense of achievement; whilst creating a balance between practical and theoretical knowledge that they require to develop to progress onto further education or industry.  |
| Subject Specific Skills:**Year 7 Subject intent Food and Nutrition:**Students will learn the principles of nutrition and healthy eating. Students will be introduced to the eat well guide, food and its nutritional value and health and safety in preparing and making food. Students will learn the importance of hygiene and the potential hazards when working in the technical area. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge.**Year 8 Subject Intent Food and Nutrition:** Students will learn how to apply the principles of nutrition and healthy eating. Students will be using the eat well guide, considering food and its nutritional value as well as health and safety - preparing and making food. Students will learn the importance of hygiene and the potential hazards when working in the technical area. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge**Year 9 Subject Intent Food and Nutrition:** Students will learn the value of the commodity within diet. Students will be able to explain the features and characteristics of each commodity with reference to their correct storage to avoid food contamination. Students will be able to explain the working characteristics of each commodity, with reference to the skill group and techniques used e.g., when subjected to dry/moist methods of cooking. Students will be able to identify the origins of each commodity. Students will learn the importance of hygiene and the potential hazards when working in the technical area. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge**Year 10 Subject Intent Food, Preparation and Nutrition GCSE:** Students will demonstrate effective and safe high-level cooking skills by planning/ preparing dishes using a variety of cooking techniques and equipment. Students will develop knowledge and understanding of the functional properties, chemical processes and nutritional content of foods. Students will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of different diets.**Year 11 Subject Intent Food, Preparation and Nutrition GCSE:** Students will demonstrate effective and safe high-level cooking skills by planning/ preparing dishes using a variety of cooking techniques and equipment. Students will develop knowledge and understanding of the functional properties, chemical processes and nutritional content of foods. Students will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of different diets and health. | Wider Key Skills:• Reflective Learner• Team Worker• Creative Thinker• Self-Manager• Effective Participant• Independent Enquirer• Emotional awareness• Cultural understanding• Examination Techniques• Evaluate Key Concepts• Independent Learning• Problem solving • Resilience • Time management• Arithmetic and numerical computation • Handling data • Graphs • Science links |

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| **Year Group: 7** | **Term 4** | **Term 4** | **Term 5** | **Term 5** | **Term 6** |
| **Topic** | **Health and Safety**  | **Key skills and processes**  | **The Principals of Nutrition** | **Food Commodities** | **Revisiting Skills and processes**  |
| **Key Content/ Knowledge** | Understand and be able to explain why health and safety is important in the kitchen. Identify hazards and risks in a kitchen environment.Evaluate the consequences of poor health and safety and suggest ways to prevent accidents.Apply knowledge and understanding of health and safety by cooking and preparation. Evaluate the health and safety points demonstrated | Understand and explain enzymic browning, fermentation and gelatinisation and the Maillard reaction processes.Use experimental methods to investigate the chemical processand to analyse results accurately.Apply knowledge and understanding of the key skills and processes by cooking and preparation. Evaluate the technical skills demonstrated | Understand the need for macro and micronutrients in a healthy diet and make food choices based on the current healthy eating advice.Apply knowledge and understanding of nutrients by cooking and preparation. Evaluate the technical skills demonstrated with a focus on developing nutritional value of the recipe. | Understand the nutritional value of each commodity, storage to avoid contamination, the origins of each commodity and allergy concerns.Apply knowledge and understanding of each commodity by cooking and preparation. Evaluate the technical skills demonstrated with a focus on experimenting with the commodity to explore physical and chemical changes that occur when cooking. | Develop a deeper understanding of the key processes.Use experimental methods to further investigate the chemical processand to analyse results accurately using sensory analysis.Develop further knowledge and understanding of the key skills by cooking and preparation. Evaluate the technical skills demonstrated. |
| **Skills Covered** | Testing for readiness, Judge and manipulate sensory properties Knife Skills | Using Raising agents,Use of Oven,Use of HobCooking Rice | Temperature probe,Shaping and kneadingWater based cooking methods | Shallow frying, Making a sauce | Revisiting skillsClosing the skills Gap |
| **Assessment** | Diagnostic Assessment | Year 7 Formative Assessment 1 | Year 7 Cumulative Assessment 2 | Year 7 Cumulative Assessment 3 | Summative Assessment |
| **Tier 2 and 3 Words** |  |

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| **Year Group: 8** | **Term 4** | **Term 4** | **Term 5** | **Term 5** | **Term 6** |
| **Topic** | **Health and Safety Review:****HACCP**  | **Key skills and processes developed** | **Diet and health: Nutrition and the Eat well Guide** | **Food Commodities**  | **Revisiting Skills and processes** |
| **Key Content/ Knowledge** | Define what HACCP is. Iidentify cross contamination risks and preventative measures.Complete HACCP reports for the 4 key stages. | Understand and explain the emulsify, shortening, aeration, and marinade process.Use experimental methods to investigate the chemical processand to analyse results accurately.Develop knowledge and understanding of the key skills and processes by cooking and preparation. Evaluate the technical skills demonstrated | Apply current healthy eating guidelines and understanding of people’s needs. Develop knowledge and understanding of nutrients by cooking and preparation. Evaluate the technical skills demonstrated with a focus on developing nutritional value of the recipe. | Understand nutritional value of each commodity, storage and the origins of each commodity and allergy concerns.Develop knowledge and understanding of each commodity by cooking and preparation. Evaluate the technical skills demonstrated with a focus on experimenting with the commodity to explore physical and chemical changes. | Develop a deeper understanding of the key processes studied.Use experimental methods to further investigate the skills and processesand analyse results accurately using sensory analysis.Develop further knowledge and understanding of the key skills by cooking and preparation. Evaluate the technical skills demonstrated. |
| **Skills Covered** | Testing for readiness, manipulate sensory  | Layering, Dry heat cooking methods | Use of a grill Reducing a sauce | Shaping and finishing a dough | Revisiting skillsClosing the skills Gap |
| **Assessment** | Year 8 Formative Assessment  | Year 8 Cumulative Assessment 1 | Year 8 Cumulative Assessment 2 | Year 8 Cumulative Assessment 3 | Summative Assessment |
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| **Year Group: 9** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Topic** | **Bread, cereals, flour, oats, rice, potatoes and pasta** | **Fruit and vegetables, (fresh, frozen, dried, canned and juiced)** | **Milk, cheese and yoghurt** | **Meat, fish, poultry and eggs** | **Soya, tofu, beans, nuts and seeds** | **Butter, oils, margarine, sugar and syrup** |
| **Key Content/ Knowledge**Learners will be able to experiment with the commodity to explore **physical and chemical** changes that occur because of cooking; using this knowledge to **plan, prepare and cook dishes** using the commodities studied during each term. | Understand the nutritional value of the commodity in the diet, characteristics of each commodity with reference to cooking and storage and the origins of each commodity.Students will learn what cereals are, the variety of cereals available, the importance of staple foods in the diet | Understand the nutritional value of the commodity in the diet, characteristics of each commodity with reference to cooking and storage and the origins of each commodity.Students will learn the variety of fruit and vegetables available, the importance of fruit and veg in the diet. | Understand the nutritional value of the commodity in the diet, characteristics of each commodity with reference to cooking and storage and the origins of each commodity.Students will learn the different types of dairy foods available, how milk is processed to make it safe to use, how milk is made into other dairy products. |  Understand the nutritional value of the commodity in the diet, characteristics of each commodity with reference to cooking, storage and the origins of each commodity.Students will learn the value of meat and poultry in the diet, the choice of cuts available when buying meat and poultry, what to look for when buying meat, how to handle, store and prevent food poisoning. | Understand the nutritional value of the commodity in the diet, characteristics of each commodity with reference to cooking, storage and the origins of each commodity.Students will learn the variety of beans, nuts and seeds available, the importance of beans, nuts and seeds in the diet. Allergies and intolerances caused by beans, nuts and seeds. | Understand the nutritional value of the commodity in the diet, characteristics of each commodity with reference to cooking and storage and the origins of each commodity.Students will learn the choice of fats and oils available, the composition of fats and oils, the properties of fats and oils, the function of fats and oils in food preparation. |
| **Skills Covered** | KneadingMaking a Roux | Accurate WeighingPreparation of Fruit/Veg | Piping,Bain MarieKnife Skills | Portion a chicken Filleting a fish,Shallow Frying, Pane`Separating Eggs | Shaping, Coating, Dicing, Bridge Hold, Claw Grip, Mashing. Marinating | Test for readiness, Manipulate sensory propertiesUsing Raising Agents |
| **Assessment** | Diagnostic Assessment | Year 9 Formative Assessment 1 | Year 9 Cumulative Assessment 2 | Year 9 Cumulative Assessment 3 | Year 9 Cumulative Assessment 4 | Summative Assessment |
| **Tier 2 and 3 Words** |  |

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| **Year Group: 10**  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Topic** | **Principles of Nutrition** | **Diet and Good Health** | **The Science of food** | **Cooking and food preparation** | **The Food Investigation: Experiment NEA1**  | **The Food Preparation:** **Practical’s NEA 2** |
| **Key Content/ Knowledge** | Students will learn the key nutrients that are needed for good health, why the body needs nutrients, the functions and sources of nutrients, the excess and deficiencies of each nutrient and how water and fibre contribute to the diet. | Students will learn what is meant by `a healthy diet`, the eight guidelines for a healthy diet, nutritional requirements of and dietary needs of differing groups, how lifestyle can affect food choice and diet. | Students will learn how heat is transferred to food, the methods used for cooking food, the scientific principles behind preparing and cooking food, the basic terminology of food science, how to maintain the nutritional value of foods during cooking. | Students will learn how to recognise signs of food spoilage and prevent it, how to prevent food poisoning, food provenance, food miles, and food security.The different types of cuisine available throughout the world, the key ingredients and popular dishes from each cuisine. | Investigate the working characteristics, function and chemical properties of ingredients through practical experimentation; use the findings to achieve a particular result, assessed against the learner’s hypothesis. | Plan, prepare and cook three dishes that meets the needs of the brief showcasing appropriate skills and techniques. Evaluate the technical skills demonstrated. |
| **Skills Covered** | KneadingShapingManipulate sensory propertiesSetting a mixture Using a raising agent | Accurate Weighing and measuring Preparation of fruit/VegMaking a doughTesting for readiness | Piping,Bain MarieKnife SkillsSelect and adjust cooking processMaking a sauce | Portion a chicken Filleting a fish,Shallow Frying, Pane`Separating EggsMarinating/TenderisingWater based methodsDry heat methods  | Shaping, Coating, Dicing, Bridge Hold, Claw Grip, Mashing. Marinating | Test for readiness, Manipulate sensory propertiesUsing Raising AgentsUse of equipment |
| **Assessment** | Formative Assessment  | Year 10 Cumulative Assessment 1 | Year 10 Cumulative Assessment 2 | Year 10 Cumulative Assessment 3 | Year 10 Cumulative Assessment 4 | Summative Assessment  |
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| **Year Group: 11**  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Topic** | **Food Investigation: Research NEA 1** | **Food Investigation: Experiments NEA 1** | **Food Preparation: Research and Trialling NEA 2** | **The Food Preparation:****Practical’s NEA 2** | **Exam Practice and Revision** |  |
| **Key Content/ Knowledge** | Research and plan a scientific investigation which will assess the knowledge, skills and understanding of a scientific principle underlying the preparation and cooking of food, e.g., investigate the properties of different fats needed to achieve the perfect shortcrust pastry. | Investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result, assessed against the learner’s hypothesis. | Investigate and plan the task (to include trialling and testing) using a range of research skills to demonstrate knowledge and understanding in the choice of dishes when selecting a final menu. | Plan, prepare and cook three dishes that meets the needs of the brief showcasing appropriate skills and techniques. E.g., Cook 3 dishes that could be served on a themed menu to promote the cuisine of a specific country. Evaluate the technical skills demonstrated. | Analyse and evaluate different aspects of nutrition, food and preparation, including food made by other students. |  |
| **Skills Covered** | Setting a mixture Using a raising agentAccurate Weighing and measuring  | Preparation of fruit/VegMaking a doughTesting for readinessUsing Raising AgentsUse of equipment | Piping,Bain MarieKnife SkillsMaking a saucePortion a chicken Filleting a fish,Shallow Frying, Pane`methods |  Select and adjust cooking processManipulate sensory propertiesSeparating EggsMarinating/TenderisingWater based methodsDry heat methods | Setting a mixture Using a raising agentAccurate Weighing and measuring  |  |
| **Assessment** | Formative Assessment  | Year 11 Cumulative Assessment 1 | Year 11 Cumulative Assessment 2 | Year 11 Cumulative Assessment 3 | Year 11 Summative Assessment  |  |
| **Tier 2 and 3 Words** |  |