



FOOD & NUTRITION CURRICULUM STATEMENT

Learning to prepare and cook healthy nutritious food is a skill that promotes a lifelong healthy body and mind. The Food & Nutrition curriculum at The Trafalgar School at Downton will provide a wide range of opportunities for students to explore flavours, cooking processes and nutritious ingredients in increasingly elaborate ways. Students will leave with the confidence to prepare themselves and their families a repertoire of both affordable and nutritious dishes. A continuing curiosity about creative food experimentation and an awareness of the impact of food production on our planet's precious resources will be a lingering consideration in young minds as they become the next generation of adults.

CURRICULUM INTENT – *CURRICULUM IMPACT

By the end of Key Stage 3:

- a. Students will be able to identify macro and micronutrients in a range of ingredients *so that* ***they can plan meals to support good physical and mental health.**
- b. Students will know the government guidelines for healthy eating *so that* ***they can apply them to their own eating habits to make healthy food choices for themselves and others.**
- c. Students will be able to identify the costs of ingredients and 'meals out' *so that* ***they can create affordable meals at home and be discerning diners.**
- d. Students will know the source of a range of caught, reared and grown produce *so that* ***they can experiment with home grown or locally sourced ingredients in their cooking.**
- e. Students will be able to analyse the environmental and ethical impact of produce we consume, including the role of seasonal eating and Fairtrade production *so that* ***they can choose food and ingredients that meet their personal moral ideals.**
- f. Students will know the scientific function of key ingredients in a range of recipes and how they affect the outcomes *so that* ***they can adapt recipe ingredients with success.**
- g. Students will be able to safely and hygienically apply their knowledge of cooking techniques and processes in an increasingly precise way *so that* ***they can achieve quality food outcomes that will be desirable to themselves and their families.**

By the end of Key Stage 4:

- a. Students will know how nutrients work together to support good health and the impact of unsatisfactory nutritional intake *so that* ***they can eat complimentary foods that improve health and avoid excess or deficiency in their own and their families' diet.**
- b. Students will be able to compare a wider range of specific groups nutritional needs *so that* ***they can design & cook meals for specific individuals they meet in their life.**
- c. Students will know which cooking methods are the best for retaining nutrients in ingredients *so that* ***they can use these cooking methods and maximise their own nutritional intake.**
- d. Students will know the factors to consider when planning dishes for a menu, including environmental considerations and customer needs *so that* ***they can understand the broader considerations of menu design for different catering establishments.**
- e. Students will be able to plan for production of dishes for a menu, considering preparation, cooking & presentation *so that* ***they can maximise their attainment in their GCSE practical assessments.**
- f. Students will use increasingly more complex processes to prepare, cook and present dishes for a menu, ensuring that health, safety and hygiene are not compromised *so that* ***they can access the higher mark band in their GCSE assessments and keep themselves and others safe from food borne illnesses.**
- g. Students will understand the hospitality and catering environment, how provisions operate, meet health and safety requirements, and specific customer requirements *so that* ***they understand the industry in greater depth in readiness for answering written examination questions.**
- h. Students will know how food can cause ill health *so that* ***they are able to avoid causing food borne illnesses in themselves or their families.**

CURRICULUM IMPLEMENTATION

| Terms | 5 | 6 |
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| Yr7 Units | Food: Food Safety and Nutrition | |
| Key learning | Students will learn about basic food hygiene, nutrients and a balanced diet, health and safety in the kitchen and the eat well guide to help with meal designing, covering carbohydrates, fats and protein. They also will learn about weighing, measuring and knife skills. | |
| Assessment | Practical outcome – cooking a range of dishes End of module evaluation. | |
| Homework | Bring in ingredients for recipes | |
| Yr8 Units | Food: Where our food comes from | |

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| Key learning | Students will learn about making food choices, and revisit hygiene and safety in the kitchen. They will learn about food labelling, ethical food sources, fair trade, food miles, carbon footprint and seasonality. |
| Assessment | Practical outcome – cooking a range of dishes End of module evaluation. |
| Homework | Bring in ingredients for recipes |
| Yr9 Units | Food: Professional cookery |
| Key learning | Students will learn about the professional kitchen with a focus on hospitality and catering. This will involve an introduction to the hospitality industry and the different jobs involved. They will learn about hygiene and bacteria in order to prevent food poisoning, allergies, how to plan a recipe and style the meal. |
| Assessment | Practical outcome – cooking a range of dishes End of module evaluation. |
| Homework | Bring in ingredients for recipes |

| Terms | 1 | 2 | 3 | 4 | 5 | 6 |
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| Yr10 Units Hospitality and catering | | | | | | |
| Key learning | Introduction lesson to course – Causes of ill health via food Types of food poisoning / Chemicals and poisons Allergies, intolerances and coeliac Food safety legislation and EHO | Describe the structure of the hospitality and catering industry, the structure of the hospitality and catering industry Analyse job requirements within the hospitality and catering industry and describe working conditions of different job roles across the hospitality and catering industry and explain factors affecting the success of hospitality and catering providers | Describe operation in a kitchen, the operation of front of house and how H+C provisions meet customer needs | Describe personal safety responsibilities in the workplace for hospitality and catering provision, the risks to personal safety in the industry. Recommend personal safety control measures for hospitality and catering provision. | Review options for hospitality and catering provisions Recommend options for hospitality and catering provision | REVISION FOR MOCK EXAM IN JULY ALL CONTENT IN UNIT1 |
| Assessment | Google classroom – end of unit test | Google classroom – end of unit test | Google classroom – end of unit test | Google classroom – end of unit test | Google classroom – end of unit test | Google classroom – end of unit test |
| Homework | Set tasks | Set tasks | Set tasks | Set tasks | Set tasks | Set tasks |
| Yr11 Units | | | | | | |
| Key learning | Causes of ill health Types of food poisoning / Chemicals and poisons Food safety legislation and EHO Test on | Internal assessment Unit 2, planning, preparing, cooking and presenting nutritional dishes. | Describe the structure of the hospitality and catering industry Analyse job requirements within the hospitality and catering industry and describe working conditions of different job roles across the hospitality and catering industry Explain factors affecting the success of hospitality and catering providers | Describe operation in a kitchen Describe the operation of front of house Describe how H+C provisions meet customer needs Describe personal safety responsibilities in the workplace for hospitality and catering provision Describe risks to personal safety in the industry Recommend personal safety control measures for hospitality and catering provision. | | |
| Assessment | | | | | | |

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| Homework | Revision | Revision | Revision | Revision |
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CURRICULUM PROGRESSION MAPPING

| FOOD TECHNOLOGY - CORE KNOWLEDGE & SKILLS - PROGRESSION MAPPING | | | | | | |
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| CONCEPT | INTERVENTION | EMERGING | DEVELOPING | MASTERING | EXTENDING | BEYOND |
| Independence | Students remember there are rules about hygiene, but need reminding to follow them. They need almost constant guidance and rely on being told what to do. | Students follow the basic rules of personal hygiene with regular reminders. Students follow instructions given verbally step by step. Ensures the kitchen & equipment is left clean. | Students follow the rules of personal hygiene with occasional prompting. Students follow a written recipe with occasional support. Ensures the kitchen & equipment is left clean. | Students follow the rules of personal hygiene with occasional prompting. Students follow a written recipe independently. Students work with some independence ensuring kitchen & equipment is left clean. | Students follow the rules of personal hygiene without prompting. Students identify the correct order for a practical session. Students work with independence, maintaining a clean working environment throughout. | Students follow the rules of personal hygiene independently throughout practical sessions. Students write a detailed time plan for practical session that includes contingency planning. Students work in a methodical order, problem solving as they work, and maintaining a clean working environment throughout. |
| Cooking Ability | Students remember there are food safety and hygiene rules, but rely on being told what they are and how to follow them. | Students follow the basic rules of food safety and hygiene with regular prompting. | Students follow the rules of food safety with prompting. Students cook a range of basic dishes. Students use heat safely to cook dishes. Needs help identifying when food is cooked. | Students follow the rules of food safety with occasional prompting. Students cook and present a range of dishes. Students control the use of heat with prompting. Occasionally needs help identifying when food is cooked. | Students follow the rules of food safety and hygiene independently. Students cook and present a range of dishes to a good standard. Students control the use of heat when cooking, adjusting the heat where necessary. Students identify when food is cooked and can judge how much longer is necessary with support. | Students follow the rules of food safety and hygiene independently throughout practical sessions. Students cook and present a range of dishes to restaurant standard. Students control the use of heat in all aspects of cooking, adjusting the heat where necessary. Students identify when food is cooked and can judge how much longer is necessary. |
| Knowledge & Understanding: Processes | Students remember there is a process to follow when cooking but rely on being told what to do almost constantly. | Students complete a cooking process with step by step verbal instructions. | Students explain/complete a cooking process, and can problem solve with prompting. | Students explain/complete a cooking process, some problem solving skills evident ie if a dough is too dry or wet they can identify how to fix it. | Students explain/complete a cooking process and problem solve independently more complex issues. ie lining a case with pastry, handling pastry correctly etc | Students explain and complete a cooking process and problem solve or give contingencies for when it goes wrong. ie they can off alternative cooking methods or equipment to be used. |
| Knowledge & Understanding: Commodities | Students remember that food comes from a range of sources, but need prompting to identify them. | Students identify a range of food sources and if a food is grown, reared or fished. | Students identify a range of food sources and if a food is grown, reared or fished. Students identify the nutrients found in commodities and some uses in the body. | Students discuss sustainability issues surrounding a range of commodities including food miles and seasonality. Students identify the nutrients found in commodities and how it is used by the body. | Students explain which is best for a recipe some links to research. Students discuss sustainability issues including food miles, seasonality and sustainable production. Students identify the nutrients found in commodities and how it is used by the body, what happens if a consumer has too much or not enough. | Students discuss a range of commodities, explaining which is best for a recipe and why. Students discuss sustainability issues surrounding a range of commodities including food miles, seasonality and sustainable production. Students identify the nutrients found in commodities and how it is used by the body, what happens if a consumer has too much or not enough. |

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| Knowledge & Understanding | Students remember there are 5 sections of the eat well guide but need prompting to identify them, they remember what a healthy diet is. | Students identify the 5 sections of the Eat Well Guide and suggest foods from each. Students suggest foods that make up a healthy diet. | Students suggest adaptations to a recipe using the Eat Well Guide to ensure it meets the basic rules for a healthy diet. | Students develop a healthy balanced meal using the Eat Well Guide. Students consider some SMSC issues surrounding commodities and choose commodities that could reduce these issues. | Students develop a healthy balanced meal that meets nutritional needs of a group or specialist diet. Students consider the SMSC issues surrounding ingredients and choose ingredients that reduce these issues with explanations. | Students develop a range of healthy balanced meals that meet a range of nutritional needs or specialist diets. Students consider the SMSC issues surrounding ingredients and choose ingredients that reduce these issues with detailed explanations. |
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