



Food and Nutrition Curriculum Overview Plan



Whole school curriculum intent

Develop a broad and balanced curriculum that enables students to learn, recall and apply knowledge and skills across different contexts, supported by a robust and consistent approach to assessment. This will lead to successful and resilient lifelong learners who can cope in a range of changing contexts.

Key stage 3/4 subject curriculum intent

Develop a broad curriculum that encompasses the different strands of Food knowledge including: The history, cultural aspects, the sources, ethical issues, science and nutrition and the practical skills to prepare and cook a range of dishes.

Food is a vital part of our daily lives and is essential for life. As our students become adults and have busy lives, it is easy to choose food which has been ready prepared. However, it is more nutritious and often cheaper to cook simple, delicious food. At TQEA, students will develop their knowledge and understanding of nutrition, healthy eating, food preparation, hygiene, cooking techniques, and sensory characteristics.

We aim to;

Give our students vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life. (Purpose)

Encourage the development of high skills and resilience in a safe environment, allowing students to demonstrate commitment and act on feedback. (Resilience / pride)

Empower students to enable them to follow a recipe and substitute ingredients and cooking methods as appropriate, demonstrating an understanding of food choices e.g. veganism, allergies and healthy eating.

Develop understanding that will allow students to become discriminating consumers of food products, enabling them to participate in society in an active and informed manner. (Responsibility)

Engage with students to encourage them to understand the environmental factors which affect the inequalities in food distribution on a global scale and give them an understanding of the need to minimise 'food waste' starting with their own practise. (Endeavour)

Allow students to explore a number of multicultural perspectives concerning food. Students will enhance their understanding, appreciation and acceptance of people from a variety of cultural backgrounds through the preparation of food from different countries. (Kindness)

Encourage our students to develop an awareness and acceptance of diversity within our community.

Our hope is that through the food courses on offer, students are provided with a context through which to explore the richness, pleasure and variety that food adds to life.

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic:	Food as a life skill: Using the Eatwell guide to make appropriate food choices and learning the skills to prepare and cook these choices.					
Year 7	Topic	Eatwell guide / fruit and vegetables and how to prepare and cook them using knife skills, the grill and the hob.	Eatwell Guide / Potatoes, bread, rice, pasta and other starchy carbohydrates and how to prepare and cook them using the skills from Autumn 1 and the hob and oven.	Eatwell guide / Dairy foods and alternatives and how to make food products from them using the skills from the last term and combining them with starchy carbohydrate foods and other foods	Eatwell guide / Oils and spreads and how to use these in recipes developing skills learnt in the first part of the year.	Eatwell guide / Beans, pulses, eggs, fish, meat and other sources of protein	Eatwell guide / foods high in fat, sugar and salt
	Core knowledge from this topic	<ul style="list-style-type: none"> What the Eatwell guide is and how it contributes to a healthy diet Who can and cannot use the Eatwell guide 	<ul style="list-style-type: none"> Sources of starchy carbohydrates The characteristics of these foods 	<ul style="list-style-type: none"> Sources of dairy foods What are dairy alternatives Sources of dairy alternatives 	<ul style="list-style-type: none"> Sources of oils and spreads Nutrients provided by oils and spreads. 	<ul style="list-style-type: none"> The range of different foods included in this guide Plant and animal sources of protein 	<ul style="list-style-type: none"> Why this section is outside of the main guide The foods that would be included in this section



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		<ul style="list-style-type: none"> • What the six food groups included in the guide are and the different proportions of them on the guide. • Water consumption • The fruit and vegetable section of the guide, including recommendations on consumption (5 a day) and the different types of foods included in the guide. • The sources of some of these foods and whether they are local or imported. • The importance of vitamin C, vitamin A and fibre • The issues around fruit juice (sugar consumption) • Sensory language • Basic utensils and equipment <p><u>Skills</u></p> <ul style="list-style-type: none"> • Using the different parts of the cooker (grill and hob) • Working safely and hygienically including personal hygiene, hand washing and PPE • Basic introduction to bacteria and the problems they may cause. • Knife skills including the bridge and claw hold <p><u>Practical Recipes</u></p> <ul style="list-style-type: none"> • Bread pizzas • Cupcakes • Pasta and basic tomato sauce 	<ul style="list-style-type: none"> • The difference between starches and sugars • The importance of fibre and whole grain foods • The release of energy from Starches • Other nutrients found in these foods • How we use these foods in recipes <p><u>Skills</u></p> <ul style="list-style-type: none"> • Continuing to develop knife skills • Developing use of the cooker • Controlling the heat when frying • making and handling pastry <p><u>Practical recipes</u></p> <ul style="list-style-type: none"> • Pikelets • Savoury rice • Jam tarts / mince pies 	<ul style="list-style-type: none"> • Processing of dairy foods • Nutrients found in dairy foods: calcium, protein, fats, vitamin A / D • The importance of these foods in a balanced diet <p><u>Skills</u></p> <ul style="list-style-type: none"> • Making a bread dough • Weighing and measuring • Developing cooker usage • Knife skills <p><u>Practical recipes</u></p> <ul style="list-style-type: none"> • Soda bread • Twice baked potatoes 	<ul style="list-style-type: none"> • The different foods included in this group. • The nutritional benefits and role in a balanced diet • How we use these foods and their role in recipes <p><u>Skills</u></p> <ul style="list-style-type: none"> • The rubbing in method • Making pastry • Knife skills • Using a grater • Frying • Weighing and measuring <p><u>Practical recipes:</u> cheese and onion triangles Rock buns /scones Eggy bread</p>	<ul style="list-style-type: none"> • The functions of protein (growth, repair, maintenance) • Use of these food sin recipes <p><u>Skills</u></p> <ul style="list-style-type: none"> • Working safely with raw meat (colour coded boards) • Making a crumb coating • Using a food probe • Cooking rice by the absorption method • Cooking pasta <p><u>Practical recipes:</u> , chicken nuggets or goujons, Sausage bolognese</p>	<ul style="list-style-type: none"> • The health effects of consuming too much fat, salt or sugar • Including these foods in small amounts in a healthy diet <p><u>Skills</u></p> <ul style="list-style-type: none"> • Using food colouring • Making a variation of a basic recipe • Using a microwave • Measuring dry ingredients by volume • Consolidating frying and baking • Portioning <p><u>Practical recipes:</u> Rainbow cupcakes – linked to diversity week Microwave mug cake Croque monsieur</p>
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Health and safety and food hygiene taught throughout as part of practical lessons



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<p>Links to the national curriculum</p>	<ul style="list-style-type: none"> • cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet • become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] 		<ul style="list-style-type: none"> • understand and apply the principles of nutrition and health • understand the source, seasonality and characteristics of a broad range of ingredients. • cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet • become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] 			
<p>Previous content that this topic builds upon</p>	<p>Some students have some limited experience in primary school or at home, we assume most have very little knowledge and only basic skills. Most students will have seen a copy of the Eatwell guide previously, but have little knowledge of its purpose or function.</p>	<p>Students will have used a cooker in the first term and will have washed up and cleaned up. Students will have learnt some of the utensil and equipment names in term 1 They will continue to build on practical skills.</p>	<p>Students will be consolidating some skills from earlier in the year. They will be consolidating good and hygienic working practises. They will be using some similar ingredients to what they have used earlier in the year and will be beginning to be able to make comparisons.</p>	<p>Students will be consolidating skills from earlier in the year. They will be consolidating good and hygienic working practises.</p>	<p>Students will be consolidating various skills from earlier in the year. They will be consolidating good and hygienic working practises.</p>	<p>Link to diversity week, tolerance and appreciation of others Students will be consolidating various skills from earlier in the year. They will be consolidating good and hygienic working practises</p>
<p>Key vocabulary</p>	<p>Hygiene: hygiene, personal, protective, aprons, hairnets, anti-bacterial, bacteria, contamination, cross contamination. Equipment: Cooker, hob, grill, oven Utensils: Types of knives: Chef’s knife, paring knife, bread knife. Tablespoon, fish slice, wooden spoon, mixing bowl, grater, chopping board, saucepan Skills: Bridge hold, claw hold, grating, grilling, assembling, proportion, portions, boiling, timing. Food knowledge / nutrition Diet, Eatwell Guide, vegan, vegetarian, diabetic, names of food groups, tinned, frozen, dried, fresh, nutrient, nutrition, Vitamin A, vitamin C, Fibre Ingredient / food knowledge Sensory terms: Taste - bland, cloying, sweet, sour, tart, aromatic, spicy, fruity, sharp fresh, tangy, delicious, luscious Texture - juicy, fibrous, chewy, crisp, crunchy, dry, gritty, creamy, flaky Fruits: apple, pear, plum, blackberry, strawberry, gooseberry, red currants, kiwi fruit, pomegranate, physalis,</p>	<p>Equipment: oven Utensils: frying pan, muffin tin, cooling rack, palette knife, cutter, tart tray Skills: Frying, rolling, cutting, portioning, creaming, folding Food knowledge / nutrition carbohydrate, fibre, slow release energy, B group Vitamins, iron, calcium Grains and foods: wheat, maize / corn, rice. Bagels, pizza, bread, cakes, biscuits, pancakes, crumpets, muffins (English and American) wholegrain, brown, unrefined, processed shortening, cupcakes, batter, rising, raising agent, aerate, creaming, portion (Verb) Ingredients / food knowledge Sensory terms: Taste – bland, salty, sweet Texture – dry, chewy, rough, tough, stretchy Grains: wheat, rice, rye, maize/corn Cereals, breakfast cereals</p>	<p>Equipment: baking tray, frying pan, electronic scales, palette knife Skills Mixing, grating, boiling, simmering, baking, shaping Food knowledge / nutrition Dairy, calcium, iron, fat, protein, milk, pasteurise, homogenise, cheddar, cream cheese, edam, gouda, macaroni, alternatives, soya, almond, coconut, rice, oats, bone density, osteoporosis, bicarbonate of soda, alkaline, acid, yoghurt</p>	<p>Equipment, rolling pin, scone cutter, pastry brush Skills Rubbing in method, pastry, cutting in, rolling out, folding, glazing Food knowledge / nutrition Fats, oils, spreads, butter, olive, margarine, rapeseed, sesame, lard, sunflower, solid, liquid, energy dense, saturated, unsaturated, vitamins, fat soluble, pastry, shortcrust,</p>	<p>Equipment, red chopping board, wok, saucepan Skills Coating, food probe, absorption Food knowledge / nutrition Protein, iron, calcium, fibre, pulses, legumes, white fish (cod, haddock, bass, bream), oily fish (tuna, salmon, mackerel, herring), poultry (turkey, chicken, duck, goose), red meat (lamb, beef, pork), game (venison pheasant), quorn, TVP, soya, nuts, eggs, shellfish (mussels, prawns, lobster, clams) growth, repair, maintenance</p>	<p>Equipment , frying pan, fish slice, microwave, measuring spoons Skills Measuring, volume, browning, colouring paste, marble, swirl</p>



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		<p>pineapple, lychee, rambutan, pomelo, tangerines, nectarines, mango, avocado, grapes, peaches, bananas (and other depending on availability, use of pictures, student curiosity and prior knowledge)</p> <p>Vegetables and vegetable fruits: tomatoes, peppers, lettuce, radishes, sweetcorn, onion, olives, plantain, cucumber, beans, mushrooms (and other depending on availability, use of pictures, student curiosity and prior knowledge)</p> <p>Imported, local, seasonal, allotment, greenhouse, orchard, vineyard, farm, plantation.</p> <p>Penne, fusilli, farfalle, conchiglie</p>					
	Development of cultural capital	<p>The opportunity to taste and work with fruits and vegetables that they might not / will not have experienced previously. Working together in pairs and small groups and respecting people's different opinions about tastes and preferences. The subject is taught from a healthy diet perspective and specific foods or people's diets are never condemned or demonized.</p>	<p>Opportunity to work with and try new food products. British food history, the history aspects of mince pies. The cultural aspects of a food associated with a certain celebration.</p>	<p>The opportunity to try different and new products and to work with them to make recipes. That some people have plant based diets and use dairy alternatives and to respect this choice. Calcium is the one nutrient that is taught in primary schools.</p>	<p>The opportunity to try different and new products and to work with them to make recipes.</p>	<p>The opportunity to try different and new products and to work with them to make recipes.</p>	<p>The opportunity to try different and new products and to work with them to make recipes. The opportunity to make something to celebrate diversity week</p>
	Development of reading	<ul style="list-style-type: none"> Use of written recipes in various formats for practical work Use of factual extracts with comprehensive questions for theory work and home work 					
	Concepts –what will students be able to do at the end of the topic	<ul style="list-style-type: none"> Students will know that the Eatwell guide is a visual representation of what a healthy balanced diet should look like, that the proportions of the food groups in the diagram should match the amounts in our diets. Students know that the Eatwell guide can be used by everyone except small children (under two) including diabetics, vegans and people following a minority ethnic diet. Students know that the six food groups are: fruit 	<p>Explain how to <u>safely</u> use the hob and the oven. They should be able to use them in a safe manner to cook a recipe.</p> <p>To be able to prepare themselves to take part in a food activity by following the correct personal hygiene routines.</p> <p>They should have a more detailed knowledge of the starchy carbohydrate group.</p> <p>To be able to weigh ingredients using the electronic scales.</p> <p>To make choices about combinations of foods based on personal taste, and aesthetic qualities and to be able to explain these choices using appropriate vocabulary.</p>	<ul style="list-style-type: none"> Students will know that dairy foods are those made from milk, they will know that in the UK this is mostly cow's milk but can include sheep and goat's milk. Students will know that milk is pasteurized and homogenised and sorted by fat content and will be able to identify the different sorts (red skimmed >1%, purple 1%, green semi skimmed 2% and blue whole milk 4%) Students will know that some people choose to 	<ul style="list-style-type: none"> Students know that this is the smallest section of the Eatwell guide and should form the smallest part of their diet. Students know that this section does not include hard animal fats such as butter and that these are in the Foods high in ... section outside the guide. Students know that plant based products are unsaturated and a healthy option and that animal based fats are saturated and a less healthy choice. 	<ul style="list-style-type: none"> Students know that protein foods can be divided into plant based and animal based. They can name examples Plant proteins: legumes (peas, beans, lentils) nuts (cashew, almond, pecan, walnut) soya TVP, manufactured proteins (quorn, Tofu, seitan) they know that these are high in fibre and low in fat making them a healthy choice They can name and classify animal proteins: white fish (cod, haddock, bream, bass) Oily fish 	<ul style="list-style-type: none"> Students know that these foods are outside the main Eatwell guide because we don't need them as part of a healthy diet. They know that they should be eaten less often and in small amounts and should never replace the foods in the main guide. Students can identify foods high in salt: (crisps, salted nuts, manufactured foods) Fat: (fried foods, crisps, cakes, biscuits, pastry) sugar: (sweets,



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		<p>and vegetables, Potatoes, bread, pasta and other starchy carbohydrates, dairy foods and alternatives, oils and spreads, Beans, pulses, eggs, fish meat and other protein foods, foods high in sugar, fat and salt.</p> <ul style="list-style-type: none"> Students know that the group: foods high in sugar, fat and salt is outside the guide as it should not be part of a normal diet. 		<p>follow a plant based diet so use dairy alternatives.</p> <ul style="list-style-type: none"> Students will know that soya, coconut, almond, rice and oats are all used to make dairy alternatives. Students will know that the most important nutrient in dairy foods is calcium, they will be aware of its importance for bone density and preventing osteoporosis Students will know that dairy products also contain iron, fat and protein. Students will be able to use bicarbonate of soda with an acid (yoghurt) to raise a mixture. Students will be able to use a mixture of grains to make a dough. Students will be able to shape a bread product. Students will be able to use the oven for baking. Students will continue to consolidate knife skills. Students will be able to make some dishes that include dairy products and consolidate their use of other foods Students will be able to make choices around taste, textures and appearance to create a good end result 	<ul style="list-style-type: none"> Students know that a small amount of oils is essential for health, brain development, heart health and to obtain some fat soluble vitamins Students know that in cooking, these products bind dry ingredients, add flavour, prevent products from drying out and help trap air to make them raise. Students will be able to use the rubbing in method to make food products including rock buns or scones and shortcrust pastry Students will build on the pastry skills from before Christmas to handle and shape their own pastry Students will be able to glaze products and know that this makes them brown better and gives a shiny finish Students will consolidate their frying skills and improve their control of heat. Students will be able to make choices around taste, appearance and textures to create a good end product Students will be able to make some recipes that illustrate the functions of fat. 	<p>(tuna, salmon, mackerel, herrings) Shellfish (lobster, prawns, mussels, clams, crab) Red meat (beef, lamb, pork) Poultry (turkey, chicken, duck, goose) Game (venison, pheasant, rabbit) Eggs.</p> <p>They know which animal produces which red meat. They know that red meat can be high in saturated fat so it is a less healthy choice.</p> <ul style="list-style-type: none"> They know that the recommendation is to eat two portions of fish a week of which one should be oily. They know that the recommendation is to eat less processed meat. They know that protein is used for growth, repair and maintenance. They know that other foods such as dairy foods can also contain protein. They know that protein foods can be high risk for bacteria They know that meat must reach 75C to be cooked. They know that red meat is handled on a red chopping board. They know to wash hands thoroughly after using raw meat. They are able to use a food probe to test that meat is properly cooked. 	<p>chocolate, some breakfast cereals, drinks)</p> <ul style="list-style-type: none"> Students know how important it is to read labels to identify these foods Students know that too much sugar can lead to tooth decay, to obesity and an associated higher risk of heart disease and type two diabetes Students know that too much saturated fat can lead to obesity and heart disease. Students know that too much salt can lead to high blood pressure with associated risks of heart disease and strokes. Students know that they can include these foods occasionally in small amounts. Students are able to make small adaptations to a basic recipe Students are able to use an alternative measuring method (volume for dry ingredients) Students can use a microwave safely Students consolidate their control of heat when frying, their portion control and their baking skills Students can make reasonable judgements about suitable portions of these foods.
Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Topic	British Food and Medieval diets	Columbian interchange, the sea route to India and the European	British Empire countries; India, Caribbean, Hong Kong	British Empire Countries Kenya, Malaysia, South Africa	Global trends – street food	Rationing, link to History



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<p>Core knowledge from this topic</p>	<ul style="list-style-type: none"> The definition and description of staple foods Traditional and modern British staple foods A description of the Medieval British diet and how this differed between the classes A description of the modern British diet and how many different culinary heritages this draws upon That modern diets allow people to be far healthier as a large variety of foods and nutrients are available Carbohydrates as a main energy source (building on year seven) <p><u>Practical skills:</u></p> <ul style="list-style-type: none"> How do we use yeast to make bread products The conditions needed for yeast to 'work' The vocabulary we use to describe the process of making bread products How using yeast to make products rise differs from using chemical raising agents <p>Using a variety of skills to make recipes based on British food Bread (cold prove method), spotted dick (microwave)?, spiced tea cake.</p>	<p>Empire builders, Spain, France, Portugal, the Netherlands</p> <ul style="list-style-type: none"> What the term Columbian interchange describes and when and how it happened, including which European countries were involved The main foods that were brought from the New world to Europe and how they spread East from there The search for the sea route to the East and the time period it happened in as well as the reasons for it The foods that were brought back to Europe from the East Carbohydrates as a main energy source and dairy foods (building on year seven) <p><u>Practical Skills</u></p> <ul style="list-style-type: none"> How to prepare and cook potatoes Cooking pasta (consolidation of year 7) Making a fresh pasta sauce. Preparing and cooking with chilli. <p><u>Practical Recipes:</u> recipes using the foods brought back to Europe: cheese and potato pie, tomato and chilli sauce for pasta</p>	<ul style="list-style-type: none"> The time periods in which these countries were colonized and the different groups of people that settled there or were moved from there The manner and methods in which foods spread with the different groups of people arriving and leaving The characteristics that the cuisines of these countries now have and how these relate to the different groups of people Ingredients and recipes which are typical of the cuisines found in these countries in the present day The way in which people adapt and incorporate new foods and recipes into new culinary traditions Examples Chicken Tikka Masala, Nutrition – proteins (building on year 7) <p><u>Practical skills</u></p> <ul style="list-style-type: none"> preparing and cooking raw chicken safely cooking rice <p><u>Practical Recipes:</u> Chicken Tikka Masala, Jerk with rice and peas, +</p>	<ul style="list-style-type: none"> The time periods in which these countries were colonized and the different groups of people that settled there or where moved from there The foods that colonialists and traders brought back to Europe with them The manner and methods in which foods spread with the different groups of people arriving and leaving The characteristics that the cuisines of these countries now have and how these relate to the different groups of people Ingredients and recipes which are typical of the cuisines found in these countries in the present day The way in which people adapt and incorporate new foods and recipes into new culinary traditions Nutrition – sugars and fats (building on year 7) <p><u>Practical skills</u> (building on and consolidating skills from year 7 depending on chosen recipes)</p> <p><u>Practical Recipes:</u> Masala fries, Dem some student involvement – koeksusters,</p>	<ul style="list-style-type: none"> What the main characteristics of street food are The reasons why street food has developed in various places How these characteristics of street food have made it so popular and how the reasons for its popularity differ from the reasons it developed The countries that have a rich street food tradition including some of the countries we have already looked at such as Kenya, India and others such as the USA and Brazil Some popular street foods from different countries Fruit and vegetables (building on year 7) <p><u>Practical skills</u> (building on and consolidating skills from year 7 depending on chosen recipes)</p> <p><u>Practical Recipes:</u> Sweetcorn fritters, chicken souvlaki, burgers</p>	<ul style="list-style-type: none"> What food rationing was How the rations worked, ration books, registering with your shop The periods when we had food rationing: WW1, WW2, after WW2 The reasons for food rationing Which foods were rationed. What the various rations consisted of The other foods that were still available The Dig for Victory campaign How people managed to make meals and bulk out their rations How did food rationing affect nutrition – overview of all nutrients in context of rationing and how it improved general health (building on year 7) The Healthy Eating Guide and how it resembles the rationing diet <p><u>Practical Skills</u></p> <ul style="list-style-type: none"> Consolidation of batter making and frying. Consolidation of rubbing in method and creaming method 'Bulking out' food. <p><u>Practical Recipes:</u> bacon fritters, sponge pudding, berry shortbread</p>
<ul style="list-style-type: none"> Hygiene and safety taught throughout the course, linked to the use of specific ingredients and practical work 						
<p>Links to the national curriculum</p>	<ul style="list-style-type: none"> cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet 	<ul style="list-style-type: none"> understand and apply the principles of nutrition and health understand the source, seasonality and characteristics of a broad range of ingredients. cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet 				



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	<ul style="list-style-type: none"> become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] 		<ul style="list-style-type: none"> become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] This topic links to the requirement for students to have an understanding of British food and its History in keystage 4 This topic links to the requirement to study foods from other cultures in keystage 4 			
Previous content that this topic builds upon	Nutrition – carbohydrates Vocabulary used for nutrition Link to history Practical skills – basic dough made in year 7 and use of chemical raising agents in year 7	Nutrition – carbohydrates and dairy Links to History and Geography Practical skills	Nutrition – Proteins Links to History and Geography Practical skills	Nutrition – fats, sugars and foods high in salt, fat and sugar Links to History and Geography Practical skills	Nutrition – vitamins and minerals (fruits and vegetables) Links to Geography Practical skills	Nutrition – overview, based on how rationing improved health Links to History Practical skills
Key vocabulary	Staple, seasonal, local, diet, traditional, medieval, feudal, peasant, class, cuisine, culinary, heritage, nutrients, nutrition, carbohydrate, slow release, fibre, names of spices (cloves, allspice, cinnamon, pepper, mace, nutmeg) Bread vocabulary (knead, activate, prove, shape, bake, ferment, carbon dioxide) Chemical raising agents, acid, alkali, bicarbonate of soda	Columbian interchange / exchange, exploration, navigation, trade routes, European countries (Spain, Portugal, France, Britain, Holland – The Netherlands) Nutrition, carbohydrates, dairy, calcium, New World, empire, colony, colonize, colonists, slaves. New World foods – potatoes, chilli, pumpkins, tomatoes, maize (sweetcorn), papaya, pineapple, cocoa, chocolate, beans, vanilla) Asian foods (banana, rice, mango, plantain, coconut, sugar cane)	Indian cuisine - samosas, bhajis, curry, garam masala, jalebi, naan, chapati, roti Caribbean cuisine - ackee, jerk, plantain, legumes, papaya Hong Kong cuisine, dan tarts, sweet and sour, chow mein, bamboo shoots, bean sprouts	Kenyan Cuisine – mandasi, samosas, ugali Maylasiian cuisine - samosas, galangal, nasi lemak, roti South African cuisine - samosas, roti, koeksusters, Cape Malay	Street food, grazing, meat free diets, vitamins, minerals,	Rationing, nutrients: protein, carbohydrate, vitamins, dairy, fats, calcium, iron, sodium, dig for victory, rubbing in, creaming, batter
Development of cultural capital	Understanding of (own) food history and that it has changed as a result of other changes such as population movements and greater social equality	Learning about how Britain’s history has shaped our diet and that many foods we regard as common today have come from other parts of the world. The opportunity to use some of these foods to make recipes and food products.	Learning about other cultures and our connections to them, leading to greater understanding and tolerance. Opportunities to sample and cook with different ingredients and to make recipes from other cultures.	Learning about other cultures and gaining a greater understanding and tolerance of them. Learning how travel and improved communication has changed out own eating patterns	Understanding of British food history.	
Development of reading <i>Articles used for do it now tasks and homework will be chosen as part of lesson planning</i>	Independent reading of recipes History of bread https://www.dovesfarm.co.uk/hints-tips/bread-making/the-history-of-bread	Independent reading of recipes https://www.legalnomads.com/history-chili-peppers/ (possible, article on how chilli was brought from America and then spread to India)	Independent reading of recipes Caribbean healthy eating guide. https://instructionaltechnologywordpress.com/2017/10/16/the-caribbean-six-food-groups/ (Not reading but a useful resource)	Independent reading of recipes	Independent reading of recipes	Independent reading of recipes https://www.historyextra.com/period/second-world-war/when-food-rationing-began-end-ww2/ Nella Lasts’ diary (housewife 47)
Concepts –what will students be able to do at the end of the topic	<ul style="list-style-type: none"> Students know that a staple food is one which forms a large part of people’s daily diet and that it provides most of their energy intake. They know that traditionally they were produced locally but in modern times they can be imported. They know 	<ul style="list-style-type: none"> Students know that the term Columbian interchange refers to the movement of foods and other things from the Americas to Europe and in the opposite direction. Students know that the main driving force behind exploration was the pursuit of sugar and spices 	<ul style="list-style-type: none"> Students know Indian cuisine is influenced by religion. students know that a large part of indian cuisine is meat free. Students know which spices are commonly used in Indian cuisine, turmeric, coriander, 	<ul style="list-style-type: none"> Students know the different waves of settlement in these countries and how they were related to cuisine development and movement of foods. Students know that Kenya had a tradition of Indian traders before colonization. They know 	<ul style="list-style-type: none"> Students can describe street food from different countries (India, Brazil, Malaysia and USA) and give examples. Students know that good street food is hand held or easily eaten with few utensils, quick to cook, tasty and generally cheap 	<ul style="list-style-type: none"> Students know that food was rationed in WW 1 and WW2 and that some rationing continued after WW2 Students know that bread was only rationed after WW2 Students know that Dairy, fats, meat, tea and sugar was rationed.



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		<p>that these are usually cheaper foods.</p> <ul style="list-style-type: none"> • Students can give examples of staple foods from Medieval diets (bread, cheese, pork, bacon) and modern diets (potatoes, bread, pasta, rice, chicken, cheese, eggs) • Students know that carbohydrate is a good cheap source of energy and that many staple foods are carbohydrate based • Students know that chicken and eggs are now staple foods after production became cheaper • Students know that diets differed amongst different classes in medieval Britain, that the poorer classes ate mainly bread and vegetables with some pork and eggs and that the landed gentry ate beef, lamb, pork, game and dairy products. • Students can describe modern British diets including that they now contain foods from other countries such as Italy (Pizza, Pasta) India (curries) China (Sweet and sour, noodle dishes, spring rolls) • Students know that the modern diet allows people to be very healthy and have a full range of nutrients • Students know that most of our energy should come from starchy carbohydrates and can give examples of these 	<p>to preserve and flavour food.</p> <ul style="list-style-type: none"> • Students know that the main European countries involved in world exploration were Britain, France, the Netherlands, Spain and Portugal. • Students know that this event got its name from Christopher Columbus, the Spanish sponsored Portugese / italian explorer, who landed in the Bahamas in 1492, the first recorded European to reach the Americas. • Students know that Columbus undertook this exploration to reach India and Asia from the West as the land route to these had been shut off and this had led to a shortage of spices in Europe, the shortage had driven the prices up making these explorations feasible. • Students know that many common foods including chillies, tomatoes, potatoes, peppers, sweet potatoes, beans, maize/corn, squash all originated in the Americas. • Students know that European traders then spread these foods to the East - Chillies to India, sweet potatoes to China. • Students know that at a similar time 1488 Bartholemew Diaz a Portugese explorer rounded the south of africa. In 1498 Vasco da Gama made the complete voyage to India helped by Arab navigators from Kenya. • Students know that many spices, rice, sugar, tea, bananas and coconut were brought from the East to Europe, this accelerated 	<p>cumin, chilli, cardamon, cinnamon</p> <ul style="list-style-type: none"> • Students know that India was an English colony and tea, sugar and spices were grown there for english use • Students know that many English people spent time in India and brought servants back with them who in turn brought their food to England. • Students know that after WW2 many Indian people moved to the UK and brought their foods with them. • Students know that there was also immigration of Indian heritage people from the British colonies of Kenya and Uganda. • Students know that there is a wide range of foods found in China and that British Chinese food is an adapted version. • Students know what foods are common to Hong Kong that show British influence. • Students know that other European countries also influenced the food, example of the Hong Kong Dan tart which developed from the Portugese pastie de nate • Students know that the European traders took chicken, garlic and onions to the caribbean (all of which they got from asia) • Students know that African slaves brought 	<p>that it was later a British Colony and this led to greater Indian settlement.</p> <ul style="list-style-type: none"> • Students know that the modern staple food of maize was brought to Africa by Portugese traders from America • Students can identify some Indian and British aspects in popular Kenyan food. Such as the use of potatoes and curry spices. • Students know that Malaysia traded foods with the middle East before becoming a Dutch and later British colony. • Students know that there are close links to China and India and can identify and describe foods that show this link such as century eggs and roti. • Students know tha Cape Town was a Dutch colony and the same time as Malaysia and slaves were moved to there bringing bananas, coconut and chutneys. • Students know that the british later brought Indian workers to Cape Town who mixed with the Malay people and brought curry, samosas and roti with them. • Students know that some foods are found in different parts of the world such as Roti found in India, Malaysia and SA. Samosas found in Britain, India, Kenya and SA. 	<ul style="list-style-type: none"> • Students know that street food in countries such as Kenya and India has developed as people are too poor to have their own cooking facilities. It is often vegetarian. • Students know that street food in countries such as the UK and the USA has developed out of our desire for different experiences and convenience. • Students know that fruit and vegetables are an essential part of our diet and should form over a third of our daily food intake. • Students know that these foods provide fibre, vitamins and minerals and can provide variety in the diet. 	<ul style="list-style-type: none"> • Students know there was a different system for meat rationing. • Students know that cereals, bread, pulses, fruit and vegetables were not rationed but could be in short supply. • Students know that the point system was brought in to give some variety while still limiting total amounts and that this was used for some tinned foods and dried fruit. • Students know that people were encouraged to produce their own food in the Dig for victory campaign, and in pig clubs. • Students know that the rationing system led to healthier diets by limiting foods high in fat, salt and sugar and encouraging the consumption of Fruit, vegetables and whole grain carbohydrates • Students can compare the rations and other food available to the Eatwell guide.
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		and describe the link between starchy carbohydrates and staple foods.	<ul style="list-style-type: none"> Students know that dairy foods contain calcium, protein and fat. they know that cheese is a useful food for adding flavour and nutrients. 	<ul style="list-style-type: none"> bananas, plantains and okra Students know that Chinese and Indian indentured labourers later brought curry spices and rice. Students know that protein is needed for growth, repair and maintenance. Students know that legumes are good plant sources of protein. 	<ul style="list-style-type: none"> Students know that some foods are high in fat, and sugar and that these foods are often nutritionally poor choices and should be eaten less often and in smaller amounts. 		
Year Group							
Year 9	Topic	Ethical eating – Local and seasonal foods and food miles (Links to Geography course)	Fairtrade and organic (Links to Geography course – they will study Chocolate or coffee in Geography – we will look at fruit/vegetables)	Sustainability, food waste (Geography will be looking at fish, we will do a tasting lesson to link in with this)	Meat free diets Religious diets		
	Core knowledge from this topic	<ul style="list-style-type: none"> Seasonal food is Food miles are The advantages and disadvantages of eating local and seasonal foods Which foods are found in these categories The link between seasonal and traditional foods (Easter, Christmas) Recipes that they can make using these foods and skills they have previously learnt and are developing or using new skills. (apple turnovers, Chocolate pear upside down cake) 	<ul style="list-style-type: none"> What does Fairtrade mean What are the criteria for Fairtrade What foods are farmed using fair trade methods That our food choices as consumers have an impact of the wider world Recipes that they can make using these foods and skills they have previously learnt and are developing or using new skills. 	<ul style="list-style-type: none"> What sustainability means in food How we can eat more sustainably (by eating local, seasonal, less red meat) Sustainable fishing What is food waste What causes food waste How can we reduce our own food waste Recipes that could help to eliminate food waste consolidating previous skills 	<ul style="list-style-type: none"> What are the different meat free diets (vegan, vegetarian) What are the low meat diets (flexitarian, pescatarian) Reasons for reducing meat intake or following these diets including religious, ethical, health, social ethics What different religious diets are there <p>What foods are allowed / taboo in these diets</p>		
		Hygiene and safety taught throughout the course, linked to the use of specific ingredients and practical work					
	Links to the national curriculum	<ul style="list-style-type: none"> understand and apply the principles of nutrition and health understand the source, seasonality and characteristics of a broad range of ingredients. cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes 					
	Previous content that this topic builds upon	Nutrition and the Eatwell guide from years 7 and 8 British food history in year 8 Link to Geography course	Nutrition and Eatwell guide from Years 7 and 8 International cuisines in year 8 Links to Geography, PHSE and RE	Nutrition and Eatwell guide from years 7 and 8 Rationing link from year 8 food	Nutrition and Eatwell guide from years 7 and 8 Sustainability module, Links to international food in year 8 Links to PHSE and RE		
	Key vocabulary	Seasonal, local, food miles, local economy, carbon footprint, sustainable, quality, regional, developing countries, economically less developed countries	Ethical, Fairtrade, childhood labour, profit, distribution, profit, supply chain	Sustainable , waste, carbon footprint	Vegan, vegetarian, pescatarian, taboo, kosher, halal, Muslim, Jew, Hind, parve, Shrove Tuesday, lent, fasting		



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	Development of cultural capital	Knowledge and understanding about ethical and responsible food choices	Knowledge and understanding about ethical and responsible food choices	Knowledge and understanding about ethical and responsible food choices	Knowledge and understanding of ethical religious beliefs and treating others with respect
	Development of reading	Nigel Slater Hugh Fearnley Whittingstall	Fairtrade website Allegra McEvedy	Hugh Fearnley Whittingstall on fishing and food waste Saving the planet one meal at a time	Forest Green Rovers (possible source of content)
	Concepts –what will students be able to do at the end of the topic	<ul style="list-style-type: none"> Students will know that seasonal foods are those that have a period of the year when they are at their best. Students will be able to name some British examples of seasonal foods (apple - autumn, strawberries summer, lamb -Easter) Students will know that food miles refer to the distance food has travelled from where it is produced to where it is eaten. Students will know that local can be immediate area (Gaytons bakery, meat from Bates) Country (English apples) or UK (Irish cheese) Students will know that the advantages of eating these foods include taste, cost, nutrition, environmental gains (fewer food miles so lower carbon footprint) and support of the local economy Students know that the disadvantages of seasonal eating can include lack of variety, not experiencing some foods and loss of support to developing countries Students can name some foods that are local and seasonal for the four main periods of the year Students can list foods that are traditionally eaten at Christmas and Easter and identify which of these are seasonal Students can identify nutrients contained in their recipes and what their functions are (depends on recipe) 	<ul style="list-style-type: none"> Students know that Fairtrade is a charity that works in less developed countries to improve the wellbeing of disadvantaged groups of people. Students know that Fairtrade works to change the distribution of profits across the supply chain so that producers get more Students have an overview of how profit is distributed across the supply chain Students know that Fairtrade includes eliminating child labour, improving people’s health, allowing farmers to plan ahead and protecting the environment Students know which common products are produced in a Fairtrade system (bananas, tea, coffee, cocoa, mangos, pineapple, coconuts, citrus fruits, beans) <p>Pineapple pudding</p>	<ul style="list-style-type: none"> Students know that sustainability means using a resource in such a way as to ensure it is still available for future generations Students know that some methods of food production are unsustainable as are some aspects of Western diets (amount of red meat eaten, palm oil, overfishing) Students know that beef farming and other red meat farming can be environmentally damaging Students know that eating less red meat is good for the environment. Students know that some types of fishing are more sustainable than others (line caught tuna, small net Mackerel) and that the Marine Steward council certifies fish as sustainable Students can describe some ways to eat more sustainably (recipes using small amounts of meat, bulking out meat with pulses, using chicken instead of red meat, using sustainable fish such as Pollack instead of cod) Students know that we waste around 1/3 of all food produced Students know that food waste occurs in the home, in retail and in production Students know that food waste is an issue because it wastes other resources such as water and fossil fuels, it contributes to greenhouse gases and landfill) Students know that food waste occurs because of dating systems, unplanned shopping, cosmetic reasons and consumer demands Students can describe some ways to reduce domestic food waste (reducing 	<ul style="list-style-type: none"> Students know that vegetarians eat animal products that don’t require the slaughter of the animal such as eggs and dairy products Students know that vegans eat no animal products at all including honey Students know that pescatarians eat fish but not meat Students can list the foods likely to be included in these diets Students know that these descriptions are not absolute as people make ethical food choices that suit their beliefs (some vegetarians will only eat free range eggs etc) Students know that a flexitarian diet is mainly vegetarian but contains small amounts of sustainable meat and fish Students know that some religions have dietary restrictions Students can describe Jewish food restrictions, including what foods are banned (pork, shellfish) and the meat / dairy rule. They know that this is called Kosher. Students can describe Muslim food restrictions (pork, alcohol) and know this is called halal. They know that Muslims fast for the period of Ramadan. Students know that many Hindus are vegan or vegetarian and all Hindus are banned from eating beef. They can relate this to learning in year 8 that most Indian food is vegetarian. Students know that there are some Christian food rules that influence our eating traditions (pancake day, lent)



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Year Group	Topic	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 10	Topic	The Industry Job Roles and Requirements	Factors Affecting Success Hospitality Operations	Hospitality operations Health and Safety	Food safety Know how food can cause ill health	Meeting customer needs Revision for first exam attempt	Nutrition NEA
	Core knowledge from this topic	The structure of the hospitality and catering industry Job roles and requirements Working conditions	Factors affecting the success of the hospitality and catering industry (Costs, profit, economy, environmental, technology, emerging and innovative cooking techniques, customer demographics, customer service, competition, trends, political factors, media Describing the operation of the kitchen and of the front of house. (layout, work flow, Equipment and materials, stock control, documentation, dress codes)	Explain how Hospitality and catering provisions meet customer requirements (Customer – leisure, business / corporate, Local residents) (Requirements – Customer needs, expectations, trends, equality, rights) Understand how hospitality provision meets health and safety requirements	Describe food related causes of ill health (bacteria, microbes, chemicals, metals, poisonous plants, allergies, intolerances) Describe the roles and responsibilities of the EHO Food safety legislation Common types of food poisoning (Salmonella, e-coli, clostridium perfringens, listeria, bacillus cereus, staphylococcus aureus) Symptoms of food induced ill health	Review options for hospitality and catering provisions and recommend options for hospitality provisions	Macro/Micro nutrients (differences and types) <ul style="list-style-type: none"> • Food as energy source • Balanced eating/lifestyles Water <ul style="list-style-type: none"> • Function in the body • Litres per day • Food Sources Carbohydrates – Complex / Simple / Dietary Fibre (NSP) <ul style="list-style-type: none"> • Function in the body • Food Sources Protein – LBV / HBV <ul style="list-style-type: none"> • Function in the body • Animal / Non-Animal Sources <ul style="list-style-type: none"> • Alternative Proteins – TVP / Quorn / Myco-Protein Fat – Saturated / Unsaturated (Mono and Poly) <ul style="list-style-type: none"> • Function in the body • Animal / Non-Animal Sources • Omega 3 and 6 Fatty Acids Vitamins and Minerals <ul style="list-style-type: none"> • Functions of each Vitamin/Mineral • Water Soluble Vitamins (B, C) • Fat Soluble Vitamins (A, D, E, K) • Calcium, Sodium, Iron • Food Sources (animal and plant based)
	Hygiene and safety taught throughout the course, linked to the use of specific ingredients and practical work						
Links to the national curriculum (if applicable)	WJEC Specification: AC1.1 AC1.2 AC1.3	WJEC Specification: AC1.4 AC2.1 AC2.2	WJEC Specification AC2.3 AC3.1 AC3.2 AC3.3	WJEC specification: AC4.1 AC4.2 AC4.3 AC4.4 AC4.5	WJEC specification AC5.1 AC5.2	WJEC AC1.1 (NEA)	



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<p>Previous content that this topic builds upon</p>	<p>Students will have a little knowledge of the job roles within the kitchen from KS3.</p>	<p>Students will have some knowledge of industry influences from their own experience of social media. Students will have a basic understanding of food safety, personal hygiene and health and safety from KS3 practical and theory lessons.</p>	<p>Many of the equality points will be covered in PHSE lessons. Students will have knowledge of safe working practices from a practical point of view in the kitchen, mainly around health and safety (slips, trips and falls) but limited knowledge of regulations and acts.</p>	<p>Students will have a very good understanding of the different food related illnesses and bacteria's. These are also covered in Science lessons. Students will be able to link the bacteria to the source as well as the symptoms. Students will have basic understanding of Food Safety Legislation, i.e. the standard of cleanliness expected in food preparation areas, but will have limited knowledge of Food Labelling and HACCP legislation. Students will be able to apply some knowledge of bacterial growth control and cross-contamination from KS3 lessons to HACCP. Students will have covered the main bacteria, Salmonella and E-coli at KS3 and the common signs and symptoms of food poisoning. Students will not yet have covered the full range of food poisoning bacteria and food sources, but should recall most at risk groups.</p>	<p>Knowledge from EXAM UNITS 1.1-4.5 will allow learners to understand the different needs of customers within the hospitality industry.</p>	<p>Students will have knowledge of basic nutrition from work in years 7 to 10.</p>
<p>Key vocabulary</p>	<p>Commercial – profit Non-commercial – not profit related Services – what's on offer Residential – place you can stay Brigade – team Front of house – waiter/waitress/restaurant manager Legislation – law Kitchen Brigade: Group of chefs Front of house: Team that work/deal with guests Job description Policies and practices Professional Bodies: British Hospitality Association</p>	<p>Overheads Profit margins Local and National 3 R's: Reduce, Recycle and Reuse. Point of sale – EPOS System Innovative: creative and fresh Provision – on offer Services – table, self, talk away, counter. Trends – fashion Demographics - statistical data relating to the population and particular groups within it. Hygiene and the Food Safety Act 1990/91/95 The kitchen design must comply with the Food Safety Act 1990/91/95 and Food Hygiene Regulations 2006. There should be enough room to carry tasks out safely and to allow adequate cleaning of all areas.</p>	<p>Leisure Corporate Equality</p> <ul style="list-style-type: none"> • COSHH - Control of Substances Hazardous to Health Regulations 2002. • RIDDOR - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 • Human Rights in employment Act (1998) • An Act of Parliament, the Health and Safety at Work Act (HASAWA) 1974, regulates health and safety issues. <p>The Health & Safety Executive (HSE) five-point plan</p>	<p>Odour – break down of proteins (rotten egg smell) Sliminess – tissue breakdown Gas Formation – swollen packaging Sourness – production of acid, sour milk Discolouration – green/blue moulds on foods like bread, fruits and vegetables Warmth, Time, Food and Moisture High Risk: Foods more prone to bacterial infection, e.g. raw or cooked meats, raw or cooked fish, eggs, cooked rice, gravies and soups, dairy. Low Risk: Foods unlikely to contain pathogenic bacteria and will not normally support their growth e.g. grains and cereals, bread, alcohol.</p>	<p>Banqueting Conference Provision Advantages and disadvantages</p>	<p>Nutrients - macro nutrients, micronutrients Carbohydrate – complex (slow release), simple (fast release), monosaccharide, disaccharide, polysaccharide Protein – low biological value, high biological value Fat – saturated, unsaturated, polyunsaturated, monounsaturated Vitamins – A, D, E, K, B, C, water soluble, fat soluble Minerals – iron, sodium, calcium Water – hydration, dehydration, litres Dietary Fibre - Non-Starch Polysaccharide, roughage, constipation, diarrhoea, excretion</p>



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			HACCP Front of House Dress Code Data Protection				
	Development of cultural capital	Students exposed through videos and case studies to a range of different hospitality and catering provisions outside of their own experience.					
	Development of reading	<ul style="list-style-type: none"> • Use of written recipes in various formats for practical work • Use of factual extracts with comprehensive questions for theory work and home work • Use of textbooks as reference material • Subject specific reading matter used for reference such as reviews and advertisements 					
	Concepts –what will students be able to do at the end of the topic	AC1.1 describe the structure of the hospitality and catering industry AC1.2 analyse job requirements within the hospitality and catering industry. AC1.2 analyse job requirements within the hospitality and catering industry.	AC1.4 explain factors affecting the success of hospitality and catering providers. AC2.1 describe the operation of the kitchen . AC2.2 describe the operation of front of house	AC2.3 explain how hospitality and catering provision meet customer requirements AC3.1 describe personal safety responsibilities in the workplace. AC3.2 identify risks to personal safety in hospitality and catering. AC3.3 recommend personal safety control measures for hospitality and catering provision.	AC4.1 describe food related causes of ill health. AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO). AC4.3 describe food safety legislation . AC4.4 describe common types of food poisoning. AC4.5 describe the symptoms of food induced ill health .	Review <ul style="list-style-type: none"> • Summarise different options: evaluate different hospitality outlets. • Advantages/disadvantages of different options: looking at different services and standards. • Use of supporting information which justifies how this meets specified needs e.g. allergies. Recommend <ul style="list-style-type: none"> • Propose ideas for services, operations and menu design. • Justify decisions in relation to specified needs linked to customers and operations. • Use of supporting information e.g. structured proposal. 	AC1.1: Describe functions of nutrients in the human body
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2		Summer Term 2
Year 11	Topic	NEA	NEA	NEA	Practical Exam / Revision for second exam attempt		
	Core knowledge from this topic	Allergies <ul style="list-style-type: none"> • Top 14 food allergens • Signs/Symptoms of anaphylaxis • Ways to adapt/prepare dishes to meet customer needs Intolerances <ul style="list-style-type: none"> • Coeliac/Gluten Intolerance • Lactose Intolerance • Food swaps and adaptations Medical Diets	Time of Year <ul style="list-style-type: none"> • Seasonal Foods – Spring, Summer, Autumn, Winter • Seasonal Events e.g. Christmas, Eid, Passover Staff and Equipment <ul style="list-style-type: none"> • Skills of Staff • Qualifications • Equipment Available • Small/Large Scale Equipment	Nutritional Value <ul style="list-style-type: none"> • Balanced according to RI and Eatwell Guide? • Low in fat, salt and sugar? • Meets nutritional need of client base? • Added nutrients from accompaniments? Sensory Aspects (Organoleptic) <ul style="list-style-type: none"> • Look, Taste, Texture, Aroma, Sound Cost			



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<ul style="list-style-type: none"> • Low Saturated Fat (High Cholesterol/BP) • Diabetes (Linked to sugar/carbohydrates) Life Stages (compare and contrast each age group/stage to each other) <ul style="list-style-type: none"> • Childhood • Adulthood • Older Adults (The Elderly) • Pregnancy Activity Levels <ul style="list-style-type: none"> • Active • Inactive Religions <ul style="list-style-type: none"> • Islam • Muslim • Catholicism • Other Ethical Diets <ul style="list-style-type: none"> • Vegan / Vegetarian / Pescetarian / Ovo-Vegetarian / Lacto-Vegetarian <u>Vitamin Deficiencies:</u> Visible/Non-Visible Symptoms <ul style="list-style-type: none"> • Vitamin A (Retinol/Beta-Carotene) • Vitamin B12 (Cobalamin) • Vitamin D Mineral Deficiencies: Visible/Non-Visible Symptoms <ul style="list-style-type: none"> • Calcium • Iron Nutritional Excess: Visible/Non-Visible Symptoms <ul style="list-style-type: none"> • Too much fat • Too much salt • Too much sugar Purpose of cooking food <ul style="list-style-type: none"> • Making food safe to eat • Digestibility Methods of Cooking Food: Moist <ul style="list-style-type: none"> • Boiling • Steaming • Poaching Methods of Cooking Food: Dry <ul style="list-style-type: none"> • Baking • Grilling • Stir-frying • Roasting • Microwaving (additional) 	<ul style="list-style-type: none"> • Powered/Non-Powered Equipment • Training and Safe Use Type of provision <ul style="list-style-type: none"> • Service Type e.g. Buffet, Cafeteria, Table Service, Trolley Service • Location e.g. Countryside, Coastal • Size e.g. Number of covers available • Standards e.g. Michelin, AA, Rosette, Stars, Trip Advisor, Social Media • Menu Type e.g. Table d'Hôte, A la Carte • Cost Client Base <ul style="list-style-type: none"> • Customer Needs/Expectations • Dietary Requirements • Equality Act 2010 Preparation and Cooking (link to AC1.4) <ul style="list-style-type: none"> • Energy efficient equipment/practice • Energy Ratings Ingredients Used <ul style="list-style-type: none"> • Local Suppliers – advantages/disadvantages • Foraging Menus • Imported – advantages/disadvantages • Carbon Footprint Packaging <ul style="list-style-type: none"> • Buy in Bulk • Unnecessary Packaging • Reusable Packaging Environmental Issues <ul style="list-style-type: none"> • Plastic • Carbon Emissions • Carbon Footprint Reduce, Reuse, Recycle <ul style="list-style-type: none"> • Reducing Waste • Reducing Energy Use • Reusing Packaging/Food • Recycling Packaging • Peelings and Composting 	<ul style="list-style-type: none"> • Affordability linked to client base • Commodity cost e.g. meat more expensive than vegetables <p>Customer Appeal</p> <ul style="list-style-type: none"> • Does the dish meet customer expectations? How? <p>Timings</p> <ul style="list-style-type: none"> • Arrange tasks to ensure elements that take the longest are started first. • Identify any dishes that require setting, freezing, chilling, resting, decorating as these may need to be started first. • Be realistic with timings, how long does each step take, add up minutes. <p>Equipment</p> <ul style="list-style-type: none"> • What equipment is required, is it available in school? • Have you had training in safe use and cleaning of equipment? <p>Special Points and Contingencies</p> <ul style="list-style-type: none"> • How can dishes be adapted if equipment/ingredients are not available? • How will dishes be adapted to meet dietary requirements?
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Hygiene and safety taught throughout the course, linked to the use of specific ingredients and practical work



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Links to the national curriculum (if applicable)	NA	NA	NA	NA	NA	NA
Previous content that this topic builds upon	Work from years 7 – 9 on nutrition – spiral curriculum. Year 9 work on cooking methods. Year 8 work on seasonal foods.					
Key vocabulary	Deficiency, Excess, Vitamin A (Retinol/Beta-Carotene), Vitamin B12 (Cobalamin), Vitamin D, Calcium, Iron, Salt, Sugar, Fat (Saturated Fat), Toxicity, Symptom, Condition, Chronic, Alleviate. Medical: Diabetes, Allergies, Gluten Intolerance, Coeliac Disease, Lactose Intolerance, High Cholesterol, Coronary Heart Disease, (CHD), Obesity, Anaphylaxis, Saturated Fat (link to AC1.1) Religion: Buddhism, Islam, Hinduism, Judaism, Rastafarianism, Catholicism, HALAL, KOSHER. Ethical: Vegan, Vegetarian, Pescetarian, Ovo-Vegetarian, Lacto-Vegetarian, Lacto-Ovo Vegetarian Life Stage: Babies, Young Children, Teenagers, Adults, Pregnancy, Miscarriage, At Risk Groups, Older Adults, Elderly, Athletes, e.g. body builder vs sprinter. Digestibility, Bacteria, Boiling, Steaming, Poaching, Baking, Grilling, Stir-Frying, Roasting, Microwaving, Hot Holding, Core Temperature, 75°C.	Time: Seasonal, Advantage, Disadvantage, Region, Import, Export, Carbon Footprint, Food Miles, Emissions, Fair Trade. Skills of Staff: Skills, Qualities, Attributes, Ability, Interpersonal Skills, Communication, Verbal/Non-Verbal Equipment: Small Scale, Large Scale, Industrial, Efficient, Energy Rating, Environment, Training. Type of Provision: Menu, A la Carte, Table d'Hôte, Rotating Menu, Set Menu, Seasonal Menu, Children's Menu. Client Base: Customer, Target Market, User, Provider, Service User, Consumer, Dietary Requirements Environment, Reduce, Reuse, Recycle, Rethink, Repair, Refuse, Energy, Efficiency, Emissions, Food Miles, Carbon Footprint (link to AC2.1), Plastic, Alternatives, Gas, Electricity, Water, Planet, Earth, Green Policy, Responsibility.	Nutrition, Sensory Aspects, Organoleptic, Affordability, Commodity, Appeal, Client Base, Consumer, Customer, Suitability. *See AC2.3 coursework template for full list of sensory descriptors. Cross-Contamination, Personal Hygiene, Health and Safety, Timing, Equipment, Contingency, Bacteria, Allergen, Chemical, Microbiological, Physical, Contaminants, Boiling, Steaming, Poaching, Baking, Grilling, Stir-Frying, Roasting, Microwaving, Hot Holding, Core Temperature, 75°C, Fridge, Freezer, Chopping Boards, Colour Coding, Wash, Clean, Sanitise, Alternate, Alternative, Adaptations.			
Development of cultural capital						
Development of reading	<ul style="list-style-type: none"> ● Use of written recipes in various formats for practical work ● Use of factual extracts with comprehensive questions for theory work and home work ● Use of textbooks as reference material ● Subject specific reading matter used for reference such as reviews and advertisements 					
Concepts –what will students be able to do at the end of the topic	AC1.2 Compare nutritional needs of specific groups. AC1.3 Explain characteristics of unsatisfactory nutritional intake.	AC2.1: Explain factors to consider when proposing dishes for menus.	AC2.3 Discuss customer needs and suggest ways to adapt dishes.	AC3.1 Use techniques in preparation of commodities. AC3.2 Assure quality of commodities to be used in food preparation.		



Food and Nutrition Curriculum Overview Plan



		AC1.4 Explain how cooking methods impact on nutritional value.	AC2.2 Explain how dishes on a menu address environmental issues .	AC2.4 Create a production plan to make your two chosen dishes .	AC3.3 Use techniques in cooking of commodities. AC3.4 Complete dishes using presentation techniques. AC3.5 Use food safety practices.		
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