



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)

Empower SEN students to achieve in the subject area through the use of adaptive teaching such as visual recipes, variations of ingredients and outcomes and variation of reading materials.

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.



Food and Nutrition Curriculum Overview Plan 24/25



Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic:	Food as a life skill: The basics of food safety, healthy eating and nutrition.					
Year 7	Topic	Hygiene and safety. Parts of the cooker: grill and hob	Healthy balanced diets and the Eatwell Guide. Parts of the cooker: oven	Macronutrients: proteins, fats and carbohydrates.	Micronutrients: minerals: calcium, iron, sodium	Micronutrients: vitamins: A, C and D	Breakfasts and school lunches
	Core knowledge from this topic	<ul style="list-style-type: none">The four C's: Cleaning, cooking, chilling and cross contaminationThe importance of hand washingThe basics about bacteriaCaring for equipment and how to clean up properly and hygienicallyUsing the grill and the hob safely in various recipes <u>Practical Recipes:</u> <ul style="list-style-type: none">Bagel / bread PizzasLayered pasta salad <u>Skills:</u> <ul style="list-style-type: none">Working safely and hygienicallyPreparing themselves to cookKnife and claw holdUse of hand utensilsSafe use of grill and hob	<ul style="list-style-type: none">The Eatwell guideEight guidelines for healthy eatingThe six food groups in the Eatwell guideThe difference between a food group and a nutrientUsing the oven safely in various recipes <u>Practical Recipes:</u> <ul style="list-style-type: none">CupcakesTwice baked potatoesMince pies / jam tarts <u>Skills:</u> <ul style="list-style-type: none">Working safely and hygienicallySafe use of the ovenCreaming methodRubbing in methodWeighing and measuring accuratelyHandling pastry	<ul style="list-style-type: none">Food and energyCharacteristics of macronutrientsBasic characteristics, functions and sources of the three macronutrientsHealthy choices from sources of these nutrients <u>Practical Recipes:</u> <ul style="list-style-type: none">Toad in the holeHomemade HobnobsScotch pancakes / pikelets <u>Skills:</u> <ul style="list-style-type: none">Working safely and hygienicallyControlling the heat of the hob while fryingSafe use of raw meatWeighing and measuring accuratelyMelting methodMaking a batter	<ul style="list-style-type: none">Characteristics of micronutrients and mineralsBasic characteristics, functions and sources of iron, calcium and sodiumHealthy choices from sources of these nutrients <u>Practical Recipes:</u> <ul style="list-style-type: none">Cheese and onion / ham mini pastiesCajun RiceRock buns (chocolate for iron) <u>Skills:</u> <ul style="list-style-type: none">Working safely and hygienicallyWeighing and measuring accuratelyConsolidating pastry skillsConsolidating rubbing in methodConsolidating knife skills	<ul style="list-style-type: none">Characteristics of vitaminsBasic characteristics, functions and sources of vitamin A, C and DHealthy choices from sources of these nutrients <u>Practical recipes:</u> <ul style="list-style-type: none">Lemon drizzle cakeSoda BreadVitamin Pizza <u>Skills:</u> <ul style="list-style-type: none">Working safely and hygienicallyWeighing and measuring accuratelyConsolidating creaming methodBread making skillsConsolidating knife skills	<ul style="list-style-type: none">The importance of a balanced dietOf the different types of foodLinking food to the Eatwell guideHealthy choices from these nutrients <u>Practical Recipes:</u> <ul style="list-style-type: none">Suitably healthy and nutritiousDifferent types of food <u>Skills:</u> <ul style="list-style-type: none">Working safely and hygienicallyWeighing and measuring accuratelyConsolidating creaming methodBread making skillsConsolidating knife skills



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		Health and safety and food hygiene taught as a separate topic and throughout as part of practical lessons					
		Practical lessons use recipes based upon the theory content being taught, students will use a range of food commodities and will learn a range of skills and cooking methods					
	Links to the national curriculum	<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 dietbecome 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 healthunderstand 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 dietbecome 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]Be able to cook 6 savoury meals by 14 years old			
	Previous content that this topic builds upon	Some students have some limited experience in primary school or at home, we assume most have very little knowledge and only basic skills. Many students will not have been allowed or have been in social situations that enabled them to work independently in a kitchen.	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.	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.	Students will be consolidating skills from earlier in the year. They will be consolidating good and hygienic working practises.	Students will be consolidating various skills from earlier in the year. They will be consolidating good and hygienic working practises.	Link to diverse experiences and tolerance and appreciation of food. Students will be consolidating skills from earlier in the year. They will be consolidating good and hygienic working practises.
	Key vocabulary	Four C's - cooking, chilling, cleaning and cross contamination Bacteria Grill Hob Claw hold Bridge hold Personal hygiene Sensory words: sweet, tart, juicy, stringy, sour, cloying etc Names of more unusual fruits: kiwi, guava, pineapple etc	Food groups: fruit and vegetables, starchy carbohydrates, dairy foods and alternatives, oils and spreads, proteins and foods to eat less often and in small amounts Nutrients Diet Balanced diet Healthy Rubbing in Creaming Pastry Oven Portioning consumption	Macronutrients: protein, fats, carbohydrates, starches, sugar, fibre Saturated and unsaturated Sources Energy and balance of energy Microwave Melting Batter	Micronutrients: minerals, iron, calcium and sodium Functions Inorganic Elements Periodic table Glazing Crimping	Micronutrients: vitamins Organic compounds Scurvy Haemoglobin Anaemia High blood pressure Cardiac disease	Breakfast Meal intervals Food probe Panne



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	Development of cultural capital	The opportunity to taste and work with foods 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. Opportunity to work with and try new food products. Knowledge and understanding of diverse diets and respect for other people’s food choices. 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						
	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 be able to describe and demonstrate maintaining a hygienic environment using the 4C’s.• Students will be able to prepare themselves to take part in a practical session• Students will be able to explain what bacteria are and how they relate to food safety• Students will be able to demonstrate safe knife usage• Students will be able to use the hob and grill safely to make simple recipes	<ul style="list-style-type: none">• Students will be able to describe a healthy diet using the Eatwell Guide and the eight guidelines• Students will know which foods are in each food group and some of the main characteristics of them.• Students will be able to explain the difference between a food group and a nutrient.• Students can demonstrate the safe use of the oven.• Students can make and use shortcrust pastry in a simple recipe.	<ul style="list-style-type: none">• Students will know that a macronutrient provides energy and what the three macronutrients are.• Students will be able to describe the different categories of protein, fats and carbohydrates and list good sources of them.• Students will be able to describe how different nutrients provide energy in slightly different ways.• Students will be able to list the other functions of these nutrients.• Students will be able to demonstrate the safe use of raw meat.• Students will be able to demonstrate how to control the heat when frying.	<ul style="list-style-type: none">• Students will be able to describe the main characteristics of micronutrients and how they differ from macronutrients.• Students will be able to describe the main characteristics of minerals and link these to Science knowledge about elements and the periodic table.• Students will know that iron, sodium and calcium are minerals used by the body.• Students will be able to list sources of these minerals.• Students will be able to explain the main functions of these minerals.• Students will continue to consolidate practical skills making recipes that use these nutrients.	<ul style="list-style-type: none">• Students will be able to describe the main characteristics of vitamins.• Students will be able to list the main functions and good sources of vitamins A, C and D.• Students will continue to consolidate practical skills making recipes that use these nutrients.	<ul style="list-style-type: none">• Students will be able to describe the main characteristics of fats and oils.• Students will be able to list the main functions and good sources of fats and oils.• Students will continue to consolidate practical skills making recipes that use these nutrients.	
Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Topic	British Food and how it has developed and changed because of historical factors and the influences of other cultures.						



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Year 8	Topic	British Food and Medieval diets	Rationing and its effects on British Food. Modern British foods – Indian and Bangladeshi cuisine in the UK	The discovery of the New World The Colombian interchange and its effect on food. New World food.	British Empire Countries Kenya, India, Jamaica (Caribbean)	Non-Empire countries and their foods: China, Mexico, other European countries	Global Trends in food
	Core knowledge from this topic	<ul style="list-style-type: none">The definition and description of staple foodsTraditional and modern British staple foodsA description of the Medieval British diet and how this differed between the classesFortification of foods (especially flour) with iron and calciumConsolidation work on starchy carbohydrates – linked to staple foods <p><u>Practical recipes:</u></p> <ul style="list-style-type: none">Bread rollsCinnamon teacakeScones <p><u>Skills:</u></p> <ul style="list-style-type: none">Bread making skills and techniquesCreaming methodRubbing in methodConsolidation of weighing and measuringSafe use of the ovenUse of carbohydrates in staple recipes	<ul style="list-style-type: none">What rationing was and the reasons for itWhich foods were rationed, and which were still freely availableHow people adapted their cooking and diets to accommodate rationingHow 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 dietConsolidation of fats and protein in the context of food rationing <p><u>Practical Recipes:</u></p> <ul style="list-style-type: none">Wartime Berry ShortbreadRationing pastiesChicken Tikka Masala <p><u>Skills:</u></p> <ul style="list-style-type: none">The melting methodMaking and handling short crust pastrySafe use of raw meatUsing a food probeKnife skills	<ul style="list-style-type: none">What the term Columbian interchange describes and when and how it happened, including which European countries were involvedThe main foods that were brought from the New world to Europe and how they spread East from thereThe way in which people adapt and incorporate new foods and recipes into new culinary traditions <p><u>Practical Recipes:</u></p> <ul style="list-style-type: none">Chocolate chip cookiesTomato and chilli pastaPotato recipe <p><u>Skills:</u></p> <ul style="list-style-type: none">Cooking pasta and making a basic sauceThe creaming methodSafe use of the hob and oven	<ul style="list-style-type: none">The characteristics of foods from these colonies, including the ingredients used.The history of the changes to these colonies' food traditions and usage. Including how they were influenced by the British Empire.How these foods are now included in the UK's food landscape. <p><u>Practical Recipes:</u></p> <ul style="list-style-type: none">Caribbean Pineapple cakeJerk chicken skewers and wedgesNaan breads <p><u>Skills:</u></p> <ul style="list-style-type: none">Using the creaming methodSafe use of raw meatBread skills, consolidation from earlier in the year.	<ul style="list-style-type: none">The characteristics of foods from these countries including the ingredients usedHow these foods are now included in the UK's food landscape <p><u>Practical Recipes:</u></p> <ul style="list-style-type: none">Spring rollsFajitasEuropean recipe <p><u>Skills:</u></p> <ul style="list-style-type: none">Knife skillsStir fryingPastry handling skills	<ul style="list-style-type: none">What the characteristics of foods from these countries areThe history of the changes to these colonies' food traditions and usage. Including how they were influenced by the British Empire.How these foods are now included in the UK's food landscape. <p><u>Practical Recipes:</u></p> <ul style="list-style-type: none">BurgersDutch pancakesMasala
		<ul style="list-style-type: none">Hygiene and safety taught throughout the course, linked to the use of specific ingredients and practical work.					



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		<ul style="list-style-type: none">Recipes for practical sessions chosen to match topics that are being learnt in theory lessons.					
	Links to the national curriculum	<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 dietbecome 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 healthunderstand 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 dietbecome 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]This topic links to the requirement for students to have an understanding of British food and its History in keystage 4This 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 – oils based on how they are improved health
	Key vocabulary	Staple, seasonal, local, diet, traditional, medieval, cuisine, names of spices (cloves, allspice, cinnamon, pepper, mace, vanilla nutmeg) Bread vocabulary (knead, activate, prove, shape, bake, ferment, carbon dioxide)	Rationing, scarcity, shortage, ration book	Columbian interchange, new world, old world, transfer, slavery, colony, colonisation.	Mandasi, samosas, ugali, jerk, ackee, plantain, callaloo, jalebi, naan, tandoor	Tortilla, fajitas, cornmeal, soy, hoisin, spring roll	Street food, vegetarian, flexitarian
	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	Links to the history curriculum looking at the second world war.	Learning about other cultures and our connections to them, leading to greater understanding and tolerance. Understanding the influence of history on daily lives through food. Opportunities to sample and cook with different ingredients and to make recipes from other cultures.			
	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 Carribean healthy eating guide. https://instructionaltechnologyworldpresscom.wordpress.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					



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		https://www.historyextra.com/period/second-world-war/when-food-rationing-begin-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 can list the main characteristics of a staple food and name some British staple foods. They can describe the role these foods play in the diet.Students can describe the diet of people in the UK in medieval times and how it has changed to today.Students can list some traditional British foods.Students can make links to their learning about this period in history lessons.	<ul style="list-style-type: none">Students can explain why food was rationed in WW1 and WW2.Students know which foods were rationed and how the rationing system worked.Students can explain the effects of rationing on people’s diet.Students can compare the rations to the Eatwell guide.	<ul style="list-style-type: none">Students know what the term ‘Columbian Interchange’ means.Students can describe how the ‘discovery’ of the New World changed the cuisines of Europe.Students can list some of the New World and some Old World foods.Students can describe how different foods spread from The New World across Europe and Asia.	<ul style="list-style-type: none">Students know that these countries were British Colonies and understand what that means.Students can describe some of the foods characteristic of these countries.Students are aware of how these foods have influenced British cuisine and how this happened.	<ul style="list-style-type: none">Students know that these countries were not British colonies but that they still influenced British food.Students can describe some of the foods characteristic of these countries.Students are aware of how foods from these countries have travelled to Britain and the influences they have had on British food.	<ul style="list-style-type: none">Students describe the characteristics of different cuisines and how they have influenced British food.Students can identify the main ingredients of different cuisines and how they have influenced British food.Students can describe the role of different cuisines in the development of British food.
Year Group							
Year 9	Topic	The importance of staple foods – doughs and bread products	Local foods and food security – using potatoes	Fairtrade	Meat free and plant based diets – vegetarian and vegan	Food and religion	Flexitarianism – the planet
	Core knowledge from this topic	<ul style="list-style-type: none">Consolidation of year 8 work: what staple foods are, which foods in the UK are staple foods, how staple foods are used in our daily dietsWhat food provenance is and how this differs from origin.Introduction of the main ethical food issues (plant based diets, religious diets, fairtrade, environmental factors, animal welfare) <p><u>Practical Recipes</u></p> <ul style="list-style-type: none">Traybake Pizzas – linked to flexitarianCinnamon rolls	<ul style="list-style-type: none">Food miles are distance food travels from where it is produced to where it is eatenThe advantages and disadvantages of eating local and seasonal foodsWhich foods are found in these categoriesWhat food security is and causes of food insecurity <p><u>Practical Recipes:</u></p> <ul style="list-style-type: none">Cheeseburger loaded friesLatkes – linked to religious dietsRough puff pastry apple turnovers <p><u>Skills:</u></p> <ul style="list-style-type: none">Vegetable preparation skills	<ul style="list-style-type: none">What does Fairtrade meanWhat are the criteria for FairtradeWhat foods are farmed using fair trade methodsThat our food choices as consumers have an impact of the wider worldRecipes that they can make using these foods and skills they have previously learnt and are developing or using new skills. <p><u>Practical recipes:</u></p> <ul style="list-style-type: none">Chocolate browniesSweet and sour chicken <p><u>Skills:</u></p> <ul style="list-style-type: none">Baking 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 <p><u>Practical Recipes:</u></p> <ul style="list-style-type: none">Mac and cheeseChickpea curry <p><u>Skills:</u></p> <ul style="list-style-type: none">Making a roux based sauceMaking a curry sauce – use of spices	<ul style="list-style-type: none">What different religious diets are thereWhat foods are allowed / taboo in these dietsJewish, Muslim and Hindu diets <p><u>Practical Recipes:</u></p> <p><u>Skills:</u></p>	<ul style="list-style-type: none">What flexitarianism meansWhat is sustainable foodFood wasteLow meat diets <p><u>Practical Recipes:</u></p> <ul style="list-style-type: none">Pasta with tomato sauce <p><u>Skills:</u></p> <ul style="list-style-type: none">Making pasta and a pasta meal



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		<p><u>Skills:</u></p> <ul style="list-style-type: none">• Consolidating and developing yeast and yeast dough skills• Consolidating knife skills• Choice of ingredients• Shaping	<ul style="list-style-type: none">• Shallow frying• Making rough puff pastry• Shaping	<ul style="list-style-type: none">• Use of bain marie• Handling raw chicken (high risk food)• Cornflour based sauce			
		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 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	Nutrition and Eatwell guide from years 7 and 8 Sustainability module,	Links to international year 8 Links to PHSE and
	Key vocabulary	Staple food, carbohydrates, local, provenance	Seasonal, local, food miles, local economy, carbon footprint, sustainable, quality, regional, food security	Ethical, Fairtrade, childhood labour, profit, distribution, profit, supply chain	Vegan, vegetarian, pescatarian,	Taboo, kosher, halal, Muslim, Jew, Hindu, parve, Shrove Tuesday, lent, fasting	Sustainable , wa footprint
	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 about ethical and responsible food choices	Knowledge and understanding of ethical and religious beliefs and treating others with respect	Knowledge and understanding about ethical and responsible
	Development of reading	Nigel Slater Hugh Fearnley Whittingstall		Fairtrade website		Forest Green Rovers (possible source of content)	Hugh Fearnley Whittingstall on fishing and food Saving the planet one meal at a time
	Concepts – what will students be able to do at the end of the topic	<ul style="list-style-type: none">• Students will know the characteristics of a staple food, they will know examples of staple foods across the world and in the UK.• Students will know that Food Provenance includes where a food has	<ul style="list-style-type: none">• 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)	<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	<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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Students know that sustainable food is using a resource such a way that ensure it is available for future generations• Students know that some meat and food products are unsustainable



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		<p>been produced as well as how it has been produced.</p> <ul style="list-style-type: none">Students will know the main ethical issues included in food provenance. (Animal welfare, plant based diets, organic, fairtrade, food miles and carbon footprint)	<ul style="list-style-type: none">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 economyStudents will know that food security means having a supply of suitable food available at a price people can afford to payStudents will understand some of the causes of food insecurity in the Uk and across the world.	<ul style="list-style-type: none">Students have an overview of how profit is distributed across the supply chainStudents know that Fairtrade includes eliminating child labour, improving people’s health, allowing farmers to plan ahead and protecting the environmentStudents know which common products are produced in a Fairtrade system (bananas, tea, coffee, cocoa, mangos,	<ul style="list-style-type: none">Students know that pescatarians eat fish but not meatStudents can list the foods likely to be included in these dietsStudents 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	<p>know that Muslims fast for the period of Ramadan.</p> <p>€ 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.</p> <p>€ Students know that there are some Christian food rules that influence our eating traditions (pancake day</p>	<p>some aspects of Western diets (amount eaten, packaging, overfishing)</p> <ul style="list-style-type: none">Students know that beef farming is not good for the environmentStudents know that other red meat farming can be damaging to the environmentStudents know that eating less meat is good for the environmentStudents know that some types of meat are more sustainable than others (e.g. chicken caught in a net vs. farmed)Students know that the Muddy Paws Stewardship Scheme certifies food as sustainableStudents know that some ways of cooking are more sustainable (e.g. recipes using small amounts of ingredients instead of bulking out with pulses, using leftovers instead of using surplus food such as P) instead of throwing it awayStudents know that we waste a lot of foodStudents know that food was not always the home of the home and in pre-historic timesStudents know that food was not always because it was not other resources
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Year Group		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 mock exams	Nutrition Needs
	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) <ul style="list-style-type: none">Food sourcesBalanced diet/eating/lifestyle Water <ul style="list-style-type: none">Function in the bodyLitre per dayFood and water Carbohydrates / Simple / Disaccharides (NSP) <ul style="list-style-type: none">Function in the bodyFood sources Protein – LB <ul style="list-style-type: none">Function in the bodyAnimal Sources

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							<ul style="list-style-type: none">• AlterProteins – TMyco-ProteiFat – SaturUnsaturatedPoly)• Funbody• AnirAnimal Sour• OmeFatty AcidsVitamins and• FunVitamin/Mir• WatVitamins (B,• Fat sVitamins (A,• CalcIron• Food(animal and
		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
	Previous content that this topic builds upon	Students will have a little knowledge of the job roles within the kitchen from KS3.	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.	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.	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	Knowledge from EXAM UNITS 1.1-4.5 will allow learners to understand the different needs of customers within the hospitality industry.	Students will have knowledge of nutrition from years 7 to 10



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					<p>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.</p> <p>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>		
	Key vocabulary	<p>Commercial – profit</p> <p>Non-commercial – not profit related</p> <p>Services – what’s on offer</p> <p>Residential – place you can stay</p> <p>Brigade – team</p> <p>Front of house – waiter/waitress/restaurant manager</p> <p>Legislation – law</p> <p>Kitchen Brigade: Group of chefs</p> <p>Front of house: Team that work/deal with guests</p> <p>Job description</p> <p>Policies and practices</p> <p>Professional Bodies: British Hospitality Association</p>	<p>Overheads</p> <p>Profit margins</p> <p>Local and National</p> <p>3 R’s: Reduce, Recycle and Reuse.</p> <p>Point of sale – EPOS System</p> <p>Innovative: creative and fresh</p> <p>Provision – on offer</p> <p>Services – table, self, talk away, counter.</p> <p>Trends – fashion</p> <p>Demographics - statistical data relating to the population and particular groups within it.</p> <p>Hygiene and the Food Safety Act 1990/91/95</p> <p>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>HACCP</p> <p>Front of House</p> <p>Dress Code</p> <p>Data Protection</p>	<p>Leisure</p> <p>Corporate</p> <p>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)</p> <p>Sliminess – tissue breakdown</p> <p>Gas Formation – swollen packaging</p> <p>Sourness – production of acid, sour milk</p> <p>Discolouration – green/blue moulds on foods like bread, fruits and vegetables</p> <p>Warmth, Time, Food and Moisture</p> <p>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.</p> <p>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</p> <p>Conference</p> <p>Provision</p> <p>Advantages and disadvantages</p>	<p>Nutrients - nutrients, m</p> <p>Carbohydr complex (s simple (fas monosacch disacchario polysaccha</p> <p>Protein – l value, high value</p> <p>Fat – satur unsaturate polyunsatur monounsatur</p> <p>Vitamins – B, C, water soluble</p> <p>Minerals – sodium, ca</p> <p>Water – hy dehydration</p> <p>Dietary Fib</p> <p>Starch Poly</p> <p>roughage, diarrhoea,</p>



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	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	<p>AC1.1 describe the structure of the hospitality and catering industry</p> <p>AC1.2 analyse job requirements within the hospitality and catering industry.</p> <p>AC1.2 analyse job requirements within the hospitality and catering industry.</p>	<p>AC1.4 explain factors affecting the success of hospitality and catering providers.</p> <p>AC2.1 describe the operation of the kitchen.</p> <p>AC2.2 describe the operation of front of house</p>	<p>AC2.3 explain how hospitality and catering provision meet customer requirements</p> <p>AC3.1 describe personal safety responsibilities in the workplace.</p> <p>AC3.2 identify risks to personal safety in hospitality and catering.</p> <p>AC3.3 recommend personal safety control measures for hospitality and catering provision.</p>	<p>AC4.1 describe food related causes of ill health.</p> <p>AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO).</p> <p>AC4.3 describe food safety legislation.</p> <p>AC4.4 describe common types of food poisoning.</p> <p>AC4.5 describe the symptoms of food induced ill health.</p>	<p>Review</p> <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. <p>Recommend</p> <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 the structure of nutrients in the body
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2		Summer Term
Year 11	Topic	NEA	NEA	NEA	Practical Exam / Revision for second exam attempt		
	Core knowledge from this topic	<p>Allergies</p> <ul style="list-style-type: none">• Top 14 food allergens• Signs/Symptoms of anaphylaxis• Ways to adapt/prepare dishes to meet customer needs	<p>Time of Year</p> <ul style="list-style-type: none">• Seasonal Foods – Spring, Summer, Autumn, Winter• Seasonal Events e.g. Christmas, Eid, Passover	<p>Nutritional Value</p> <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?			



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		<p>Intolerances</p> <ul style="list-style-type: none">Coeliac/Gluten IntoleranceLactose IntoleranceFood swaps and adaptations <p>Medical Diets</p> <ul style="list-style-type: none">Low Saturated Fat (High Cholesterol/BP)Diabetes (Linked to sugar/carbohydrates) <p>Life Stages (compare and contrast each age group/stage to each other)</p> <ul style="list-style-type: none">ChildhoodAdulthoodOlder Adults (The Elderly)Pregnancy <p>Activity Levels</p> <ul style="list-style-type: none">ActiveInactive <p>Religions</p> <ul style="list-style-type: none">IslamMuslimCatholicismOther <p>Ethical Diets</p> <ul style="list-style-type: none">Vegan / Vegetarian / Pescetarian / Ovo-Vegetarian / Lacto-Vegetarian <p><u>Vitamin Deficiencies:</u> Visible/Non-Visible Symptoms</p> <ul style="list-style-type: none">Vitamin A (Retinol/Beta-Carotene)Vitamin B12 (Cobalamin)Vitamin D <p>Mineral Deficiencies: Visible/Non-Visible Symptoms</p>	<p>Staff and Equipment</p> <ul style="list-style-type: none">Skills of StaffQualificationsEquipment AvailableSmall/Large Scale EquipmentPowered/Non-Powered EquipmentTraining and Safe Use <p>Type of provision</p> <ul style="list-style-type: none">Service Type e.g. Buffet, Cafeteria, Table Service, Trolley ServiceLocation e.g. Countryside, CoastalSize e.g. Number of covers availableStandards e.g. Michelin, AA, Rosette, Stars, Trip Advisor, Social MediaMenu Type e.g. Table d’Hôte, A la CarteCost <p>Client Base</p> <ul style="list-style-type: none">Customer Needs/ExpectationsDietary RequirementsEquality Act 2010 <p>Preparation and Cooking (link to AC1.4)</p> <ul style="list-style-type: none">Energy efficient equipment/practiceEnergy Ratings <p>Ingredients Used</p> <ul style="list-style-type: none">Local Suppliers – advantages/disadvantagesForaging MenusImported – advantages/disadvantagesCarbon Footprint <p>Packaging</p>	<ul style="list-style-type: none">Added nutrients from accompaniments? <p>Sensory Aspects (Organoleptic)</p> <ul style="list-style-type: none">Look, Taste, Texture, Aroma, Sound <p>Cost</p> <ul style="list-style-type: none">Affordability linked to client baseCommodity 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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		<ul style="list-style-type: none">• Calcium• Iron <p>Nutritional Excess: Visible/Non-Visible Symptoms</p> <ul style="list-style-type: none">• Too much fat• Too much salt• Too much sugar <p>Purpose of cooking food</p> <ul style="list-style-type: none">• Making food safe to eat• Digestibility <p>Methods of Cooking Food: Moist</p> <ul style="list-style-type: none">• Boiling• Steaming• Poaching <p>Methods of Cooking Food: Dry</p> <ul style="list-style-type: none">• Baking• Grilling• Stir-frying• Roasting• Microwaving (additional)	<ul style="list-style-type: none">• Buy in Bulk• Unnecessary Packaging• Reusable Packaging <p>Environmental Issues</p> <ul style="list-style-type: none">• Plastic• Carbon Emissions• Carbon Footprint <p>Reduce, Reuse, Recycle</p> <ul style="list-style-type: none">• Reducing Waste• Reducing Energy Use• Reusing Packaging/Food• Recycling Packaging• Peelings and Composting				
		Hygiene and safety taught throughout the course, linked to the use of specific ingredients and practical work					
	Links to the national curriculum (if applicable)	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.					



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	Key vocabulary	<p>Deficiency, Excess, Vitamin A (Retinol/Beta-Carotene), Vitamin B12 (Cobalamin), Vitamin D, Calcium, Iron, Salt, Sugar, Fat (Saturated Fat), Toxicity, Symptom, Condition, Chronic, Alleviate.</p> <p>Medical: Diabetes, Allergies, Gluten Intolerance, Coeliac Disease, Lactose Intolerance, High Cholesterol, Coronary Heart Disease, (CHD), Obesity, Anaphylaxis, Saturated Fat (link to AC1.1)</p> <p>Religion: Buddhism, Islam, Hinduism, Judaism, Rastafarianism, Catholicism, HALAL, KOSHER.</p> <p>Ethical: Vegan, Vegetarian, Pescetarian, Ovo-Vegetarian, Lacto-Vegetarian, Lacto-Ovo Vegetarian</p> <p>Life Stage: Babies, Young Children, Teenagers, Adults, Pregnancy, Miscarriage, At Risk Groups, Older Adults, Elderly, Athletes, e.g. body builder vs sprinter.</p> <p>Digestibility, Bacteria, Boiling, Steaming, Poaching, Baking, Grilling, Stir-Frying, Roasting, Microwaving. Hot Holding, Core Temperature, 75°C.</p>	<p>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</p> <p>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</p> <p>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.</p>	<p>Nutrition, Sensory Aspects, Organoleptic, Affordability, Commodity, Appeal, Client Base, Consumer, Customer, Suitability. *See AC2.3 coursework template for full list of sensory descriptors.</p> <p>Cross-Contamination, Personal Hygiene, Health and Safety, Timing, Equipment, Contingency, Bacteria, Allergen, Chemical, Microbiological, Physical, Contaminats, 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.</p>			
	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	.AC1.2 Compare nutritional needs of specific groups.	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 .		



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	the end of the topic	<p>AC1.3 Explain characteristics of unsatisfactory nutritional intake.</p> <p>AC1.4 Explain how cooking methods impact on nutritional value.</p>	<p>AC2.2 Explain how dishes on a menu address environmental issues.</p>	<p>AC2.4 Create a production plan to make your two chosen dishes.</p>	<p>AC3.2 Assure quality of commodities to be used in food preparation.</p> <p>AC3.3 Use techniques in cooking of commodities.</p> <p>AC3.4 Complete dishes using presentation techniques.</p> <p>AC3.5 Use food safety practices.</p>		
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