



## Food and Nutrition



### Curriculum Overview Key Stage 3&4

Food and nutrition at Blessed Hugh Faringdon gives students the knowledge, skills and confidence to cook healthy and nutritious meals. Year Seven provides the foundation of understanding of food groups, safety in the kitchen and the basic practical cooking skills required to build a solid understanding and skill set throughout Key Stage 3. GCSE AQA Food and Nutrition allows students to further explore various diets, food cultures as well as global issues surrounding food. The students cook on a regular basis, consolidating their skills learned in Key Stage 3 and building up their own repertoire, for when they plan and cook a three-course meal as part of their controlled practical assessment.

KEY STAGE 3		
	Topic	Key Themes
YEAR 7	Introduction to food and nutrition	The students are introduced to the kitchen, the subject and are made familiar with the safety rules and basic hygiene.
	Safety skills	The students are taught the basic knife skills of “bridge and claw,” fundamental principles of hygiene in the kitchen and the “Danger Zone”
	Fruit and vegetables	The students are introduced to the <b>Eatwell Guide</b> , focussing on vitamins and minerals and what makes up the ‘5 a day’. Practical cooking activities include: <ul style="list-style-type: none"><li>- Fruit Rainbow smoothie</li><li>- Roasted vegetable salad</li></ul>

	Carbohydrates and Proteins	The students continue with the <b>Eatwell Guide</b> , focussing on carbohydrates and proteins, and their properties. Practical cooking activities include: <ul style="list-style-type: none"> <li>- Croque Monsieur (also learning about traditional cuisine)</li> <li>- Omelette with a free choice of filling</li> <li>- Chicken Wrap</li> </ul>
	Food provenance	The students are introduced to food provenance and where our food comes from. Practical cooking activity includes the 20-mile soup challenge where students are encouraged to research the most locally grown vegetables in the area and make a soup. This lesson also serves as an introduction to some of the kitchen equipment.
	Sugar	The students focus on the properties and uses of sugar, including the consequences of excess and deficiency. Practical cooking activity: <ul style="list-style-type: none"> <li>- Fruit crumble</li> </ul>
	<b>Topic</b>	<b>Key Themes</b>
	Health and Safety Recap	The students recap basic health and safety standards expected in the kitchen environment
<b>YEAR 8</b>	Italian Cuisine	The students research and understand one of the most widely known cuisines in the world, including its origins, traditions and signature dishes. This sets the theme for the dishes the students cook and present.
	Leavened products	Having learned about Italian Cuisine, the students then learn about the properties of yeast and how it is used in various leavened products. Practical lessons include: <ul style="list-style-type: none"> <li>-Bread roll</li> <li>-Fresh pizza with choice of topping</li> </ul> The students applying their knowledge of Italian Cuisine in a practical setting
	Pasta and farinaceous dishes	The students continue with the Italian theme through learning about pasta and its various uses. Practical cooking activities: <ul style="list-style-type: none"> <li>- Spaghetti Carbonara</li> <li>- Pasta Fiorentina</li> </ul>
	Dairy and Eggs	The students study dairy in the <b>Eatwell Guide</b> and learn about its uses, processes and nutritional properties. Practical cooking activities: <ul style="list-style-type: none"> <li>- Tomato and Basil Quiche</li> <li>- Tiramisu</li> </ul>
	Afternoon Tea Challenge	The students work in a small group and research the provenance of afternoon tea and a selection of afternoon tea dishes. They then work as a group to cook and present an afternoon tea consisting of: <ul style="list-style-type: none"> <li>- Scones</li> <li>- At least two different types of cake</li> <li>- A selection of fresh sandwiches.</li> </ul> This tests the students': <ul style="list-style-type: none"> <li>- research</li> <li>- teamwork</li> <li>- independent skill demonstration</li> </ul>

		- creativity
	<b>Topic</b>	<b>Key Themes</b>
<b>YEAR 9</b>	Food safety and hygiene test	The students are introduced to the Food Hygiene Level 2 course. They learn and understand what is required to gain this qualification which is mandatory for GCSE.
	Sauce making skills and dovetailing different skills	The students start to focus on some of the “Mother Sauces” and the methods of cooking and production which are prevalent for GCSE. Practical cooking activities: - Macaroni and cheese (Mornay Sauce) - Cottage pie (Velouté and Espagnole Sauces)
	Properties of eggs and emulsification	The students learn and understand the science behind the cooking of eggs. They learn about what makes an egg set, the science behind egg cookery and another of the “Mother Sauces”. Practical cooking activities: - Eggs Benedict/Florentine - Meringue nests
	Alternative proteins	The future of protein sources and the ethical considerations behind meat are addressed in this topic. The students learn about the varying alternative proteins we may come to rely more on in the future. Practical cooking activity: - Free choice practical using an alternative protein.
	Raising agents in baked goods.	The students learn about the chemical reactions which make a cake rise or how steam can factor into making baked goods increase in volume. Practical activities include: - Victoria sponge - Profiteroles and éclairs
	MasterChef challenge	The students work in a small group and research their own choice of theme or food culture. The student then cook and present a starter, main course and dessert relating to their theme, showing as much skill as possible. This is a test of the students’: - research - teamwork - independent skill demonstration - creativity <b>This exercise serve as a taster of what is expected in the GCSE practical exam.</b>

**KEY STAGE 4**

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**Examination Specification:**

	<b>Topic</b>	<b>Key Themes</b>
<b>YEAR 10</b>	Food nutrition – micro and macro nutrients	The students learn about all the micro and macro nutrients (Proteins, Carbohydrates, Vitamins etc..) and their functional properties, This includes their benefits in the diet, sources and consequences of excesses and deficiencies.
	Diet, nutrition and health	The students refer back to the Eatwell Guide to be able to fully justify what makes a balanced diet. The students learn and understand the various dietary requirements, allergens, deficiencies and diseases related to food and nutrition.
	Food science	The students learn about the various cooking methods associated with food and how it changes its properties. The students learn about the chemical and functional properties of carbohydrates, proteins and fats. This section forms the grounding of the food investigation task.
	Food safety	The students complete a Level Two Food Hygiene Certificate which provide them with the grounding in working safely in the kitchen, as well as making them aware of pathogens and bacteria which can cause illness and food spoilage.
	Food choice	The students learn about the twelve main factors which affect what we eat, ranging from activity levels, religion, other food cultures and availability. This topic stem towards deeper issues on food security issues.
	Food provenance	The students explore where our food comes from, how it is processed and how seasonality and climate change affects the food we procure.
	<b>Topic</b>	<b>Key Themes</b>
<b>YEAR 11</b>	Non exam Assessment 1 – Food Investigation Task	Research into the food task and scientific background. An investigation into the scientific properties of the food choice relating to the context Analysis and evaluation of results against a hypothesis.
	Non exam Assessment 2 – Food Preparation Task <b>Initial Research</b>	Analysis of the chosen context (e.g. a stage of life, a particular dietary culture or health issue) Research into suitable dishes relating to the chosen context, with research into the necessary skills and technical abilities required.
	Non exam Assessment 2 – Food Preparation Task <b>Demonstration of technical skills planning for the final menu</b>	Demonstration of three to four suitable dishes showcasing a range of different technical skills in a controlled setting. Producing a final menu with a detailed time plan, showing dovetailing of skills and various cooking stages
	Non exam Assessment 2 – Food Preparation Task <b>Presentation of final menu and analysis</b>	Students cook and present their three chosen dishes in a three-hour practical exam, being expected to show a high level of skill, health and safety considerations and presentation.

		A final analysis is conducted using a nutritional analysis tool and costing method to help the student achieve a final evaluation of their dish.
	Revision resources	Seneca Learning Online BBC Bitesize AQA Revision Guides
	Written exam	A one hour and forty-five-minute paper on Food and Nutrition

### **Extracurricular and Enrichment opportunities**

- Industry visits to restaurants or other food venues
- Guest speakers from the food and hospitality industry

