

All Hallows RC High School

Specialising in Business, Enterprise & Sports



FOOD PREPARATION & NUTRITION CURRICULUM OVERVIEW

MR EHLKE-WEST

September 2022



WE AIM FOR ALL HALLOWS RC
BUSINESS, ENTERPRISE AND SPORTS COLLEGE TO BE A
CATHOLIC SCHOOL
TO WHICH CHILDREN WISH TO COME
TO WHICH PARENTS WISH TO SEND THEIR CHILDREN
AND WHERE TEACHERS
WISH TO TEACH

OUR MISSION IS TO OFFER A
HIGH QUALITY
CATHOLIC EDUCATION
FOR ALL, IN AN ENVIRONMENT WHERE
GOSPEL VALUES ARE CENTRAL
TO TEACHING AND LEARNING
AND IN WHICH THE
UNIQUE VALUE
OF EACH PERSON IS
RECOGNISED AND RESPECTED

Curriculum Intent

At All Hallows, we aim to give our pupils a curriculum in Food Preparation & Nutrition that is broad, balanced and relevant. We want to promote a love for learning and inquiry, as well as making food engaging and intellectually challenging. We strive for our pupils to learn and master skills which will help them become confident, organised, adaptable, creative and independent members of their communities.

Instilling a love for cooking in our students will also open a door to one of the greatest expressions of human creativity and enable them to feed themselves and others affordably well, now and in later life.

- We aim to create engaging lessons that promote teaching for understanding rather than covering fragmented content.
- We aim to teach the pupils the KS3 National curriculum and use a logical order of objectives which uses big ideas to equip students for success at GCSE later on and in life.
- We aim to group topics so they are in a sequenced and logical order; a spiral idea where topics have a natural progression in order of increasing difficulty and understanding.
- We aim for assessments to be interleaved so pupils are constantly revisiting previous topics to ensure their learning is holistic and not in a modular format.
- We aim to use various strategies to make sure pupils remember what they need to learn and retain it in their long term memory.

WHAT DO WE WANT PUPILS TO ACHIEVE FROM OUR KS3 CURRICULUM?

- To develop a knowledge and conceptual understanding of the basic principles of nutrition and healthy eating and have the opportunity to apply them accordingly.
- To be equipped with the nutritional and practical knowledge required to understand the uses and implications of food, today and for the future.
- Gain an understanding of the source, seasonality and characteristics of a broad range of ingredients.
- To be able to prepare and cook a range of sweet and savoury recipes whilst also learning how and why the following tasks are undertaken;

- Washing up and cleaning down within a group or as individuals
- Using a range of kitchen utensils and equipment safely
- Applying heat in different ways
- Using their awareness of taste, texture, appearance and smell in order to help them decide how to season dishes and combine ingredients
- Apply the basic principles of food safety
- Work independently and as part of a team

WHAT DO WE WANT PUPILS TO ACHIEVE FROM OUR KS4 CURRICULUM?

- To expand and further develop a deeper understanding and proficiency in all KS3 areas highlighted above.
- To undertake a 'scientific investigation' which will assess the learner's knowledge and understanding in relation to the chemical principles that underlies the preparation and cooking of food [15% of total GCSE mark].
- To undertake a 'food preparation assessment' that will measure the learner's knowledge, skill and understanding in relation to the planning, preparation, cooking and presentation of food [35% of total GCSE mark].
- To undertake a 'written examination' that will contain compulsory, structured, short and extended response questions assessing areas such as nutrition & health, food science, food safety, food choice and food provenance [50% of the total GCSE mark].

EXTRA CURRICULAR KS4 ACTIVITIES / OPPORTUNITIES

Students at KS4 will also be given the opportunity to become fully involved in the planning, preparation and execution of the following extracurricular activities;

- To provide food & drink for an annual 'whole school' awards ceremony.
- To provide food & drink for an annual 'Yr6' open evening.
- Entering external catering competitions.
- To provide food & drink for an annual 'whole school' culture day.

OVERVIEW OF FOOD PREPARATION AND NUTRITION SCHEME OF WORK

KS3 YEAR 7

19 x 100 minute 'double' lessons 'worked through' during a period of 19 weeks that are broken down into 3 specific intervals throughout the year.

Theoretical work whereupon the students will begin to learn about, gain valuable knowledge in, and understand how to apply the principles of nutrition. They will do so by studying the following topics;

- Healthy eating guidelines - utilising the eatwell guide as created by Public Health England and The Food Standards Agency, UK in order to gain a knowledge and understanding of the different food commodity groups and their nutritional value within the diet.
- Macronutrients [carbohydrates, protein & fats] - in order to gain a knowledge and understanding of their nutritional benefit whilst also identifying;
 - The different foods [plant & animal] that have a high nutritional value
 - The contrasting amounts of protein that different people require
 - The consequences of having too little protein in the diet
- Fibre & water - in order to gain a knowledge and understanding of their nutritional benefit whilst also identifying;
 - The different foods [plant & animal] that have a high nutritional value
 - The contrasting amounts of fibre & water that different people require
 - The consequences of having too little protein in the diet

Practical work whereupon the students will plan, prepare, cook and evaluate a range of sweet and savoury recipes whilst also recognising;

- The importance of following the basic principles of food safety.
- The consequences of not following all safe working practices within the kitchen.
- The advantages & disadvantages of working independently or as part of a team.

Dishes produced are as follows [please note - vegetarian, meat free alternatives and food intolerances are always catered for];

- Fresh Fruit Crumble
- Bubble & Squeak
- Lemon Sponge Cake
- Meatballs & Pasta Ragu

- Egg Salad Sandwiches
- Fried Potatoes with Sausage & Egg
- Chinese Chicken, Rice & Peas

Whilst completing the above, students will also become confident and competent in the following kitchen affiliated skills;

- Washing up and cleaning down within a group or as individuals
- Using a range of kitchen utensils and equipment safely
- Applying heat in different ways
- Using their awareness of taste, texture, appearance and smell in order to help them decide how to season dishes and combine ingredients
- Apply the basic principles of food safety
- Work independently and as part of a team

KS3 YEAR 8

19 x 100 minute 'double' lessons 'worked through' during a period of 19 weeks that are broken down into 3 specific intervals throughout the year.

Theoretical work whereupon the students will continue to learn about, gain valuable knowledge in, and understand how to apply the principles of nutrition. They will do so by 'recalling' or being 'introduced to' the following topics;

- Recall - much of what was introduced in Year 7 as follows;
 - The eatwell guide - benefits, consequences of too little & relevant food/drink
 - Macronutrients - benefits, consequences of too little & relevant food/drink
 - Fibre & water - benefits, consequences of too little & relevant food/drink
- Micronutrients [vitamins a,b, c & d and minerals such as iron and calcium] - in order to gain a knowledge and understanding of their nutritional benefit whilst also identifying;
 - The different foods [plant & animal] that have a high nutritional value
 - The contrasting amounts of each nutrient that different people require
 - The consequences of having too little of each nutrient in the diet
- They will also learn about and gain valuable knowledge in;
 - Identifying why & how households, food producers & retailers all contribute to the unnecessary wastage of food

- Illustrating ways how food waste can be reduced by all relevant 'stakeholders'
- Understanding why food packaging is such a useful commodity within the food industry whilst also explaining how it can be reduced thus improving the impact it is having on the environment

Practical work whereupon the students will continue to plan, prepare, cook and evaluate a range of sweet and savoury recipes whilst also recognising;

- The importance of following the basic principles of food safety.
- The consequences of not following all safe working practices within the kitchen.
- The advantages & disadvantages of working independently or as part of a team.

Dishes produced are as follows [please note - vegetarian, meat free alternatives and food intolerances are always catered for];

- Sausage Rolls [ready made puff pastry]
- Mince & Potato Pasties [homemade short pastry]
- Chocolate & Orange Sandwich Cake
- Bread Based Pizza
- Vegetable Biryani
- Cheesy Fried Potatoes
- Pasta Carbonara

Whilst completing the above, students will continue to become confident and competent in the following kitchen affiliated skills;

- Washing up and cleaning down within a group or as individuals
- Using a range of kitchen utensils and equipment safely
- Applying heat in different ways
- Using their awareness of taste, texture, appearance and smell in order to help them decide how to season dishes and combine ingredients
- Apply the basic principles of food safety
- Work independently and as part of a team

KS3 YEAR 9

12 x 100 minute 'double' lessons 'worked through' during a period that is broken into 2 specific intervals throughout the year.

Theoretical work whereupon the students will continue to learn about, gain valuable knowledge in, and understand how to apply the principles of nutrition by 'recalling' topics initially introduced during Year 7 and 8. They will also investigate and familiarise themselves within the following subject matter area and be able to recognise how ;and or why this is the case;

- Factors that affect people's food choice to include;
 - What influences people's food choices
 - Cultural, religious & moral food choices
 - Food labelling
 - Marketing

Practical work whereupon the students will continue to plan, prepare, cook and evaluate a range of sweet and savoury recipes whilst also recognising;

- The importance of following the basic principles of food safety.
- The consequences of not following all safe working practices within the kitchen.
- The advantages & disadvantages of working independently or as part of a team.

Dishes produced are as follows [please note - vegetarian, meat free alternatives and food intolerances are always catered for];

- Crushed Potatoes with Roasted Root Vegetables
- Lasagne [homemade pasta] & Garlic Bread
- Savoury Rice
- Afternoon Tea to include a range of sandwiches, fruit scones & homemade sausage rolls

Whilst completing the above, students will continue to become confident and competent in the following kitchen affiliated skills;

- Washing up and cleaning down within a group or as individuals
- Using a range of kitchen utensils and equipment safely
- Applying heat in different ways
- Using their awareness of taste, texture, appearance and smell in order to help them decide how to season dishes and combine ingredients
- Apply the basic principles of food safety
- Work independently and as part of a team

KS4 YEAR 10

38 x 100 minute 'double' lessons and 38 x 50 minute lessons 'worked through' during a period that is broken into 6 half term intervals throughout the year.

Theoretical work whereupon the students will expand and further develop their understanding and proficiency pertaining to the principles of nutrition. They will do so by 'recalling' or being 'introduced to' the following topics;

- Nutritional needs of different age groups - teenagers, adults and the elderly.
- Diet related health problems - obesity, coronary heart disease, anaemia, diabetes and how a poor diet can affect bone strength and structure.
- Energy needs - basal metabolic rate, physical activity level and energy sources.
- Recall - much of what was introduced in Year 7 as follows;
 - The eatwell guide - benefits, consequences of too little & relevant food/drink
 - Macronutrients - benefits, consequences of too little & relevant food/drink
 - Fibre & water - benefits, consequences of too little & relevant food/drink
 - Micronutrients [vitamins a,b, c & d and minerals such as iron and calcium] - benefits, consequences of too little & relevant food/drink

They will also learn about and gain valuable knowledge in;

- Food science to include;
 - Why and how food is cooked
 - The different types of heat transference
 - Raising agents
 - The changing properties of proteins, carbohydrates and fats
- Food provenance to include;
 - Where food comes from and how it is produced [farming methods, etc]
 - Food miles and carbon footprints
 - Global food production and food security/insecurity
 - Primary and secondary food processing
 - Food modification and fortification
- Food safety to include;
 - Food spoilage
 - The safe storage of all food and drink
 - The safe preparation, cooking, service and recovery of all food and drink

- Food poisoning
- The positive and negative influences of microorganisms within the food industry

Practical work whereupon the students will continue to plan, prepare, cook and evaluate a range of sweet and savoury recipes whilst also recognising;

- The importance of following the basic principles of food safety.
- The consequences of not following all safe working practices within the kitchen.
- The advantages & disadvantages of working independently or as part of a team.

During the KS4 students are directed to concentrate on nutritious, affordable, dishes/recipes that can be used both now, in the future and during their practical skills assessment towards the end of Yr11.

Dishes produced are as follows [please note - vegetarian, meat free alternatives and food intolerances are always catered for];

- Pasta - Lasagne, meatballs, carbonara, bolognaise, ravioli, cannelloni, bakes, etc
- Rice - paella, risotto, pudding, fried, braised, biriyani, pilau, etc
- Potatoes - roast, mashed, crushed, potato salad, stir fried, chipped, baked, etc
- Bread - whole grain, farmhouse, pizza, naan, wraps, puddings, sweet & savoury buns, etc
- Eggs - quiches, omelettes, custards, poached, pancakes, etc
- Pastries - short pastry [pies, flans], puff pastry [pasties], choux pastry [eclairs], filo pastry [samosas]

KS4 YEAR 11

30 x 100 minute 'double' lessons and 38 x 50 minute lessons 'worked through' during a period that is broken into 5 half term intervals throughout the year.

Theoretical work whereupon students will expand and further develop their understanding and proficiency pertaining to all 5 previously mentioned topics as detailed below;

- Food commodities, nutrition and health
- Food science
- Food provenance
- Food safety
- Food choice

They will also undertake the following assessments/exams throughout the aforementioned period;

- Written examination - 50% GCSE mark
 - Contains compulsory, structured short and extended response questions that are designed to test the learners knowledge, skill and understanding in relation to the above mentioned topics and
- Culinary skills assessment - 35% GCSE mark
 - Designed to measure the learners knowledge, skill and understanding in relation to the planning, preparation, cooking and presentation of food
- Scientific food investigation - 15% GCSE mark
 - Designed to assess the learners knowledge, skill and understanding in relation to the scientific principles that underpins the preparation and cooking of food



Practical work will be undertaken in conjunction with the culinary skills assessment as alluded to above.

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