

**All Hallows RC High School**

Specialising in Business, Enterprise & Sports



# FOOD & NUTRITION CURRICULUM OVERVIEW

**MR EHLKE-WEST**

September 2021



**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**

*“Food is one of life’s greatest joys and knowing how to cook means that our pupils will be able to turn all sorts of fresh ingredients into great, affordable, nutritious meals.”*

## Curriculum Intent

It is my overriding wish to see all our students become confident, organised, adaptable, creative and independent members of their communities. Learning about food will help them achieve these aims.

They will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love for cooking in our students will also open a door to one of the greatest expressions of human creativity. Learning how to cook is a crucial life skill that enables them to feed themselves and others affordably and well, now and in later life.

### KS3:

The course at KS3 introduces the students to the main aspects of food from a theoretical and practical perspective and allows them to develop the skills and knowledge that will impact on their futures.

They will:

1. Gain an understanding of, and have the opportunity to, apply the basic principles of nutrition and healthier eating.
2. 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 a team.
3. Gain an understanding of the source, seasonality and characteristics of a broad range of ingredients.

### KS4:

At KS4, the students are given the option of continuing to study food at GCSE level.

They will:

1. Expand and further develop their understanding and proficiency in all KS3 areas highlighted above.
2. Undertake a ‘scientific food investigation’ which will assess the learner’s knowledge, skills and understanding in relation to scientific principles that underlies the preparation and cooking of food [15% of total GCSE mark].
3. Undertake a ‘food assessment’ that will measure the learner’s knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food [35% of total GCSE mark].
4. Undertake a written examination that will contain compulsory, structured, short and extended response questions assessing areas such as, nutrition and health, food science, food safety, food choice and food provenance [50% of total GCSE mark].

They will also be given the opportunity to become fully involved in the planning, preparation and execution of the following extracurricular activities:

- a. Providing food and drink for the annual whole school ‘awards ceremony’.
- b. Providing food and drink for at least two ‘performing arts’ events per year.
- c. Providing food and drink for the annual ‘Yr6 open evening’.
- d. Providing any number of buffets to staff and or other dignitaries.
- e. Entering external catering competitions.
- f. Providing food and drink for the annual ‘school culture day’.

On the next page, there is a table that gives an overview of the schemes of work used in food:

## Year 7 [100 minutes a week for 19 weeks]

**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 & The Foods Standards Agency, UK
- **Macronutrients** [carbohydrates, fat & proteins] - nutritional benefit, relevant foods/drinks, consequences of too little
- **Micronutrients** [fat soluble & water soluble vitamins, minerals] - nutritional benefit, relevant foods/drinks, consequences of too little
- **Fibre & Water** - nutritional benefit, relevant foods/drinks, consequences of too little

**Practical work** whereupon the students will plan, prepare, cook and evaluate a range of sweet and savoury recipes.

Whilst doing so, the students will also gain an understanding of the source, seasonality and characteristics of a broad range of the ingredients used in said recipes.

Dishes produced are as follows:

- Fresh Fruit Crumble
- Sausage & Bacon Fried Potatoes
- Bubble & Squeak
- Lemon Sponge Cake
- Chocolate & Orange Flapjacks
- Meatballs & Pasta Ragu
- Chicken & Sandwiches

**Please note** - vegetarian, meat free alternatives and food intolerances are catered for.

Whilst completing the above, students will also become competent & confident 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 a team.

## Year 8 [100 minutes a week for 19 weeks]

**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 studying the following topics:

- **Recall** much of what was learnt in year 7 in ref to:
  - The eatwell guide - food commodity groups
  - Macronutrients - benefits, consequences of too little & relevant foods/drinks
  - Micronutrients - benefits, consequences of too little & relevant foods/drinks
  - Fibre & Water - benefits, consequences of too little & relevant foods/drinks
- **Nutritional needs of different age groups** - teenagers, adults & the elderly
- **Diet related health problems** - obesity, coronary heart disease, anaemia, diabetes & who a poor diet can affect our bones
- **Energy needs** - basal metabolic rate, physical activity level & energy sources

**Practical work** whereupon the students will continue to plan, prepare, cook and evaluate a range of sweet and savoury recipes.

Whilst doing so, the students will also **continue** to gain an understanding of the source, seasonality and characteristics of a broad range of the ingredients used in said recipes.

Dishes produced are as follows:

- Pasta Bolognese
- Sausage Rolls [puff pastry]
- Meat & Potato Pasties [puff & short pastry]
- Pizza [real bread base]
- Chocolate Sponge Cake / Chocolate Buttercream [family sized]
- Braised savoury rice with chicken & vegetables
- Fishcakes with a Chilli Dip

**Please note** - vegetarian, meat free alternatives and food intolerances are catered for.

Whilst completing the above, students will also become **more** competent & confident 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 a team.

### **Year 9 [100 minutes a week for 7 weeks]**

**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 studying the following topics:

- **Recall** much of what was learnt in year 7&8 in ref to:
- **The eatwell guide** - food commodity groups
- **Macronutrients** - benefits, consequences of too little & relevant foods/drinks
- **Micronutrients** - benefits, consequences of too little & relevant foods/drinks
- **Fibre & Water** - benefits, consequences of too little & relevant foods/drinks

- **Nutritional needs of different age groups** - teenagers, adults & the elderly
- **Diet related health problems** - obesity, coronary heart disease, anaemia, diabetes & who a poor diet can affect our bones
- **Energy needs** - basal metabolic rate, physical activity level & energy sources

**Practical work** whereupon the students will continue to plan, prepare, cook and evaluate a range of sweet and savoury recipes.

Whilst doing so, the students will also **continue** to gain an understanding of the source, seasonality and characteristics of a broad range of the ingredients used in said recipes.

Dishes produced are as follows:

- Pasta Bolognese
- Chocolate Sponge Cake / Chocolate Buttercream [family sized]
- Braised savoury rice with chicken & vegetables

**Please note** - vegetarian, meat free alternatives and food intolerances are catered for.

Whilst completing the above, students will also become **even more** competent & confident 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 a team.

### **KS4 Year 9 GCSE [150 minutes a week for 25 weeks]**

**Theoretical work** whereupon the students will expand & further develop their understanding and proficiency pertaining to the principles of nutrition.

- **The eatwell guide** - food commodity groups
- **Macronutrients** - benefits, consequences of too little & relevant foods/drinks
- **Micronutrients** - benefits, consequences of too little & relevant foods/drinks
- **Fibre & Water** - benefits, consequences of too little & relevant foods/drinks
- **Nutritional needs of different age groups** - teenagers, adults & the elderly
- **Diet related health problems** - obesity, coronary heart disease, anaemia, diabetes & who a poor diet can affect our bones
- **Energy needs** - basal metabolic rate, physical activity level & energy sources

They will also begin to learn about, gain valuable knowledge in and understand the importance of the following topic:

- **Food Safety** - food spoilage, the safe storage of food & drink, how to prepare food safely, food poisoning, the use of microorganisms in the food industry

**Practical work** whereupon the students will continue to plan, prepare, cook and evaluate a range of sweet and savoury recipes.

Whilst doing so, the students will also **continue** to gain an understanding of the source, seasonality and characteristics of a broad range of the ingredients used in said recipes.

At GCSE however, we do mainly concentrate on dishes that our students will be able to turn into great, affordable, nutritious meals now and in the future.

Some examples are as follows:

- **Pasta** - lasagne, meatballs, pasta bake, carbonara, minestrone soup
- **Rice** - paella, savoury, fried, risotto, rice pudding
- **Potatoes** - roast, mashed, wedges, stir fried,
- **Bread** - wholemeal, farmhouse, pizza, naan, wraps, bread & butter pudding,
- **Eggs** - quiche, omelette, custard, mayonnaise, poached & fried, pancakes,
- **Pastry** - short pastry for pies & flans, puff pastry for pasties, choux pastry for eclairs, filo pastry for samosas,
- **Cakes** - creaming method for sponge, rubbing in method for scones, melting method for eclairs,

**Please note** - vegetarian, meat free alternatives and food intolerances are catered for.

Whilst completing the above, students will **continue to become more** competent & confident in all of the previously mentioned kitchen affiliated skills:

#### **KS4 Year 10 GCSE [150 minutes a week for 38 weeks]**

**Theoretical work** whereupon the students will **expand & further develop** their understanding and proficiency pertaining to the principles of nutrition.

- **The eatwell guide** - food commodity groups
- **Macronutrients** - benefits, consequences of too little & relevant foods/drinks
- **Micronutrients** - benefits, consequences of too little & relevant foods/drinks
- **Fibre & Water** - benefits, consequences of too little & relevant foods/drinks
- **Nutritional needs of different age groups** - teenagers, adults & the elderly
- **Diet related health problems** - obesity, coronary heart disease, anaemia, diabetes & who a poor diet can affect our bones
- **Energy needs** - basal metabolic rate, physical activity level & energy sources

They will also begin to learn about, gain valuable knowledge in and understand the importance of the following topics:

- **Food Science** - why food is cooked, heat transfer, how food is cooked [cooking methods], raising agents
- **Food Choice** - influences on food choice inc cultural/religious/moral, food labelling, marketing, sensory testing
- **Food Provenance** - who food is produced, waste food & packaging, food miles & carbon footprint, global food production, primary & secondary food processing, food modification & fortification

**Practical work** whereupon the students will continue to plan, prepare, cook and evaluate a range of sweet and savoury recipes.

Whilst doing so, the students will also continue to gain an understanding of the source, seasonality and characteristics of a broad range of the ingredients used in said recipes.

At GCSE however, we do mainly concentrate on dishes that our students will be able to turn into great, affordable, nutritious meals now and in the future.

Some examples are as follows:

- **Pasta** - lasagne, meatballs, pasta bake, carbonara, minestrone soup
- **Rice** - paella, savoury, fried, risotto, rice pudding
- **Potatoes** - roast, mashed, wedges, stir fried,
- **Bread** - wholemeal, farmhouse, pizza, naan, wraps, bread & butter pudding,
- **Eggs** - quiche, omelette, custard, mayonnaise, poached & fried, pancakes,
- **Pastry** - short pastry for pies & flans, puff pastry for pasties, choux pastry for eclairs, filo pastry for samosas,
- **Cakes** - creaming method for sponge, rubbing in method for scones, melting method for eclairs.

**Please note** - vegetarian, meat free alternatives and food intolerances are catered for.

Whilst completing the above, students will **continue to become** more competent & confident in all of the previously mentioned kitchen affiliated skills.

#### **KS4 Year 11 GCSE [150 minutes a week for 32 weeks]**

**Theoretical work** whereupon the students will **expand & further develop** their understanding and proficiency pertaining to all of the previously mentioned topics detailed below in readiness for their written exam at the end of the academic year worth 50% of the GCSE:

- **Section One Food, Nutrition & Health** - macronutrients, micronutrients, fibre & water, nutritional needs of different age groups, diet related health problems, energy needs
- **Section Two Food Science** - why food is cooked, heat transfer, how food is cooked [cooking methods], raising agents
- **Section Three Food Choice** - influences on food choice, food labelling, marketing, sensory testing
- **Section Four Food Provenance** - who food is produced, waste food &

packaging, food miles & carbon footprint, global food production, primary & secondary food processing, food modification & fortification

- **Section Five Food Safety** - food spoilage, the safe storage of food & drink, how to prepare food safely, food poisoning, the use of microorganisms in the food industry

They will also undertake the following:

- **A 'scientific food investigation'** which will assess the learner's knowledge, skills and understanding in relation to scientific principles that underlies the preparation and cooking of food [15% of total GCSE mark].
- **A 'food assessment'** that will measure the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food [35% of total GCSE mark].
- **A written examination** that will contain compulsory, structured, short and extended response questions assessing areas such as, nutrition and health, food science, food safety, food choice and food provenance [50% of total GCSE mark].

**Practical work** whereupon the students will continue to plan, prepare, cook and evaluate a range of sweet and savoury recipes in **conjunction with the 'food assessment'** alluded to as per their theoretical work.

Please see a brief explanation of the assessment as a whole and where the practical element fits in:

- **Investigate & plan a particular task as set by the Examination Board** - Investigate the task / Demonstrate knowledge & understanding in choice of dishes when selecting menu / Produce dovetailed sequence of work to include H&S
- **Prepare, cook & present a menu of 3 dishes plus accompaniments in a single session** - Demonstrate all applicable H&S throughout / Demonstrate a variety of technical skills / Use a wide range of ingredients / Demonstrate portion control and food styling
- **Evaluate the selection, preparation, cooking & presentation of the 3 dishes & accompaniments** - Evaluate technical skills / Evaluate using sensory properties (taste, texture, etc) / Evaluate the presentation of finished dishes



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