



	Overall aim of Food and Nutrition: By studying Food and Nutrition at Blessed Robert Sutton all pupils from Year 7 to Year 11 will gain a coherent knowledge and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes enlightened by the Sutton Way.
	Food and Nutrition will teach spiritual development by pupils developing an appreciation of God's creation and an understanding of the spiritual connections to food choices. Pupils will understand the importance of the food we eat and the religions people observe. Pupils will learn about the world we live in and how food choices effect the planet for future generations.
	Food and Nutrition will teach social excellence through a range of teaching strategies that allow opportunities for pupils to work effectively as a community. Class discussions will develop pupils' abilities to work effectively as a team; communicating, respecting, listening and developing each other's ideas. Students will look at how food and meal times plays an active part in social development. Pupils will begin to develop their ICT skills to prepare them for the digital world we now live in and to equip them with skills for life..
	Food and nutrition will teach academic excellence by developing an understanding of the key theories behind food and nutrition and food science. Teaching will equip pupils to understand, the key theory behind nutrition and food, food science and why we need to eat a balanced diet. Students will continue to develop their practical skills and apply a broad range of skills in their practical work. Pupils will develop their knowledge and understanding of the function of key ingredients both in recipes and also in the diet. Pupils will use their scientific knowledge of ingredients to make predictions, carry out experiments and record and evaluate their findings. Additionally, pupils will learn how food choices can have an impact on peoples well being and the connect to special diets that people have to follow.

Enrichment opportunities in this subject include:
 Curriculum challenges
 Seasonal lunch time cooking clubs
 Super Curriculum tasks
 Visitors in school from e.g University for food science/ Vegetarian Society

The KS3 Food curriculum takes account of the National Curriculum, the core competencies and the need to prepare students for the GCSE Food Preparation and Nutrition specification. However the rationale behind the curriculum is driven by a vision of what all students should know, understand and be able to do by the end of key stage 3.

KS3 National curriculum

"As part of their work with food, pupils will be taught how to cook safely and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life."

- understand and apply the principles of **nutrition and health**
- 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 aroma to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes
- understand the **source, seasonality and characteristics** of a broad range of ingredient
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices

Assessment

Students will be assessed through a personal learning checklist, grading their progress based on a RAG rating. Formal Knowledge and Skill check assessments will take place each term. Through the term short end of topic knowledge tests will be completed along with knowledge checks to start every lesson demonstrating retrieval of prior knowledge.

Ways to help your child succeed

Please could you help by checking practical dates with your son/daughter to ensure they gain the knowledge and skills through practical work. Share Food in the news articles and literature with your child to help support learning in the classroom.

Useful website: Food a fact of life.org.uk, The Grain chain.com

Our key stage 3 FOOD curriculum aims to ensure the following skills and knowledge are developed by the end of KS3, with 1 term per academic year studying Food and Nutrition on a DT rotation

- All students should have the skills, confidence and resilience to undertake preparing and cooking a range of dishes independently and safely.
- All students should have some understanding of how the food they consume will impact on the health of their body and mind, both now and in the future.
- All students should understand that ingredients have specific functions in recipes and be beginning to understand some of food science.
- All students should understand some of the impact that growing, rearing and processing foods can have on people and planet.
- All students should have some understanding of their choices as consumers.

Food preparation and cooking skills (food safety)

For students to demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.

Health and nutrition

To develop students understanding about the relationship between diet, nutrition and health including the physiological and psychological effects of poor diet and health

Food science

To develop knowledge and understanding of the functional properties and chemical processes of food ingredients.

Factors affecting food choice

To understand the economic, environmental, cultural and ethical influences on food availability and choices, diet and health.

Food provenance

To understand the origins and production process of ingredients and the impact that this can have on the environment.

Key stage 3 curriculum

KS4 Curriculum Intent for Food and Nutrition at Blessed Robert Sutton Catholic Voluntary Academy



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	Food and Nutrition will teach spiritual development by pupils developing an appreciation of God's creation and an understanding of the spiritual connections to food choices. Pupils will understand the importance of the food we eat and the religions people observe. Pupils will learn about the world we live in and how food choices effect the planet for future generations.
	Food and Nutrition will teach social excellence through a range of teaching strategies that allow opportunities for pupils to work effectively as a community. Class discussions will develop pupils' abilities to work effectively as a team; communicating, respecting, listening and developing each other's ideas. Students will look at how food and meal times plays an active part in social development. Pupils will also gain ICT skills that will prepare them for future careers and equip them with key skills for the digital world and skills for life.
	Food and Nutrition will teach academic excellence by developing an understanding of the key theories behind food and nutrition and food science. Teaching will equip pupils to understand, the key theory behind nutrition and food, food science and why we need to eat a balanced diet. Students will continue to develop their practical skills and apply a broad range of skills in their practical work. Pupils will develop their knowledge and understanding of the function of key ingredients both in recipes and also in the diet. Pupils will use their scientific knowledge of ingredients to make predictions, carry out experiments and record and evaluate their findings. Additionally, pupils will learn how food choices can have an impact on peoples well being and the connect to special diets that people have to follow.
Enrichment opportunities in this subject include: Curriculum challenges Seasonal lunch time cooking clubs Super Curriculum tasks Visitors in school from e.g University for food science/ Vegetarian Society	

KS4 Food Preparation and Nutrition

Our key stage 4 FOOD curriculum aims to ensure the following skills and knowledge are developed for them to achieve a GCSE in Food Preparation and Nutrition

Food and Nutrition in our school will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Our curriculum will encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

Through food and nutrition, students will demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.

Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks. Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.

Develop and understanding of the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices

Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.

Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes

Assessment

Students will be assessed using PLC check lists for each topic in year 10 based on RAG. During year 10 students will complete knowledge checks at the start of every lesson and formal knowledge checks each half term. Students will be assessed on their practical skills every lesson and also complete written assessments in for form of GCSE papers/style questions to demonstrate their knowledge and understanding.

During year 11 students will complete their NEA 1 and NEA 2 which is internally marked and moderated before submission to the exam board.

Exam Board – AQA Food Preparation and Nutrition

50% Written exam at the end of year 11

50% NEA (non exam assessment) 2 pieces of work submitted

NEA1 = 15% and NEA 2 = 35%

Ways to help your child succeed

Please could you help by checking practical dates with your son/daughter to ensure they gain the knowledge and skills through practical work.

Share Food in the news articles and literature with your child to help support learning in the classroom.

Promote revision from the start of year 10 theory content taught in year 10

Useful website: Food a fact of life.org.uk, GCSE Bite size, Senecalearning.com, AQA Food and Nutrition clips on key topics (access on you tube) Super Curriculum accessed through Firefly.

Key stage 4 curriculum

Preparation and cooking techniques

Students demonstrate and apply skills when planning, preparing, cooking and presenting a selection of recipes, modifying recipes, or creating new recipes, to meet particular requirements. Students are to consider the influence of lifestyle and consumer choice when developing meals and recipes • consider the nutritional needs and food choices when selecting recipes, including when making decisions about the ingredients, processes, cooking methods, and portion sizes. Manage the time and cost of recipes effectively • use their testing and sensory evaluation skills, adjusting where needed, to improve the recipe during the preparation and cooking process • explain, justify and present their ideas about their chosen recipes and cooking methods to others.

Health and Nutrition

The recommended guidelines for a healthy diet and how peoples' nutritional needs change and how to plan a balanced diet for those life-stages, including for those with specific dietary needs. The importance of maintaining a healthy body weight throughout life. The specific functions, sources, dietary of macronutrients and micronutrients. Be able to plan recipes, meals and diets accordingly and take into account requirements for major diet related health risks including obesity, cardiovascular, bone health, dental health, iron deficiency anaemia, diabetes. The importance of hydration, the function of water in the diet.

Food Science

The scientific principles underlying the preparation and cooking of food: Why food is cooked? How heat is transferred to food? Understanding of the working characteristics, functional and chemical properties of ingredients to achieve a particular result:
• carbohydrates – gelatinisation, dextrinisation • fats/oils – shortening, aeration, plasticity and emulsification • protein – coagulation, foam formation, gluten formation, acid denature
• fruit/vegetables - enzymic browning, oxidisation • how preparation and cooking affects the sensory and nutritional properties of food • food safety principles when buying, storing, preparing and cooking food.

Food choice

How sensory perception guides the choices that people make. The sensory qualities of a range of foods and combinations and understand how to set up tasting panels for preference testing. The range of factors that influence food choices, including enjoyment, preferences, seasonality, costs, availability, time of day, activity, celebration, or occasion. The choices that people make about certain foods according to religion, culture, ethical belief or medical reason. How to make informed choices about food and drink to achieve a varied and balanced diet, including awareness of portion sizes. How the information about food available to the consumer, including food labelling and marketing, influences food choice.

Food & food provenance

Where and how foods are grown, reared, or caught and the primary and secondary stages of processing and production. How processing affects the sensory and nutritional properties of ingredients. The impact of food and food security on the environment, local and global markets and communities. The development of culinary traditions in British and two international cuisines, their distinctive features and characteristics. Cooking methods, presentation and eating patterns