THE BECKET SCHOOL



FOOD AND NUTRITION

CURRICULUM INTENT



"I HA VE COME IN ORDER THAT YOU MIGHT HAVE LIFE —LIFE IN ALL ITS FULLNESS."

~JOHN 10:10

"GIVE A MAN A FISH, AND HE WILL BE HUNGRY AGAIN TOMORROW; TEACH HIM TO CATCH A FISH, AND HE WILL BE Richer All His Life." Lao Tsu

WE AIM TO INSTIL A LOVE OF COOKING. AS PART OF THEIR WORK WITH FOOD, STUDENTS WILL BE TAUGHT HOW TO COOK AND APPLY THE PRINCIPLES OF NUTRITION, FOOD SAFETY, FOOD SCIENCE AND HEALTHY EATING. THIS WILL GIVE OUR STUDENTS VITAL LIFE SKILLS THAT ENABLE THEM TO FEED THEMSELVES AND OTHERS AFFORDABLY AND NUTRITIOUSLY, BOTH NOW AND LATER IN LIFE. WE ENCOURAGE THE DEVELOPMENT OF HIGH SKILLS AND RESILIENCE IN A SAFE ENVIRONMENT, ALLOWING STUDENTS TO DEMONSTRATE COMMITMENT AND ACT ON FEEDBACK. STUDENTS EXPLORE A NUMBER OF ENVIRONMENTAL ISSUES CONCERNING FOOD AND ENHANCE THEIR UNDERSTANDING, APPRECIATION AND ACCEPTANCE OF DIFFERENT CULTURES THROUGH THE PREPARATION OF FOOD FROM DIFFERENT COUNTRIES. WE DEVELOP KNOWLEDGE THAT WILL HELP STUDENTS TO BECOME INQUISITIVE AND CREATIVE CITIZENS CAPABLE OF BEING ABLE TO APPLY THE PRINCIPLES OF NUTRITION AND HEALTHY EATING. OUR CORE AIM IS THAT STUDENTS ARE PROVIDED WITH A CONTEXT THROUGH WHICH TO EXPLORE THE RICHNESS. PLEASURE AND VARIETY THAT FOOD ADDS TO LIFE.

INTENDED OUTCOMES



Students will:

Year 7

- Develop knowledge around a range of practical skills, and use their senses to analyse food.
- Develop knowledge and understanding of the Eat Well Guide,
- Develop practical skills centred around cooking with fruit and veg.

Year 8

- Develop knowledge of the functional and chemical properties of food.
- Develop practical skills centred around different cultures and food science.
- Develop knowledge and understanding about the environmental factors that impact on food production.

Year 9

- Develop further their knowledge around food preparation skills
- Build knowledge and understanding of the principles of nutrition and food science.
- Develop practical skills centred around the key food commodities, with a clear focus on a particular aspect of the GCSE specification.
- Apply their knowledge and understanding to modify some of the recipes, to make them better suited to a particular target group.
- Become both more creative and more skilful.
- Make informed decisions about further learning opportunities and career pathways, as well as developing vital life skills

Year 10

- Study four distinct modules: 1) Nutrition and Health, 2) Food Science, 3) Food Safety 4) Food Choice and the Environment.
- Develop an understanding of "high skill" practical work, and refine a number of key practical skills that they developed in KS3.
- Work more independently and using a wider range of ingredients and equipment.
- Become familiar with the two Non-Examined Assessment tasks, and complete two mock NEAs. Students will learn how to achieve excellent results in the NEA, whilst also practising and refining examination revision and technique.

Year 11

- Work independently to plan, investigate and analyse results from a food investigation task (NEA 1). Students will extend their knowledge of experimental design and effective controls.
- Work independently to research, plan, make and evaluate a food preparation task (NEA 2). Students will work to produce skilful and creative dishes, using a wide range of ingredients and equipment.
- Regularly revise and recap the core knowledge from the four modules:
 - 1) Nutrition and Health, 2) Food Science, 3) Food Safety 4) Food Choice and the Environment.



CURRICULUM INTENT

Students will:

POWERFUL KNOWLEDGE

SPIRITUAL DEVELOPMENT

- Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of different ingredients, cooking techniques and equipment.
- Develop knowledge and understanding of the functional properties and chemical processes, as well as the nutritional content of food.
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
- Understand the economic, environmental, ethical, and cultural influences on food availability.
- Understand the functional properties, nutritional properties, sensory qualities and microbiological food safety considerations whilst preparing, processing, storing, cooking and serving food.
- Understand and explore a range of ingredients and processes from different culinary traditions, to inspire new ideas or modify existing recipes.

Students will:

- learn how to look after themselves and understand the importance of eating a healthy diet.
- Experience food from different cultures, and are respectful of different viewpoints and opinions.
- Health and safety is paramount, and all students should feel valued, supported and safe within the department.
- Be taught to be patient, resilient and to persevere in the knowledge that their product may not be perfect the first time round, and that we all learn from our mistakes.
- Explore a wide range of ingredients from different culinary traditions.
- Work both independently and in groups, where they are encouraged to empathise and support each other.
- Consider the moral, social and environmental issues surrounding food production and special diets

Students will:

- Learn the environmental factors that affect food distribution, and give them an understanding of the need to minimise food waste in their daily lives.
- Explore a number of multicultural perspectives concerning food, enhancing their understanding, appreciation and acceptance of people from a variety of cultural backgrounds through the preparation of food from different countries.
- Listen to a range of employers who visit the department to run inspirational and engaging cooking and theory based workshops. These sessions provide both powerful knowledge and an insight into career pathways. Use Unifrog to investigate career pathways in Food and Nutrition.
- Be able to participate in a number of cooking competitions and after-school clubs. This includes a Bake Off competition, a Master Chef competition, a Christmas cake cooking club, a Controlled Assessment catch up club and various cooking clubs.

CURRICULUM IN THE CLASSROOM





HOW WILL I LEARN FOOD NUTRITION?

- The curriculum is delivered through a wide range of written, practical and experimental tasks.
- Regular revisiting of core knowledge and skills takes place throughout Years 7 to 11.
- We aim to ensure that students achieve and exceed their expectations in a creative and innovative way using enquiry and problem solving.
- The resources we use are written by experts and are knowledge rich.
- Students access core knowledge including the functional and chemical properties of food, nutritional properties, sensory qualities, microbiological considerations and environmental issues. This knowledge is then reviewed and extended through regular revision and regular testing in lessons.

LEARNING SEQUENCE

YEAR 7

TOPIC	Nutrition	Food Hygiene	Practical Skills
EXPLANATION	Students will identify what job each nutrient does in the body. They will understand the importance of the eatwell guide, and use it to identify the importance of eating a balanced diet.	Students will identify and control the 4 C's of food hygiene (cross-contamination, chilling, cleaning and cooking).	Students will develop knife skills, learning to use the claw grip and bridge hold. They will use a range of tools and equipment safely, to produce a range of dishes (with a focus on cooking with fruits and vegetables).

YEAR 8

TOPIC	Nutrition	Food Science + Food Hygiene	Airline Meals Project	Practical Skills
EXPLANATION	Students will learn about the functions and sources of macronutrients and micronutrients. They will use their knowledge of healthy eating and special diets to suggest improvements to dishes.	Students will learn about the functional and chemical properties of carbohydrates, fats and protein. They will conduct a number of scientific experiments. They will identify the conditions needed for bacteria to grow, and will know what the temperature danger zone is.	Students will research, design, plan and make an airline meal. The meal will be suitable for an economy flight on an airline, and it will reflect the food from a particular country or culture. They will learn about the environmental issues surrounding food production.	Students will cook a wide range of (predominantly savoury) dishes from around the world. They will develop an awareness of different cultures, traditions and flavours. They will use a wide range of different ingredients and equipment.

YEAR 9

TOPIC	Nutrition	Food Science	Takeaway Food Project	Practical Skills
EXPLANATION	Students will learn about the deficiency and excess of various macronutrients and micronutrients. They will identify some dietary-related diseases, and you will gain an understanding of changing nutritional needs throughout life.	Students will conduct a number of scientific experiments to gain a deeper understanding of food science. They will understand the importance of controls and how to design a fair test.	Students will research, design, plan and make a takeaway style meal that is suitable for a particular target customer. The meal will contain a range of different vitamins and minerals, and it will also contain some seasonal ingredients. The project will help them to revise the sources and functions of micronutrients, identify the seasonality of ingredients, and evaluate the nutritional value and sensory appeal of a dish.	Students will cook a wide range of (predominantly savoury) dishes. The dishes will each have a clear focus on a particular aspect of the GCSE course. They will be working with more independence, skill and creativity.

YEAR 10

TOPIC	Nutrition + Health	Food Science	Food Safety	Food Choice + the Environment	Mock NEA1 Mock NEA2
EXPLANATION	Students will gain a detailed understanding of the relationship between diet and health, and the importance of consuming the correct nutrients at different stages of life. They will gain an understanding of high-level practical skills, and you will be able to modify and adapt dishes for various purposes.	Students will learn about the functional and chemical properties of macronutrients. They will apply scientific knowledge of food in their practical work. They will learn about experimental design, and will plan, conduct and analyse results from a number of scientific tests.	Students will identify the key temperatures involved in controlling pathogenic bacteria. They will apply your knowledge and understanding of food safety issues in your practical work.	Students will be able to discuss various reasons why people choose to buy certain foods. They will understand the concept of sustainability and food provenance. They will apply their knowledge of environmental issues in their practical work.	Students will understand the requirements of the NEA1 task, and will complete a mock NEA1 project. They will understand the requirements of the NEA2 task, and will complete a mock NEA2 project.

YEAR 11

TOPIC	Non Examined Assessment 1	Non Examined Assessment 2	Revision
EXPLANATION	Students will conduct a food investigation task. This will include research, experimental work and analysis of results. The topic will be set by the exam board, and the project will be worth 15% of their GCSE grade.	Students will conduct a food preparation task. This will include research, demonstration of practical skills, planning, a final practical session, and evaluation. The topic will be set by the exam board, and the project will be worth 35% of their GCSE grade.	Students will regularly revise core knowledge about nutrition and health, food science, food safety, food choice and the environment. They will sit two mock examinations. In the Pentecost term they will embark on a thorough programme of revision. The summer examination will be worth 50% of their GCSE grade.