

YEAR 7 – FOOD HYGIENE AND BALANCED DIET	KNOWING WHAT (information, facts and content)		KNOWING HOW (methods and processes)			
	In Year 7, students will complete one term of Cooking and Nutrition (on a carousel with Design and Technology and Art).		<p>Preparing and Cooking Food Products</p> <ul style="list-style-type: none"> • Choose ingredients based on the Eat Well Guide • Chop and slice safely using a sharp knife • Weigh and measure accurately using the correct equipment • Make a dough and batter using the correct method • Use all parts of the cooker safely • Consider the presentation of food • Establish when something is cooked • Store food properly, considering how bacteria multiplies • Wash up effectively and follow a good personal food hygiene routine <p>Sensory Analysis and Evaluation</p> <ul style="list-style-type: none"> • Complete a full sensory analysis • Use a range of adjectives to describe a food product • Evaluate own work whilst considering all senses • Carry out quality checks though the making process to ensure a high-quality product • Reflect on my practical skills to enable improvements 			
	<p>Food Hygiene and Food Poisoning</p> <ul style="list-style-type: none"> • Understand the principles of personal and food hygiene, and apply this when storing, preparing and cooking food. <p>Eat Well Guide, nutrition and healthy eating</p> <ul style="list-style-type: none"> • Know the food groups within the Eat Well Guide and understand the proportions that the body requires. • Know how to achieve a balanced dish based on the Eat Well Guide. • Know the difference between macronutrients and micronutrients, and how they affect the body, especially focusing on carbohydrates and protein. <p>Safe Cooking Method</p> <ul style="list-style-type: none"> • Know what equipment to use and why when making a variety of food products. <p>Function of Ingredients</p> <ul style="list-style-type: none"> • Understand the functions of ingredients and how they change when cooking. <p>Commodities</p> <ul style="list-style-type: none"> • Know a variety of commodities, classify them into groups and combine them to make products. 					
	First Half Term				Second Half Term	
	Context	Content			Context	Content
	Food hygiene and balance diet	Fruit layered jar Scone/crumble Pizza Vegetable cakes			Food hygiene and balance diet	Fish cakes American pancake Bread Frittata
	Assessment	Baseline assessment AFL – booklet AFL – halfway review Written end of topic test – knowledge based 40% Practical assessment – 60% Half termly homework menu or sensory analysis				

YEAR 8 – FOOD PROVENANCE AND SUSTAINABILITY	KNOWING WHAT (information, facts and content)		KNOWING HOW (methods and processes)	
	In Year 8, students will complete one term of Cooking and Nutrition (on a carousel with Design and Technology).		Preparing and Cooking Food Products <ul style="list-style-type: none"> Adapt basic recipes considering nutrition and all the senses Chop and slice accurately and safely using a sharp knife Make a sauce Use all parts of the cooker safely Present food to a high standard Establish when something is cooked, including high risk foods Store food properly, always considering how bacteria multiplies Make complex recipes to a time constraint Work in an orderly, tidy manner and wash up effectively Independently follow a good personal food hygiene routine Sensory Analysis and Evaluation <ul style="list-style-type: none"> Independently complete a full sensory analysis Use a range of adjectives to describe a food product Evaluate own work whilst considering all senses Carry out quality checks though the making process to ensure high quality complex products 	
	Eat Well Guide, Nutrition and Healthy Eating <ul style="list-style-type: none"> Adapt standard recipes to consolidate knowledge of nutrition and healthy eating based on the Eat Well Guide. Function of Ingredients and Processes <ul style="list-style-type: none"> Know why ingredients are being used and understand their function in the product, including different sauce making methods. Food Provenance and Sustainability <ul style="list-style-type: none"> Know a range of different sustainability issues, including food miles, local food, fair trade, seasonal food, food waste, farm assurance and organic foods. Understand the need for consideration of moral and ethical issues when faced with an example of food production. Understand the importance of fair trade and sustainable fishing. 			
	First Half Term			
	Context	Content	Context	Content
	Food provenance and sustainability	*Sept 2021: Fruit jar, savoury scones, bread Vegetable fried rice, cheesy pasta	Food provenance and sustainability	*Sept 2021: American pancakes, salt and pepper chicken, cheesy pasta (optional) Chicken curry or salt and pepper chicken, fruit muffins (optional)
	Assessment	Baseline assessment AFL – booklet Written end of topic test – Knowledge based 40% Practical assessment 60% ½ termly homework menu and sensory analysis		

*Due to school closure / Covid-19 arrangements during 2020-21 students missed the opportunity to complete practical tasks. The curriculum has been adjusted in 2021-22 to address gaps from Year 7 and provide students with the knowledge and understanding in Cooking & Nutrition to progress to Year 9.

		KNOWING WHAT (information, facts and content)		KNOWING HOW (methods and processes)		
		<p>In Year 9, students will complete one term of Cooking and Nutrition (on a carousel with Design and Technology).</p>				
YEAR 9 – STREET FOOD	<p>Food Related Ill Health, Food Safety</p> <ul style="list-style-type: none"> • Know the sources and conditions in which bacteria multiplies which could lead to food poisoning. • Understand the responsibilities of food handlers and food premises when keeping the consumers of food safe. <p>Eat Well Guide, Nutrition, Dietary Requirements</p> <ul style="list-style-type: none"> • Know the difference between macronutrients and micronutrients, and are able to give examples of each. • Understand how to analyse nutritional values and able to compare to the reference intake amounts. • Know the reasons why people follow special diets and describe some examples. • Understand how to adapt a recipe for a special diet. • Know the difference between a food allergy and an intolerance, and be able to list examples of each and related symptoms. <p>Function of Ingredients and Processes</p> <ul style="list-style-type: none"> • Understand why ingredients are being used and know their function in a product, including bread dough. <p>Cooking Methods and Equipment</p> <ul style="list-style-type: none"> • Know what pieces of equipment to use and how they compare to commercial equipment. • Know what method of cooking is being used and be able to identify its cooking method – dry heat, moisture or oil. 		<p>Preparing and Cooking Food Products</p> <ul style="list-style-type: none"> • Adapt basic recipes considering nutrition and all the senses • Chop and slice accurately and safely using a sharp knife, displaying julienne skills • Make an enriched dough, pastry dough and enrobe • Use all parts of the cooker safely • Present food to a high standard including shaping pastry • Establish when something is cooked including high risk food by using a food probe • Make high quality, more complex recipes to a time constraint • Work in an orderly, tidy manner and wash up effectively • Independently follow a good personal food hygiene routine <p>Sensory Analysis and Evaluation</p> <ul style="list-style-type: none"> • Use a range of adjectives to describe a food product considering all senses • Evaluate my own work considering all senses, giving examples of how to improve further • Carry out quality checks through the making process to ensure high quality complex products 			
	First Half Term		Second Half Term			
	Context		Content		Context	
	Street food		Chicken fajitas, fish and chips, burgers, spring rolls		Street food	
					Shortcrust pastry, Cornish pasties, Chelsea buns	
Assessment	<p>Baseline assessment AFL – booklet Written end of topic test – knowledge based 40% Practical assessment – 60% ½ termly homework menu and sensory analysis</p>					