



Curriculum Overview - Food



Our whole School curriculum intent believes:

Our aim at Hadley Learning Community is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life.

Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By drawing on the best that's been thought, said and done in each subject, alongside the promotion of our local environment, we hope that our curriculum at Hadley Learning Community enables children to appreciate and participate in the full richness of the human experience. Subjects work together to identify knowledge, thematic and skills-based links between their disciplines and exploiting those through careful joint planning will enable students to make connections that will help them to understand the world around them and their place in it.

Within that framework, each subject must consider our core values and as a result needs to embed activities that promote our community alongside our 5 key words: Belong, Respect, Inspire, Succeed and Enjoy

Our intention for our curriculum is:

By the end of KS3, pupils will understand how the importance of a good, healthy and balanced diet impacts on health and wellbeing, they will look and nutrition and the importance of the Eat well guide to help make an informed choice. Pupils will have a curiosity and fascination in finding out about the different careers in the food industry. They will also have an understanding of the different types of food groups. They will have developed a passion and commitment to the subject. Our pupils will have developed an excellent knowledge of how chefs and food professional's use and select ingredients that are relevant in relation to their season, nationality and nutrient value. They will develop an independent sense of working and an inquisitive mind to discuss how food is prepared, cooked, stored and presented.

Pupils will develop a comprehensive understanding of the food preparation process, this process will enable them to create, produce and develop dishes that are both balanced in terms of nutritional value but also in taste, texture and appearance to address any given brief. Our pupils will have an extensive core of food/nutrition knowledge and vocabulary, which will be learned and regularly practised so that students are confident and comfortable using academic language in every context that requires it throughout their education and beyond. They will have good spatial/ coordination awareness, and be able to use a wide range of equipment effectively and confidently. They will be able to carry out increasingly complex, independent food research enquiries, ask their own relevant questions; make sense of nutrition information and data, think and reflect critically about different viewpoints that differ from their own; and justify their own view in reaching conclusions.

The foundations laid in KS3 will help them to go on to succeed in KS4. They will have the knowledge and understanding of the properties of ingredients and how they interact and complement each other, as this will help them to plan out in different stages of what needs to be done to be successful. This will help them to go on to achieve their potential, not just at A Level and in Higher Education but as global citizens living in a dynamic and interdependent world. Cooking students at Hadley Learning Community will have an appreciation for the world they live in and a deep understanding of how their actions as healthy citizens can have a positive impact on the people and environment around them locally, nationally and worldwide.

Linking our curriculum intention to our local community:

The curriculum, through enrichment during the school day and within enrichment opportunities, will maximise the use of the local area. We will link our curriculum to the following:

- We have worked with the other schools in the trust to run a cooking competition, this was based on the TV show “ the great British banquet” the winners from each school that put on a banquet for invites from the governors, Head teachers and the local rotary club who represented some of the local businesses.

Implementation

Lessons are engaging because they are rigorous. Students want to succeed, and, through hard work and achievement, they want to learn more. Modelling and an excellent range of quality resources is a key aspect of teaching in food. Through regular feedback and guided practice students master key concepts and processes. Teachers explicitly teach students how to investigate, learn and revise so that they can be successful in regular knowledge tests, this will be achieved through ongoing assessments, skills tests to assess their recall knowledge ability. This helps to ensure long-term retention of core principles from KS3 through to KS4 and beyond. Practical opportunities at KS3 and 4 provide students with real hands on learning contexts to apply their knowledge. Key concepts are revisited over key stages as well as between lessons to practice retrieval and recall.

Year 7 Curriculum implementationThe Engineering Department aims to instil the love of food that every person comes into contact with on a daily basis. Students should gain an understanding of nutrition, diet and basic cookery skills, successfully producing a range of practical outcomes. They will need to be aware of the challenges that they face and how these can be tackled in a number of different ways. This will be achieved through developing students’ skills in using the correct ingredients, equipment or techniques and process suitable for the task given. Having confidence in asking questions about the ingredients and methods used. They will also be introduced to the fundamental concepts of health and safety legislation and requirements.

Year 7 will be within a rotation and will have 1 point of contact throughout the year.

1 10 week	END POINT TEST & THERAPY	2 10 week	END POINT TEST & THERAPY	3 10 week	END POINT TEST & THERAPY	4 10 week	END POINT TEST & THERAPY
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This unit of work focuses on introducing students into nutrition, healthy eating and the kitchen environment. The main purpose of this unit of work is to introduce students into how to work safely and correctly select and use a range of equipment and ingredients. Students will have had little to no experience of the food preparation in regards to the needs and wants of a particular user group and especially when it comes to being within a kitchen environment and safely and correctly using a range of equipment.

The first topic (Healthy eating) is where students will investigate and start to build their knowledge of the different types of food groups and the recipes that they are used for, considering their nutritional values. They will be given a brief and a range of techniques, students will learn to annotate their recipes to help evaluate their effectiveness and how fit for purpose they are for the design brief that they have been given.

When cooking they will be given their method to follow when first learning to use equipment. They will be able to explain the benefit of following a method then using this as a base they will go onto modify the recipe. They will be taught about health and safety including cross contamination (food hygiene) and how and why this is important when it comes to food preparation.

The aim of this unit is to give the students the foundation of knowledge and skills of cooking practises that they will then be able to build on as they progress.

Year 8 Curriculum implementation

Having learnt key food skills and Knowledge in Year 7, in Year 8 students are challenged to apply these to a more in depth situation. The Year 8 curriculum is also designed to challenge students to question the different styles of food and ingredients from around the world. We aim to foster an appreciation for the different cultures and religions through the impact of food. We wish to make the students more confident within the kitchen environment, through using the more advanced equipment. They will learn that they will need resilience and determination to succeed. Year 8 will have 1 extended contact time of a 10 week block within the rotation. Year 8 will build on their knowledge and skills gained during year 7 and extend the core principles of food and nutrition even further.

1	END POINT TEST & THERAPY	2	END POINT TEST & THERAPY	3	END POINT TEST & THERAPY	4	END POINT TEST & THERAPY
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World Food

Students will investigate foods from around the world, they will look at the ever growing market of ready meals. They will look at the packaging and the nutritional information requirements that have to be provided on the packaging for the customer to be able to make an informed choice.

Throughout this project the students will plan, make and evaluate 4 different dishes from four different countries, the emphasis will be placed on being able to balance the different ingredients, such as the spices, flavours and textures. They will also look at weekly food planes and create a menu for a restaurant of their choice. The menu must include a range of different meal options including vegetarian, costs will need to be also considered.

Year 9 Curriculum implementation

Year 9 is a key transitional year in Food in which students are taught to apply their invaluable knowledge from Year 7 and 8. Students will carry out a 10 week project which concentrates on the skills required for one of the Non Exam Assessments in year 11. The project is based on a food related experiment. Students will draw on prior and cross curricular knowledge to complete the project to a high standard. It is a practical based experiment so students will embed their practical cooking skills. The combination of their theory and practical lessons will encourage students to be confident, independent learners whilst giving them a taste of what would be in years 10 and 11 if they chose the subject.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Introducing the investigation project and showing examples in the classroom	Summary of research into raising agents (Computers/books)	Plan science balloon experiment	Carry out experiment and record findings	Evaluation of balloon experiment	Hypothesis and plan of action for scone comparison practical	Carry out scone practical in groups, Take photos and note down	Analyse and evaluate findings using tables and graphs	Continue with displaying findings and Revisit the Hypothesis inc reference page

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Year 10 Curriculum implementation

The Year 10 curriculum aims to combine the application of students' knowledge and communication skills both written and practical, to deepen and strengthen their insight into the world of food and nutrition. They will revisit some of the previous learning to help reinforce their understanding and to perfect their skill in preparation for NEA 1 and NEA 2. The work is implemented around the concept of a 'plan, do, review' approach to learning where learners are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors planning processes used within the food industry and also provides for learning in a range of contexts, thus enabling learners to apply and extend their learning.

There are 3 units to be carried out for successful completion of the course, NEA 1 and NEA 2 are internally assessed units and the 3rd element to completion of the course is an externally assessed paper based exam.

NEA 1 and NEA 2 will be completed during year 11, year 10 projects will develop their knowledge and skills to enable the students to work independently and confidently when carrying out the course required NEA 1 and NEA 2.

The external Paper: This will be taken at the end of year 11 and the purpose of this is for learners to use their knowledge and understanding of food and nutrition applications and processes.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
<p>Term 1 From the work that was carried out in year 9, year 10 students will recap on the knowledge that they learnt during year 9</p>			<p>Term 2 During term 2 students will learn and develop their knowledge of how to make bread, they will learn about how yeast works and reacts with certain ingredients.</p>		<p>Term 3 Food sources and environmental issues During term 3 Students will learn about The functional properties of food are the physical and chemical changes that occur during food storage, preparation and presentation. Examples of these are:</p> <ul style="list-style-type: none"> • Caramelisation 		

<p>Students will then start to learn and develop a deep rooted knowledge and understanding of the following.</p> <p>Understand about protein, this is done through investigating what protein is and how much protein we should consume. Protein is one of the three nutrients used as energy sources (calories) by the body. Proteins are essential components of the muscle, skin, and bones.</p> <p>Carbohydrates again what are carbohydrates and how much should we consume? Students will learn that carbohydrates are the sugars, starches and fibers found in fruits, grains, vegetables and milk products. They are one of the basic food groups and are important to a healthy diet.</p> <p>Pastry, is a very technical aspect within the food industry and is all about using the correct ingredients, weights and measures.</p> <p>Dietary fibre is a term that is used for plant-based carbohydrates that, unlike other carbohydrates (such as sugars and starch), are not digested in the small intestine and so reaches the large intestine or colon.</p> <p>Fibre rich foods include:</p>	<p>Through investigation students will learn about the different dietary needs that they needs to be aware of, for example allergies to ingredients such as nuts and gluten. What are laws surrounding the information that needs to be displayed on food packaging?</p> <p>When it comes to Nutrition students will develop their knowledge in regards that people need many different nutrients if they are to maintain health and reduce the risk of diet-related diseases. The amount of each nutrient needed is called the nutritional requirement. These are different for each nutrient and also vary between individuals and life stages, e.g. women of childbearing age need more iron than men.</p> <p>Energy intake and Expenditure. Using what they have learnt so far in regards to protein, carbohydrates and fats students will deepen the knowledge of how the body keeps the balance between the intake and the amount the body uses each day</p> <p>Key points</p> <ul style="list-style-type: none"> • Energy is needed by the body to stay alive, grow, keep warm and move around. • Energy is provided by food and drink. It comes from the fat, carbohydrate, protein the diet contains. 	<ul style="list-style-type: none"> • Dextrinisation • Geletinisation • Crystallisation • Coagulation, Denaturation and Syneresis • Aeration • Emulsification <p>They will also investigate Raising agents. There are Four main raising agents are used in cooking:</p> <ul style="list-style-type: none"> • Air – egg whites, beating creaming, rubbing in • Steam – profiteroles, choux pastry, Yorkshire pudding • Carbon dioxide – yeast fermentation, baking powder, self-raising flour • Chemicals – bicarbonate of soda, baking powder. <p>Using their knowledge that the students have gained so far they will then focus on producing a range of cakes.</p> <p>Recap on High risk foods: These foods are ones that bacteria can grow in really easily and so are likely to cause food poisoning if they are not stored, handled or cooked properly. High risk foods tend to be ready to eat foods. This is because there is no opportunity for bacteria to be destroyed by heat e.g. cream cakes, cooked chicken, ham, cooked rice. HOWEVER Some raw foods have to be stored, handled and cooked carefully as they may naturally contain bacteria that could contaminate other foods e.g. raw chicken, raw meat.</p> <p>This will then lead straight into the recap on food poisoning and HACCP:</p>
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<ul style="list-style-type: none"> • Wholegrain breakfast cereals, whole-wheat pasta, wholegrain bread and oats, barley and rye • Fruit such as berries, pears, melon and oranges • Vegetables such as broccoli, carrots and sweetcorn • Peas, beans and pulses • Nuts and seeds • Potatoes with skin <p>Fats What type of fats should we be eating and how do they affect us</p> <p>Students will gain knowledge that a typical diet is made up of different types of fat. While you need to make sure you eat foods that contain healthy monounsaturated and polyunsaturated fats, too much saturated fat can increase the amount of cholesterol in your blood, which can increase your risk of developing coronary heart disease.</p> <p>Vitamins and Minerals.</p> <p>Students will learn and develop their knowledge that Vitamins and minerals are nutrients your body needs in small amounts to work properly and stay healthy. Most people should get all the nutrients they need by having a varied and balanced diet. For example:</p> <ul style="list-style-type: none"> • calcium • iron • sodium (salt) 	<ul style="list-style-type: none"> • Energy requirements vary from one individual to the next, depending on factors such as age, sex, and body composition and physical activity level. <p>The students will start to develop their understanding of formal written element of the course that checks their knowledge and understand. Students will begin mock practice sessions to help them identify key words within the exam paper.</p> <p>Heat transfer revisited as this is a very important aspect of the cooking process, students need to fully understand and secure their knowledge. Heating food destroys potentially harmful bacteria and other microorganisms, which makes food safe to eat and easier to digest. When food or liquids become hot, their molecules absorb energy, begin vibrating rapidly, and start to bounce off of each other. As they collide, heat energy is produced and transferred, which warms and cooks our food.</p> <p>Food is cooked to:</p> <ul style="list-style-type: none"> • make food safe to eat • develop flavours • improve texture • improve shelf life • give variety in the diet. 	<p>HACCP stands for Hazard Analysis and Critical Control Points. This is a preventative food safety system in which every step in the manufacture, storage and distribution of a food product is scientifically analysed for microbiological, physical and chemical hazards.</p> <p>Students will then focus on</p> <ul style="list-style-type: none"> • Food sources and environmental issues this area develops the students knowledge of where and how ingredients are grown, reared and caught. The topics they should cover are: • grown ingredients: fruits, vegetables and cereals • reared ingredients: meat and poultry • caught ingredients: fish • an understanding of: organic and conventional farming, free range production, intensive farming, sustainable fishing, including advantages and disadvantages of local produced foods, seasonal foods and Genetically Modified (GM) foods <p>Environmental issues associated with food.</p> <ul style="list-style-type: none"> • seasonal foods • sustainability eg fish farming • transportation • organic foods • the reasons for buying locally produced food • food waste in the home/food production/retailers • environment issues related to packaging • carbon footprint • the impact of food and food security on local and global markets and communities:
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<ul style="list-style-type: none"> • fluoride • iodine • phosphorus 	<ul style="list-style-type: none"> • How preparation and cooking affect the appearance, colour, flavour, texture, smell and overall palatability of food. • How heat is transferred to food through: <ul style="list-style-type: none"> • conduction • convection • radiation 	<ul style="list-style-type: none"> • the challenges to provide the world's growing population with a sustainable, secure, supply of safe, nutritious and affordable high-quality food. <p>Students must have an awareness of:</p> <ul style="list-style-type: none"> • climate change • global warming • sustainability of food sources • insufficient land for growing food • availability of food • fairtrade • problems of drought and flooding • Genetically Modified (GM) foods • food waste
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Year 11 Curriculum implementation

Year 11 requires students to use skills developed during year 9 and 10. Students will learn to interpret different types of cooking techniques and skills in order to plan how to make a variety of dishes. They will develop the skills needed to work safely with a range of ingredients and equipment in order to address the NEA criteria.

The applied learning will also enable students to learn in such a way that they develop a range of skills required for independent learning and development that gives them a range of generic and transferable skills to work alongside other professionals in a professional environment.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
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Term one	Term two	Term three
<p>Prepare for and carry out food investigation NEA1 (15% of final mark)</p> <p>Task 1: Food investigation (30 marks) Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.</p>	<p>Prepare for and carry out food preparation assessment NEA2 (35 % of final mark)</p> <p>Task 2: Food preparation assessment (70 marks) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.</p>	<p>Revision and preparation for GCSE written exam (50% of final mark)</p> <p>Our GCSE Food Preparation and Nutrition specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The majority of the specification should be delivered through preparation and making activities. Students must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation. Topics and themes have been grouped to help you teach the specification, but these are not intended as a route through the specification, you can teach the content in any order. The topics are:</p> <ol style="list-style-type: none"> 1. Food, nutrition and health 2. Food science 3. Food safety 4. Food choice 5. Food provenance. <p>The range of food and ingredients studied should reflect the recommended guidelines for a healthy diet based on the</p>

		<p>main food commodity groups. Food groups include:</p> <ul style="list-style-type: none"> • bread, cereals, flour, oats, rice, potatoes and pasta • fruit and vegetables (fresh, frozen, dried, canned and juiced) • milk, cheese and yoghurt • meat, fish, eggs, soya, tofu, beans, nuts and seeds • butter, oil, margarine, sugar and syrup. • 3.1 Food preparation skills • 3.2 Food, nutrition and health • 3.3 Food science • 3.4 Food safety • 3.5 Food choice • 3.6 Food provenance • 3.7 Food preparation and cooking techniques
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Impact of our curriculum:

Progress is measured within lessons, and over terms, years and key stages. In lessons, progress is measured through quizzes, interactive multiple choice questioning and through marking. Feedback plays a crucial role in assessing depth of student understanding and analysing other students' answers allows students to assess their own progress based upon the feedback from the teacher.

Mastery is achieved through regular opportunities to practice recalling key information, and redrafting and improving work based on feedback from the teacher. I can do statements are tracked throughout the year and tested in a summative assessment at the end of each topic and cumulatively at the end of the year. Data from end of topic tests will be entered into a spreadsheet for teachers to use to review and reteach parts of the curriculum. Gaps are addressed and closed at the end of each topic to ensure students have a solid understanding before another topic is taught. This may lead to classes starting topics in different weeks, but will ensure all students are

secure in their understanding. Key terms and processes will be learnt and tested fortnightly, but also on key terms from previous lessons in order to practice recall and retrieval.

Engagement in Food and nutrition will be evident in a healthy uptake for KS4 courses. Conversations about the food and the food industry also including completion of practical outcomes will demonstrate the student's understanding in applying their food and nutrition knowledge. The diverse and knowledge rich curriculum at Hadley Learning Community Academy should develop confident and articulate young adults who want to learn more about the food industry and the world around them.

Wider Curriculum offer

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum

Personal Development within our curriculum

<p>Personal Development</p>	<p>The personal development for Students who study Food at HLC will be successful, enthusiastic, and resilient and produce creative work, exploring their ideas and recording their experiences.</p> <p>Students will become proficient in researching, understanding design briefs, producing a range of food dishes and developing their cookery skills. Students will enjoy learning about how cook as well as the challenge of creating their own recipes in a practical way.</p> <p>Students will learn to evaluate, analyse and understand a user's needs in relation to ingredients used, taste, cost and environmental concerns. They will be able to produce creative solutions in response to a design brief. They will develop an ability to interpret, make judgments and express opinions and show respect for the work others.</p> <p>Students will be inspired by the way in which food has influenced the world around them.</p> <p>Our team aim to create a learning environment in which students feel they belong and are safe and supported in their creative journey.</p>
<p>SMSC</p>	<p>Spiritual</p> <ul style="list-style-type: none"> • Promote self-esteem through the presentation of your work to others • Explore how ideas in the food industry have inspired others. • Create / food based products and recipes which incorporate your beliefs. <p>Moral</p> <ul style="list-style-type: none"> • Encourage respect for other people's views and opinions. • Encourage respect for the food rooms and the equipment you use and how this affect s others. • Encourage respect in the use of ingredients and processes and their impact on the environment

	<ul style="list-style-type: none"> • Explore moral issues around the design of products - For example, copyright and plagiarism, cultural beliefs. • Explore the promotion of moral issues through environmental issues and designs. <p>Social</p> <ul style="list-style-type: none"> • Encourage students to assist one another in problem solving. • Encourage appropriate social behaviours in the classroom including listening whilst others are talking and generally interacting as caring a community. • Encourage good practice and respect of others work. <p>Cultural</p> <ul style="list-style-type: none"> • Encourage the sensible use of digital technology in the classroom and homework situations given that you are currently living in a digitally cultural environment. • Encourage an awareness and appreciation of the digital divide and to be aware of differing cultural and spiritual or religious views towards Food and nutrition process and products. • Empowering students to apply their design and making skills and knowledge to the wider curriculum and acknowledge links between subjects. <p><u>Fundamental British Values for our students:</u></p> <p>As part of design technology / Engineering courses that we deliver the importance of:</p> <ul style="list-style-type: none"> • Health and Safety and copyright legislation will always be taught. • The Equality Act • Behaviour (Rule of Law, Safety, Roles and Responsibilities of themselves and others). • Tolerance and mutual respect. • Legislation which directly impacts on learners’ work can provide an opportunity to discuss how these laws have come about through the democratic system and as a result of the use of the democratic system to achieve change. Examples such as: Newspaper, TV, radio and social media campaigns to introduce new laws.
Extra-Curricular & Enrichment	As a department we are keen to promote and develop the student’s enthusiasm for Food and nutrition and we offer year 7 a cooking club, this is run by a number of teaching and learning support staff that hold their food hygiene certificates. The rationale behind the running of the clubs is that they have a more hands on approach and to make it a fun environment to learn and develop their skills and confidence in using equipment and ingredients.

Careers/Work Experience

Careers	Food and Nutrition can lead you into many different avenues of possibilities, the careers that it can lead to range from, Chef, dietitian, food scientist, restaurant manager, food manufacturing, nutrition analyst, consumer product management, food marketing, health, safety and environment manager
Work Experience Offer & Staff Work Experience	Students are encouraged to actively look for engineering work experience placements within the local area, a number of past students have taken up apprenticeships with local companies including CAT.

Cultural Capital

Ofsted Definition	<p><i>It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</i></p> <p>Engineering successfully helps to install a sense of creativity, belonging and that engineering is at the heart of a rapidly developing technological advances within society. Engineering helps the pupils to understand the continually changing world around them. It helps them to develop the necessary skills for success in the ever developing environment that we live. The skills that they will develop are:</p> <p>Creativity and Innovation; Critical thinking and Problem Solving; Communication; Collaboration; Career and Life Skills; Information Management; Cultural and Social Awareness:</p> <p>Food and Nutrition gives students a toolkit of skills to be able to understand, manage or resolve concerns encountered while learning. It is these tool that will help prepare our students for real world applications and for the workplace requirements.</p>
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