Curriculum Overview

Subject	Cooking and Nutrition

Curriculum Intent KS3

To inspire a love of Cooking and Nutrition, equipping students with the skills, creativity, and confidence to be innovative problem-solvers and informed consumers. Aiming to nurture their curiosity, foster a passion for learning, and develop a deep understanding of how these principles apply to real-world contexts and the subject's role in society.

In Cooking and Nutrition, we strive to cultivate students' knowledge and skills, fostering a lifelong appreciation for healthy eating, culinary creativity, and sustainability. Aiming to equip students with the practical abilities to prepare nutritious meals, an understanding of food science, and the confidence to make informed food choices. Emphasis is also placed on kitchen hygiene and safety, ensuring that students develop the confidence and competence to cook safely throughout their lives.

Through hands-on experiences, aspire to inspire students to innovate and experiment in the kitchen while understanding the cultural, social, and environmental impacts of their food choices. Providing learning opportunities that enable them to acquire knowledge to be able to feed themselves and others affordably and nutritiously, now and later in life.

Building on Prior Knowledge:

In year 7 we assume that our students have no prior knowledge as they may not have had a cooking experience at KS2. However, children *should* be starting CMA with knowledge of:

- understanding and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Foundations for Future Learning

Basic nutritional knowledge, health and safety and basic cooking skills is imperative for all people, not just for future learning opportunities but also for life. This knowledge will be re-visited in Year 8 as well as Year 9 and built upon and extended even further if taken as an option in Year 10.

What career can study Cooking and Nutrition lead to?

- Chef/Cook:
- Kitchen Roles.
- Baker/Pastry Chef
- Restaurant/Catering/Hotel Management:
- Event Management:
- Food Truck Business:
- Dietitian/Nutritionist:

• Food Scientist/Product Developer: • Food Journalist: • Food Stylist: • Culinary Instructor/Teacher: • Hospitality and Catering Apprentice.

What resources can my child access for additional support? **Food – a fact of life (FFL) https://www.foodafactoflife.org.uk/** **British Nutrition Foundation (BNF): https://www.nutrition.org.uk/** **NHS resources: https://www.nhs.uk/live-well/eat-well/** **Recipes:** Websites like FFL, BBC Good Food, https://www.foodafactoflife.org.uk/recipes/ https://www.bbcgoodfood.com/ **Home Practice:** Students can enhance their skills by practising making dishes and presenting them at home, which is crucial for practical qualifications.	**KS4- What resources can my child access for additional support?** BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zbtvxyc https://resources-legacy.wjec.co.uk/pages/ResourceSingle.aspx?rIid=4864 Exam board (WJEC) website past papers: https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_pastpapers Exam board (WJEC) website knowledge organisers: https://resources-legacy.wjec.co.uk/pages/ResourceSingle.aspx?rIid=4864 **Recipes**: Websites like FFL, BBC Good Food, provide recipes with detailed nutritional analysis and tips https://www.foodafactoflife.org.uk/recipes/ https://www.bbcgoodfood.com/

Year 7

Subject: Cooking and Nutrition		**Year group: 7**
Year 7 will concentrate on establishing and refining fundamental cooking skills, with an emphasis on savoury dishes and the implementation of best practices for food and kitchen hygiene and safety. Additionally, pupils will enhance their understanding of nutrition by learning about the basic functions of nutrients in the body and developing the ability to apply resources such as the “Eat Well Guide” and ‘The 8 Healthy Tips’ to comprehend what constitutes a balanced and healthy diet.		
Autumn Term -	**Spring Topic 1**	**Summer topic**
Safe and Independent Cooking: Applying the Eatwell Guide and Healthy Tips"	**Building Cooking Confidence: Deeper Dive into the Eatwell Guide"**	**Building cooking confidence: Healthy Alternatives, Nutrition, Hydration, and Consequences of a Poor Diet**
Content		
Introduction to Kitchen Safety and Food Hygiene: designed to help students become familiar with the kitchen environment and understand the essential	Focus on Fruits and Vegetables: 5 A Day • What Counts and Portion Sizes: Students will learn about the importance of consuming a	Understanding Oils, Fats, and Sugars • focusing on the impact of unhealthy fats and sugars on our diet. Pupils will learn about the

rules and expectations for maintaining safety and hygiene Garlic Bread Practical: This lesson will help students re-acquaint themselves with the kitchen environment while reinforcing essential practical rules and expectations. The Eatwell Guide and the 8 Healthy Tips • Students will explore the principles of the Eatwell Guide and the 8 Healthy Tips, learning how to apply these guidelines to create balanced and nutritious meals. Nutrients in the Body: Focus on Starchy Carbohydrates and Fibre • This lesson will delve into the importance of starchy carbohydrates and fibre in our diet, helping students understand their role in maintaining a healthy body. Practical: Bread Dough and Flavouring Dough • Sensory Properties: Students will engage in hands-on activities to make and flavour bread dough, focusing on the sensory properties such as appearance, flavour, and texture to create high-quality dishes.	variety of fruits and vegetables, understanding what counts towards their 5 A Day and appropriate portion sizes. Pasta Salad • Safe Use of Hob and Applying Heat: This lesson will cover the safe use of the hob and applying heat, along with more precise knife skills. • Practical Activity: Students will make a deli salad, applying their knowledge of the Eatwell Guide and healthy eating guidelines to evaluate the sensory properties of their dish. Protein Foods: Meat and Alternatives • Exploring Protein Sources: Students will learn about different protein foods, including meat and alternatives, and their nutritional benefits. Specialist Diets: Vegetarians and Vegans • Quorn Stir-Fry: This practical lesson will focus on preparing a Quorn stir-fry, helping students understand the dietary needs of vegetarians and vegans. Reinforcing safe use of the hob And knife skills. Dairy and Alternatives • Understanding Intolerances: Students will explore dairy products and their alternatives, considering the needs of vegetarians, vegans, and individuals with intolerance.	consequences of consuming too much of these, including diet-related diseases such as obesity, cardiovascular disease, and type 2 diabetes. Apple and Carrot Muffins • Students will make and bake delicious apple and carrot muffins, learning about the nutritional benefits of incorporating fruits and vegetables into their recipes. Hydration and Sugary Drinks • Students will explore the importance of hydration and the effects of sugary drinks on health. They will learn how to make healthier beverage choices to maintain proper hydration. Fruit Crumble • Students will make a fruit crumble, applying their understanding of healthy eating principles. This practical activity will reinforce their knowledge of diet-related diseases and the impact of a poor diet on future health.

Year 8

Subject: Food Technology	**Year group: 8**

In Year 8, pupils expand on cooking skills learned in Year 7, further their understanding of food and kitchen hygiene, and practice safe handling and preparation of high-risk foods to prevent contamination. They learn to read and compare food labels, including traffic light systems, explore energy balance, and understand how to reduce salt, fat, and sugar. The scheme covers making healthier choices and discusses the implications of dietary excess or deficiency.		
Autumn Topic	**Spring Topic**	**Summer Topic**
Using nutritional know how to inform Food choices.	**High-risk foods and safe cooking practices**	**Diverse diets- Meeting users' needs**
Content		

• What is Cooking and Nutrition?
  ○ Initial assessment to gauge existing knowledge.
Nutritional Education:
• Eat Well Guide Recap:
  ○ Review key nutrients provided by each section and their functions in the body, including both micro and macro nutrients.
Kitchen Safety and Hygiene:
• Reintroduction to Kitchen Safety and Food Hygiene:
  ○ Emphasize the importance of maintaining a clean and safe kitchen environment.
Energy Balance:
• Understanding Energy Balance:
  ○ Explore the concept of energy input and output, and the importance of maintaining a balanced diet.
Food Choices:
• Homemade vs. Shop-Bought:
  ○ Compare traffic light labels on shop-bought and homemade foods, linking to energy balance, poor diets, portion sizes, and cost considerations.
  ○ Understanding Food Labels and Traffic Light Systems:
	Introduction to Bacteria:
	• Microorganisms and Spoilage:
	  ○ Understanding the role of microorganisms in food spoilage and the dangers of pathogenic bacteria.
	  ○ Key temperatures and proper storage methods to prevent food contamination.
	  ○ Identifying high-risk foods and the causes of food poisoning.
	Food Hygiene:
	• The 4 Cs of Food Safety:
	• Emphasizing the importance of Cleaning, Cooking, Chilling, and Cross-contamination prevention in preparing, storing, and cooking food
	Practical Cooking Skills:
	• Thai Curry
	  ○ Reinforcing food safety concepts through a hands-on demonstration, focusing on raw meat handling and preventing food poisoning.
	  ○ Students will make Thai curry, applying the food safety principles learned.
	• Meatball Sub/Burger:
	  ○ Safe preparation of meatball subs or burgers, highlighting the correct use of food probes to check for food readiness.
	  ○ Students will make meatball subs, practice the use of food probes and ensuring food safety
		Understanding Special Diets:
		• Reasons for Following a Special Diet:
		  ○ Explore various reasons why individuals might choose to follow a specific diet, including health, ethical, cultural, and religious motivations.
		  ○ Recognize the dietary restrictions and guidelines for Hindu, Islam, and Judaism.
		  ○ Understand the differences between vegetarian and vegan diets.
		Meeting Users' Needs:
		  ○ Design a nutritious meal tailored to a specific user's dietary needs.
		Practical Cooking Skills:
		• Mac and Cheese:
		  ○ Learn to make a classic roux-based sauce through a mac and cheese
		Practical Cooking Skills:
		• Fruit Scones:
		Pupils make fruit scones Using the rubbing in method
		Assessment Lesson:
		  ○ Evaluate students' understanding and skills through a written assessment.

▪ Learn to read and interpret food labels to make healthier choices. Practical Cooking Skills: • Homemade Pizza: ○ Demonstration on making pizza dough and freezing it. ○ Complete the pizza, discussing nutritional value and cooking skills. ○ Pizza Evaluation: ▪ Assess the pizza based on nutrition and skills learned.	Skill Evaluation: • Written Assessment: ○ Evaluating skills, hygiene practices, and nutritional knowledge through levelled questions.	

Year 9

Subject: Cooking and Nutrition	**Year group: 9**	
Developing knowledge of food provenance, sustainability, and seasonality, as well as understanding the moral and ethical impacts of food choices and factors affecting dietary needs, including age, religion, allergies, and intolerances. Students will also build confidence with more advanced cooking techniques and dishes, drawing on skills acquired in years 7 and 8.		
Autumn Term	**Spring term**	**Summer term**
Dietary Adaptations: Cooking for Everyone	**The Journey of Food: Miles, Seasons, and Sustainability"**	
Content		
• Baseline Assessment: ○ What is Cooking and Nutrition? Assessing existing knowledge and understanding. Nutritional Education: • Eat Well Guide Recap: ○ Review key nutrients provided by each section and their functions in the body, including both micro and macro	Understanding Food Provenance & Sustainability • Learn how foods are grown, caught, and reared, and explore how food choices are shaped by: ○ Animal welfare ○ Fair trade ○ Environmental impact • Understand food systems and the importance of seasonal foods.	Exploring Sustainable Diets • Investigate sustainable food options, including: ○ Plant-based diets ○ Sustainable fish choices Practical Skills: Coating Techniques • Learn to make Spicy bean burgers

nutrients, energy, and their consequences. Kitchen Safety and Hygiene: • Reintroduction to Kitchen Safety and Food Hygiene: ○ Emphasize the importance of maintaining a clean and safe kitchen environment. Dietary Needs Across Life Stages: • Understanding Dietary Needs: ○ Learn how dietary needs change throughout different life stages. Allergens and Food Intolerance: Identify common allergens and food intolerances and understand their effects. Practical Cooking Skills: • Spaghetti Bolognese: ○ Watch a demonstration on how to make Spaghetti Bolognese and create a time plan, highlighting special points and suggesting adaptations for different diets and consumers. ○ Pupils make Spaghetti Bolognese, demonstrating safe use of the hob and considering adaptations to suit different dietary needs.	• Discover practical ways to reduce food waste and make more sustainable choices. Cooking Skills & Independent Learning • Learn to make shortcrust pastry from scratch. • Watch and follow a recipe to make a chicken and seasonal vegetable pie. • Apply your knowledge of roux-based sauces independently to enhance your pie-making skills. Skill Evaluation: • Written Assessment: Evaluating skills, hygiene practices, and nutritional knowledge through levelled questions	○ Learn to make homemade fish fingers ○ Prepare fresh mayonnaise from scratch ○ Dough Making & Enriched Dough ○ Use enriched dough to shape and bake cinnamon buns Budget and batch cooking principles ○ Cooking in Bulk ○ Portioning and Storing ○ Versatile Base Recipes ○ Time and Energy Efficiency Assessment Lesson: ○ Evaluate students' understanding and skills through a written assessment. □ Hospitality & Catering Task • Research and analyse dishes that: ○ Suit specific users' nutritional needs ○ Use appropriate cooking methods

Curriculum Intent- KS4- level 1/2 award in Hospitality and Catering

At KS4 students are offered the opportunity to study hospitality and catering. The course build on the skills, knowledge and understanding gained in KS3 For example, rather than just producing a dish to suit themselves at KS3, in KS4 students are expected to support these dish designs with cultural, social, and practical understanding developing well presented, nutritious meals that satisfy a particular brief.

The level 1/2 award in hospitality and catering award focusses on the hospitality and catering industry which includes all businesses that provide food, beverages, and/or accommodation services, which includes restaurants, hotels, pubs, and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. These are all a huge part of our everyday lives and finding out about the logistics involved behind the scenes of these businesses is a very valuable experience for students to appreciate their complex nature and the impact they have on their lives. Students choose this course to develop their knowledge, understanding and the practical application of skills in a vocational context, providing students with a broad introduction to the Hospitality and Catering sector and, as it is a vocational course, the types of further education, training and employment they may wish to engage in. The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry and this course equips students with theoretical knowledge about the industry as well as enabling them to develop practical skills in planning, preparing, and cooking a variety of dishes. Students will develop their food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication which will benefit them in their future lives regardless of their career choices. In addition, there are the, arguably more important, benefits of experiencing a breadth of cultures and approaches to food and drink to appreciate what is unique about different cuisines and a variety of influences on individual choices. Students will also come to appreciate good eating and nutrition are serious processes and that what they put into their bodies determines what they get out of it.

- Unit 1: Hospitality and catering industry: Students will focus on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.
- Unit 2: Hospitality and catering in action: Students will develop practical skills for planning, preparing, cooking, and presenting nutritional dishes to meet specific client's needs.

Year 10

<table>
<tr><td colspan="2">Subject: WJEC Level 1 / 2 Award- Hospitality and catering</td><td colspan="2">Year group: 10</td></tr>
<tr><td colspan="4">Throughout the first 3 terms continuously building on practical skills, learning new more complex techniques, refining skills</td></tr>
<tr><td colspan="2">2.3 The skills and techniques or preparation, cooking, and presentation of dishes.
In this topic learners will gain knowledge and understanding of the following areas:
• 2.3.1 How to prepare and make dishes
• 2.3.2 Presentation techniques
• 2.3.3 Food safety practices</td><td colspan="2">2.4 Evaluating cooking.
In this topic learners will gain skills knowledge and understanding of:
• 2.4.1 Reviewing of dishes
• 2.4.2 Reviewing own performance</td></tr>
<tr><td>Autumn 1</td><td>Autumn 2</td><td colspan="2">Spring 1</td></tr>
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1.4 Food safety in hospitality and catering. **2.1 The importance of nutrition.** **2.1.2 How cooking methods can impact on nutritional value**	**1.1 Hospitality and catering providers** **2.1 The importance of nutrition.** **2.2.2 How to plan production**	**1.1 Hospitality and catering providers** **2.2.2 How to plan production**
Content		
1.4 Food safety in hospitality and catering. In this topic learners will gain knowledge and understanding of the following areas: **1.4.1 Food related causes of ill health** Food poisoning causes: Food allergies: Food intolerance, food labelling laws food safety legislation food hygiene. **1.4.2 Symptoms and signs of food-induced ill health .** Visible and visible symptoms. **1.4.3 Preventative control measures of food-induced ill health** The control measures to prevent food-induced ill health: **1.4.4 The Environmental Health Officer (EHO)** The role of the Environmental Health Officer (EHO) and responsibilities. **2.1 The importance of nutrition.** The function of nutrients and the need for a balanced/varied diet. **2.1.2 How cooking methods can impact on nutritional value** • boiling • frying • grilling • poaching	**1.1 Hospitality and catering providers** In this topic learners will gain knowledge and understanding of the following areas: **1.1.1 Hospitality and catering providers** the two different types of hospitality and catering provision: commercial and non-commercial and the variety of food and residential and non-residential services. Standards and ratings • **1.1.2 Working in the hospitality and catering industry** employment roles and responsibilities within the industry the specific personal attributes, qualifications and experience an employer would look for to fulfil the roles: **2.1 The importance of nutrition.** nutrition required at different life stages and meeting the needs of individuals with special dietary requirements. Different life-stages and how to cater to special dietary needs for individuals taking into consideration various factors. **2.2.2 How to plan production** • commodity list with quantities • contingencies • equipment list • health, safety and hygiene • quality points • mise en place • cooking	• **1.1 Hospitality and catering providers** **1.1.3 Working conditions in the hospitality and catering industry** types of employment contracts and working hours remuneration and benefits in the industry and the fluctuating needs of the industry. **1.1.4 Contributing factors to the success of hospitality and catering provision** The basic costs incurred within the hospitality and catering industry: How the economy can impact business. The importance of environmental needs and the environmental impact within the hospitality and catering industry. The positive and negative impacts that the media can have on the hospitality industry **2.2.2 How to plan production** • sequencing/dove-tailing • timing • cooling • hot holding • serving • storage

• roasting • steaming • baking • stir-frying.		

Year 10 Cont.

Subject: WJEC Level 1 / 2 Award- Hospitality and catering		**Year group: 10**
Throughout the first 3 terms continuously building on practical skills, learning new more complex techniques, refining skills		
2.3 The skills and techniques or preparation, cooking, and presentation of dishes. In this topic learners will gain knowledge and understanding of the following areas: • 2.3.1 How to prepare and make dishes • 2.3.2 Presentation techniques • 2.3.3 Food safety practices		**2.4 Evaluating cooking.** In this topic learners will gain skills knowledge and understanding of: • 2.4.1 Reviewing of dishes • 2.4.2 Reviewing own performance
Spring 2	**Summer 1**	**Summer 2**
1.2 How hospitality and catering provisions operate **2.2 Menu planning**	**1.2 How hospitality and catering provisions operate** **1.3. Health and safety in hospitality and catering provision** **2.2 Menu planning**	**1.3.Health and safety in hospitality and catering provision**
Content		
1.2 How hospitality and catering provisions operate 1.2.1 The operation of the front and back of house Workflow of the front of house Workflow of the catering kitchen Equipment and materials required, used and managed within catering provision/kitchens:	**1.2.3 Hospitality and catering provision to meet specific requirements** How hospitality and catering provision adapts to satisfy the following ever-changing customer climate: Customer requirements/needs Customer expectations Awareness of competition from other providers,	**1.3.Health and safety in hospitality and catering provision** **1.3.2 Food safety** earners should know and understand the principles of Hazard Analysis and Critical Control Points (HACCP) and be able to: • identify any critical control points and ensure that risks are

Documentation and administration requirements used in a catering kitchen: food safety documentation and health and safety documentation. Typical dress code requirements for front and back of house of hospitality and catering establishments. **1.2.2 Customer requirements in hospitality and catering** How hospitality and catering provision meets the requirements of: customer needs customer rights and inclusion (disability) equality. **2.2.1 Factors affecting menu planning** Factors when planning menus: • cost • portion control • balanced diets/current nutritional advice • time of day • clients/customers.	Media influence/interest, environmental concerns, seasonality Customer demographics **1.3.1 Health and safety in hospitality and catering provision** Responsibilities for personal safety in the workplace of employers and of employees in relation to the law • Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers. Know the importance of, and be able to complete, • accident forms • risk assessments. **2.2.1 Factors affecting menu planning** • equipment available • skills of chef • time available – and type of provision • equipment available • environmental issues	removed or reduced to safe levels • decide on what actions to take if something goes wrong • complete a HACCP document • complete records to show that procedures are working

Year 11

Subject: WJEC Level 1 / 2 Award- Hospitality and catering	**Year group: 11**	
Autumn 1	**Autum 2**	**Spring 1**

Start Mock Version of Unit 2 NEA and revisit Unit 2 content from Year 10	**Finish Mock Version of Unit 2 NEA** **Halfway through Autumn Term 2 -** **Start to type up Final NEA**	**Complete Final NEA – including final practical exam** **Unit 1: Revision and consolidation activities.**
Content		
2.3 The skills and techniques or preparation, cooking, and presentation of dishes. Key skills will be revisited for practical tasks that will support pupils with refining for medium and complex skills. **Start Mock Version of Unit 2 NEA and revisiting and applying Unit 2 content from year 10** 2.1 The importance of Nutrition 2.1.1 Understanding the importance of nutrition 2.1.2 How cooking methods can impact on nutritional value 2.2 Menu Planning 2.2.1 Factors affecting menu planning 2.2.2 How to plan production 2.4 Evaluating cooking.	**2.3 The skills and techniques or preparation, cooking, and presentation of dishes.** Key skills will be revisited for practical tasks that will support pupils with refining for medium and complex skills. **Finish Mock Version of Unit 2 NEA on laptops/computers** 2.4.1 Reviewing of dishes 2.4.2 Reviewing own performance **Halfway through Autumn Term 2** - Start to type up Final NEA (2.1 The importance of Nutrition, 2.2 Menu Planning) - Laptops/computers – no internet access allowed .	**Complete Final NEA** Plan and Carry Out Final Practical Make real versions of final dishes (starter and main or main and dessert with accompaniments) (only 3 hours to cook including mise en place – 30 mins, so 2 and ½ hours cooking. Collect all NEA work plus photographs. **Unit 1: Revision and consolidation activities.** Revisit Unit 1 exam questions and Modelled answers. 1.4 Food safety in hospitality and catering

Subject: WJEC Level 1 / 2 Award- Hospitality and catering	**Year group: 11**	
Spring 2	**Summer 1**	**Summer 2**
Unit 1: Revision and consolidation activities.	**Unit 1: Revision and consolidation activities.**	N/A
Content		
Unit 1: Revision and consolidation activities. Revisit Unit 1 exam questions and Modelled answers. 1.1 Hospitality and catering provision 1.2 How hospitality and catering providers operate	**Unit 1: Revision and consolidation activities** 1.3 Health and safety in hospitality and catering Easter Holiday homework – Revision of all Unit 1 work booklet	N/A