Holy Cross
CATHOLIC HIGH SCHOOL

# Food Department

| Enrichment and Personal Development | | Links to Careers in Food | |
|---|---|---|---|
| **KS3** | • Sustainability, the environment, social, moral and cultural issues, food provenance (knowing where food comes from), recycling (the four Rs), cooking from scratch using local, seasonal produce.<br>• Food provenance (knowing where food comes from), recycling (the fours Rs).<br>• Cooking from scratch using local seasonal produce. | **KS3** | • Pupils will have exposure to industrial skills and knowledge and be able to cook and evaluate to a working kitchen standard.<br>• Pupils will know how to present, taste, cook and analysis dishes to meet requirements.<br>• Pupils will have some awareness of possible job prospects in the hospitality and food industry.<br>• Pupils will be taught how to cook and apply the principles of nutrition and healthy eating.<br>• 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. |
| **KS4** | • Social influences, cultural food, ethical factors, environmental concerns.<br>• The science of food and the effects cooking has on food.<br>• Food manufacturing and packaging.<br>• Recipe adaptation and food safety. | **KS4** | • Pupils will have to cook and present high level industry quality food also using sensory and nutritional analysis and use industry equipment.<br>• Pupils have guest chefs coming into school and visits to places like catering colleges and NEC Good Food Show.<br>• Pupils will have frequent exposure to career options, KS5 and university options in the department. |

**Key areas of focus in this unit of work**

**Subject specific knowledge**

**Assessment (including both formative and summative)**

**Progression of learning**

**KS2 Transferable Skills**

Being able to cook a dish based on healthy eating and sustainability. Whilst learning about diet and health, shopping, cooking, food safety and active lifestyles.

# Food Department
## Year 7, 8 and 9 Curriculum Plan

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| Year 7 | Year 8 | Year 9 |
|---|---|---|
| **Carousel-8 Weeks<br>Nutrition** | **Carousel-8 Weeks<br>Food Safety** | **Carousel-8 Weeks<br>High level skills/Food provenance** |
| Introducing Food Preparation and Nutrition, practically, developing basic skills safely. Becoming familiar with rules, kitchen and equipment. Understand the basis of healthy eating, using the principles of the Eatwell guide and five a day. Pupils will also learn about the basics of sustainability within the food industry. | Building on skills developed in Year 7. Practically, more challenging skills are applied including using high risk foods safely. They will be expected to apply the basics of nutrition to different foods and groups. Pupils will complete mini experiments, based on food science. | More advanced Food and Nutrition knowledge, building on the elements that were covered in Year 8. A focus is on high level skills including pastry making, dough and starch based sauces. All elements will be more challenging than those in Year 8. GCSE style tasks throughout including NEA one science mock. |
| • Knife skills<br>• Product analysis<br>• Scone based dough<br>• Following a recipe<br>• Washing up<br>• Nutrition<br>• Cake making and faults in cakes | • Pastry making<br>• Working with high risk foods<br>• Food miles<br>• Food poisoning/ bacteria<br>• Cooking with starch<br>• Cereals<br>• Food Provenance | • Cultural food<br>• Ethics in food<br>• Religion and food choice<br>• Science of food<br>• Working with eggs |
| Summative: tests and quizzes each lesson. Base line and end of unit tes.<br><br>Final assessment of practical work based on overall mark focusing on three practical dishes.<br><br>Formative: Command marking, verbal feedback, live marking, modelling and redrafting. | Summative: tests and quizzes each lesson. Base line and end of unit test<br><br>Final assessment of practical work based on overall mark focusing on three practical dishes.<br><br>Formative: Command marking, verbal feedback, live marking, modelling and redrafting. | Summative: tests and quizzes each lesson. Base line and end of unit test<br><br>Final assessment of practical work based on overall mark focusing on three practical dishes.<br><br>Formative: Command marking, verbal feedback, live marking, modelling and redrafting. |
| Pupils, in Year 7 are introduced to cooking and nutrition, enabling them to understand how dishes are made from scratch. Pupils begin to develop their skills, being able to understand why certain commodities go in dishes and evaluate effectively. Basic knife skills as well using the equipment safely. All of these skills will be built upon in Year 8 and Year 9.<br>Dishes made - Fruit salad (knife skills), scone based pizza dough, truffles and muffins. | Pupils, in Year 8, will be expected to apply the skills and knowledge learnt in Year 8. Pupils will continue to develop their cooking skills, be able to show their skills effectively with reference to correct terminologies. Their practical skills and confidence in the kitchen will develop and pupils will be expected to learn new skills as well as enhancing old skills.<br>Dishes made - Chilli (knife skills), bread rolls (dough), carrot and lentil soup, sweet and sour (starch based sauce), tomato and basil tart (short crust pastry) chocolate fudge pudding. | Pupils, in Year 9, will be expected to apply the skills and knowledge learnt in year 7 and Year 8 to this project. Pupils will continue to develop their cooking skills, be able to show their skills effectively. Their practical skills and confidence in the kitchen will further develop and pupils will be expected recall practical skills from both Year 7 and Year 8 effectively so to be ready for KS4.<br>Dishes made - Lasagne (starch based source), pizza (dough), fruit pie (sweet pastry), Jambalaya, chicken curry. |

# Food Department
## Year 10 Curriculum Plan

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|
| **Food Choice** | **Food nutrition and health** | **Food Science** | **Food Safety** | **Food Provenance** | **Nutritional needs** |
| Food Commodities, classifications, origin uses and characteristics nutritional values, eat well guide. Practicals including soup, pasta bolognese, fish cakes and quiche lorraine. | Principles of nutrition (Macro/ Micro) trace elements, NSP, Water. Classifications of food. Practicals include, shepherds pie, swiss roll, chicken ceasar salad. | The science of food, the effect of cooking on food. Why is food cooked? Food spoilage, preservation. Raising agents. Practicals include victoria sandwich, bread, choux buns, fresh pasta. | Food poisoning, bacteria, NEA 1 MOCK Practical (Food Science)mini project, learn to do hypothesis, evaluation and set up experiment. Practical according to NEA Mock. | Where food comes from, food miles, food packaging, food security, seasonal food, local foods, high risk foods. Practical include cornish pasties, chicken cacciatore, pate sucree. | Cooking and food preparation. Factors affecting food choice, techniques, developing recipes, allergies, intolerances Food safety/ hygiene. NEA 2 Mock . Dishes according to Mock. |
| • Advanced knife skills<br>• Product analysis<br>• Filleting fish<br>• Following a recipe<br>• High risk food<br>• making pastry | • Advanced knife skills<br>• Deboning chicken<br>• Creaming method<br>• Following a recipe<br>• Enriched sauce making<br>• Decorating skills | • Cake making<br>• Making pastry<br>• Making pasta dough<br>• Making fresh bread<br>• Understanding science in food | • Understanding why Ingredients are in dishes<br>• Using specialist equipment<br>• Weighing and measuring accurately<br>• Cooking methods | • Making pastry<br>• Working with high risk foods<br>• Making high level sauces<br>• Understanding where food comes from<br>• Cooking on a budget | • Making high level dishes to a high level standard<br>• Advanced decorating techniques<br>• Recipe adaptation<br>• Following a GCSE mock task |
| Summative: End of unit test and exam questions each lesson. Practical work assessed every two weeks..<br><br>Formative: Command marking, verbal feedback, live marking, modelling and redrafting. | Summative: End of unit test and exam questions each lesson. Practical work assessed every two weeks.<br><br>Formative: Command marking, verbal feedback, live marking, modelling and redrafting. | Summative: End of unit test and exam questions each lesson. Practical work assessed every two weeks..<br><br>Formative: Command marking, verbal feedback, live marking, modelling and redrafting. | Summative: End of unit test (food safety) and exam questions each lesson. Practical work assessed every two weeks.<br><br>Formative: Command marking, verbal feedback, live marking, modelling and redrafting. | Summative: End of unit test and exam questions each lesson. Practical work assessed every two weeks..<br><br>Formative: Command marking, verbal feedback, live marking, modelling and redrafting. | Summative: End of unit test and exam questions each lesson. Practical work assessed every two weeks..<br><br>Formative: Command marking, verbal feedback, live marking, modelling and redrafting. |
| Pupils will be able to use the skills and knowledge learnt in KS3 and apply them to both practical and theory tasks. This will be beneficial heading into Year 11 with their NEA 1 and NEA 2 with the high level cooking. | Substantive and disciplinary knowledge relating to specific topics (see above) Hinterland knowledge in relation to SMSC issues, disciplinary literacy relating to the subject area that is essential in NEA and exams, developing schema to link new topics and KS3 topics together. | Pupils will be able to apply their knowledge learnt in term 1 to their mock NEA 1. Pupils will be able to analyse a task, develop skills, analyse, develop innovative and imaginative ideas that relate to their task with experiments, hypothesis and evaluations. This will help in Year 11 when NEA 1 is issued. | Pupils will be able to apply their knowledge learnt in term one to their mock NEA 2. Pupils will be able to develop an idea, explore methods and techniques, identify correct tools and processes and analyse the task. This will help in Year 11 when NEA 2 is issued. | Pupils will be able to apply their knowledge learnt in term one to their mock NEA 2. Pupils will be able to complete a project and complete high-level dishes, evaluations suitable for the task given. The practical skills learnt will help with NEA 2 next year and into KS5. | Pupils will be able to apply their knowledge they have learnt in theory and practical going forward into their NEA 1 GCSE in September. All of the theory learnt will be beneficial for their exams in Year 11 and into KS5. |

Year 11

# Food Department
## Year 11 Curriculum Plan

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|
| **NEA 1** | **NEA 1** | **NEA 2** | **NEA 2** | **GCSE Revision** | **GCSE Exam** |
| NEA 1 (15% of final grade)<br>Food investigation task.<br>**Section A: Research**<br>1. Complete the task analysis diagram<br>2. Chose six topics for research. Carry out research | NEA1 (15% of final grade)<br>Complete section B and C.<br><br>Investigations and evaluations. Hypothesis, experiments and evaluation of research and practical. | NEA 2 (35% of final grade)<br>Food preparation task.<br>Section A- Research, analyse task, plan dishes, trial dishes. | NEA 2 (35% of final grade)<br>Make final menu based on task, analyse and evaluate including costings and nutritional analysis. | Focus on revision in preparation for GCSE exam. This will form 50% of the final grade. All content will have been covered throughout the GCSE course so recall, retrieval and the ability to use knowledge and apply to exam style questions will be a main focus of Summer One | |
| • Investigation (primary and secondary data)<br>• Following a task given<br>• Complete mini project on task<br>• Hypothesis<br>• Plan experiments | • Communication of design ideas<br>• Product analysis<br>• Selection of equipment, and ingredients that relates to the task<br>• Complete experiments | • Investigation relevant to task (primary and secondary data)<br>• Plan dishes/menus<br>• Give reasons for choice | • Cooking methods<br>• Using specialist equipment<br>• Weighing and measuring accurately<br>• High level presentation skills | • Food choice<br>• Environmental issues<br>• Food provenance (food miles, GM food, seasonality)<br>• Food safety (poisoning, bacteria)<br>• Commodities<br>• Food science | |
| Summative: Quizzes each lesson. Ongoing assessment of practical work based on acquisition and application of skills and knowledge | Summative: Quizzes each lesson. Ongoing assessment of practical work based on acquisition and application of skills and knowledge | Summative: Quizzes each lesson. Ongoing assessment of practical work based on acquisition and application of skills and knowledge | Summative: Quizzes each lesson. Ongoing assessment of practical work based on acquisition and application of skills and knowledge | Summative: Quizzes and exam style questions each lesson.<br><br>Formative: Command marking, verbal feedback, live marking, modelling and redrafting. | |
| Pupils will be able to apply their component knowledge learnt in during Year 10 to their NEA 1. Pupils will be able to analyse a task, set up an experiment, complete sensory analysis, hypothesis and evaluate, which will give pupils excellent knowledge leading into KS5. | Pupils will be able to apply their component knowledge learnt in during Year 10 to their NEA 1. Pupils will be able to analyse a task, set up an experiment, complete sensory analysis, hypothesis and evaluate. | Pupils will be able to apply their component knowledge learnt in during Year 10 to their NEA 2. Pupils will be able to analyse a task, complete a project , cook high level dishes that relate to their task. These skills will also be useful in KS5 and as a life skill. | Pupils will be able to apply their component knowledge learnt in during Year 10 to their NEA 2, including sensory analysis and being able to evaluate to a high standard. | Substantive and disciplinary knowledge relating to specific topics (see above) Hinterland knowledge in relation to SMSC issues, disciplinary literacy relating to the subject area that is essential for exam success. Building schema to link topics together. | |