

Key Stage 3 Subject Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topics and content to be learnt		Topics and content to be learnt		Topics and content to be learnt	
Y7	<p>Project – Healthy Eating Preparing to cook and safe use of equipment</p> <ul style="list-style-type: none"> • What is Food? • What is healthy eating? • Food Hygiene and safety in the kitchen. • Working safely and hygienically in the kitchen/knife safety/food allergies • Identification of equipment and uses. • Making and evaluation of a healthy fruit or vegetable salad. 	<p>Eatwell Guide</p> <ul style="list-style-type: none"> • Nutrients found in food, sources and functions. • How nutrients in Food link to The Eatwell guide • Weighing and measuring skills • Food tasting – sensory Analysis. • How to use the cooker - the oven • Making Bread Rolls and evaluation • Making Fruit Crumble • Evaluation of Fruit Crumble • Celebration Cakes – yule log, gingerbread man etc. 	<ul style="list-style-type: none"> • Methods of heat transfer • Making and evaluation of Savoury or Sweet Scones using the oven • Nutritional information Calculating using a given recipe. • Making a healthy Fruit and Vegetable Snack Bar - Flapjack and evaluation • Test on work covered 	<ul style="list-style-type: none"> • Eating Guidelines • Making and evaluation of Healthy Muffins. • Planning a weekly healthy Menu for a 12-year-old student. • Experiment - enzymic browning using apples and pears • Packaging information and Food labelling • Celebration Easter Eggs – boiling and decorating eggs. 	<ul style="list-style-type: none"> • Using cooker – hob • Making pasta salad with variations and evaluation. • Meal planning reviewing the Eatwell Guide and Eating Guidelines. • Challenge – Ready Steady Cook, cooking in teams and judging the best dish at random. • Effects of too much sugar and fat in the diet. • Food Miles – importance and disadvantages 	<p>Consolidation of skills learnt</p> <ol style="list-style-type: none"> 1. Plan a three course healthy Menu in teams of three using guidance from The Eatwell Guide. 2. Costing of ingredients <p>Mini Master-chef – Prepare cook and present a three course-meal in teams.</p> <p>End of Term test</p> <p>Project Evaluation and Survey.</p>
	<p>Knowledge, skills and understanding explicit to these topics/stage Key learning:</p> <p>Skills: Hygiene, safety, time management, safe working knife skills, organisational skills, weighing, measuring, rubbing in, layering, analytical skills, mixing, shaping, kneading, baking and temperature control</p> <p>Key Words – fermentation, safety, hygiene, analyse, evaluation, nutrients, sources, functions, making, Eatwell Guide</p> <ul style="list-style-type: none"> • Understand and apply the principles of hygiene, safety and to produce food that is safe to eat. • Develop student awareness of Nutrition, which covers Healthy Eating, a balanced diet, Eating Guidelines and the Eatwell Guide. • Understand and apply the dietary requirements in order to produce healthy practical outcomes. 		<p>Knowledge, skills and understanding explicit to these topics/stage Key learning:</p> <p>Skills: skills in using the oven, planning a healthy meal, organisational, independent, creative, analysing dishes</p> <p>Key Words: conduction, convection, radiation, hob, enzymic browning, Science of food, healthy, celebration</p> <ul style="list-style-type: none"> • Identify the factors that may influence what we choose to eat. • Understand and apply the principles of nutrition and health. • Develop an understanding of the physical, mental and social effects of poor food choice. • Develop competence in a range of cooking skills and techniques. • Explain how and why food is cooked and the 		<p>Knowledge, skills and understanding explicit to these topics/stage Key learning</p> <p>Skills: teamwork, confidence, independence, styling food, presenting and ability to identify starter, main dish and dessert, cooking to correct temperatures, hygiene and safety at work.</p> <p>Key Words: food miles, meal planning, packaging, labelling, survey, Competition, effects, challenge, teamwork</p> <ol style="list-style-type: none"> 1. Choose ingredients, taking into account their nutritional, functional and sensory properties, in addition to other factors (such as cost, seasonality, sustainability); 2. Apply skills and understanding to plan, prepare and cook dishes/menus safely and hygienically for a healthy, varied diet; 3. Review and make improvements to recipes to meet specific needs/requirements (such as ingredient, food skill, cooking method and portion size changes); 	

Key Stage 3 Subject Curriculum Overview

<ul style="list-style-type: none"> • • Develop a basic understanding of food hygiene and safety and the nutritional requirements of a healthy diet through studying current government healthy eating guidelines, with a particular focus on the 5-a-day campaign. • To identify the factors that may influence what we eat. <ul style="list-style-type: none"> • Follow and adapt school recipes to demonstrate an understanding of food choices such as veganism, allergies and religious requirements; and learn basic food preparation techniques. • Organise safe and successful sensory evaluation processes and sessions; <p>NC AIMS</p> <ol style="list-style-type: none"> 1. Demonstrate health and safety (such as cleaning and storage of ingredients and cooked dishes, allergens), resourcing practical work (such as shopping) and maintenance of equipment. Contribute to risk assessment. 2. Apply knowledge of good food storage, handling, preparing, cooking and serving food, including the safe use of equipment. 3. Apply current healthy eating advice following the Eatwell Guide, and understanding of people’s needs, to develop diets for different individuals. <p>KS3 Year 7 Pupils should be taught:</p> <ul style="list-style-type: none"> • What the project is about • What is Food and Healthy Eating • Different nutrients and how they link to the Eatwell Guide, their sources and functions. • Food Hygiene, hazards, allergens and Safety in the kitchen • To design and create a poster on Health and Safety. • How to identify pieces of equipment and their uses • To weigh and measure ingredients accurately • How to use oven safely • To make a range of healthy dishes based on the Eatwell Guide • To evaluate (analyse) dishes prepared and make improvements • The sensory properties of food 	<p>functional properties of ingredients, to build up scientific understanding that underpins key food preparation and cooking processes.</p> <ul style="list-style-type: none"> • To cook and serve healthy food dishes. • Evaluate practical outcomes –taking into account hygiene, safety, skills learnt, how each practical meets the dietary needs of individuals. <ul style="list-style-type: none"> • Develop an awareness of Nutrition which covers Healthy Eating, a balanced diet, Eating Guidelines and the Eatwell Guide. <ul style="list-style-type: none"> • Use effective systems for the safe use of high, medium and low risk ingredients and equipment in the classroom. Develop skills in appropriate selection of ingredients and equipment for all abilities. • Manage a complex range of simultaneous activities within time constraints of lessons. • Ensure safe and successful dishes to be reproduced. <p>NC AIMS</p> <ol style="list-style-type: none"> 1. Demonstrate health and safety (such as cleaning and storage of ingredients and cooked dishes, allergens), resourcing practical work (such as shopping) and maintenance of equipment. Contribute to risk assessment. 2. Apply knowledge of good food storage, handling, preparing, cooking and serving food, including the safe use of equipment. 3. Apply current healthy eating advice following the Eatwell Guide, and understanding of people’s needs, to develop diets for different individuals. <p>Pupils should be Taught:</p> <ul style="list-style-type: none"> • Methods of heat transfer –conduction, convection and radiation • How to make Healthy Fruit Scones and evaluate. • Nutritional information using a given recipe. • How to make a Healthy Snack Bar – Flapjack • How to recall work covered through a test. • How to investigate using apples and pears – enzymic browning. • How to research and find 8 eating Guidelines. 	<ol style="list-style-type: none"> 4. Broaden food experiences, such as trying new ingredients and dishes 5. Pupils to do ready steady cook, increasing their independence and decision-making skills 6. Allow pupils choice and personalisation of cooking activities, encouraging independence and decision-making skills <p>NC Aims</p> <ol style="list-style-type: none"> 1. Demonstrate health and safety (such as cleaning and storage of ingredients and cooked dishes, allergens), resourcing practical work ((such as shopping) and maintenance of equipment. Contribute to risk assessment. 2. Apply knowledge of good food storage, handling, preparing, cooking and serving food, including the safe use of equipment. 3. Apply current healthy eating advice following the Eatwell Guide, and understanding of people’s needs, to develop diets for different individuals. <p>Pupils should be Taught:</p> <ul style="list-style-type: none"> • How to use parts of the cooker/hob safely though boiling Pasta • Make a pasta salad and evaluate • Considerations when planning a meal reviewing The Eatwell Guide and Eating Guidelines thinking of the energy balance. • The effects of too much sugar, fat and salt in the diet linked to food related illnesses. • How to cook in pairs as Ready Steady Cook – (challenge) • Plan a balanced three course Meal in teams thinking of how food miles affect costing of their dishes, cost, dietary needs, nutritional values and buying locally sourced ingredients. • Cooking competitions. Mini- Master-chef – Prepare and make a healthy 3- course meal in a team of three and serve. <ul style="list-style-type: none"> ○ Teams judge each other’s dishes. • End of year test. • Project evaluation and survey
--	---	--

Key Stage 3 Subject Curriculum Overview

		<ul style="list-style-type: none"> Make and evaluate Healthy Muffins. How to plan a weekly packed lunch for themselves Celebrations – Decorate Easter Eggs. 	
--	--	--	--

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topics and content to be learnt		Topics and content to be learnt		Topics and content to be learnt	
Y8	Project Tittle – Simple Healthy Meals 1. Review health and safety and uses of equipment; 2. Fire safety explained. 3. Eatwell Guide and Eating Guidelines including energy balance. 4. Raising Agents – Yeast	1. Methods of cooking. 2. Gelatinisation –Roux sauce 3. Make and evaluate Macaroni and Cheese. 4. Where does Food come from? 5. Food labelling 6. Step by step plan on how to make Spaghetti Bolognese. 7. Make and evaluate Spaghetti Bolognese.	1. Britain as a Multicultural society – Tasting dishes around the world. 2. Make a curry dish of own choice and evaluate. 3. Presentations – Cultural and Religious dishes 4. Ready Steady Cook. 5. Test on work covered so far.	1. Nutrients - Macronutrients and Micronutrients - sources, functions and deficiencies. 2. Diet and fitness 3. Make and evaluate vegetable spring Rolls. 4. Vegan and Vegetarians. 5. Make and evaluate Vegetable Stir Fry	1. Butter investigation 2. Make and evaluate Chilli Corn Carne. 3. Ethical issues around Food – Fair Trade, Food Miles and sustainability 4. Make and evaluate Shepherd’s pie 5. Quiz 6. Great British Bake Off	<i>Consolidation of skills learnt</i> 1.Planning for Mini – MasterChef Competition in Teams of three consolidating their cooking skills 2. Time Plan 3. Make and present a healthy three-course meal in teams of three. Teams’ judge.

Key Stage 3 Subject Curriculum Overview

<p>5. Investigation on yeast – yeast balloons.</p> <p>6. Make a healthy Pizza with vegetable salad or Bread Rolls.</p> <p>7. Evaluation of Pizza</p>	<p>8. Celebration cakes – decorating Fairy cakes</p>	<p>6. Nutritional values.</p> <p>7. Celebration dishes – Hot Cross Buns</p>	<p>4. Project evaluation and survey.</p>
<p>Knowledge, skills and understanding explicit to these topics/stage</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Skills –hygiene, weighing, mixing, rolling, making sauces, boiling, planning, decorating dishes, gelatinisation and analytical skills • Key words : Eatwell Guide, energy balance, raising agents, investigation, Yeast, fermentation, Evaluation, knock back. • Demonstrate the technical skills of gluten formation, bread proving, knock back and shaping • Develop confidence and independence in creating dishes through observing exemplary demonstrations. • • Understand the functional properties of ingredients through investigation – how yeast grows under necessary conditions. • • Select and use a range of small and large equipment including electrical appliances safely and efficiently. • • Analyse dishes made and make improvements for a healthy diet. • Explain how ingredients are grown, reared, caught and processed • Take preventive measures to prevent cross contamination through safe food storage including chilling, cooking food thoroughly and reheating food until it is steaming hot. • • Use food safety information on Food Labels when buying, storing and consuming food and drinks. <p>NC Aims</p> <p>1. Demonstrate health and safety (such as cleaning and storage of ingredients and cooked dishes, allergens), resourcing practical work (such as shopping) and maintenance of equipment. Contribute to risk assessment.</p>	<p>Knowledge, skills and understanding explicit to these topics/stage</p> <p>Key Learning:</p> <p>Skills – <i>shaping meat, using a food probe, frying, seasoning, sensory analysis, demonstrate handling meat avoiding cross contamination.</i></p> <p>Key words: <i>multicultural, cultural values, religion, ready steady cook, testing, society, presentation.</i></p> <ul style="list-style-type: none"> • Follow modelled exemplary practical skills, food safety, and hygiene processes, including personal hygiene. • <i>Explore a range of ingredients and processes from different culinary traditions; know their distinctive features and characteristics.</i> • Understand consumer needs, cultures, lifestyle and dietary analysis. • <i>Adapt recipes and methods to incorporate more fruit and vegetables in the diet.</i> • <i>Set up sensory panels to taste dishes that they have made.</i> • <i>How to change texture, flavour and taste through use of spices.</i> • <i>How to decorate and garnish dishes improving aesthetic qualities.</i> • <i>Take preventive measures to prevent cross contamination through safe food storage including chilling, cooking food thoroughly and reheating food until it is steaming hot.</i> • <i>Understand food cultural differences linked to factors such as ethical beliefs, preference, availability, cost, intolerances/ allergies, religion, body image and peer pressure.</i> <p>NC Aims</p> <p>1. Demonstrate health and safety (such as cleaning and storage of ingredients and cooked dishes, allergens), resourcing practical work (such as shopping) and maintenance of equipment. Contribute to risk assessment.</p>	<p>Knowledge, skills and understanding explicit to these topics/stage</p> <p>Key Learning:</p> <p>Skills: <i>handling meat avoiding cross contamination, food hygiene, food styling, mashing, developing good consistency in sauces, teamwork, communication skills.</i></p> <p>Key words: <i>fair trade, food miles, sustainability, healthy eating, balanced meal.</i></p> <ul style="list-style-type: none"> • <i>Understand food cultural differences linked to factors such as ethical beliefs, preference, availability, cost, intolerances/ allergies, religion, body image and peer pressure.</i> • <i>Taste, evaluate and refine their ideas and dishes against specified needs, taking into account the views and requirements of the intended consumer (including sensory and dietary analysis).</i> • <i>Choose ingredients, taking into account their nutritional, functional and sensory properties, in addition to other factors (such as cost, seasonality, sustainability);</i> • <i>Apply skills and understanding to plan, prepare and cook dishes/menus safely and hygienically for a healthy, varied diet;</i> • <i>Review and make improvements to recipes to meet specific needs/requirements (such as ingredient, food skill, cooking method and portion size changes);</i> • <i>Broaden food experiences, such as trying new ingredients and dishes</i> • <i>Increase their independence and decision-making skills</i> • <i>Allow pupils choice and personalisation of cooking activities, encouraging independence and decision-making skills</i> <p>NC Aims</p> <p>1. Demonstrate health and safety (such as cleaning and storage of ingredients and cooked dishes, allergens), resourcing practical</p>	

Key Stage 3 Subject Curriculum Overview

<p>2. Apply knowledge of good food storage, handling, preparing, cooking and serving food, including the safe use of equipment.</p> <p>3. Apply current healthy eating advice following the Eatwell Guide, and understanding of people’s needs, to develop diets for different individuals.</p> <p>4. Promote the benefits of a healthy diet and active lifestyle analysing nutritional content in the dishes produced.</p> <p>Year 8 PUPILS SHOULD BE TAUGHT:</p> <ul style="list-style-type: none"> • Health and Safety - review from year 7. • Fire Safety in the kitchen • Identify parts of the Eatwell Guide and recall the Eatwell Guidelines. • What is energy balance • Investigating conditions necessary for the growth of yeast using balloons, yeast, sugar, warm and water. • Make and evaluate pizza or bread. Stretch – make an accompaniment, which will be a dip or vegetable or Fruit salad. • Key words linked to bread making – fermentation, gluten development, and yeast, proving and knock back. • Methods of cooking – dry heat and fat based methods that use the hob, the grill and oven (frying, shallow frying, stir fry, baking grilling and steaming) • Gelatinisation through making roux sauce • Make and evaluate Macaroni and Cheese. • Research to find out where our food comes from – fruits, vegetables, meat and seeds. • Plan for Spaghetti Bolognese using a step by step plan. • Make and evaluate Spaghetti Bolognese. (Challenge – Make own tomato and onion Sauce) • Make and Decorate Celebration Cakes (Christmas or other Celebration of Own choice) 	<p>2. Apply knowledge of good food storage, handling, preparing, cooking and serving food, including the safe use of equipment.</p> <p>3. Apply current healthy eating advice following the Eatwell Guide, and understanding of people’s needs, to develop diets for different individuals.</p> <p>4. Promote the benefits of a healthy diet and active lifestyle analysing nutritional content in the dishes produced.</p> <p>Year 8 PUPILS SHOULD BE TAUGHT: Term 2</p> <ul style="list-style-type: none"> • <i>Keywords linked to each topic</i> • <i>How to carry out sensory analysis on dishes from Britain, Pakistan, India, Jamaica and Italy.</i> • <i>How to boil and steam rice. Use the rice as a base for a curry dish of own choice e.g. Chicken Korma</i> • <i>How to style/garnish savoury dishes using e.g. parsley, ‘tomato skin roses’ etc. stretch</i> • <i>Research their traditional dishes and present research to the whole class.</i> • Random cooking as Ready Steady Cook in pairs. Stretching all students • <i>To answer questions based on subject terminology and knowledge. Challenge</i> • <i>Groups of nutrients, sources and functions.</i> • <i>Vegan and Vegetarian diet, why people become vegetarians and where vegans can obtain their protein.</i> • <i>How to make and evaluate Vegetable or Chicken and Vegetable Rolls.</i> • <i>How to calculate nutritional values for their dishes.</i> • <i>How to make and evaluate vegetable Stir Fry.</i> • <i>To produce an Easter dish of own choice or Hot Cross Buns.</i> 	<p><i>work (such as shopping) and maintenance of equipment. Contribute to risk assessment.</i></p> <p>2. Apply knowledge of good food storage, handling, preparing, cooking and serving food, including the safe use of equipment.</p> <p>3. Apply current healthy eating advice following the Eatwell Guide, and understanding of people’s needs, to develop diets for different individuals.</p> <p>4. Promote the benefits of a healthy diet and active lifestyle analysing nutritional content in the dishes produced.</p> <p>Year 8 PUPILS SHOULD BE TAUGHT: Term 3</p> <ul style="list-style-type: none"> • <i>Scientific principles underlying the making of butte.</i> • <i>How to make and evaluate Chilli Corn Carne.</i> • <i>How to research information on ethical issues relating to fair trade, food miles and sustainability. .</i> • <i>How to make and evaluate shepherd’s pie.</i> • <i>Question and Answer/ Quiz on work covered.</i> • <i>How to plan a healthy 3- course meal independently in teams of three.</i> • <i>To compete in a Mini Master-chef competition with teams judging their work using a given judging criteria.</i> • <i>How to analyse the whole project.</i> • <i>Complete a survey.</i>
--	--	--

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topics and content to be learnt		Topics and content to be learnt		Topics and content to be learnt	
Y9	Meals, Pastry and Desserts – 1. Hazards Analysis Critical Control Points 2. Risk assessments.	1. Time-plan with safety points on how to make healthy vegetable or Sausage Rolls. 2. Make and evaluate Vegetable or Sausage Rolls. 3. Nutritional values.	1. Food origins and sustainability. 2. Uses of eggs 3. Make and evaluate Quiche. (Challenge –	1. Step by step plan on 2. Make a healthy beef or Cheese Burger and evaluate. (Challenge – make own burger bun)	1. Pair-work, planning a two-course meal for a teenager’s birthday – Prepare, shape combine and cost.	Consolidation of skills learnt 1.Planning for Mini – MasterChef

Key Stage 3 Subject Curriculum Overview

<ol style="list-style-type: none"> 3. Review the Eatwell Guide and Food Allergies. 4. Kinds of pastry and uses. 5. Recipe Adaptation making apple or jam tarts and evaluation. 6. Investigation – using different fats to produce a perfect shortcrust pastry. 7. Make and evaluate Cheesecake of own choice. 	<ol style="list-style-type: none"> 4. Sensory Analysis - Food tasting – pasta dishes with salads. 5. Flow diagram on how to make Quiche with vegetable salad. 6. Celebration cake – own choice of cake to decorate. Revision on Macronutrients and Micronutrients 	<ol style="list-style-type: none"> make own shortcrust pastry) 4. Reviewing packaging and labelling information for Quiche Packaging 5. Research on kinds of bread and how wheat is produced and processed. 6. Make a multicultural type of bread and serve with own choice of hummus.(making hummus gives the dish a high level skill) (blending) 7. Nutritional values of dishes made 	<ol style="list-style-type: none"> 3. Primary and Secondary food processing – Chicken, beef, fish, fruit and vegetables. 4. Food Styling and sugar baskets – teamwork. 5. Make Choux pastry and use to make profiteroles or eclairs (Challenging dish) 6. Nutritional values 7. Test 	<ol style="list-style-type: none"> 2. Own choice of cooking making a healthy two course meal in pairs and evaluate 3. Making Pasta/ Ravioli filled with spinach (Pasta Machine) 4. Ready Steady Cook using unknown ingredients in a bag. (creative thinking) 5. Evaluation of Team and pair-work. 	<ol style="list-style-type: none"> Competition in Teams of three consolidating their cooking skills. 2. Budgeting and sharing cost of ingredients 2. Time Plan, Flow chart or systematic plan and a Menu Card. 3. Make and present a healthy three-course meal in teams of three. Teams’ judge. (Food styling is important) Choosing winning teams. 4. Test 5. Project evaluation and survey
<p>Knowledge, skills and understanding explicit to these topics/stage Key Learning:</p> <p>Skills: <i>how to adapt a recipe, rubbing in, mixing to the correct consistency, shaping, rolling, filling jam tarts evenly, obtaining a crumbly and light pastry, handling of pastry, safe use of knives, observational and analytical skills</i></p> <p>Key Words: <i>HACCP, pastry, adaptation, macro nutrients, micro nutrients, investigation, flow diagram, time-plan, sensory analysis, Quiche</i></p> <ol style="list-style-type: none"> 1. Take preventive measures to prevent cross contamination through safe food storage including chilling, cooking food thoroughly and reheating food until it is steaming hot. 2. Choose ingredients, taking into account their nutritional, functional and sensory properties. 3. Understand and apply the principles of nutrition taking into account the Eatwell Guide and Eating Guidelines. 4. Adapt recipes and methods to in cooperate more fruit and vegetables in the diet. 5. To develop an understanding of the physical, mental and social effects of poor choices of Food. 6. Demonstrate the technical skills of using temperature control, how to change texture and Flavour. 7. Demonstrate portioning and presenting dishes taking into account the aesthetic qualities. 		<ul style="list-style-type: none"> • Knowledge, skills and understanding explicit to these topics/stage • Key Learning: • Skills: <i>layering Quiche ingredients, weighing accurately, blending, how to make Choux pastry, and temperature control in choux making, food styling choosing the correct style for the dish.</i> • Key Words: <i>origins, primary processing, secondary processing, multicultural, blending, teamwork, nutritional values</i> <ul style="list-style-type: none"> • Explore a range of ingredients and processes from different culinary traditions; know their distinctive features and characteristics. • Select from and use a wider, more complex range of ingredients, taking into account their functional properties. • Use a range of appropriate creative and innovative strategies to develop original menus, dishes and recipes. • Select from and use a wider, more complex range of ingredients, taking into account their functional properties • Analyse the work of past and present food professionals to develop and broaden their understanding and experience of cooking and nutrition 		<p>Knowledge, skills and understanding explicit to these topics/stage Key Learning:</p> <p>Skills: <i>teamwork, planning, communication, organisational, use of a pasta machine, creative, analytical, budgeting, making judgements and food styling</i></p> <p>Key Words:</p> <ul style="list-style-type: none"> • <i>evaluation, teamwork, prepare, shape, make, survey, consolidation</i> • Choose ingredients, taking into account their nutritional, functional and sensory properties, in addition to other factors (such as cost, seasonality, sustainability); • Apply skills and understanding to plan, prepare and cook dishes/menus safely and hygienically for a healthy, varied diet; • Review and make improvements to recipes to meet specific needs/requirements (such as ingredient, food skill, cooking method and portion size changes); • Broaden food experiences, such as trying new ingredients and dishes • Increase their independence and decision-making skills • Allow pupils choice and personalisation of cooking activities, encouraging independence and decision-making skills 	

Key Stage 3 Subject Curriculum Overview

<ul style="list-style-type: none"> • Demonstrate the technical skills of shortening in pastry making. • Taste, evaluate and refine their ideas and dishes against specified needs, taking into account the views and requirements of the intended consumer (including sensory and dietary analysis). • NC AIMS • Demonstrate health and safety (such as cleaning and storage of ingredients and cooked dishes, allergens), resourcing practical work (such as shopping) and maintenance of equipment. Contribute to risk assessment. 8. Apply knowledge of good food storage, handling, preparing, cooking and serving food, including the safe use of equipment. Apply current healthy eating advice following the Eatwell Guide, and understanding of people’s needs, to develop diets for different individuals. 9. Promote the benefits of a healthy diet and active lifestyle analysing nutritional content in the dishes produced. 10. Define and demonstrate how to apply the principles of nutrition, that food and drinks provide energy and nutrients in different amounts, that they have important functions in the body, and that people require different amounts during their life and the implications of dietary excess or deficiency. <p>KS3 PUPILS SHOULD BE TAUGHT:</p> <ul style="list-style-type: none"> • To analyse and evaluate their own work, and that of others, in order to strengthen their analytical skills. • About HACCP’S, risk assessments and review fire safety procedures. • The importance of the Eatwell Guide linked to nutrients and how important it is when choosing dishes. • Kinds of pastry, uses, rules for making pastry and pastry dishes. • How to carry out an experiment to find out which fats make the best shortcrust pastry scientifically. • How to make cheesecake and evaluate. • Review work on Macronutrients and Micronutrients – sources, functions and deficiencies. 	<ul style="list-style-type: none"> • Examine where and how ingredients are grown, reared, caught and processed, and consider sustainability and the impact of different choices on the environment. • Awareness of causes of Food Waste. • Understand food cultural differences linked to factors such as ethical beliefs, preference, availability, cost, intolerances/ allergies, religion, body image and peer pressure. • Set up sensory panels to taste dishes that they have made • Taste, evaluate and refine their ideas and dishes against specified needs, taking into account the views and requirements of the intended consumer (including sensory and dietary analysis). • Develop suitable planning methods to help in developing time management and organisational skills. • Develop the nutritional requirements of a healthy diet through studying current government healthy eating guidelines, with a particular focus on the 5-a-day campaign. ○ NC AIMS • Demonstrate health and safety (such as cleaning and storage of ingredients and cooked dishes, allergens), resourcing practical work (such as shopping) and maintenance of equipment. Contribute to risk assessment. • Apply knowledge of good food storage, handling, preparing, cooking and serving food, including the safe use of equipment. • Apply current healthy eating advice following the Eatwell Guide, and understanding of people’s needs, to develop diets for different individuals. • Promote the benefits of a healthy diet and active lifestyle analysing nutritional content in the dishes produced. • Define and demonstrate how to apply the principles of nutrition, that food and drinks provide energy and nutrients in different amounts, that they have important functions in the body, and that people require different amounts during their life and the implications of dietary excess or deficiency. • KS3 PUPILS SHOULD BE TAUGHT: • Food origins, food labelling, fair trade and food miles. 	<ul style="list-style-type: none"> • NC AIMS 1. Demonstrate health and safety (such as cleaning and storage of ingredients and cooked dishes, allergens), resourcing practical work (such as shopping) and maintenance of equipment. Contribute to risk assessment. 2. Apply knowledge of good food storage, handling, preparing, cooking and serving food, including the safe use of equipment. 3. Apply current healthy eating advice following the Eatwell Guide, and understanding of people’s needs, to develop diets for different individuals. 4. Promote the benefits of a healthy diet and active lifestyle analysing nutritional content in the dishes produced. Define and demonstrate how to apply the principles of nutrition, that food and drinks provide energy and nutrients in different amounts, that they have important functions in the body, and that people require different amounts during their life and the implications of dietary excess or deficiency. <p>KS3 Year 9 PUPILS SHOULD BE TAUGHT:</p> <p><i>Consolidation of work covered.</i></p> <ul style="list-style-type: none"> • How to work in teams creating dishes. • To choose a suitable form of planning for their dishes. • Time management creating a time-plan. • To choose dishes independently and make own chosen dishes. • Costing of ingredients and budgeting. • To compete in a Mini Master-chef competition and judge each other’s work. • To analyse and evaluate their own work, and that of others, in order to strengthen their analytical skills. • How to answer subject related questions. • Carry out a survey and suggest improvements for the future Year 9 students.
--	---	--

Key Stage 3 Subject Curriculum Overview

<ul style="list-style-type: none"> • How to write a time-plan with special points. • How to make and evaluate vegetable or Sausage Rolls. • About sensory analysis tasting multicultural food dishes. • How to create systematic plan of making. (Quiche) • How to style dishes for different occasions – (Christmas Cake Decorations) • Review work covered through a test. 	<ul style="list-style-type: none"> • To use a range of techniques to evaluate their dishes. • The uses of eggs in cooking as they make and evaluate Quiche. • How to research, create power points on multicultural breads, and make presentation. • How to make variations of traditional breads with or without a dip (hummus) • How to produce a systematic plan of making. • How to carry out a Burger Challenge. • About Ready Steady Cook. • Food Styling making using sugar art and cutting fruit and vegetables decoratively. • How to make Choux pastry and use the pastry to make eclairs or profiteroles. <ul style="list-style-type: none"> ○ About nutritional analysis and energy balance. 	
<p><i>Extension and More Able Pupils</i></p> <p><i>Show a greater understanding of how to modify basic recipes and how these modifications affect the result taking into account functional, nutritional and sensory characteristics. Produce higher quality practical outcomes using more complex finishing skills and own recipe ideas, including the ability to modify recipes to improve nutritional and dietary needs.</i></p> <p><i>Great British Bake off Competition</i> run in School around May and June to challenge more able students to show higher level cooking skills where they style their food using higher technical skills.</p> <p><i>Future Chef Competition</i> where students create two or three course healthy meals judged by voluntary Chefs. Students independently plan high-level skill dishes, make and present to the highest possible standards.</p>		