



# St Paul's Academy

## Food and Nutrition Curriculum Overview

### Why we teach Food and Nutrition at St Paul's Academy

Food and Nutrition is the foundation of our wellbeing. We live in a health crisis as a result of our diet, and it is our duty to equip young people with the enthusiasm, knowledge and skill to eat well and improve the nation's health.




At St Paul's Academy, we have a mixture of practical and theory lessons where we create, prepare, and cook a range of healthy, nutritious meals, which reflect different and special dietary needs. We believe it is important to expose children to the variety of healthy diets that embraces the nutrients that we need to live a healthy life. Students can then apply these skills to the wider world, impacting their family and future health and wellbeing.

### School values/Careers Links

Our ambitious curriculum incorporates interesting and complex dishes to enable students to explore society's dietary requirements. With the mastery of this knowledge, students grow in confidence in creating meals, broadening their understanding of wellbeing.

Our curriculum prepares young people for careers in the hospitality and catering industry, and feeding the public in settings like hospitals, schools, nursing homes, and many more. Students are enriched to be able to provide and nourish for their families and friends, sharing resources so whole communities can eat well.

### Disciplinary Knowledge

	<b>Food Safety</b> <ul style="list-style-type: none"> <li>• Health and Safety</li> <li>• Food hygiene</li> </ul>
	<b>Explore</b> <ul style="list-style-type: none"> <li>• Plan</li> <li>• Research</li> <li>• Generate ideas</li> </ul>
	<b>Create</b> <ul style="list-style-type: none"> <li>• Prepare</li> <li>• Process</li> <li>• Cook</li> </ul>
	<b>Nutrition, Food provenance and Science</b> <ul style="list-style-type: none"> <li>• Prepare</li> <li>• Process</li> <li>• Cook</li> </ul>
	<b>Consumer issues</b> <ul style="list-style-type: none"> <li>• Food labelling and factors affecting selection and choice.</li> <li>• how sensory perception guides the choices that people make.</li> <li>• how to make informed choices to achieve a healthy, varied and balanced diet.</li> <li>• explore a range of ingredients and processes from different culinary traditions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Feedback</li> <li>• Refine</li> <li>• Assessment</li> </ul>

#### Assessment:

We use a mix of **practical, written, and evaluative assessments** to measure students' skills, knowledge, and understanding.

### Substantive Knowledge

 <b>Health, Safety, and Hygiene</b>	<ul style="list-style-type: none"> <li>• How to follow Health and Safety procedures when preparing, cooking and storing food products.</li> </ul>
 <b>Planning, research and Designing food.</b>	<ul style="list-style-type: none"> <li>• How to plan production.</li> <li>• Research different culinary traditions.</li> <li>• Designing a meal plan for specific group of people.</li> </ul>
 <b>Food Preparation and Cooking</b>	<ul style="list-style-type: none"> <li>• Developing confidence in preparing and cooking a range of food products</li> </ul>
 <b>Promoting and applying nutrition</b>	<ul style="list-style-type: none"> <li>• The functional and chemical properties of ingredients.</li> <li>• The importance of healthy balanced diet.</li> <li>• Where food was grown, caught and raised.</li> <li>• Cooking healthy meals to meet nutritional needs specific group of people.</li> </ul>
 <b>Consumer awareness</b>	<ul style="list-style-type: none"> <li>• recognise the wide range of factors involved in food and drink choice.</li> <li>• adapt recipes to meet individual needs and preferences</li> <li>• Carry out nutritional analysis to improve the nutritional profile of dishes/menus</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate cooked dishes.</li> <li>• Make modifications</li> <li>• Assess own performance against criteria.</li> </ul>

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### Food and Nutrition Curriculum Overview

[FT] Key Stage 3 Curriculum Map – Topics by Term

<b>Substantive Knowledge</b> <i>Themes and colours</i>	Health, Safety, and Hygiene	Planning, research and Designing	Food Preparation and Cooking	Promoting and applying nutrition	Consumer awareness and the legislation	Evaluating dishes and performance
<b>Disciplinary knowledge</b> <i>DK Big Ideas and colours</i>	Food Safety	Explore	Create	Nutrition, Food provenance and Science	Consumer issues	Evaluation

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<p><b>Topic: Reflection &amp; Target setting, Health &amp; Safety.</b></p> <p><b>KQ:</b> What are the health, safety and hygiene procedures needed in the Food area.</p> <p>Identifying and preventing hazards in the kitchen</p> <ul style="list-style-type: none"> <li>•What are the 4 C's (Cooking, Cleaning, Chilling, Cross-Contamination)</li> <li>•Importance of cleaning and bacteria.</li> <li>•Knife safety</li> </ul> <p><b>Key Vocabulary:</b> Health and Safety. Hygiene Hazards Risks Bacteria The 4 C's Cleaning, Cooking &amp;</p>	<p><b>Topic: Planning, research and Designing food.</b></p> <p><b>KQ:</b> What methods can be used to collect information for designing and planning menus?</p> <p>Use various sources such as the internet, TV Shows, Books and social media to independently research / adapt recipes &amp; prepare dishes.</p> <p><b>Key Vocabulary:</b> Research Planning Designing Sauces Create Modify</p>	<p><b>Topic: Preparation and Cooking of high-quality Food.</b></p> <p><b>KQ:</b> What are the functions of certain ingredients in a dish?</p> <p>Students will prepare and cook a variety of dishes such as Pasta salads, oats biscuits and practising key basic skills, incorporating theoretical understanding and knowledge.</p> <p><b>Key vocabulary:</b> Creativity Modify/Adapt Recipe Cooking The Cooker</p>	<p><b>Topic: The importance of Nutrition.</b></p> <p><b>KQ:</b> What are nutrients and their functions in the body?</p> <p>The Eatwell Guide food groups</p> <ul style="list-style-type: none"> <li>•Nutrients and their functions in the body</li> <li>•Diet related disease caused by obesity.</li> </ul> <p>knowing about where our food comes from (where our food was grown, raised, or caught, and how it was produced and transported.</p> <p><b>Key vocabulary:</b> Nutrition Nutrients Seasonality Food miles</p>	<p><b>Topic: Food choice</b></p> <p><b>KQ:</b> Why do people make particular food choices?</p> <p>Insight into cultural, Religious, medical and personal food choices of food</p> <p>Why food have to be labelled</p> <p><b>Key vocabulary:</b> Labelling Culture Religion Medical Preferences</p>	<p><b>Topic: Evaluation</b></p> <p><b>KQ:</b> Why do we assess?</p> <p>Students evaluate dishes and their own performance using a range of techniques such as star profiles and WWW. &amp; EBI, sensory analysis and other AFL Strategies.</p> <p>Students use vocabulary word mats to encourage use of technical and descriptive language.</p> <p><b>Key vocabulary:</b> Evaluate Assess Peer assessment Self-assessment</p>

	<p>Cross-contamination</p> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Pasta salad</li> <li>Cup cakes</li> <li>Oat biscuits</li> <li>Rock cakes</li> </ul>	<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Pasta salad</li> <li>Cup cakes</li> <li>Oat biscuits</li> <li>Rock cakes</li> </ul>	<p>Temperature</p> <p>Bridge hold</p> <p>Claw grip</p> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Pasta salad</li> <li>Cup cakes</li> <li>Oat biscuits</li> <li>Rock cakes</li> </ul>	<p>Provenance</p> <p>Eatwell Guide</p> <p>Food groups</p> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Pasta salad</li> <li>Cup cakes</li> <li>Oat biscuits</li> <li>Rock cakes</li> </ul>	<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Pasta salad</li> <li>Cup cakes</li> <li>Oat biscuits</li> <li>Rock cakes</li> </ul>	<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Pasta salad</li> <li>Cup cakes</li> <li>Oat biscuits</li> <li>Rock cakes</li> </ul>
	SK					
	DK					
<b>How we are assessing</b>	<p>In year 7 Assessment include <b>Formative methods:</b> Baseline Practical Task – pasta salad, Food Safety and hygiene Quiz, Cross contamination, Knife Skills, Practical Assessment, <b>Summative:</b> Written Tasks, End-of rotation written paper, Self-Evaluation Worksheet and Summative End-of rotation- written paper.</p>					
Year 8	<p><b>Topic: Health and Safety</b></p> <p><b>KQ: Why is risk assessment Important?</b></p> <ul style="list-style-type: none"> <li>Recap of hazards and preventing them using electrical equipment</li> <li>How do the 4 C's prevent ill-health in food preparation</li> <li>Food storage and key temperatures</li> </ul> <p><b>Key vocabulary:</b></p> <p>Safety</p> <p>Hazards</p> <p>Storage</p> <p>Practical Activity</p> <p><b>Practical</b></p> <p>Fruit muffin</p> <p>Veggie stir-fry noodles</p> <p>Scones</p> <p>Bread</p>	<p><b>Topic: Nutrition.</b></p> <p><b>KQ: Why '5 a day'?</b></p> <ul style="list-style-type: none"> <li>The Eatwell Guide and the nutrients provided by each of the food groups linking to own diet</li> <li>Nutrients and functions in the body, importance of eating 5 a day and balancing the diet</li> </ul> <p><b>Key vocabulary:</b></p> <p>Balance</p> <p>Food groups</p> <p>Proportion</p> <p>Diet</p> <p><b>Practical</b></p> <p>Fruit muffin</p> <p>Veggie stir-fry noodles</p> <p>Scones</p> <p>Bread</p>	<p><b>Topic: Bread making</b></p> <p><b>KQ: Why use wheat in breadmaking?</b></p> <ul style="list-style-type: none"> <li>How yeast works in the bread making process</li> <li>The functions of fat in cooking</li> <li>Gelatinisation and the effects in cooking.</li> </ul> <p><b>Key vocabulary:</b></p> <p>Yeast</p> <p>Gelatinisation</p> <p>Fat</p> <p>Whole grain</p> <p><b>Practical</b></p> <p>Fruit muffin</p> <p>Veggie stir-fry noodles</p> <p>Scones</p> <p>Bread</p>	<p><b>Topic: Sustainability.</b></p> <p><b>KQ: How does organic farming protect the environment?</b></p> <ul style="list-style-type: none"> <li>Sustainability and the impacts on the environment</li> <li>Fairtrade and similar organisations – what do they do and what benefits do they have?</li> </ul> <p><b>Key vocabulary</b></p> <p>Intensive farming</p> <p>Fairtrade</p> <p>Sustainability</p> <p>Food miles</p> <p><b>Practical</b></p> <p>Fruit muffin</p> <p>Veggie stir-fry noodles</p> <p>Scones</p> <p>Bread</p>	<p><b>Topic: Food preparation and cooking.</b></p> <p><b>KQ: Why do we choose the food we eat? What are the functions of ingredients in a dish?</b></p> <ul style="list-style-type: none"> <li>Preparing and cooking a variety of dishes building on skills and techniques promoting independence</li> <li>Making a dish independently.</li> <li>Labelling and marketing of food products</li> </ul> <p><b>Key vocabulary:</b></p> <p>Marketing, Labelling</p> <p>Choice, Independence</p> <p><b>Practical</b></p> <p>Fruit muffin</p> <p>Veggie stir-fry noodles</p> <p>Scones, Bread</p>	<p><b>Topic: Evaluating the end product and performance.</b></p> <p><b>KQ: Why do we evaluate</b></p> <ul style="list-style-type: none"> <li>Sensory analysis</li> <li>Practical activity Evaluation</li> <li>Self-evaluation.</li> <li>sensory evaluation</li> </ul> <p><b>Key vocabulary</b></p> <p>Sensory</p> <p>Evaluation</p> <p>Performance</p> <p><b>Practical</b></p> <p>Fruit muffin</p> <p>Veggie stir-fry noodles</p> <p>Scones</p> <p>Bread</p>
	SK					
	DK					
<b>How we are Assessing</b>	<p>In year 8 assessment types include Practical Dish, Design Task,: Adapting a recipe for a dietary need, Nutritional Analysis Assignment – compare meals using learned principles, Food Science - yeast investigation and gluten development in bread making, Mid-Year Theory Test, Sustainability Research Task: food miles, carbon footprint Practical Challenge. End of rotation written assessment.</p>					

Year 9	<p><b>Topic: Health, safety and Hygiene.</b></p> <p><b>KQ:</b> How do we avoid ill-health in the food area?</p> <ul style="list-style-type: none"> <li>Reinforcement of hazards and prevention using electrical equipment</li> <li>Food poisoning causes and how to prevent it.</li> </ul> <p><b>Allergens and food Intolerance.</b></p> <p><b>Key vocabulary:</b> Prevention Poisoning Illness Hazards</p> <p><b>Practical activities</b></p> <ul style="list-style-type: none"> <li>Jollof Rice</li> <li>Victoria sponge cake</li> <li>Meat Pie</li> <li>Singapore noodles</li> </ul>	<p><b>Topic: The importance of nutrition.</b></p> <p><b>KQ:</b> What are the basic requirements for our growth and development?</p> <ul style="list-style-type: none"> <li>The importance of nutrients and creating ideas to incorporate more into recipes.</li> <li>Diet related diseases and recipe ideas to help reduce illness.</li> </ul> <p><b>Key vocabulary</b> Nutrients Macro Micro Disease Diet</p> <p><b>Practical activities</b></p> <ul style="list-style-type: none"> <li>Jollof Rice</li> <li>Victoria sponge cake</li> <li>Meat pie</li> <li>Singapore no</li> </ul>	<p><b>Topic: The effect of heat on food preparation.</b></p> <p><b>KQ:</b> What are the scientific effects of heat and cooking on various foods?</p> <ul style="list-style-type: none"> <li>Preparing and cooking a variety of dishes building on higher skills and techniques</li> <li>promoting independence in planning and adapting recipes.</li> </ul> <p><b>Key vocabulary</b> Aeration Thickening Processing Texture</p> <p><b>Practical activities</b></p> <ul style="list-style-type: none"> <li>Jollof Rice</li> <li>Victoria sponge cake</li> <li>Meat Pie</li> <li>Singapore noodles</li> </ul>	<p><b>Topic: food labelling and environmental health.</b></p> <p><b>KQ:</b> Why do food manufacturers have to label food products and what are the supermarkets doing about this?</p> <ul style="list-style-type: none"> <li>The legislation</li> <li>Supermarket contribution</li> </ul> <p><b>Key vocabulary</b> Shelf –life Use by Intolerances Allergens Additives Preservative Emulsifiers stabilisers</p> <p><b>Practical activities</b></p> <ul style="list-style-type: none"> <li>Jollof Rice</li> <li>Victoria sponge cake</li> <li>Meat Pie</li> <li>Singapore noodles</li> </ul>	<p><b>Topic: Factors that influence food choice – Psychological &amp; Economical.</b></p> <p><b>KQ:</b> What are the Psychological and economic factors that influence food choice?</p> <ul style="list-style-type: none"> <li>Modifying a recipe to suit a particular client needs. (Case study).</li> </ul> <p><b>Key vocabulary:</b> Mood Stress Guilt Income</p> <p><b>Practical activities</b></p> <ul style="list-style-type: none"> <li>Jollof Rice</li> <li>Victoria sponge cake</li> <li>Meat Pie</li> <li>Singapore noodles</li> </ul>	<p><b>Topic: Reviewing dishes and own performance.</b></p> <p><b>KQ:</b> How do we move Forward on our learning journey?</p> <p><b>Key vocabulary:</b> Review Self-development Sensory analysis Strengths Improvements Decision making</p> <p><b>Practical activities</b></p> <ul style="list-style-type: none"> <li>Jollof Rice</li> <li>Victoria sponge cake</li> <li>Meat Pie</li> <li>Singapore noodles</li> </ul>	
	SK						
	DK						
<b>How are we assessing</b>	<p><b>In year 9</b> assessment focuses on High-level practical skills, advanced nutrition, pre-GCSE preparation. Complex Practicals: pastry, enriched dough, roux-based sauce. Project Portfolio: Analysing Design brief, (cultural dishes) Research, Design ideas, Justification, Time/recipe planning. Practical Evaluation of dishes and own performance. Extended Investigation: e.g., Written Test: high-level nutrition + food science. preparing final dish under timed conditions. End of rotation Exam: GCSE-Style Assessment: written paper (food science, safety, nutrition).</p>						

# St Paul's Academy

## Food and Nutrition Curriculum Overview

[Hospitality and Catering] Key Stage 4 Curriculum Map – Topics by Term

<i>SK themes and colours</i>	Hospitality and Catering provision	How hospitality and catering providers operate	Health, and safety in hospitality and catering	The importance of Nutrition	Food preparation, cooking and presentation	Evaluation
<i>DK Big Ideas and Colours</i>	Explore	Explore	Food safety	Nutrition and food science	Create	Evaluate

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p><b>Topic: Hospitality and Catering provision.</b></p> <p><b>KQ:</b> What does the hospitality and Catering industry do?</p> <ul style="list-style-type: none"> <li>. Hospitality and Catering providers.</li> <li>. Working in the H&amp;C Industry.</li> </ul> <p>Working conditions in the H&amp;C industry.</p> <p>Contributing factors to the success of H&amp;C provision.</p> <p><b>Practical Activity</b></p> <ul style="list-style-type: none"> <li>• Lasagne</li> <li>• Special fried rice</li> </ul>	<p><b>Topic: How H&amp;C providers operate.</b></p> <p><b>KQ:</b> How do H&amp;C providers operate?</p> <ul style="list-style-type: none"> <li>. The operation of the front and back of house</li> <li>. Customer requirement In H&amp;C.</li> <li>. H&amp;C provision to meet specific requirement.</li> </ul> <p><b>Practical activity</b></p> <ul style="list-style-type: none"> <li>• Lemon Meringue pie</li> <li>• Christmas log</li> </ul>	<p><b>Topic: Health and Safety in Hospitality and Catering.</b></p> <p><b>KQ:</b> How is Health and Safety maintained in the H&amp;C industry.</p> <ul style="list-style-type: none"> <li>. Health and Safety in H&amp;C provision.</li> <li>. Food safety.</li> </ul> <p><b>Practical activity</b></p> <ul style="list-style-type: none"> <li>• Meat pie</li> <li>• Samosa</li> </ul>	<p><b>Topic: Food safety in Hospitality and Catering.</b></p> <p><b>KQ:</b> How do H&amp;C Providers ensure food Safety for their clients?</p> <ul style="list-style-type: none"> <li>. Food-related causes of Ill-health.</li> <li>. Symptoms and signs of Food-induced ill health.</li> <li>. Preventative control Measures of food-related ill health.</li> <li>. The Environmental health officer.</li> </ul> <p><b>Practical activity</b></p> <ul style="list-style-type: none"> <li>• Choux pastry (profiterole/éclair)</li> <li>• Roux Sauce</li> </ul>	<p><b>Topic: Preparing for assessment</b></p> <p><b>KQ:</b> What are the assessment criteria for unit 1?</p> <ul style="list-style-type: none"> <li>. Using Chief Examiner's Feedback as a guide to answering past question Papers.</li> <li>. Working through Revision Guides.</li> <li>. Interpreting command words to approach exam questions.</li> <li>. Using knowledge check and stretch and challenge questions to prepare for written exams.</li> </ul> <p><b>Practical activity</b></p> <p>*Chosen dishes to meet Nutritional needs of particular customer.</p>	<p><b>Topic: Hospitality and Catering in Action.</b></p> <p><b>KQ:</b> What is the importance of nutrition? Practice)</p> <ul style="list-style-type: none"> <li>. Analysis of assignment brief and dish and dish recommendation for two customers.</li> <li>. How selected dishes Meet the nutritional needs of two types of customers. (Macro &amp; Micro nutrients)</li> <li>. The impact of cooking methods on nutritional value of chosen dishes.</li> <li>. Factors affecting choice dishes</li> <li>. Production planning.</li> <li>. Health, safety and hygiene practices and procedures.</li> <li>. Preparation and cooking</li> </ul>



