

THE COOPERS' COMPANY AND COBORN SCHOOL
FOOD AND NUTRITION DEPARTMENT
KS3 CURRICULUM RATIONALE



THE COOPERS' COMPANY
AND COBORN SCHOOL

Love as Brethren

SUBJECT MISSION:

Our aim is to develop young people who:

- are confident to cook healthy meals using a wide variety of equipment safely and accurately
- are aware of how their food was grown/reared
- have knowledge of the nutrients in their food
- know how to make healthy choices throughout their life
- are aware of the factors that influence the food they eat

RATIONALE:

According to <https://www.nationalfoodstrategy.org/> 'Evidence suggests that children's diets have deteriorated during the pandemic: 35% of secondary school pupils report consuming more cakes and biscuits, 41% more crisps and 28% more sugary drinks'. Our ambitious curriculum aims to educate our young people about the principles of nutrition and healthy eating to guide good diet choices, and to equip them with the practical skills to enable them to feed themselves and others affordably and well, now and in later life.

At KS3 students study Food in all 3 years of KS3, with 2 lessons per fortnight. Students can then opt to continue their studies at KS4 (OCR GCSE Food Preparation and Nutrition).

Our curriculum is sequenced as a spiral curriculum to allow skills and knowledge to be introduced, developed and mastered in preparation for KS4. We follow the National Curriculum with a focus on predominately savoury skills/dishes in our curriculum to ensure the message of healthy eating and personal wellbeing is supported by being able to cook healthy dishes independently. Some sweet dishes are included to ensure a wider breadth of skills are taught in preparation for KS4 and to educate students about sugar and fat content. Approximately half of KS3 lessons have a practical focus, reflecting the key practical element of the subject, and enabling students to make links between theory and practice.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239089/SECONDARY_national_curriculum_-_Design_and_technology.pdf

The National Curriculum states that students should 'understand and apply the principles of nutrition and health' and 'understand the source, seasonality and characteristics of a broad range of ingredients'. Due to our aim for an ambitious curriculum, our KS3 curriculum is reverse engineered from the OCR GCSE Food Preparation and Nutrition specification studied at KS4 <https://www.ocr.org.uk/Images/234806-specification-accredited-gcse-food-preparation-and-nutrition-j309.pdf>. Theory content is sequenced to build on the foundations of the previous year with each year having a focused strand of Nutrition, Food Provenance and Food Choice, Food Science and Meal Planning. Healthy Eating is embedded throughout KS3, including a focus on the Eatwell Guide and Healthy Eating Guidelines.

The National Curriculum states that students should '*become competent in a range of cooking techniques*'. We consulted the following resources when deciding the specific practical skills to include in our curriculum, to ensure we are teaching a robust curriculum:

1. OCR GCSE Food Preparation and Nutrition <https://ocr.org.uk/Images/309170-skills-and-techniques-recipes-with-skill-levels.doc>
2. Core competences for children and young people aged 5-16 years – developed by The Food Standards Agency and British Nutrition Foundation <https://www.foodafactoflife.org.uk/media/5835/core-competences-for-children-and-young-people-aged-5-to-16-years-2016-7.doc>
3. Food teaching in secondary schools: A framework of knowledge and skills https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/477936/Foodteaching_Secondaryguidelines_FINAL.pdf
<https://www.foodafactoflife.org.uk/media/9645/practical-food-skills-chart.pdf>

In light of our aim for an ambitious curriculum, the practical skills taught in our KS3 curriculum are reverse engineered to mirror the OCR GCSE Food Preparation and Nutrition specification studied at KS4. Practical skills are developed, refined and mastered through the spiral curriculum, with the skills being shown in increasingly complex dishes as students progress through KS3.

WHAT IS THE FOCUS OF EACH YEAR?

Year 7: Students arrive with limited skills and knowledge as many primary schools lack the facilities or expertise to teach Food at KS2, therefore much of what they know is taught at home, usually cakes. Year 7 focuses on laying the foundation of basic practical skills and Healthy Eating knowledge to allow students to build upon this in later years. Learning how to use equipment safely is a key focus of this year, with fruits and vegetables being the focused commodity.



Year 8: The focus this year is on developing and refining the basic skills taught in year 7, developing accuracy and control across a range of equipment. More complex dishes featuring meat, fish and alternative proteins are introduced this year, along with gelatinised saucemaking. These intermediate skills build on the foundations of the basic skills learned in year 7 and prepare students for year 9. Our students come from a variety of different cultures so a focus in year 8 is International and British cuisines. This year also introduces the concept of different nutritional needs based on lifestage, and food choice based on ethics.




Year 9: This year more complex practical skills are introduced in preparation for KS4 study. This ensures that students who opt for the subject at KS4 are well prepared but also those that do not continue with the subject still learn complex skills that they can use at home. A key focus is different pastry skills and considering the different nutritional profiles of different types of pastry. Students are exposed to a variety of food related messages from different sources so in year 9 we focus on how different factors affect food choice such as religion, celebration, dietary needs, peer pressure and the media. This topic is sequenced in the final year of KS3 as it pulls through knowledge from the previous years and also from other subjects such as RE, Science, Geography and Maths.




YEAR 7 FOOD AND NUTRITION CURRICULUM OVERVIEW



Below is an overview of what the curriculum for Food and Nutrition will look like this year:




TERM ONE
KNOWLEDGE
<ul style="list-style-type: none"> • Hazards and safety • Tools and equipment • Introduction to heat transfer • Awareness of 5 nutrients (fat, carbohydrate, protein, vitamins, minerals) • Healthy Eating (Eatwell Guide, 8 Healthy Eating Guidelines) • Sensory analysis • Energy balance and obesity • Physical Activity Level (PAL) 
SKILLS
<ul style="list-style-type: none"> • Weighing / Measuring • Safe use of a knife - Bridge hold, Claw grip • Peeling • Grating • Layering • Safe use of the hob, oven and grill • Shallow frying • Rubbing in • Judge consistency • Finishing techniques – shaping • Finishing techniques – glazing • Rolling • Portioning 




TERM TWO
KNOWLEDGE
<ul style="list-style-type: none"> • Caught, reared, grown ingredients • Commodity: Fruit and vegetables • Seasonality and food miles • Enzymic browning • Starchy carbohydrates, sugar and fibre • Tooth decay • Water • Vitamins 
SKILLS
<ul style="list-style-type: none"> • Batter • Shallow frying • Safe use of the grill • Skewering • Marinating • Reduction saucemaking • Sequencing 
DEVELOPING PRIOR LEARNING
<ul style="list-style-type: none"> • Hob control • Safe use of oven and hob • Knife skills • Weighing / Measuring • Rolling • Portioning 




TERM THREE
KNOWLEDGE
<ul style="list-style-type: none"> • Introduction to yeast reproduction and the use of micro-organisms in food production • Minerals • Nutritional needs • 5 a day • Starchy carbohydrates 
SKILLS
<ul style="list-style-type: none"> • Breadmaking • Kneading • Meal planning to a context • Creaming cakemaking method • Finishing techniques 
DEVELOPING PRIOR LEARNING
<ul style="list-style-type: none"> • Rolling • Portioning • Hob control • Knife skills • Safe use of the oven and hob • Shallow frying • Reduction saucemaking • Sequencing 

YEAR 8 FOOD AND NUTRITION CURRICULUM OVERVIEW

Below is an overview of what the curriculum for Food and Nutrition will look like this year:

TERM ONE
KNOWLEDGE
<ul style="list-style-type: none"> • Meat – provenance, nutrition, categories • Fish – provenance, nutrition, categories • Protein – structure, source, function, categories, deficiency • Vegetarians and Vegans • Alternative Proteins 
SKILLS
<ul style="list-style-type: none"> • Meat Preparation • Stir Frying • Fish Preparation • Roasting • Panne • Dovetailing 
DEVELOPING PRIOR LEARNING
<ul style="list-style-type: none"> • Batter • Layering • Safe use of a knife, bridge hold, claw grip • Reduction sauce • Protein function • Safe use of oven, grill and hob • Boiling, simmering • Weighing / Measuring 

TERM TWO
KNOWLEDGE
<ul style="list-style-type: none"> • Food processing chains • Protein Coagulation • British and International Cuisines 
SKILLS
<ul style="list-style-type: none"> • Starch Gelatinisation • Marinating • Skewering • Blended saucemaking • Gelatinised Saucemaking • Protein coagulation 
DEVELOPING PRIOR LEARNING
<ul style="list-style-type: none"> • Protein • Hob control • Safe use of a knife, bridge hold, claw grip • Reduction sauce • Safe use of the hob, oven and grill • Rubbing in • Shallow frying • Portioning • Layering • Rolling • Finishing techniques - shaping • Finishing techniques – glazing • Weighing / Measuring 

TERM THREE
KNOWLEDGE
<ul style="list-style-type: none"> • Nutritional needs through life • Iron and Calcium • Commodity: Cereals (Wheat, Oats, Rice) 
SKILLS
<ul style="list-style-type: none"> • Shaping and binding wet mixtures • Finding and considering recipes • Nutritional analysis • Timeplan • Using chemical raising agent 
DEVELOPING PRIOR LEARNING
<ul style="list-style-type: none"> • Meal Planning to a context • Sequencing and dovetailing • Protein sources • Weighing / Measuring • Safe use of the hob, grill and oven • Blended and reduction saucemaking • Roasting • Knife skills • Rolling • Layering • Judge consistency • Portioning • Finishing techniques - shaping 

YEAR 9 FOOD AND NUTRITION CURRICULUM OVERVIEW

Below is an overview of what the curriculum for Food and Nutrition will look like this year



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TERM ONE

KNOWLEDGE

- Fat - structure, source, function, categories, excess, cholesterol
- Fat plasticity and shortening
- Reducing fat in recipes
- Factors affecting food choice – including lifestyle, life stage, cost, facilities, skill, morals and ethics



SKILLS

- Shortcrust Pastry
- Blind baking
- Gluten free
- Flaky Pastry (lamination)
- Filo Pastry
- Nutritional Analysis to adapt recipes



DEVELOPING PRIOR LEARNING

- Hygiene and safety
- Fat function, links between diet and health
- Breadmaking and kneading
- Weighing / Measuring
- Finishing techniques - Glazing, Shaping
- Protein coagulation
- Rubbing in
- Judge consistency
- Rolling
- Portioning
- Knife Skills
- Safe use of the oven and hob



TERM TWO

KNOWLEDGE

- Factors affecting food choice – including religion, dietary needs including allergies, coeliac disease and lactose intolerance
- Raising Agents – types (chemical, biological, mechanical and physical), function, limitations



SKILLS

- Choux Pastry
- Whisking cakemaking method
- Safe use of an electric whisk
- Meringue
- Finishing techniques - Piping
- Folding



DEVELOPING PRIOR LEARNING

- Shaping and binding wet mixtures
- Sensory Analysis
- Use of micro-organisms in food production
- Roux
- Judge consistency
- Portioning
- Shallow frying
- Shortcrust pastry
- Blind baking
- Rolling
- Hob control
- Safe use of the oven and hob
- Finishing techniques – shaping
- Knife Skills
- Weighing / Measuring



TERM THREE

KNOWLEDGE

- Food waste
- Food labelling
- Commodity: Milk and dairy products
- Use of micro-organisms in food production



SKILLS

- Dry frying
- Flatbread
- Scaling recipes
- Timeplan with safety and quality checks



DEVELOPING PRIOR LEARNING

- Meat preparation
- Shaping and binding wet mixtures
- Boiling and simmering
- Protein denaturation
- Whisking
- Knife Skills
- Layering
- Rolling
- Shallow frying
- Weighing / Measuring
- Panne
- Reduction sauce
- Finishing techniques – Shaping and Decoration
- Emulsified dressing
- Safe use of the oven and hob





FOOD AND NUTRITION PRACTICAL SKILLS CURRICULUM MAP

This map shows when new skills are first introduced – these skills are then further developed and refined

KN6: portion/ fillet chicken	PT9: blend	CM4: steaming	YEAR 10
KN7: fillet fish	PT10: juice	CM12: casseroling /braising	
PT3: scissor- snip	CM3: blanching/ poaching	SA3: emulsion sauce	
		DO7: pasta making	

OCR GCSE SKILL GROUPS	Knife skills (KN)	Set a mixture (SM)
	Preparation and techniques (PT)	Raising agents (RA)
	Cooking methods (CM)	Dough (DO)
	Sauces (SA)	Judge and manipulate sensory properties (JA)



YEAR 9

RA1: use egg (colloid foam) as a raising agent	RA4: use steam in a mixture	DO3: shortcrust pastry	DO4: flaky/puff pastry	DO5: rolling/lining tin	DO6: glazing/finishing/piping	JS3: presentation and food styling
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YEAR 8

KN5: slice raw and cooked meat and fish or alternatives	PT1: mash	PT8: pipe	PT14: coat/panne	PT15: shape and bind wet mixtures	CM7: stir-frying	CM11: roasting	SM1: heating (coagulation)	SA2: blended sauce
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YEAR 7

KN1: bridge hold	KN3: peel	PT2: shred	PT5: grate	PT7: shape	PT12: roll/wrap	CM1: safe use of the hob	CM5: dry-frying	CM8: safe use of the grill	CM10: baking	RA2: use biological raising agent	DO1: bread making	JS1: use of seasoning herbs and spices
KN2: claw grip	KN4: slice, dice, julienne	PT4: crush	PT6: peel/de-skin/deseed	PT11: marinate	PT13: skewer	CM2: boiling/simmer	CM6: shallow frying	CM9: safe use of the oven	SA1: reduction sauce	RA3: use chemical raising agent	DO2: rubbing in	JS2: change texture and flavour