



Cardinal  
Newman  
CATHOLIC SCHOOL

# Food & Nutrition

## Curriculum Area: Food

**Health and fitness are better than any gold, and a robust body than countless riches.**  
*Sirach 30:15*

## Curriculum Intent

Cooking is a life skill, food is an important part of our daily lives. Cooking at CNS reflects the many cultures within our school community and will equip students with the necessary skills and knowledge for life outside of school.

The subject will enable students to make sense of the world around them. It will help to foster their interest in a wide range of careers such as food development and design, nutritionists, chefs, dieticians and other medical professionals along with teachers and will aspire to pursue further studies or careers in these areas.

Food and Nutrition will also help to enhance students understanding and appreciation of the different multicultural, ethical, environmental and other issues concerning food preparation and food choice.

Through cooking students gain many skills such as how to build:

- I. resilience through adapting recipes based around seasonality, dietary needs, culture and cost of ingredients:
- II. working under pressure and solving problems as they go along:
- III. confidence via an evaluation process of trial and error to have the final satisfaction of creating their own dish independently that can be taken home and eaten.

Learning about nutrition allows students to make informed choices to know what the term “healthy and balanced diet” means for them and their families. The overall aim is that all students at CNS will understand what they need to do to ensure they have a healthy lifestyle. Supporting other curriculum areas such as PSHE, Geography, Science and PE.

Students will learn the importance of good hygiene and food safety when preparing and storing food and will understand how poor hygiene and poor food safety can affect them and others.

Our hope at CNS is that through Food and Nutrition students will be empowered with the necessary knowledge and skills to become discriminating consumers of food products. Enabling them to participate in an ever-changing society in an active and informed manner. Also exploring the pleasure, richness and variety that food adds to life.

Curriculum Overview: Food					
	Year 7	Year 8	Year 9	Year 10	Year 11
<b>HTI</b>	<p>Getting to know the food room</p> <ul style="list-style-type: none"> <li>• Food safety, routine in the food room, developing knife skills and other cooking skills</li> <li>• Healthy eating- The eat well guide, introduction to nutrients and the 8 government guidelines for healthy eating</li> </ul>	<p>All About Flour</p> <ul style="list-style-type: none"> <li>• Revisit-Food Safety</li> <li>• What is wheat? How is it Grown?</li> <li>• Wheat into flour,</li> <li>• Types of flour, flour-based products, Nutrients found in flour.</li> <li>• Raising agents- How yeast works?</li> <li>• Uses of flour in cooking-binding gelatinisation, dextrinixation etc,</li> <li>• Developing a range of cooking skills</li> <li>• Adapting recipes to suit different nutritional, sensory, cultural and dietary needs</li> </ul>	<p>Making food choices</p> <ul style="list-style-type: none"> <li>• Main nutrients functions, sources, deficiency and excess. Life stages and Nutritional needs, meal planning for different diets</li> <li>• Factors that affect food choice</li> <li>• food labelling how they help consumers</li> <li>• Developing food preparation skills by making a range of sweet and savoury product e.g. stir fry, pizza, enchiladas, vegetable salad.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Revisit-Develop knowledge and understanding of 'The Eatwell guide' guidelines and proportions. Research and investigate the main nutrients required for a healthy balanced diet. Their functions, sources, deficiency and excess. Factors that affect dietary needs throughout different life stages. Nutritional needs of a teenager.</li> <li>• Developing and Demonstrating the 12 essential skills of preparing cooking and serving food</li> </ul>	<p>Why food is cooked and how heat is transferred to food</p> <p>The reasons why food is cooked.</p> <p>How preparation and cooking affect colour taste etc.</p> <p>How heat is transferred to food through</p> <ul style="list-style-type: none"> <li>• Conduction</li> <li>• Radiation</li> <li>• Convection</li> <li>• How heat is transferred during the different cooking methods.</li> <li>• Skills building for NEA 2 Revisiting some advance skills</li> <li>• Flour products- looking at flour doughs from different cultures.</li> <li>• Pastry making- shortcrust and rough puff pastry.</li> <li>• Jointing chicken- Cooking it in different ways roast, stew, BBQ, fried, grill</li> </ul>

					<ul style="list-style-type: none"> <li>• Creating marinades and sauces.</li> <li>• Shaping meat and alternatives- burgers, kebabs, meatballs, skewer, falafels, fish cakes etc.</li> <li>• Develop and demonstrate a range of food preparation skills</li> <li>• Work in a safe and hygienic manner</li> </ul>
<b>HT2</b>	Writing a plan of making. Food Choice- Functions of basic baking ingredients, adapting recipes to suit different dietary needs	<ul style="list-style-type: none"> <li>• Understanding a brief and how to select a dish to match the criteria of the brief. Writing and working from a plan of making.</li> </ul>	<ul style="list-style-type: none"> <li>• Cakes- Cake Making Methods.</li> <li>• Develop food preparation skills by making cakes using different methods of cake making e.g., raspberry buns, Victoria sponge, gingerbread biscuits and fruit cake</li> <li>• Functions of cake ingredients</li> <li>• Investigating cakes made with different fats</li> </ul>	<ul style="list-style-type: none"> <li>• Select and make nutritionally balanced and appealing starter or savoury light lunch that suitable for teenagers and meets guidelines of The Eatwell guide.</li> <li>• Modifying recipes to make them healthier or to suit different dietary needs etc.</li> <li>• Developing and Demonstrating the 12 essential skills of preparing cooking and serving food. Time plan writing.</li> <li>• To demonstrate and apply the principles of food safety and hygiene when cooking; and a good working routine in</li> </ul>	<ul style="list-style-type: none"> <li>• Develop knife skills dicing, batons, julienne etc. by preparing a range of vegetables e.g. carrots, cauliflower, squash, potatoes, aubergine and cooking in different ways e.g. fried, roasted, boiled, grilled, steam etc.</li> <li>• Introduction to NEA2 students will spend 17hrs on research, planning, trialling and evaluation of the final menu. Students will produce a portfolio not exceeding 20A4 sides</li> <li>• Complete an analysis of task.</li> <li>• Research chosen international cuisine including questionnaires</li> </ul>

				the food room. Introduction to Nea2	
<b>HT3</b>	Getting to know the food room- Food safety, routine in the food room, developing knife skills and other cooking skills Healthy eating- The eat well guide, introduction to nutrients and the 8 government guidelines for healthy eating	<ul style="list-style-type: none"> <li>Recap Food Safety</li> <li>What is wheat? How is it Grown?</li> <li>Wheat into flour,</li> <li>Types of flour, flour-based products,</li> <li>Nutrients found in flour.</li> <li>Raising agents- How yeast works?</li> <li>Uses of flour in cooking-binding gelatinisation, dextrinisation etc,</li> <li>Developing a range of cooking skills</li> <li>Adapting recipes to suit different nutritional, sensory, cultural and dietary needs</li> </ul>	Pastry and Bread Doughs. <ul style="list-style-type: none"> <li>Pastry and Dough making methods</li> <li>Types of pastry and doughs</li> <li>Closer look at the functions of the ingredients and the science behind making shortcrust pastry and bread dough making(recap)</li> <li>Faults in pastry and dough making</li> <li>Making healthy choices when making pastry and bread dough.</li> <li>Recipe adaptation and time plan making</li> <li>Develop organisational and time management skills effectively.</li> <li>Develop food preparation skills e.g. making pastry and dough products tarts, pie, naan bread, Chelsea buns, polish kolaczki etc.</li> </ul>	Food choice -Why people eat what they eat? <ul style="list-style-type: none"> <li>To know and understand factors which may influence food choice e.g. income, lifestyle, cost of food, religion, culture etc.</li> <li>When selecting recipes should be able to explain and justify reason for choice.</li> <li>Modifying and costing recipes</li> <li>Making a range of meals to suit different culture, religion, low cost quick meals etc.</li> </ul>	<ul style="list-style-type: none"> <li>Identify dishes for trialling they will create an ingredients list for this and will also produce a skills audit for dishes selected</li> <li>Demonstrate a range of food preparation skills by making dishes for trials</li> <li>Evaluate trial dishes, select 2 final dishes including accompaniments and justify reason for choice</li> <li>Complete a time plan for making the dishes within the given time (2hrs)</li> <li>Make and evaluate final dishes</li> </ul>
<b>HT4</b>	Writing a plan of making. Food Choice- Functions of basic baking ingredients, adapting recipes to suit different dietary needs	<ul style="list-style-type: none"> <li>Understanding a brief and how to select a dish to match the criteria of the brief. Writing and working from a plan of making.</li> </ul>	Chicken Marinades & Sauces <ul style="list-style-type: none"> <li>International chicken dishes and marinades</li> <li>Safe handling of meat</li> </ul>	<ul style="list-style-type: none"> <li>Allergies and food intolerances Food Labelling and Market influences.</li> <li>Food choice linked to food intolerances and</li> </ul>	<ul style="list-style-type: none"> <li>Revision</li> </ul>

			<ul style="list-style-type: none"> <li>• Prepare combine and Shape chicken</li> <li>• Uses of sauces and marinades in cooking</li> <li>• Faults in sauce making</li> <li>• Making reduction, emulsion and starch base sauces</li> <li>• Creating Marinades for chicken Mexican, Jamaican and Asian</li> <li>• Sensory analysing</li> </ul>	<p>allergies e.g. nuts How to spot these on a food label</p> <ul style="list-style-type: none"> <li>• How food labelling help consumers?</li> <li>• Mandatory information on a food packaging in accordance with current European union and Food Standards Agency (FSA) legislation.</li> <li>• Non-mandatory information</li> <li>• How to interpret nutritional labelling</li> <li>• How marketing influence food choice e.g. special offers.</li> <li>• Modifying dishes/menu to suite people with food intolerances and allergies also cooking a range of meals to suit them.</li> <li>• Cooking a range of dishes to suit people with allergies</li> </ul>	
<b>HT5</b>	<p>Getting to know the food room- Food safety, routine in the food room, developing knife skills and other cooking skills</p> <p>Healthy eating- The eat well guide, introduction to nutrients and the 8</p>	<ul style="list-style-type: none"> <li>• Recap Food Safety</li> <li>• What is wheat? How is it Grown?</li> <li>• Wheat into flour,</li> <li>• Types of flour, flour-based products, Nutrients found in flour.</li> <li>• Raising agents- How yeast works?</li> </ul>	<p>Layered Desserts</p> <ul style="list-style-type: none"> <li>• Different methods of finishing a product for it to look appealing</li> <li>• Revisit cake and pastry making skills</li> <li>• Making products that are uniform in shape and appearance</li> </ul>	<p>British and International Cuisines</p> <p>Food products from British cuisine and two different cuisine.</p> <p>Students will have the opportunity to prepare and cook recipes from a range of countries, using</p>	

	government guidelines for healthy eating	<ul style="list-style-type: none"> <li>• Uses of flour in cooking-binding gelatinisation, dextrinisation etc,</li> <li>• Developing a range of cooking skills</li> <li>• Adapting recipes to suit different nutritional, sensory, cultural and dietary needs</li> </ul>	<ul style="list-style-type: none"> <li>• Creating different components of a product and assemble by layering</li> <li>• Demonstrate and develop a range of cake making skills e.g. piping, rolling, shaping, spreading.</li> <li>• Work in a safe and hygienic manner</li> <li>• Storage of high-risk food to prevent bacterial growth etc.</li> </ul>	different equipment, cooking methods and presentation styles. They will also look at traditional and modern variations to the recipes	
<b>HT6</b>	Writing a plan of making Food Choice- Functions of basic baking ingredients, adapting recipes to suit different dietary needs	<ul style="list-style-type: none"> <li>• Understanding a brief and how to select a dish to match the criteria of the brief. Writing and working from a plan of making.</li> </ul>	<ul style="list-style-type: none"> <li>• Food Science</li> <li>• Carryout out simple food science experiments to understand the working properties of some everyday ingredients.</li> <li>• Making investigating and evaluating.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will research one the cuisines in detail and complete a mini NEA2.</li> <li>• They will also develop and demonstrate a range of skills from S1-S12.</li> <li>• Students will also work on a mini NEA1</li> <li>• Students will investigate the working characteristics and the functional and chemical properties of a particular food ingredient through practical investigation. They will produce a report which will include research into 'how ingredients work and why'</li> <li>• Students will record their practical investigation and</li> </ul>	

				draw conclusions. The report should include a range of communication methods e.g. charts, graphs and diagrams. The report should also include photographic evidence.
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**Curriculum Overview: BTEC Level 1/2 Award in Home Cooking Skills**

	Year 10 -L1	Year 11 -L2
<b>HT1</b>	<p>Food safety and hygiene, identification and use of kitchen equipment.</p> <ul style="list-style-type: none"> <li>Recap on Kitchen Safety &amp; Hygiene building on prior knowledge from (KS3)</li> <li>Food storage</li> <li>Store cupboard ingredients</li> <li>Rules of the kitchen/Food tech room</li> <li>Recap on different kitchen equipment and their uses and how to use them safely</li> <li>Food preparation skills-introduction to eggs and different methods for cooking eggs e.g. poaching, scrambling. Recap on knife techniques.</li> <li>Evaluation skills e.g. identifying good and bad things about the product also skills and how this can be improved</li> </ul>	<p>Recap Importance of Healthy eating</p> <ul style="list-style-type: none"> <li>The different courses in a meal and what they can include</li> <li>Foods found in the different sections of the eat well guide</li> <li>How to plan balanced meals using the eat well guide as a guide</li> <li>Introduction to new equipment and how to use them safely.</li> <li>Handling raw meat and poultry safely</li> <li>Food presentation-garnishes</li> <li>Food preparation skills- making simple healthy starters- knife skills</li> <li>Evaluation skills e.g. identifying good and bad things about the product also skills and how this can be improved</li> </ul>
<b>HT2</b>	<p>Importance of healthy eating Healthy eating</p> <ul style="list-style-type: none"> <li>Understanding the eat well guide building on prior knowledge (KS3)</li> <li>Adapting recipes to make them healthier or more balanced</li> <li>Understanding food labels and the importance of the information found on a food label</li> <li>Importance of breakfast</li> <li>Food preparation skills-Cereals e.g. porridge, doughs, batter etc</li> <li>Evaluation skills e.g. identifying good and bad things about the product also skills and how this can be improved</li> </ul>	<p>Meat/Fish and Poultry -Different cooking methods</p> <ul style="list-style-type: none"> <li>Food storage- use by date</li> <li>Correct handling and preparation</li> <li>Ensuring meat and poultry is properly cooked-using a temperature probe.</li> <li>Meat alternatives</li> <li>Cooking economically/on a budget: buy food in season; plan ahead; buy in larger quantities to cook and freeze eg mince for Bolognese sauce; use leftovers eg potato</li> </ul>

		<p>salad, chicken sandwich; ask advice when shopping eg from butcher about alternative cuts of meat</p> <ul style="list-style-type: none"> <li>• pass on information about cooking meals at home from scratch</li> <li>• Evaluation skills e.g identifying good and bad things about the product also skills and how this can be improved</li> </ul>
<b>HT3</b>	<p>Food choice and dietary needs</p> <ul style="list-style-type: none"> <li>• Factors that affect food choice e. g religion, culture, health, allergies and age</li> <li>• Adapt and select ingredients to suit different dietary needs</li> <li>• Identify ways to pass on information about home cooking</li> <li>• Food preparation- fillings and toppings for sandwiches, pastry and jacket potatoes</li> <li>• Evaluation skills e. g identifying good and bad things about the product also skills and how this can be improved</li> </ul>	<p>Topic: Food miles, growing your own &amp; Seasonality</p> <ul style="list-style-type: none"> <li>• Staples and Vegetables</li> <li>• What foods are best at different times of the year</li> <li>• Food provenance – where does your food come from?</li> <li>• Buying local and what the benefits of this are on costs and personal choice.</li> <li>• Writing plans taking time and safety into consideration</li> <li>• Food preparation skills- stir fries, salads, frying, roasting and boiling</li> <li>• Presentation techniques</li> <li>• pass on information about cooking meals at home from scratch</li> <li>• Evaluation skills e.g. identifying good and bad things about the product also skills and how this can be improved</li> </ul>
<b>HT4</b>	<p>Food Provenance -Farm to fork</p> <ul style="list-style-type: none"> <li>• Where food comes from- grown, caught, reared and gathered</li> <li>• Fresh, frozen, organic, free range, local and seasonal ingredients.</li> <li>• Food preparation- regional and cultural meals/snacks e.g. smoothies, fruit crumble, sausage roll, kebabs and muffins</li> <li>• Evaluation skills e.g identifying good and bad things about the product also skills and how this can be improved</li> </ul>	<p>Introduction to cake making and basic decorating</p> <ul style="list-style-type: none"> <li>• Different methods of cake making</li> <li>• How cakes can be made healthier by using healthy ingredients</li> <li>• Food preparation skills- fairy cakes, swiss roll, glaze icing and butter cream, using fruits for decoration</li> <li>• pass on information about cooking meals at home from scratch</li> <li>• Evaluation skills e.g identifying good and bad things about the product also skills and how this can be improved</li> </ul>
<b>HT5</b>	<p>Exam prep Revisiting skills needed to complete assessment task</p>	<p>Exam preparation &amp; exam Planning Presenting Dish selection Revisiting skills</p>
<b>HT6</b>	<p>Start of level 2 Topic: Home Made or Take Away</p> <ul style="list-style-type: none"> <li>• Comparison of take away and home cooked foods inc. ready meals.</li> </ul>	



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|  | <ul style="list-style-type: none"><li>• Looking at different ingredients and salt/sugar content.</li><li>• Adapting meals to make them more balanced</li><li>• Writing simple time plans</li><li>• Food preparation- one pot meals/layered desserts</li></ul> |  |
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### Subject Specific Information