



# Cooking & Nutrition

## Curriculum Long Term Plan (Y7 - Y9)

Students operate on a 5 point carousel system for DT, Cooking & Nutrition and Art with 2 x 1hr lessons per week for approximately 15 weeks.

Y7	Y8	Y9
<p><b>Overview:</b> Students are introduced to the 'new' classroom environment and how they can work safely and hygienically to minimise harm to themselves and others. Students develop their basic cooking skills such as slicing, dicing, peeling and grating safely. They learn how to use the hob, grill and oven to make a range of dishes and explore healthy eating.</p> <p><b>End Point:</b> Students will be able to navigate around the room with confidence and name a wide range of equipment as well as explaining its function. They will be able to assess a kitchen environment to identify hazards and explain how they can work safely to keep themselves and others safe. Students will be able to use the cooker to make a range of dishes and showing a range of skill. They will understand what is meant by a healthy and balanced diet and assess their own diet to suggest how it can be improved.</p> <p><b>Area of knowledge:</b> Students should know that to prevent accidents/injuries they must assess their surroundings and keep plastic/paper away from hobs, wear an apron, stack stools, store bags safely etc. They will know what constitutes a healthy diet (i.e low in saturated fats, low salt, low sugar, high fibre, at least 5 portions of fruit and veg per day, plenty water etc.) and that there are two types of carbohydrates (simple</p>	<p><b>Overview:</b> Food safety is the main focus for students in Y8 and how to reduce the risk of cross-contamination. Students learn the 4C's of food safety and how coloured chopping boards can reduce the risk of food poisoning. Students investigate the different types of food poisoning and their causes and symptoms. Students also study proteins to find out the function of it in the body, animal and plant sources of it (complete and incomplete proteins) and what happens if you don't get enough of it.</p> <p><b>End Point:</b> Students will understand the importance of reducing the risk of cross contamination and would have been able to apply this when they stored, prepared and cooked high risk ingredients. Students will be able to explain the function and sources of protein as well as being able to name some animal and plant sources of protein. Some students will be able to explain what is meant by complete and incomplete proteins and how they link to amino acids.</p> <p><b>Area of knowledge:</b> Students will know what cross contamination means and the 4C's that underpin food safety. Students will be able to recall which coloured chopping board is used to prepare different food groups by referring to the colour link they come up with for each one. Learners will be able to categorise proteins into complete (animal) and incomplete (plant) sources. In addition to this they will know why we need protein in our diet (i.e. what its function is in our body) and the consequence of not having enough of it.</p>	<p><b>Overview:</b> Students learn about the functions, sources and deficiencies of remaining macronutrients (fat) and investigate micronutrients. Fibre is also studied and practical skills are further developed by carrying out practical work which underpins the theory. Nutritional requirements and how these evolve throughout the life stages are also a focus this term.</p> <p><b>End Point:</b> Students will build a picture of how their nutritional requirements change throughout the main life stages and the importance of micronutrients in the body. Learners will have more confidence and will have developed their knowledge and skills of bread-making. In addition to this students will grasp</p> <p><b>Area of knowledge:</b> Students will know there are two types of fibre (soluble and insoluble), they will know that the names of fibre-related illnesses include diverticulitis and constipation. They will know how to increase fibre content in their diet in order to avoid these illnesses and how much fibre they should be having each day. Students will be able to define 'micronutrients' and name some of the functions, sources and deficiencies of the vitamins and minerals. Learners will also know that their nutritional requirements change throughout the life stages and will be able to explain some reasons why their needs change.</p> <p><b>Builds on:</b> Knowledge of macronutrients is taught across Y7 and 8 where each year group focuses on a different macronutrient. In Y7 they also look at the energy balance which is revised briefly in</p>

and complex) which respectively release energy quickly and slowly.

**Builds on:** Healthy eating covered within their KS1 and KS2 curriculum in addition to their personal experiences, upbringing/background and culture.

**New Skills:** Students will arrive in Y7 with various starting points and a varying degree and knowledge and skills. For all students they will learn how to use the cookers specific to the school and therefore will primarily learn how to boil, grill and bake. For some students, new skills may include weighing, measuring, slicing, dicing, peeling, grating and doing the rubbing in method. This will ensure all students have the basic skills to build upon in Y8 and narrow the gap from their individual Y7 starting point.

**Recalled Skills:** Some students may have acquired some basic skills from past experiences and may consolidate skills such as weighing, measuring, slicing, dicing, grating etc.

**Links to:**

**CEIAG** - N/A

**SMSC Social** - Healthy eating guidelines linking to the government initiatives.

**British Values** - Respecting the safety of others.

**Cross curricular: Science** - enzymic browning experiment, making predictions based on properties of citric acid. The energy balance. **Geography** - air miles and seasonality. **PE** - how simple and complex carbohydrates provide energy to enhance performance. (links to the tennis player in the short video clip) **Numeracy** - weighing and measuring. **Literacy** - reading and writing.

**Level 1/2 Hospitality and Catering Spec (Unit 1)**

LO3 AC3.1 Personal safety responsibilities in the workplace

LO3 AC3.2 Identify personal safety risks in the workplace

LO3 AC3.3 Recommend personal safety control measures at work

**Level 1/2 Hospitality and Catering NEA Specification (Unit 2)**

LO1 AC1.1 Describe the function of nutrients

**Builds on:** Healthy eating from Y7 and looking at macronutrients. Skills are developed from the basic skills obtained in Y7 by introducing specific 'cuts' of vegetables when making stir fry thus providing some knowledge in preparation for the GCSE course.

**New Skills:**

- Slicing Julienne
- Storing, handling, preparing and cooking high risk ingredients
- Using electric whisk
- Decoration
- Enrobing
- Dividing and shaping

**Recalled Skills:** Students will reinforce skills acquired from Y7 such as weighing and measuring for accuracy and slicing/dicing. They will use a variety of cooking methods such as melting and stir frying (using the hob) when making cheesecake and stir fry as well as baking when creating chicken goujons and scones.

**Links to:**

**CEIAG** - A video clip in the dairy lesson shows how yoghurt is made on an industrial scale in a factory with manufacturing equipment etc.

**SMSC - Social** - Cooking food safely for others. **Moral** - Vegetarianism (Reasons for and against) Considering the viewpoints of others. **Cultural** - making cultural food (e.g. Stir fry) appreciating the culture of others

**British Values** - Respecting the safety of others and tolerance of opinions and beliefs (reasons for vegetarianism)

**Cross curricular: Science** - proteins made up of essential amino acids **PE** - Rugby player (in protein lesson) discusses relationship between function of protein and the importance for muscle growth and repair. **MFL** - Using French culinary terms (slicing julienne). **Numeracy** - weighing and measuring. **Literacy** - reading and writing.

**Level 1/2 Hospitality and Catering Spec (Unit 1)**

LO3 AC3.1 Personal safety responsibilities in the workplace

LO3 AC3.2 Identify personal safety risks in the workplace

LO3 AC3.3 Recommend personal safety control measures at work

LO4 AC4.1 Describe food related causes of ill health

LO4 AC4.4 Describe common types of food poisoning

LO4 AC4.5 Describe the symptoms of food induced ill health

**Level 1/2 Hospitality and Catering NEA Specification (Unit 2)**

Y9. Students will also draw upon skills learned/consolidated in Y7/8 to create dishes. Learners use electric whisks in Y8 but only for a short amount of time to combine ingredients together. They develop this skill further in Y9 when making Swiss roll by whisking until it meets a quality assurance point (thick, pale and leaves a trail and therefore incorporating enough air to the mixture - aeration)

**New Skills:**

- Bread making (kneading, proving, working with yeast)
- Whisking to meet quality assurance points
- Using hand blenders to make soup (if lesson time permits)

**Recalled Skills:** Students will reinforce skills acquired from Y7 and Y8 such as weighing and measuring for accuracy and slicing/dicing. They will use a variety of cooking methods such as boiling (using the hob) when making soup and baking to cook their Swiss Roll and garlic bread. Students will develop their skills from using the electric whisk in Y8 to a more advanced skill of whisking until the mixture becomes thick, pale and leaves a trail. This means students need to use quality assurance checks to determine when the mixture is to the expected consistency.

**Links to:**

**CEIAG** - N/A

**SMSC** N/A

**British Values** - Respecting the safety of others

**Cross curricular: Science** - fibre and the role it plays in the digestion process, micronutrients. **Numeracy** - weighing and measuring. **Literacy** - reading and writing.

**Level 1/2 Hospitality and Catering Spec (Unit 1)**

N/A

**Level 1/2 Hospitality and Catering NEA Specification (Unit 2)**

LO1 AC1.1 Describe the function of nutrients

LO1 AC1.2 Compare nutritional needs of specific groups

LO1 AC1.3 Explain the impacts of unsatisfactory nutritional intake

LO1 AC1.4 Explain how cooking methods affect nutritional value

LO2 AC2.4 Production plan of making dishes for your menu

LO3 AC3.1 Use techniques in preparation of commodities

LO3 AC3.2 Assure quality of commodities to be used in food preparation

LO3 AC3.3 Use techniques in cooking of commodities

LO3 AC3.4 Complete dishes using presentation techniques

LO3 AC3.5 Use food safety practices

<p>LO2 AC2.2 Explain how dishes on a menu address environmental factors  LO2 AC2.4 Production plan of making dishes for your menu  LO3 AC3.1 Use techniques in preparation of commodities  LO3 AC3.2 Assure quality of commodities to be used in food preparation  LO3 AC3.3 Use techniques in cooking of commodities  LO3 AC3.4 Complete dishes using presentation techniques  LO3 AC3.5 Use food safety practices</p> <p><b>Assessed by:</b> End of rotation assessment and self/peer assessment of practical work.</p> <p><b>Tier 3 Vocabulary:</b> macronutrients, simple carbohydrates, complex carbohydrates, Eatwell Guide, coronary heart disease, obesity, cholesterol, hydration, rubbing in, bridge grip, claw grip.</p>	<p>LO1 AC1.1 Describe the function of nutrients  LO1 AC1.3 Explain the impacts of unsatisfactory nutritional intake  LO2 AC2.3 Explain how dishes on a menu meet customer needs  LO3 AC3.1 Use techniques in preparation of commodities  LO3 AC3.2 Assure quality of commodities to be used in food preparation  LO3 AC3.3 Use techniques in cooking of commodities  LO3 AC3.4 Complete dishes using presentation techniques  LO3 AC3.5 Use food safety practices</p> <p><b>Assessed by:</b> End of rotation assessment and self/peer assessment of practical work.</p> <p><b>Tier 3 Vocabulary:</b> Cross contamination, salmonella, clostridium botulinum, bacillus cereus, staphylococcus aureus, clostridium perfringens, E-Coli, listeria, complete protein, incomplete protein, amino acids, enrobe, food probe, julienne.</p>	<p><b>Assessed by:</b> End of rotation assessment and self/peer assessment of practical work.</p> <p><b>Tier 3 Vocabulary:</b> micronutrients, retinol, thiamin, riboflavin, folic acid, ascorbic acid, osteoporosis, source, deficiency, rickets, beri-beri, scurvy, saturated, unsaturated, soluble fibre, insoluble fibre, diverticulitis, proving, fermentation, kneading.</p>
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