



### Why teach Food Preparation & Nutrition?

***“Give a man a fish, and he will be hungry again tomorrow; teach him to catch a fish, and he will be richer all his life.”***

Food and Nutrition in our school will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Our curriculum will encourage students to cook and enable

them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

As part of their work with food, students will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking that will open the door to one of the great expressions of human creativity. Learning how to cook being a crucial life skill that enables students to feed themselves and others affordably and well, now and in later life.

### Learning for Life and Careers

#### Employability skills

Literacy, Numeracy/ICT, Research, Creativity, Leadership, Organisation, Resilience, Initiative, Communication, Presentation and Collaborative Teamwork.

#### Linking the curriculum to careers:

Sensory Analyst, Chef, Research and Development, Nutritionist, Food Scientist, Food Stylist, Food writer, Advertising, Food Critic, Media Communications, Hospitality.

#### Encounters with employers







Visits are organised for all year groups within the Art, Design and Technology department that include Amazon, Victoria and Albert Museum, Big Bang Fair, Riverford Organic Farm, London Walk Talk Eat tours, Henry Moore Foundation.

Our strong links with Oundle school welcomes our student to participate in Life drawing classes, creative workshops of print and 3D works.

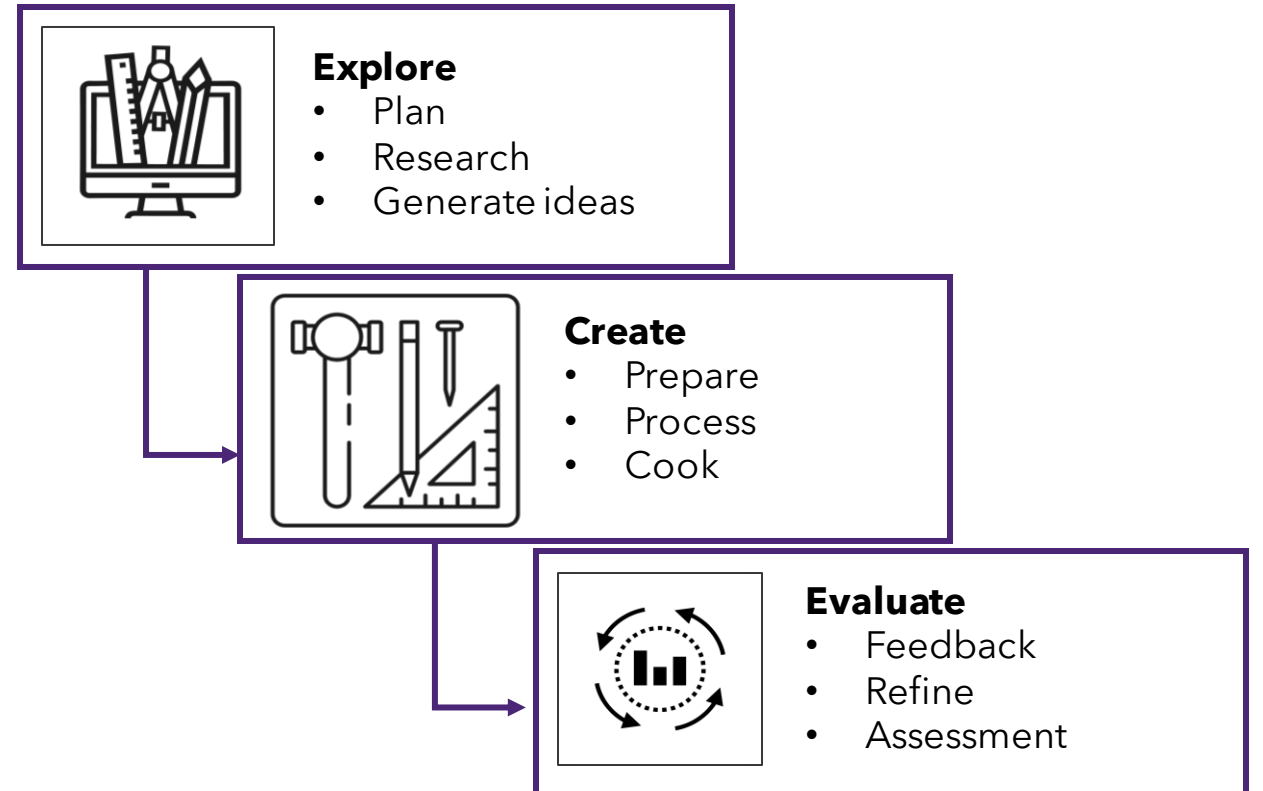
#### Examples of qualification pathways

Level 3 Food Science, Catering College Diploma, BSc Food Science and Nutrition

### Substantive Big Ideas

<b>Food Preparation &amp; Cooking</b>  Developing confidence in food preparation and cooking a range of recipes	<b>Food Safety</b>  How to apply health and safety procedures when preparing, cooking and storing food products
<b>Food Choice</b>  Factors that influence food choices	<b>Food Science</b>  The functional and chemical properties of ingredients
<b>Food and Nutrition</b>  The importance of a healthy balanced diet	<b>Food Provenance</b>  The functional and chemical properties of ingredients

### Disciplinary Big Ideas





# Prince William School



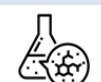


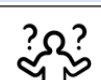
## Food and Nutrition Curriculum Map – Topics by Term




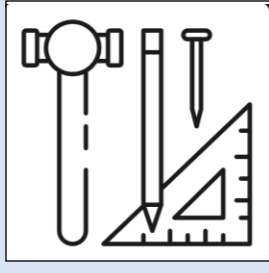
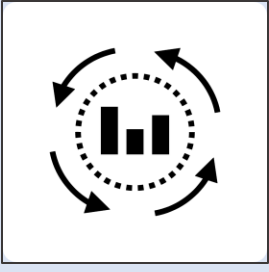
	Year 7	Year 8	Year 9	Year 10	Year 11
Topics Covered	9 x 100 minute lessons per academic year on half yearly rotation	19 x 100 minute lessons per academic year on half yearly rotation	9 x 100 minute lessons per academic year on half yearly rotation	57 x 100 minute lessons per academic year (33 x practical)	57 x 100 minute lessons per academic year
	<p><b>Fruit salad</b></p> <ul style="list-style-type: none"> <li>Knife skills</li> <li>Health and Safety</li> </ul> <p><b>Croque monsieur</b></p> <ul style="list-style-type: none"> <li>The 4 C's</li> <li>Using the grill</li> </ul> <p><b>Flapjack</b></p> <ul style="list-style-type: none"> <li>Nutrients</li> <li>Using the hob</li> </ul> <p><b>Pasta salad</b></p> <ul style="list-style-type: none"> <li>The Eatwell Guide</li> </ul> <p><b>Cheesecake</b></p> <ul style="list-style-type: none"> <li>Seasonality</li> <li>Food miles</li> </ul> <p><b>Scone-based pizza</b></p> <ul style="list-style-type: none"> <li>Food choice</li> </ul> <p><b>Goujons (fish, vegetable or chicken)</b></p> <ul style="list-style-type: none"> <li>Methods of cooking</li> </ul> <p><b>Palmiers</b></p> <ul style="list-style-type: none"> <li>Obesity</li> <li>Diet related disease</li> </ul> <p><b>Bolognese</b></p> <ul style="list-style-type: none"> <li>Weighing and measuring</li> </ul> <p><b>Fairy cakes</b></p> <ul style="list-style-type: none"> <li>Raising agents</li> </ul>	<p><b>Group bread activity</b></p> <ul style="list-style-type: none"> <li>Health and Safety</li> </ul> <p><b>Burger &amp; bun</b></p> <ul style="list-style-type: none"> <li>Food safety</li> </ul> <p><b>Mini quiche</b></p> <ul style="list-style-type: none"> <li>Food science: fats in pastry</li> </ul> <p><b>Pizza</b></p> <ul style="list-style-type: none"> <li>Wake the yeast beast</li> </ul> <p><b>Scotch eggs</b></p> <ul style="list-style-type: none"> <li>Sustainability</li> </ul> <p><b>Carrot cakes</b></p> <ul style="list-style-type: none"> <li>Food labelling</li> <li>Food processing</li> </ul> <p><b>Stir fry</b></p> <ul style="list-style-type: none"> <li>The Eatwell Guide</li> </ul> <p><b>Mac &amp; cheese bake</b></p> <ul style="list-style-type: none"> <li>Gelatinisation experiment</li> </ul> <p><b>Cookies</b></p> <ul style="list-style-type: none"> <li>Fairtrade and cocoa life</li> </ul> <p><b>Chilli con carne</b></p> <ul style="list-style-type: none"> <li>Food choice: vegetarians and vegans</li> </ul>	<p><b>Group practical activity</b></p> <ul style="list-style-type: none"> <li>Health and Safety</li> </ul> <p><b>Curry</b></p> <ul style="list-style-type: none"> <li>8 tips for healthy eating</li> </ul> <p><b>Sweet &amp; sour chicken</b></p> <ul style="list-style-type: none"> <li>Food miles</li> </ul> <p><b>Sausage rolls</b></p> <ul style="list-style-type: none"> <li>Diet related disease &amp; prevention</li> </ul> <p><b>Swiss roll</b></p> <ul style="list-style-type: none"> <li>Allergies &amp; intolerances</li> </ul> <p><b>Chicken kiev</b></p> <ul style="list-style-type: none"> <li>Nutritional needs for specific groups</li> </ul> <p><b>Chelsea buns</b></p> <ul style="list-style-type: none"> <li>Additives</li> </ul> <p><b>Stuffed peppers</b></p> <ul style="list-style-type: none"> <li>Food choice: religious food choices</li> </ul> <p><b>Jamaican pasty</b></p> <ul style="list-style-type: none"> <li>Decorating &amp; food styling</li> </ul> <p><b>Decorated cake</b></p> <ul style="list-style-type: none"> <li>Planning - time plan</li> </ul>	<p><b>Autumn Term</b></p> <ul style="list-style-type: none"> <li>Food Hygiene and safety</li> <li>Nutrition</li> <li>Fruits and vegetables</li> <li>Food spoilage</li> <li>Packaging</li> <li>RDA/DRVs</li> <li>Introduction to NEA (Enzymatic Browning)</li> <li>Cereals</li> <li>Food Provenance</li> <li>Food Processing</li> <li>Food Hygiene</li> <li>Nutrition</li> <li>Gelatinisation</li> </ul> <p><b>Spring Term</b></p> <ul style="list-style-type: none"> <li>Functions of ingredients in cake making</li> <li>Experiments in pastry making</li> <li>NEA practice - gelatinisation and dextrinisation</li> <li>Food Safety - Milk</li> <li>Processing - Milk</li> <li>Provenance - Cheese</li> <li>Nutrition - Cheese</li> <li>Dairy - Provenance</li> <li>Dairy-Nutrition and intolerances</li> <li>Planning meals</li> <li>NEA Practice - coagulation and denaturation</li> <li>Meat Fish Eggs provenance</li> <li>Meat Fish Eggs nutrition and Food Safety</li> </ul> <p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>Meat Fish Eggs butchery</li> <li>Meat Fish Eggs Food Safety</li> <li>Meat Fish Eggs Functions, Structure and Uses</li> <li>Soya, Tofu, Beans, Nuts, Seeds</li> <li>Provenance</li> <li>Nutrition</li> <li>NEA Practice - Changes in egg proteins</li> </ul>	<p><b>Autumn Term</b></p> <ul style="list-style-type: none"> <li>Formal NEA preparation</li> <li>NEA Release</li> <li>Research</li> <li>Plan</li> <li>Investigate</li> <li>Conclude</li> <li>Multicultural Cuisine menu planning</li> <li>Multicultural Cuisine</li> <li>Special Diets</li> <li>Practice high skilled dishes with presentation focus</li> <li>Collection of suitable NEA2 recipes</li> </ul> <p><b>Spring Term</b></p> <ul style="list-style-type: none"> <li>Revision of commodities</li> <li><b>NEA 2 - 12 HOURS TOTAL</b></li> <li>Research</li> <li>Plan</li> <li>Trial</li> <li>Cost</li> <li>Analyse nutritional</li> <li>Make</li> <li>Evaluate</li> <li>NEA submission</li> <li>Revision for exam covering topics missed from specification</li> </ul> <p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>Revision for exam covering topics missed from specification</li> </ul>
	<ul style="list-style-type: none"> <li>As part of the curriculum for students who are not currently doing food they will have access to a Nando's activity sheet where they pick an activity to complete once per fortnight.</li> </ul>				

Practical lessons may change due to circumstances/ingredient availability



		Year 7	Year 8	Year 9	Year 10 - 11
Substantive Knowledge Progression	<b>Food Safety</b> 	<ul style="list-style-type: none"> <li>Identifying and preventing hazards in the kitchen</li> <li>What are the 4 C's (Cooking, Cleaning, Chilling, Cross-Contamination)</li> <li>Importance of cleaning and bacteria</li> </ul>	<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 illness in food preparation</li> <li>Food storage and key temperatures</li> </ul>	<ul style="list-style-type: none"> <li>Reinforcement of hazards and prevention using electrical equipment</li> <li>Food poisoning cases and how to prevent illnesses</li> </ul>	<ul style="list-style-type: none"> <li>Micro-organisms: Yeast, mould and bacteria and their growth conditions.</li> <li>Enzymes in food spoilage / enzymatic browning / control of different types of food poisoning bacteria / symptoms of food poisoning</li> </ul>
	<b>Food and Nutrition</b> 	<ul style="list-style-type: none"> <li>Healthy balanced diets and The Eatwell Guide food groups</li> <li>Nutrients and the functions to the body</li> <li>Diet related disease caused by obesity</li> </ul>	<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 for the body, importance of eating 5 a day and balancing the diet</li> </ul>	<ul style="list-style-type: none"> <li>The importance of nutrients and creating ideas to incorporate more into recipes</li> <li>Diet related disease and recipe ideas to help reduce illness</li> </ul>	<ul style="list-style-type: none"> <li>Macronutrients and micronutrients</li> <li>Fat soluble nutrients and water soluble nutrients</li> <li>HBV &amp; LBV protein complementation</li> <li>Saturated, monosaturated and polysaturated fats</li> </ul>
	<b>Food Science</b> 	<ul style="list-style-type: none"> <li>Why does fruit go brown? Enzymatic browning</li> <li>What are raising agents? Insight into chemical, mechanical and biological raising agents</li> </ul>	<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>	<ul style="list-style-type: none"> <li>The scientific effects on various foods through heat and cooking e.g. Swiss roll and aeration</li> </ul>	<ul style="list-style-type: none"> <li>Why food is cooked and how heat is transferred through food</li> <li>Selection of appropriate cooking methods via experimenting through practicals</li> <li>NEA TASK 1: Analysis, hypothesis, plan, investigate, evaluate with justification</li> </ul>
	<b>Food Provenance</b> 	<ul style="list-style-type: none"> <li>Seasonality of foods</li> <li>Food miles</li> </ul>	<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 they have</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability and the impacts on the environment – what are supermarkets doing to help the issues</li> <li>Food miles and the carbon footprint implication of food production</li> </ul>	<ul style="list-style-type: none"> <li>Environmental issues associated with food</li> <li>How each environmental issue may influence food choice</li> <li>How ingredients are caught, grown and reared</li> </ul>
	<b>Food Preparation &amp; Cooking</b> 	<ul style="list-style-type: none"> <li>Preparing and cooking a variety of dishes building on skills and techniques</li> <li>Making and evaluating the end product</li> </ul>	<ul style="list-style-type: none"> <li>Preparing and cooking a variety of dishes building on skills and techniques promoting independence</li> <li>Making and evaluating the end product</li> </ul>	<ul style="list-style-type: none"> <li>Preparing and cooking a variety of dishes building on higher skills and techniques promoting independence in planning and adapting recipes</li> <li>Making and evaluating the end product</li> </ul>	<ul style="list-style-type: none"> <li>Practical skills medium to high practiced throughout KS4</li> <li>Choux pastry, pasta making, enriched breads, butchery, filleting fish, pavlova</li> <li>NEA TASK 2: Research, demonstrate technical skills, skills trials, final menu, analysis and evaluation</li> </ul>
	<b>Food Choice</b> 	<ul style="list-style-type: none"> <li>Insight into religions and what they are not allowed to eat and why</li> </ul>	<ul style="list-style-type: none"> <li>Why do we choose the food we do?</li> <li>Factors that influence food choice – sensory evaluation</li> <li>Labelling and marketing of food products</li> </ul>	<ul style="list-style-type: none"> <li>Food choices influenced by religious factors</li> </ul>	<ul style="list-style-type: none"> <li>In-depth analysis of factors influencing food choice.</li> <li>Cost, British food choices, religion, cultural, ethical</li> <li>International cuisine</li> <li>Culinary traditions</li> </ul>



	Year 7	Year 8	Year 9	Year 10 - 11	Year 12 - 13
<p><b>Explore</b></p> 	<ul style="list-style-type: none"> <li>Explores various materials such as the internet, TV Shows, Books and Social Media to research / prepare dishes.</li> </ul>	<ul style="list-style-type: none"> <li>Explores various materials such as the internet, TV Shows, Books and Social Media to independently research / prepare dishes and explore the potential to adapt recipes.</li> </ul>	<ul style="list-style-type: none"> <li>Explores various materials such as the internet, TV Shows, Books and Social Media to independently research / prepare dishes and explore the potential to adapt recipes. Propose various alternatives to suit different dietary requirements</li> </ul>	<ul style="list-style-type: none"> <li>Explores various materials such as the internet, TV Shows, Books and Social Media to research / prepare dishes and explore the potential to adapt recipes. Propose various alternatives to suit different dietary requirements and explore the nutritional analysis of the dishes</li> </ul>	<ul style="list-style-type: none"> <li>Explores various materials such as the internet, TV Shows, Books and Social Media to research / prepare dishes and explore the potential to adapt recipes. Propose various alternatives to suit different dietary requirements.</li> </ul>
<p><b>Create</b></p> 	<ul style="list-style-type: none"> <li>Students will prepare and cook a variety of dishes such as Pasta salads, flapjacks and Palmiers practising key basic skills incorporating theoretical understanding and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Students will prepare and cook a variety of dishes with low to medium skills such as Stir Frys, Burgers and Scotch eggs incorporating theoretical understanding and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Students will prepare and cook a variety of dishes such as Curry, Chicken Kiev and Swiss Rolls practising higher level skills incorporating theoretical understanding and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Students will prepare and cook a variety of dishes that are medium to high skills such as Choux Pastry, Roux sauce based dishes and making filled Pasta incorporating theoretical understanding and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Students will prepare and cook a variety of complex dishes incorporating theoretical understanding and knowledge.</li> </ul>
<p><b>Evaluate</b></p> 	<ul style="list-style-type: none"> <li>Students evaluate dishes using a range of techniques such as star profiles and WWW. EBI. Students use vocabulary word mats to encourage use of technical and descriptive language</li> </ul>	<ul style="list-style-type: none"> <li>Students evaluate dishes using a range of techniques such as star profiles and WWW. EBI. Students are encouraged to use technical and descriptive language with some support</li> </ul>	<ul style="list-style-type: none"> <li>Students evaluate dishes using a range of techniques such as star profiles and WWW. EBI. Students are encouraged to use their own technical and descriptive language</li> </ul>	<ul style="list-style-type: none"> <li>Students evaluate dishes using a range of techniques such as star profiles, peer feedback and WWW. EBI. Students are expected to use a range of technical and descriptive language. Students are expected to suggest and justify suitable adaptations as part of the evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Students evaluate dishes using a range of techniques such as star profiles, peer feedback and WWW. EBI. Students are expected to use a range of good technical and descriptive language. Students are expected to suggest and justify a range of suitable adaptations as part of the evaluation. Students are expected to show a detailed justification.</li> </ul>



# Prince William School

## Art, Design & Technology Disciplinary Vocabulary



	Key Stage 3	Key Stage 4	Key Stage 5
	← Reinforce Previous	← Reinforce Previous	← Reinforce Previous
Disciplinary Vocabulary	Bridge Claw Safety Hygiene Weighing Measuring Choices Sensory Analysis Heat Adjust Evaluate Thickens Molecules Labelling Coating Lean Sustainability Processing Carbon Footprint Specific needs Age related Time plan Planning	Audience Complex Contextual Knowledge Convincing Define Inference Interpretation Judgment Limitations Link Place Provenance Purpose Source Time Utility	Analyse Argument Conclude Critique Debate Developed Evaluate Stakeholder Tone Validity



# Prince William School

## Art, Design & Technology Key Vocabulary



Key Vocabulary

### Year 7

Enzymatic Browning  
Hob  
Oven  
Utensils  
Nutrients  
Nutrition  
Eatwell Guide  
Food groups  
Chilling  
Cleaning  
Cooking  
Temperature  
Rubbing in  
Rolling

### Year 8

Gelatinisation  
Knead  
Macronutrients  
Micronutrients  
Spoilage  
Starch  
Intensive farming  
Healthy Eating  
Special Diets

### Year 9

Enrobing  
Plasticity  
Diabetes Type 2  
Obesity  
Shelf-life  
Use by  
Intolerances  
Allergens  
Food styling  
Portion control  
Additives  
Preservative

### Year 10 - 11

Caramelisation  
Dextrinization  
Water soluble  
Fat soluble  
Coagulate  
Conduction  
Convection  
Radiation  
Enzymes  
Fortification  
BMI  
RNI  
RDA

### Year 12 - 13

Phytochemicals  
Fatty acids