

# The Castle School

## Food & Nutrition Curriculum Map



Department Quote - *"Give a man a fish and feed him for a day; teach a man to fish and feed him for a lifetime" Lao Tzu*

### Intent:

Our hope is that through Food and Nutrition, students will leave The Castle School with

- a lifelong love for cooking and are knowledgeable enough to explore the richness, pleasure and variety that food adds to life.
- the knowledge, understanding and skills required to cook well, be independent, creative and safe.
- being able to apply the principles of food science, nutrition and healthy eating.
- The ability to make informed and inquisitive decisions about food provenance, a variety of cultures, as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.



### Food & Nutrition themes that run through the curriculum



### KS2 Cooking & Nutrition Curriculum

Pupils should be taught to:-

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

### Year 7



#### **SOL: Basic Skills and 5-a-Day**

**Rationale:** An introduction to the Food rooms and the basic skills needed to complete practical work safely. Introduction to healthy eating and the Eatwell Guide, focussing on 5 a Day

#### **Substantive Knowledge:**

- Equipment in the kitchen
- Washing up correctly
- Knife skills – bridge and claw
- Food safety – watching bad food live
- Grime scene – identify hazards
- Personal hygiene

#### **SOL: Foods from around the World**

**Rationale:** Students are encouraged to think about why we eat food and how this varies around the world. Students gain an appreciation of where food comes from and the effect on the environment. They learn about how foods are produced and learn to empathise with the countries that produce them.

#### **Substantive Knowledge:**



















- Why do we eat food?
- Food choice, different factors
- Cuisines from around the world































#### **SOL: Food for Fuel**



**Rationale:** A project linking Sports and Nutrition. Students explore how food is used for energy and how to keep their bodies in a healthy energy balance. They learn about carbohydrates and how we gain slow-releasing energy from them. Students find out about what sportspeople and the PE staff eat and why, the importance of eating breakfast and hydration.























#### **Substantive Knowledge:**

- Food as Fuel – you are what you eat.
- Carbohydrates – starches and sugars

	<ul style="list-style-type: none"> <li> Work on 5-a-day</li> <li> Using the cooker, grill and hob</li> <li> Learning about organisation, timings, pace of lessons and getting routines established.</li> <li> Sensory evaluation (crumble)</li> <li> Enzymic browning</li> </ul> <p><b>Practical Sessions</b></p> <p>Fresh fruit salad</p> <p>Vegetable couscous</p> <p>Fruit or cheese scones</p> <p>Fruit crumble</p> <p>Yule log</p> <p>Croque monsieur</p> <p><b>Disciplinary Knowledge:</b></p> <p>Understanding the reasons behind the above cooking skills and being able to adapt to their own dishes.</p> <p>Discussion about 5-a-day and creating personal menus.</p> <p>Thinking about the science behind enzymic browning and exploring other ways we see it in Food.</p> <p><b>Disciplinary literacy:</b></p> <p>Introduction to the Eatwell guide and how to interpret it.</p> <p>Different fruit and vegetable info sheets laminated and available in class.</p> <p>Evaluation of a fruit crumble – sensory descriptors</p> <p>Reading about why 5 a day is beneficial to us</p> <p>Hand hygiene</p> <p>Key words</p> <p>Equipment names</p> <p><b>Homework</b></p> <p>1.Students prepare well for each practical session.</p> <p>2.Alongside this, students will have a list of key spellings to learn.</p>	<ul style="list-style-type: none"> <li> Fairtrade</li> <li> Food miles</li> <li> Making bread – functions of ingredients and skills</li> <li> How does yeast work? (extension)</li> <li> Labelling and food packaging (pizza boxes)</li> <li> Sensory Evaluation (Ragu)</li> <li> Quality control</li> </ul> <p><b>Practical Sessions</b></p> <p>Bread rolls</p> <p>Italian Pizza</p> <p>French Cinnamon Palmiers</p> <p>Italian Ragu sauce</p> <p>Lentil Dhal</p> <p>Yeast Investigations (*extension)</p> <p><b>Disciplinary Knowledge:</b></p> <p>Exploring different cultures and their cuisines.</p> <p>Giving students the opportunity to explore all the various factors that food choice offer – religion, diets, etc</p> <p>Exploring breadmaking in detail, looking at breads around the world, how gluten works? what is yeast?</p> <p><b>Disciplinary literacy:</b></p> <p>Evaluation of ragu sauce – sensory descriptors.</p> <p>Key words about labelling a package.</p> <p>Questions on key breadmaking knowledge.</p> <p>Detailed written work on Fairtrade and Food miles.</p> <p>Reading about these key topics in more detail.</p> <p>Presenting cuisines from around the world to the class.</p> <p><b>Homework</b></p> <p>1.Students prepare well for each practical session.</p> <p>2.Alongside this, students will have a list of key spellings to learn.</p>	<ul style="list-style-type: none"> <li> Energy balance</li> <li> Obesity</li> <li> The importance of breakfast</li> <li> Hydration</li> <li> How to make homemade pasta</li> <li> Diets of sportspeople and PE staff</li> <li> Learning about the key nutritional groups</li> <li> Sensory Evaluation (sport cupcakes)</li> </ul> <p><b>Practical Sessions</b></p> <p>Pasta Salad</p> <p>Savoury muffins</p> <p>American breakfast Pancakes</p> <p>Oat biscuits</p> <p>Chocolate and Beetroot Brownies</p> <p>Sports cupcake challenge</p> <p><b>Disciplinary Knowledge:</b></p> <p>Students are encouraged to look at their own intake of food and their own energy balance.</p> <p>Perhaps encourage others at home too.</p> <p>Further work on obesity – menu planning etc</p> <p>Energy bites and smoothies created for Sports Day. Healthy knowledge promoted during the day.</p> <p>Assessment - Students are encouraged to explore fully the creativity of designing and making their own cupcakes. They research ideas, learn new techniques to use, create a unique range of cakes.</p> <p><b>Disciplinary literacy:</b></p> <p>Longer texts to read regarding sports people and diets and nutrition.</p> <p>An article on Marcus Rashford.</p> <p>Informative poster on hydration and how to ensure the point gets across to a wider audience.</p> <p><b>Homework</b></p> <p>1.Students prepare well for each practical session.</p> <p>2.Alongside this, students will have a list of key spellings to learn.</p>
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	<p><b>Key Words</b> Nutrition, safety, hazards, bridge hold, claw grip, weighing, measuring, oven, grill, hob, boil, grate, chop, rubbing-in, enzymic browning, bacteria, Eatwell guide, ingredients, texture, stewing (fruit), evaluate, stock, hygiene, 5 a Day, sensory, equipment</p> <p><b>Formative Assessment:</b> Verbal feedback during practical work and while taking photos of finished dishes. Photo log – recall questions and overall effort grade for practical work. Starter tasks and questioning during demos. Self assessed and peer assessed tasks.</p> <p><b>Summative Assessment:</b> Baseline test Teacher assessed crumble prac and evaluation End of term Retrieval Pyramid</p>	<p><b>Key Words</b> Kneading, proving, dough, glazing, gluten, labelling, fermentation, food miles, quality control, savoury, fair trade, simmering, combining, cuisine, garnishing, allergy, sift.</p> <p><b>Formative Assessment:</b> Verbal feedback during practical work and while taking photos of finished dishes. Photo log – recall questions and overall effort grade for practical work. Starter tasks and questioning during demos. Self assessed and peer assessed tasks.</p> <p><b>Summative Assessment:</b> Teacher assessed palmiers prac and ragu evaluation End of term Retrieval Pyramid</p>	<p><b>Key Words</b> Obesity, hydration, PAL, slow-releasing energy, food for fuel, breakfast, starch, sugar, energy balance, carbohydrates, BMR, calories, joules, energy, traffic light labelling, savoury, combine, al dente.</p> <p><b>Formative Assessment:</b> Verbal feedback during practical work and while taking photos of finished dishes. Photo log – recall questions and overall effort grade for practical work. Starter tasks and questioning during demos. Self assessed and peer assessed tasks.</p> <p><b>Summative Assessment:</b> Teacher assessed pasta salad practical Teacher assessed Sports Cupcake Challenge – practical and written work – judged by PE department. End of term Retrieval Pyramid</p>
<p><b>Year 8</b></p> 	<p><b>Sol: <u>Further Skills and Nutrients</u></b> <b>Rationale:</b> To develop further the essential skills necessary in a kitchen and to complete successful and safe dishes. Students to learn about the Eatwell Guide and healthy eating. Students explore macro and micro nutrients in more detail.</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li> Hygiene and food safety</li> <li> Equipment – different types, uses and safety</li> <li> Temperatures and the 4C's</li> <li> Eatwell guide and the individual sections</li> <li> Macro and micro nutrients</li> <li> Fats, Protein and Carbohydrates</li> <li> Vitamins and Minerals</li> <li> What is on a recipe?</li> <li> Recap washing up</li> <li> Sugar in small cakes</li> <li> Sensory evaluation (cheesecake)</li> </ul>	<p><b>Sol: <u>Multicultural</u></b> <b>Rationale:</b> Students to gain a further insight to multicultural cultures and explore a selection of dishes that teach them new cooking skills. They learn about why we cook foods and methods of doing so. Within some of these dishes we highlight food safety. We learn about seasonal foods and the advantages and disadvantages</p> <p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li> What are multi-cultural foods?</li> <li> Why we cook foods?</li> <li> Cooking methods</li> <li> Using the Hob</li> <li> Viscosity of sauces</li> <li> Food choice – religion</li> <li> Functions of ingredients</li> <li> Cereals, milling, staple foods around world</li> <li> Sensory evaluation (curry)</li> </ul>	<p><b>Sol: <u>The Food Quest</u></b> <b>Rationale:</b> To give students the opportunity to find out where their food comes from, from farm to fork. Students learn how it is processed and what is added to it to give us the food we eat. We look at farm to fork, food waste, cheese-making, seasonal foods and sustainability.</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li> What is food provenance?</li> <li> The process of farm to fork of different products – meat, dairy, etc.</li> <li> Wheat processing</li> <li> Food waste</li> <li> Sustainability</li> <li> Primary processing</li> <li> Seasonal Foods</li> <li> Secondary processing</li> <li> Gelatinisation</li> </ul>

	 Healthy meals		 Sensory evaluation
	<p><b>Practical Sessions</b></p> <p>Coronation Chicken</p> <p>Carrot cakes</p> <p>Cheese and ham empanadas</p> <p>Pork or Beef Fajitas</p> <p>Lemon cheesecake</p> <p>Cranberry Puffs</p> <p><b>Disciplinary Knowledge:</b></p> <p>Developing awareness of food safety and how this relates to a food lesson.</p> <p>Exploring healthy eating in more detail and creating own meals that link to all the sections.</p> <p>Investigating the sugar in small cakes and how we can use the results to stay healthy.</p> <p>Looking at recipes and how they inform us, choosing wisely and encouraging others to do the same.</p> <p><b>Disciplinary literacy:</b></p> <p>What is on a recipe, key words and why?</p> <p>Healthy eating scenarios</p> <p>Collecting info on vitamins and minerals.</p> <p>Evaluating lemon cheesecake and identifying improvements etc.</p> <p><b>Homework</b></p> <p>1.Students prepare well for each practical session.</p> <p>2.Alongside this, students will have a list of key spellings to learn.</p> <p><b>Key Words</b></p> <p>Nutrients, temperatures, 4C's – chilling, cleaning, cooking, cross-contamination, Eatwell guide, recipe, ingredients, method, macronutrients, micronutrients, carbohydrates, protein, fats, vitamins, minerals, food processor, danger zone, food probe, fibre</p>	<p><b>Practical Sessions</b></p> <p>Italian Calzone</p> <p>Mexican Chilli con carne</p> <p>Dutch apple cake</p> <p>Indian vegetable curry</p> <p>Chinese Sweet and Sour</p> <p>Viscosity of sauces</p> <p><b>Disciplinary Knowledge:</b></p> <p>Exploring further the food laws of different religions.</p> <p>Educating themselves with different cultures and traditions.</p> <p>Adapting recipes to suit families with variety of different diets and nutritional needs.</p> <p>What is viscosity and ways this is carried out in industry – why?</p> <p><b>Disciplinary literacy:</b></p> <p>Reading about religious cultures</p> <p>Evaluating curry and using sensory words</p> <p>Researching into various multicultural recipes and ingredients.</p> <p><b>Homework</b></p> <p>1.Students prepare well for each practical session.</p> <p>2.Alongside this, students will have a list of key spellings to learn.</p> <p><b>Key Words</b></p> <p>Multicultural, seasonality, kneading, staple, glazing, sealing, herbs, spices, browning (of meat), thickening (of sauces), viscosity.</p> <p><b>Formative Assessment:</b></p> <p>Verbal feedback during practical work and while taking photos of finished dishes.</p>	<p><b>Practical Sessions</b></p> <p>Sausage Plait</p> <p>Fishfingers</p> <p>Bread and butter pudding</p> <p>Frittata</p> <p>Macaroni Cheese</p> <p>Queen of Heart Tarts</p> <p><b>Disciplinary Knowledge:</b></p> <p>Gain an in-depth understanding of how food is grown, reared, gathered and caught.</p> <p>How does seasonality effect what we eat?</p> <p>To consider ethical and moral arguments to eating meat.</p> <p>Explore further about food waste and sustainability and how we can improve this in our meals/home. Look at the wider picture of processing foods.</p> <p><b>Disciplinary literacy:</b></p> <p>Read extracts and watch clips about food waste, sustainability &amp; processing.</p> <p><b>Homework</b></p> <p>1.Students prepare well for each practical session.</p> <p>2.Alongside this, students will have a list of key spellings to learn.</p> <p><b>Key Words</b></p> <p>Provenance, farm to fork, sustainability, food waste, vegetarian, vegan, primary processing, secondary processing, grown, reared, harvested, caught, compost, organic, seasonal, cereals, gelatinisation, free-range, milling, intensive farming.</p> <p><b>Formative Assessment:</b></p>

	<p><b>Formative Assessment:</b> Verbal feedback during practical work and while taking photos of finished dishes. Photo log – recall questions and overall effort grade for practical work. Starter tasks and questioning during demos. Self assessed and peer assessed tasks.</p> <p><b>Summative Assessment:</b> Teacher assessed cheesecake prac and evaluation End of term Retrieval Pyramid</p>	<p>Photo log – recall questions and overall effort grade for practical work. Starter tasks and questioning during demos. Self assessed and peer assessed tasks.</p> <p><b>Summative Assessment:</b> Teacher assessed dutch apple prac and curry evaluation End of term Retrieval Pyramid</p>	<p>Verbal feedback during practical work and while taking photos of finished dishes. Photo log – recall questions and overall effort grade for practical work. Starter tasks and questioning during demos. Self assessed and peer assessed tasks.</p> <p><b>Summative Assessment:</b> Teacher assessed queen of heart tarts practical End of term Retrieval Pyramid</p>
Year 9	<p><b>Sol: <u>Food Science Challenge</u></b> <b>Rationale:</b> Students will learn a selection of high-level skills through some advanced dishes. Students will gain a clear understanding of the science behind ingredients and how they act within foods. Understanding and following a recipe, planning time and being organised will be key skills learnt.</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li> Raising agents – the different types.</li> <li> How raising agents work in dishes.</li> <li> The science of raising agents and gases produced</li> <li> Chemical, mechanical and biological agents</li> <li> Bread-making</li> <li> Cake-making</li> <li> Puff pastry making</li> <li> Quality control in food products</li> <li> Timings</li> <li> Reading recipes</li> <li> Presentation skills</li> </ul> <p><b>Practical Sessions</b> Toad in the Hole Swiss Roll Focaccia Bread Art Profiteroles (savoury) Vegetarian Puff pastry parcels Victoria Sandwich Cake</p>	<p><b>Sol: <u>Food Choice &amp; Creativity</u></b> <b>Rationale:</b> Students will study the various aspects of food choice and use this knowledge to complete independent and creative practical sessions. Students will need to consider budgeting, food styling and adapting recipes.</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li> Food choice</li> <li> Budgeting</li> <li> Eatwell guide recap</li> <li> Vegan/ vegetarian</li> <li> Environmental issues</li> <li> Different diets – health conditions</li> <li> Allergens</li> <li> Heat transfer</li> <li> Food provenance</li> <li> Nutritional analysis</li> <li> Styling food</li> </ul> <p><b>Practical Sessions</b> Taste test vegan foods (food choice) Quiche (allergens) Pasta Bolognese (budgeting) Healthy Burgers Layered Gateaux</p> <p><b>Disciplinary Knowledge:</b> Food styling clips and decorative ideas Further info about health conditions</p>	<p>No 3<sup>rd</sup> Project in Year 9 – rotations.</p>

	<p><a href="#">Gingerbread Muffins (extra)</a></p> <p><b>Disciplinary Knowledge:</b> Understanding further science behind recipes. Creativity and adaption of recipes to suit different tastes, diets and allergies. High level of presentation</p> <p><b>Disciplinary literacy:</b> Extended information of how food works Research functions of ingredients Definitions of key words</p> <p><b>Homework</b> 1.Students prepare well for each practical session. 2.Focaccia design work 3.Alongside this, students will have a list of key spellings to learn.</p> <p><b>Key Words</b> Raising agents, chemical, mechanical, biological, yeast, proving, gluten, kneading, whisk, cream, fold, beat, ribbon trail, batter, quality control, choux, piping, bain-marie, sensory evaluation, accuracy, sensory descriptors, lamination, aeration, coagulate, roux, fermentation, glaze, dough, sieving, pastry</p> <p><b>Formative Assessment:</b> Verbal feedback during practical work and while taking photos of finished dishes. Photo log – recall questions and overall effort grade for practical work. Starter tasks and questioning during demos. Self assessed and peer assessed tasks.</p> <p><b>Summative Assessment:</b> Teacher assessed profiteroles practical End of project Retrieval Pyramid</p>	<p>Cooking suitable dishes and budgeting creatively for leaving home, university</p> <p><b>Disciplinary literacy:</b> Debating veganism Reading about different allergies. Natasha’s Law – allergens Research and presenting health conditions to class Naming burger and labelling box Time plans for Gateaux assessment Sensory words</p> <p><b>Homework</b> 1.Students prepare well for each practical session. 2.Alongside this, students have some written HW set that is linked to the lesson (Allergens, Natasha’s Law and designing their own Gateaux)</p> <p><b>Key Words</b> Vegan, vegetarian, allergens, costings, nutritional analysis, gateaux, ganache, cross-contamination, evaluate, coulis, bain-marie, rubbing in, cuisine, conduction, convection, radiation, heat transfer, shortening, aeration, time plan, food choice, provenance, styling, budgeting, simmering, al dente, reared, harvested.</p> <p><b>Formative Assessment:</b> Verbal feedback during practical work and while taking photos of finished dishes. Photo log – recall questions and overall effort grade for practical work. Starter tasks and questioning during demos. Self assessed and peer assessed tasks.</p> <p><b>Summative Assessment:</b> Teacher assessed layered gateaux practical End of project Retrieval Pyramid</p>	
Year 10	<p><b>SOL 1: Heat Transfer &amp; Protein</b> Students are given an introduction to GCSE and basic nutrition is recapped. Heat transfer is then</p>	<p><b>SOL 3: Carbohydrates</b></p>	<p><b>Sol 5: Food Provenance &amp; Food Safety</b></p> <p><b>Substantive Knowledge:</b></p>

	<p>covered so that students gain an understanding of how food is cooked, followed by ways to cook food.</p> <p>Protein is the first Macronutrient taught, looking at key knowledge and the science behind how Proteins work.</p> <p><b>Substantive Knowledge:</b>  Eatwell guide and Healthy Guidelines covered.  Cooking of food and heat transfer - eggs  Why do we cook food mindmap  Cooking methods  Macronutrients &amp; Micronutrients  What is protein, what it does in the body, amino acids, HBV LBV, animal and plant sources of protein  Alternative Proteins &amp; taste testing  Gelatine  Recap – cross contamination etc</p> <p><b>Practical Sessions</b>  <a href="#">Fish Pie</a>  <a href="#">Fruit Meringues</a>  <a href="#">Jointing a Chicken and Chicken Kiev</a>s  <a href="#">White Choc cheesecake &amp; Gelatine Layer</a>  <a href="#">Shortcrust Pastry Pasties</a>  <a href="#">Alternative Protein Stirfry</a></p> <p><b>Science Topics</b>  <a href="#">Conduction. Convection, Radiation</a>  <a href="#">Denaturation</a>  <a href="#">Coagulation</a>  <a href="#">Denaturation</a>  <a href="#">Foam formation</a>  <a href="#">Chemical bonds</a>  <a href="#">Shortening</a>  <a href="#">Raising agents (recap)</a></p> <p><b>Disciplinary Knowledge:</b></p>	<p>Carbohydrate is the third Macronutrient taught, looking at key knowledge and the Science behind how Carbs work.</p> <p><b>Substantive Knowledge:</b>  What are Carbs? Functions of carbs in the body.  Sources of carbs, sugars, starch and fibre.  Monosaccharides, polysaccharides  Intrinsic/extrinsic sugars  Primary processing - milling  Complex carbs  Deficiency and excess.  Amounts needed for different life stages.  Diet-related diseases -</p> <p><b>Practical Sessions</b>  <a href="#">Risotto &amp; Arancini</a>  <a href="#">Lentil dhal, naan bread and onion bhaji</a>  <a href="#">Fresh Pasta</a>  <a href="#">Roux Sauce – macaroni cheese</a>  <a href="#">Vegetable Lasagne</a></p> <p><b>Science Topics</b>  <a href="#">Gelatinisation</a>  <a href="#">Dextrinisation</a>  <a href="#">Viscosity</a></p> <p><b>Disciplinary Knowledge:</b></p> <p><b>Disciplinary literacy:</b>  Dovetailing</p> <p><b>Key Words</b></p> <p><b>Summative Assessment:</b>  Seneca &amp; end of module Carbohydrate Test</p> <p><b>Sol 4: Vitamins &amp; Minerals NEA2 Mock</b></p>	<p><b>Provenance</b> Food sources, food and environment, Sustainability of food, Chocolate - bean to bar, technological developments associated with better health and food production.  Food Waste  Primary and Secondary Processing  <b>Food safety</b> – Food spoilage and bacterial contamination</p> <p><a href="#">Jaffa cakes</a>  <a href="#">Profiteroles</a>  <a href="#">Scotch eggs</a>  <a href="#">Charlotte Royal</a>  <a href="#">Apple Custard tart</a></p> <p><b>Sol 6: Food Choice &amp; Food Science (continue in Year 11)</b></p> <p><b>Food Science</b> - Raising agents  British and International cuisine  <b>Food choice</b> – Factors that influence food choice, Food choices, Labelling and marketing influences, British and International cuisine.</p>
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	<p>Advanced practical skills e.g. piping on fish pie and meringue. Advanced knife skills. Jointing a chicken correctly. Using the whole chicken H/W task make soup or KFC with leftovers. Exploring and tasting vegetarian options and alternative proteins. New flavours e.g. tofu and new cooking methods e.g. stir fry. Looking at their own health and ways to improve. Food waste and provenance.</p> <p><b>Disciplinary literacy:</b> Keywords, definitions and Science linked to practical work. Reading of recipes and following instructions. Exam questions and how to answer them. KO to learn. Research into protein alternatives. Independent reading of recipes Posters for HW</p> <p><b>Key Words</b> Protein complementation, deficiency, excess, nutrient, macronutrient, micronutrient, protein, roux, tofu, tempeh, quorn, HBV, LBV, gelatine, Conduction. Convection, Radiation, Denaturation, Coagulation, Denaturation, Foam formation, Chemical bonds, Shortening, Raising agents (recap)</p> <p><b>Formative Assessment:</b> Verbal feedback during practical work and while taking photos of finished dishes. Photo log – recall questions Exam questions marked Starter tasks and questioning during demos. 5 a Day recall questions <b>Summative Assessment:</b> Teacher assessed practicals End of topic PROTEIN test Seneca</p> <p><b>SOL 2: Fats</b></p>	<p>Vitamins and Minerals are Micronutrients. Students need to learn about them all and how they act in the body. Knowledge is gained by completing a Mock NEA2 task. Students also gain an understanding of the process followed in the NEA, criteria for assessment etc.</p> <p><b>Substantive Knowledge:</b> What are Vitamins and Minerals? Functions of each in the body. Sources. Vitamen activity Life size images and info added. Researching Demonstrating Technical Skills Time plans Dovetailing Evaluations</p> <p><b>Practical Sessions</b> <b>NEA 1st Practical</b> <b>NEA 2nd Practical</b> <b>NEA Final dishes – Lemon Meringue Pie</b> <b>Spinach &amp; Chickpea Curry (?)</b> <b>Hot Cross Buns - Easter</b></p> <p><b>Disciplinary Knowledge:</b></p> <p><b>Disciplinary literacy:</b></p> <p><b>Key Words</b></p> <p><b>Summative Assessment:</b> Seneca &amp; end of module Vitamin &amp; Mineral Test Formal marking of Mock NEA2</p>	
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	<p>Fat is the second Macronutrient taught, looking at key knowledge and the Science behind how Fats work.</p> <p><b>Substantive Knowledge:</b> What is FAT? Functions of fat in the body. Sources of fat, saturated and unsaturated, essential fatty acids. Deficiency and excess. Amounts needed for different life stages. Diet related diseases</p> <p><b>Practical Sessions</b> Butter and scones Millionaire shortbread NEA1 Investigation Task – biscuits Puff Pastry into Xmas wreaths/trees Pasties Mayonnaise Chocolate Yule Log (incl cake) FutureChef competition (national)</p> <p><b>Science Topics</b> Plasticity Shortening Plasticity Aeration Emulsification Raising Agents – puff pastry</p> <p><b>Disciplinary Knowledge:</b> Future Chef Competition – own choice Other xmas recipes and ideas Health conditions in more detail</p> <p><b>Disciplinary literacy:</b> Research and powerpoint created about health conditions. Science words to learn and understand</p>		
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	<p>Planning sheets for FutureChef competition – time plan etc</p> <p><b>Key Words</b>  Plasticity, Shortening, Plasticity ,Aeration, Emulsification, Raising Agents, invisible fats, visible fats, saturated, unsaturated, fatty acids, deficiency, excess, anaemia, skeletal, diabetes, cardiovascular, obesity,</p> <p><b>Formative Assessment:</b>  Verbal feedback during practical work and while taking photos of finished dishes.  Photo log – recall questions  Exam questions marked  Starter tasks and questioning during demos.  5 a Day recall questions</p> <p><b>Summative Assessment:</b>  Teacher assessed practicals  End of topic FATS test  Seneca</p>		
<b>Year 11 (COVID changes for 2021-22)</b>	<p>Food Choice</p> <p>Recap long mark exam questions</p> <p>NEA2 – Section A – Researching</p> <p>NEA2 – Sections B – Demonstrating Technical Skills</p>	<p>NEA2 - Section C – Planning &amp; Time plan</p> <p>Revision Mock Exam</p> <p>Labelling &amp; Costings</p> <p>Revision Mock Exam</p> <p>NEA2 - Section D - NEA2 Final 3hr Practical Exam</p>	<p>NEA2 - Section E – Evaluating final dishes</p> <p>Last Minute Revision Programme  Science terminology  Nutrition  Provenance</p>

## Sequencing of Key Themes & Skills

Themes	Year 7	Year 8	Year 9
<b>Food safety</b>	Kitchen safety Grime scene/Hazards Personal Hygiene Bad food live Storage High and low risk foods. Food spoilage	Hygiene and food safety. Food Inspector 4 C's Temperature control, danger zones. High and low risk food - Chicken Cross contamination Food poisoning	Cross contamination Food storage
<b>Health &amp; Nutrition</b>	Introduction Eatwell Guide 5 a day Why is breakfast important Energy Balance Dietary Groups Hydration Traffic light labelling Labelling pizza box	Eatwell Guide Micro / Macronutrients, Proteins, fats carbohydrates, Vitamins and minerals. Fibre Healthy eating Re-think your drink (sugar)	Eatwell Guide Nutritional Analysis (burgers) Labelling packaging- burger box Making dishes healthier
<b>Food Science</b>	Yeast investigation. Bread Knowledge Functions of ingredients. Enzymic Browning Food Spoilage	Sugar in small cakes Viscosity in sauces Gelatinisation Additives	Raising agents Bread-making Puff Pastry - lamination Science key words lots: coagulation, aeration, gelatinisation, Maillard reaction Heat Transfer
<b>Food Choice</b>	Foods from around the world Why do we eat foods? Factors affecting Food choice Taste test crisps (extra)	Multicultural Foods Allergies Vegan/vegetarianism Religion	Vegetarian and veganism Budgeting Allergens & Natasha's law Diet related diseases – obesity, anaemia, diabetes, skeletal, cardiovascular
<b>Food Provenance</b>	Food Miles Fairtrade Primary Processing Wheat	Staple Foods Farm to Fork Where does our food come from. Secondary Processing of Food Sustainability Seasonality Food waste/Leftovers Preservation Primary Processing Wheat	Secondary Processing Burgers/sausages Commodities Environmental issues

Skills	Year 7	Year 8	Year 9
Knife Skills	Fresh Fruit Salad Vegetable Couscous Fruit Crumble Ragu Sauce Lentil Dhal Pasta salad	Coronation chicken Pork or beef Fajitas Chilli Con Carne Vegetable curry Bread and butter pudding Sweet and sour Dutch apple cake Cranberry puffs	Quiche Pasta Bolognese
Pastry Skills	Cinnamon Palmiers	Cheese and Ham Empanadas Cranberry puffs Sausage plait Queen of heart tarts	Choux Pastry Profiteroles Homemade Puff Pastry Quiche
Sauce Skills	Ragu Sauce Pancakes	Macaroni Cheese Viscosity of Sauces (science investigation)	Toad in the Hole Batter Bolognese Melted Chocolate? Toffee Sauce?
Bread Skills	Bread Rolls Pizza	Calzone Bread and Butter Pudding	Focaccia Bread Art Burger Buns
Pasta Skills	Pasta Salad	Macaroni Cheese	Spaghetti Bolognese
Cake-Making Skills	Savoury Muffins Summer cupcake challenge Chocolate and Beetroot Muffins	Carrot Cakes Dutch Apple Cake	Swiss Roll Gingerbread Muffins Victoria Sandwich Layered Gateaux Challenge
Creative and Presentation Skills	Yule Log Pizza Summer cupcake challenge	Lemon Cheesecake Dutch Apple Cakes Layered Dessert Challenge	Focaccia Bread Art Profiteroles Victoria Sandwich Cake Healthy Burgers Layered Gateaux



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## Aesthetic (Gymnastics and Trampolining)

**When are they performed** – Autumn and Spring Term.

**Why Aesthetic activities?** – Aesthetic activities allow students to attempt creative activities which are more aesthetic in their nature. Gymnastics is part of the national curriculum and an area we develop in KS3 and KS4.

**Competition Opportunities** – No Competitions for these activities.

School Sport - Year 7 to 11 – Gymnastics club and Trampoline clubs.

Activities	Technical Knowledge Substantive knowledge	Performance Knowledge Disciplinary Knowledge	Healthy Participation	Health and Well-being theoretical Knowledge
<b>Gymnastics</b>	Students will work individual and partner floor work working on basic gymnastic skills and movements. They will then progress onto vaulting attempting a variety of different vaults.	To execute the skills aesthetically well, demonstrating good control and tension as part of the performance.	Safe Setting up and packing away of the equipment. Safe use of the equipment in the lesson. Correct etiquette during the lesson.	<b>Social</b> – Developing: friendships Cooperation, Communication, sportsmanship, teamwork, respect. Reducing antisocial behaviour. <b>Emotional</b> – Developing: Self-esteem, confidence, stress relief strategies, resilience, controlling emotions, enjoyment and happiness, challenge, aesthetic appreciation. <b>Physical</b> – Reducing CHD/Stroke, Obesity, Osteoporosis, losing weight, improving body shape and posture, increasing strength, <b>Leadership</b> – To undertake active roles within lessons, warm ups, captaincy, officiating, leading activities, coaching, organising and managing equipment. Linking 3 specific <b>Components of fitness</b> for each activity.
<b>Trampolining</b>	All students will be showed the safety control measures, spotting, getting on and off the trampoline. Students will work on basic jumping, controlled stopping and landings and tuck, straddle and pike jumps. They will develop various landing positions (Seat, front and back drops) They will apply twisting to the above skills. Some students will progress onto front and back somersaults.	To execute the skills aesthetically well, demonstrating good control and tension as part of the performance. Students will look to execute these skills achieving good height in the bounce and consistency in the landing on the trampoline.	Participating fully in a game/activity  Enjoy participating in the game/activity and having fun.  Feel supported and safe participating within a team or group.  Respond positively to teaching points/tactics within the game.  Using sport to relieve stress and pressure.	

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## Athletics

(Running – 50,100,200,300, 800, 1500m and Relay) (Jumping Long Jump, Triple Jump and High Jump) and (Throwing Javelin, Discus and Shot Putt)

**When are they performed** – Autumn and Summer Term.

**Why Athletics activities?** – Athletics introduces the fundamental building blocks of running, jumping and throwing. They attempt a range of events which allows them to achieve success in one or more events.

**Competition Opportunities** – House Sport – Year 7 to 11 –

School Sport - Year 7 to 11 –

5 Year Pathway	Technical Knowledge Substantive knowledge	Event Knowledge Disciplinary Knowledge	Healthy Participation	Health and Well-being and theoretical knowledge
5 Year Pathway (Phase not Age)	<b>Attempting</b> a Range of basic Running, Jumping and Throwing Techniques.	<b>Attempting</b> to understand the basic rules of each event and tactics and strategies for the individual events.	Safe Setting up and packing away of the equipment. Safe use of the equipment in the lesson.	<b>Social</b> – Developing: friendships Cooperation, Communication, sportsmanship, teamwork, respect. Reducing antisocial behaviour. <b>Emotional</b> – Developing: Self-esteem, confidence, stress relief strategies, resilience, controlling emotions, enjoyment and happiness, challenge, aesthetic appreciation. <b>Physical</b> – Reducing CHD/Stroke, Obesity, Osteoporosis, losing weight, improving body shape and posture, increasing strength, <b>Leadership</b> – To undertake active roles within lessons, warm ups, captaincy, officiating, leading activities, coaching, organising and managing equipment. Linking 3 specific <b>Components of fitness</b> for each activity.
	<b>Developing</b> a Range of Running, Jumping and Throwing Techniques.	<b>Developing</b> knowledge of rules and tactics/strategies for individual events.	Correct etiquette during the lesson. Participating fully in a game/activity	
	<b>Applying</b> a Range of Running, Jumping and Throwing Techniques.	<b>Applying</b> knowledge of rules and tactics/strategies for individual events.	Enjoy participating in the game/activity and having fun.	
	<b>Effective</b> use in demonstrating Running, Jumping and Throwing techniques.	<b>Effective</b> knowledge of rules and tactics/strategies for individual events.	Feel supported and safe participating within a team or group.	
	<b>Creative</b> use in demonstrating Running, Jumping and Throwing techniques.	<b>Creative</b> use of tactics/strategies for individual events with few errors and correct decision making.	Respond positively to teaching points/tactics within the game.  Using sport to relieve stress and pressure	

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## Health and Wellbeing

(Continuous, Fartlek, Interval, Weight, Spinning, Boxercise, Fitness Suite, Pilates)

**When are they performed?** – Autumn and Spring Terms

**Why Health and Wellbeing?** – – We do Health and well-being so that students can feel the benefits of doing exercise and how that impacts on their Well-being, but to also educate on how to safely and effectively exercise and learn that lifelong skill.

5 Year Pathway	Technical Knowledge Substantive knowledge	Healthy Participation	Health and Well-being and theoretical knowledge
5 Year Pathway (Phase not Age)	<b>Attempting</b> a range of Exercise/Training methods to improve Cardiovascular fitness and general Health and Wellbeing.	Safe Setting up and packing away of the equipment.	<b>Social</b> – Developing: friendships Cooperation, Communication, sportsmanship, teamwork, respect. Reducing antisocial behaviour. <b>Emotional</b> – Developing: Self-esteem, confidence, stress relief strategies, resilience, controlling emotions, enjoyment and happiness, challenge, aesthetic appreciation. <b>Physical</b> – Reducing CHD/Stroke, Obesity, Osteoporosis, losing weight, improving body shape and posture, increasing strength, <b>Leadership</b> – To undertake active roles within lessons, warm ups, captaincy, officiating, leading activities, coaching, organising and managing equipment. Linking 3 specific <b>Components of fitness</b> for each activity.
	<b>Developing</b> a greater understanding of Exercise/Training methods to improve Cardiovascular fitness and general and Health and Wellbeing.	Safe use of the equipment in the lesson. Correct etiquette during the lesson.	
	<b>Applying</b> the understanding and knowledge of Exercise and applying it to individual sports and continuing to improve all-round Cardiovascular and Strength based fitness and general wellbeing.	Participating fully in a game/activity  Enjoy participating in the game/activity and having fun.	
	<b>Effective</b> knowledge of Exercise/Training methods so students can work independently both in school and out of school and improving general fitness and wellbeing through a great range and diverse training methods.	Feel supported and safe participating within a team or group.  Respond positively to the challenge of the activity.	
	<b>Creative</b> understanding and knowledge of exercise and fitness so students can select appropriate training methods independently to help improve their own personal level of fitness and wellbeing while enjoying a greater variety of activities.	Using sport to relieve stress and pressure.	

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**Invasion (Hockey, Rugby, Football, Netball, Basketball, Handball)**

**When are they played** – Autumn, Spring and Summer

**Why invasion Games?** – Invasion games is a requirement of the National Curriculum, the invasion games we play @ TCS are also traditional major games which involve lots of participation (House/School Sport) in and out of school and are vital for the Personal Development for each student.

**Competition Opportunities** – House Sport – Year 7 to 11 – Hockey, Rugby, Football, Netball, Basketball  
 School Sport - Year 7 to 11 – Hockey, Rugby, Football, Netball, Basketball, Handball (Yr. 9 and 11)

5 Year Pathway (Phase not Age)	Technical Knowledge Substantive knowledge	Game Knowledge Disciplinary Knowledge	Healthy Participation	Health and Well-being and theoretical knowledge
	<b>Attempting</b> a Range of basic passing, movement with/without ball, attacking and defending skills.	<b>Attempting</b> to understand Knowledge of rules, awareness of basic attacking/defensive strategies in small sided conditioned games and some knowledge of basic tactics.	Safe Setting up and packing away of the equipment. Safe use of the equipment in the lesson. Correct etiquette during the lesson.	<b>Physical</b> – Reducing CHD/Stroke, Obesity, Osteoporosis. Improving Cardiovascular fitness and muscular strength.
	<b>Developing</b> passing, movement with/without ball, attacking and defending skills	<b>Developing</b> knowledge of rules to attacking and defensive strategies in small sided games and knowledge and understanding of basic tactics.	Participating fully in a game/activity  Enjoy participating in the game/activity and having fun.	<b>Social</b> - Developing: friendships Cooperation, Communication, sportsmanship, respect, Fair play.
	<b>Applying</b> passing, movement with/without ball and attacking and defending skills	<b>Applying</b> rules and attacking and defensive strategies with better decision making in small/large sized games and knowledge of tactics.	Feel supported and safe participating within a team or group.	<b>Emotional</b> – Developing: Self-esteem, relieving stress and building resilience.
	<b>Effective</b> use of passing, movement with/without ball and attacking and defending skills	<b>Effective</b> understanding of rules, attacking and defensive strategies with decision making and few errors in larger size games and knowledge of more advanced tactics.	Respond positively to teaching points/tactics within the game.	<b>Leadership</b> – To undertake active roles within lessons, warm ups, captaincy, officiating, leading activities, lesson set up and packing away.
	<b>Creative</b> use of passing, movement with/without ball and attacking and defending skills.	<b>Creative</b> use of attacking and defensive strategies, creativity, flair and correct decision making in larger sized games, secure understanding of rules and creative use of tactics.	Using sport to relieve stress and pressure.  Being able to successfully set up the activity they are undertaking.	Linking 3 specific <b>Components of fitness</b> for each activity.

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## Net and Wall (Badminton, Table Tennis, Tennis and Volleyball)

**When are they played** – Autumn, Spring and Summer.

**Why Net and Wall?** – Net and Wall offer students the opportunity to develop an individual sport, they are traditional games and accessible for all students regardless of ability and fitness levels.

**Competition Opportunities** – House Sport – Year 7 to 11 – Badminton, Table Tennis and Tennis  
School Sport - Year 7 to 11 – Badminton and Tennis.

5 Year Pathway	Technical Knowledge Substantive	Game Knowledge Disciplinary Knowledge	Healthy Participation	Health and Well-being and theoretical knowledge
5 Year Pathway (Phase not Age)	<b>Attempting</b> a Range of basic Forehand, backhand, serves and volley shots.	<b>Attempting</b> to understand basic Knowledge of rules and attacking and defensive principles in a half court conditioned game and some knowledge of basic tactics.	Safe Setting up and packing away of the equipment. Safe use of the equipment in the lesson.	<b>Social</b> – Developing: friendships Cooperation, Communication, sportsmanship, teamwork, respect. Reducing antisocial behaviour. <b>Emotional</b> – Developing: Self-esteem, confidence, stress relief strategies, resilience, controlling emotions, enjoyment and happiness, challenge, aesthetic appreciation. <b>Physical</b> – Reducing CHD/Stroke, Obesity, Osteoporosis, losing weight, improving body shape and posture, increasing strength, <b>Leadership</b> – To undertake active roles within lessons, warm ups, captaincy, officiating, leading activities, coaching, organising and managing equipment. Linking 3 specific <b>Components of fitness</b> for each activity.
	<b>Developing</b> Forehand, backhand, serves and volley shots.	<b>Developing</b> knowledge of rules and attacking and defensive principles on a half court game and knowledge and understanding of basic tactics.	Correct etiquette during the lesson. Participating fully in a game/activity	
	<b>Applying</b> Forehand, backhand, serves and volley shots.	<b>Applying</b> knowledge of rules and attacking and defensive principles on a half-court game to full court game and knowledge of tactics.	Enjoy participating in the game/activity and having fun.	
	<b>Effective</b> use of Forehand, backhand, serves and volley shots.	<b>Effective</b> understanding of rules, attacking and defensive strategies with improved decision making and fewer errors in games and knowledge of more advanced tactics.	Feel supported and safe participating within a team or group. Respond positively to teaching points/tactics within the game.	
	<b>Creative</b> use of Forehand, backhand, serves and volley shots.	<b>Creative</b> use of attacking and defensive strategies, creativity, flair and correct decision making and secure understanding of rules and creative use of tactics.	Using sport to relieve stress and pressure.	

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## Core PE Striking and Fielding (Cricket, Rounders and Softball)

**When are they played** – Start of Autumn Term and Summer Term

**Why Striking and Fielding?** – Striking and Fielding is delivered in Summer Term and is a major game. It allows students to have strengths in various areas and encourages students to participate in school and house sports.

**Competition Opportunities** – House Sport – Year 7 to 11 – Cricket and Rounders  
School Sport - Year 7 to 11 – Cricket and Rounders

5 Year Pathway	Technical Knowledge Substantive knowledge	Game Knowledge Disciplinary Knowledge	Healthy Participation	Health and Well-being and theoretical knowledge
5 Year Pathway (Phase not Age)	<b>Attempting</b> a Range of basic bowling, batting, fielding and wicketkeeping (Throwing and Catching) skills.	<b>Attempting</b> to understand basic Knowledge of rules and awareness of attacking and defensive tactics in small sided conditioned games and some knowledge of basic tactics.	Safe Setting up and packing away of the equipment. Safe use of the equipment in the lesson. Correct etiquette during the lesson. Participating fully in a game/activity Enjoy participating in the game/activity and having fun. Feel supported and safe participating within a team or group. Respond positively to teaching points/tactics within the game. Using sport to relieve stress and pressure.	<b>Social</b> – Developing: friendships Cooperation, Communication, sportsmanship, teamwork, respect. Reducing antisocial behaviour. <b>Emotional</b> – Developing: Self-esteem, confidence, stress relief strategies, resilience, controlling emotions, enjoyment and happiness, challenge, aesthetic appreciation. <b>Physical</b> – Reducing CHD/Stroke, Obesity, Osteoporosis, losing weight, improving body shape and posture, increasing strength, <b>Leadership</b> – To undertake active roles within lessons, warm ups, captaincy, officiating, leading activities, coaching, organising and managing equipment. Linking 3 specific <b>Components of fitness</b> for each activity.
	<b>Developing</b> bowling, batting, fielding and wicketkeeping (Throwing and Catching) skills.	<b>Developing</b> basic Knowledge of rules and awareness of attacking and defensive tactics in small sided games and knowledge and understanding of basic tactics.		
	<b>Applying</b> bowling, batting, fielding and wicketkeeping (Throwing and Catching) skills.	<b>Applying</b> rules and awareness of attacking and defensive tactics in small/larger sized games and knowledge of tactics.		
	<b>Effective</b> use of bowling, batting, fielding and wicketkeeping (Throwing and Catching) skills.	<b>Effective</b> understanding of rules, attacking and defensive strategies with decision making and few errors in larger size games and knowledge of more advanced tactics.		
	<b>Creative</b> use of bowling, batting, fielding and wicketkeeping (Throwing and Catching) skills.	<b>Creative</b> use of attacking and defensive strategies, creativity, flair and correct decision making in larger sized games, secure understanding of rules and creative use of tactics		