

Year 7

Intent	
<ul style="list-style-type: none"> • At The Whitehaven Academy the aim of Food Preparation and Nutrition is to equip students with the knowledge and skills to be successful individuals who can prepare and cook food with an embedded understanding of nutrition improving the health of our community and nation as a whole, giving our students the life skills they need. • It will develop our students to appreciate and respect their own personal views and the views of others. Through lessons students will become curious yet informed when preparing dishes for target markets, whilst looking closely at diet and health and will be provided with hands on experience to enable them to do this. Transferable skills such as analysing, debating and evaluating will all be practiced here as well as planning, organisation and team work. • The curriculum gives the students the freedom and opportunity to become ambitious learners who understand food preparation techniques and skills and can apply them to a repertoire of dishes. • Students will learn about food safety when planning, preparing and presenting dishes creatively in order for students to cater for themselves and others in a variety of ways, in accordance to food hygiene standards and regulations. • Students will learn about Food, nutrition and health outside of their own experience, this will be sequenced through their KS3 and KS4 curriculum and they will develop their understanding of the world's diversity in relation to food and cuisines. • Students will develop a global 'open mindedness' so that they can resiliently challenge and understand the fluidity of key ideas and concepts. In their lessons, students will view the world objectively and go beyond their everyday experience. • Alongside this students will develop their cultural capital and use this to help them lead a long and healthy life in which they can succeed and achieve. Students are thinking forwards and interpreting the world they live in today and the future. 	
Implementation	Impact
<p>Students will undergo one whole year of Food and Nutrition and will complete one unit titled "Living a Fruitful life" this is encompassing healthy eating guidelines, 5-a-day, basic nutrition and a touch on the Eat well guide and gives students an opportunity to make healthy yet fulfilling products. Alongside this students will develop their preparation skills and also their cooking techniques and explore avenues which are challenging but provide opportunity for opportunities for all to succeed when making and reflecting upon dishes independently. Separate to their theory work they will create a recipe journal which they will develop over the course of the year, they will plan, evidence and reflect upon all dishes made and suggest further work to develop this. This provides the practice of some of the</p>	<p>By the end of the year students will be able to :</p> <ul style="list-style-type: none"> • Recall and apply the principles of <i>The Eatwell Guide</i> and the 8 tips for healthy eating, to their own diet; ▪ Demonstrate a range of food preparation and cooking techniques; ▪ Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes; ▪ Recall and apply the principles of food safety and hygiene; ▪ Identify how and why people make different food and drink choices;

skills in the NEA at GCSE- planning, timing, applying health and safety, reflecting, analysing, suggesting improvements and developing ideas with an overview of the success of a product in relation to how it was perceived and enjoyed by others.

During this key stage the following aims will be met:

- Students will develop their knowledge and understanding of ingredients and healthy eating;
- Students will develop food preparation and cooking techniques;
- Students will develop their knowledge of consumer food and drink choice;
- Students will be able to apply their knowledge to make informed choices;
- Students will develop the creative, technical and practical expertise needed to perform everyday tasks confidently;
- Students will build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users;
- Students will evaluate and test their ideas and products and the work of others.

Students will complete the following practical lessons: fruit salad, pizza faces, fruity crumble, spaghetti bolognese, bread, Christmas biscuits, soup, Chinese noodle dish, kebabs, scones, small cakes, chocolate cake/Gingerbread, and pasta/rice salad.

- Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of designing and making;
- Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science;
- Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn;
- Track their progress using their recipe journal (cooking, nutrition, ingredients and creativity).

Key knowledge and skills Cross Curricular

English:

Reading

Students will be taught to understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries;

Writing

Students should be taught to write accurately, fluently, effectively and at length for pleasure and information through:

- summarising and organising material, and supporting ideas and arguments with any necessary factual detail;
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form;

Students should be taught to plan, draft, edit and proof-read through:

- considering how their writing reflects the audiences and purposes for which it was intended;

- paying attention to accurate grammar, punctuation and spelling;

Grammar and vocabulary

Students should be taught to consolidate and build on their knowledge of grammar and vocabulary through:

- using Standard English confidently in their own writing and speech;

Spoken English

Students should be taught to speak confidently and effectively, including through:

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion;
- giving short speeches and presentations, expressing their own ideas and keeping to the point;
- Participating in formal debates and structured discussions, summarising and/or building on what has been said.

Mathematics

Number

Students should be taught to:

- understand and use place value for decimals, measures and integers of any size
- order positive and negative integers, decimals and fractions
- interpret percentages and percentage changes as a fraction or a decimal
- use standard units of mass, length, time, money and other measures, including with decimal quantities;
- use a calculator and other technologies to calculate results accurately and then interpret them appropriately.

Ratio, proportion and rates of change

Students should be taught to:

- change freely between related standard units [for example time, length, area, volume/capacity, mass]

Statistics

- construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data.

Science:

Nutrition and digestion

- content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed;

Energy

- comparing energy values of different foods (from labels) (kJ).

PSHE: (non-statutory) Health and well-being

- what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting); what might influence their decisions about eating a balanced diet.

Year 8

Intent	
<ul style="list-style-type: none"> • At The Whitehaven Academy the aim of Food Preparation and Nutrition is to equip students with the knowledge and skills to be successful individuals who can prepare and cook food with an embedded understanding of nutrition improving the health of our community and nation as a whole, giving our students the life skills they need. • It will develop our students to appreciate and respect their own personal views and the views of others. Through lessons students will become curious yet informed when preparing dishes for target markets, whilst looking closely at diet and health and will be provided with hands on experience to enable them to do this. Transferable skills such as analysing, debating and evaluating will all be practiced here as well as planning, organisation and team work. • The curriculum gives the students the freedom and opportunity to become ambitious learners who understand food preparation techniques and skills and can apply them to a repertoire of dishes. • Students will learn about food safety when planning, preparing and presenting dishes creatively in order for students to cater for themselves and others in a variety of ways, in accordance to food hygiene standards and regulations. • Students will learn about Food, nutrition and health outside of their own experience, this will be sequenced through their KS3 and KS4 curriculum and they will develop their understanding of the world's diversity in relation to food and cuisines. • Students will develop a global 'open mindedness' so that they can resiliently challenge and understand the fluidity of key ideas and concepts. In their lessons, students will view the world objectively and go beyond their everyday experience. • Alongside this students will develop their cultural capital and use this to help them lead a long and healthy life in which they can succeed and achieve. Students are thinking forwards and interpreting the world they live in today and the future. 	
Implementation	Impact
<p>Students will undergo one whole year of Food and Nutrition and will complete one unit titled "You are what you eat" this is encompassing nutrients and their functions, different dietary groups and needs of individuals. Recipe planning to cover knowledge of how to create products suitable for a specific group. Also there will be knowledge built in about different food commodities, food provenance and food science. Alongside this students will continue to develop their preparation skills and also their cooking techniques and explore avenues which are challenging but provide opportunity for opportunities for all to succeed when making and reflecting upon dishes independently. Separate to their theory work they will create a recipe journal which they will develop over the course of the year, they will plan, evidence and reflect upon all dishes made and suggest further work to develop this. This provides the practice of some of the skills in the NEA</p>	<p>By the end of the year students will be able to :</p> <ul style="list-style-type: none"> ▪ Recall and apply the principles of <i>The Eat well Guide</i> and the 8 tips for healthy eating; ▪ Explain energy and how needs change through life; ▪ Name the main nutrients, sources and functions; ▪ Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of more complex dishes; ▪ Demonstrate a wider range of food preparation and cooking techniques; ▪ Apply the principles of food safety and hygiene; ▪ Explain the factors that affect food and drink choice;

at GCSE- planning, timing, applying health and safety, reflecting, analysing, suggesting improvements and developing ideas with an overview of the success of a product in relation to how it was perceived and enjoyed by others.

During this key stage the following aims will be met:

- Students will deepen their knowledge and understanding of food and nutrition;
- Students will further develop food preparation and cooking techniques;
- Students will deepen their knowledge of consumer food and drink choice;
- Students will be able to apply their knowledge to make informed choices;
- Students will develop the creative, technical and practical expertise needed to perform everyday tasks confidently;
- Students will build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users;
- Students will evaluate and test their ideas and products and the work of others.

Students will complete the following practical lessons:

Pasta bake, pizza rolls, Christmas muffin, rolled oat cookies, gingerbread, fruit tarts, fajitas and nachos, risotto, shortbread biscuits.

- Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of designing and making in a range of contexts such as home, health and agriculture;
- Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science;
- Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn.
- Track their progress using their recipe journal (cooking, nutrition, ingredients and creativity).

Key knowledge and skills Cross Curricular

English:

Reading

Students will be taught to understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries;

Writing

Students should be taught to write accurately, fluently, effectively and at length for pleasure and information through:

- summarising and organising material, and supporting ideas and arguments with any necessary factual detail;
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form;

Students should be taught to plan, draft, edit and proof-read through:

- considering how their writing reflects the audiences and purposes for which it was intended;
- paying attention to accurate grammar, punctuation and spelling;

Grammar and vocabulary

Students should be taught to consolidate and build on their knowledge of grammar and vocabulary through:

- using Standard English confidently in their own writing and speech;

Spoken English

Students should be taught to speak confidently and effectively, including through:

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion;
- giving short speeches and presentations, expressing their own ideas and keeping to the point;
- Participating in formal debates and structured discussions, summarising and/or building on what has been said.

Mathematics

Number

Students should be taught to:

- understand and use place value for decimals, measures and integers of any size
- order positive and negative integers, decimals and fractions
- interpret percentages and percentage changes as a fraction or a decimal
- use standard units of mass, length, time, money and other measures, including with decimal quantities;
- use a calculator and other technologies to calculate results accurately and then interpret them appropriately.

Ratio, proportion and rates of change

Students should be taught to:

- change freely between related standard units [for example time, length, area, volume/capacity, mass]

Statistics

- construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data.

Science:

Nutrition and digestion

- content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed;

Energy

- comparing energy values of different foods (from labels) (kJ).

PSHE: (non-statutory) Health and well-being

- what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting); what might influence their decisions about eating a balanced diet.

Year 9

Intent	
<ul style="list-style-type: none"> • At The Whitehaven Academy the aim of Food Preparation and Nutrition is to equip students with the knowledge and skills to be successful individuals who can prepare and cook food with an embedded understanding of nutrition improving the health of our community and nation as a whole, giving our students the life skills they need. • It will develop our students to appreciate and respect their own personal views and the views of others. Through lessons students will become curious yet informed when preparing dishes for target markets, whilst looking closely at diet and health and will be provided with hands on experience to enable them to do this. Transferable skills such as analysing, debating and evaluating will all be practiced here as well as planning, organisation and team work. • The curriculum gives the students the freedom and opportunity to become ambitious learners who understand food preparation techniques and skills and can apply them to a repertoire of dishes. • Students will learn about food safety when planning, preparing and presenting dishes creatively in order for students to cater for themselves and others in a variety of ways, in accordance to food hygiene standards and regulations. • Students will learn about Food, nutrition and health outside of their own experience, this will be sequenced through their KS3 and KS4 curriculum and they will develop their understanding of the world's diversity in relation to food and cuisines. • Students will develop a global 'open mindedness' so that they can resiliently challenge and understand the fluidity of key ideas and concepts. In their lessons, students will view the world objectively and go beyond their everyday experience. • Alongside this students will develop their cultural capital and use this to help them lead a long and healthy life in which they can succeed and achieve. Students are thinking forwards and interpreting the world they live in today and the future. 	
Implementation	Impact
<p>Students will undergo one whole year of Food and Nutrition and will complete one unit titled "The first wealth is health"</p> <p>This is building on previous knowledge of nutrition and diet and adapting these with a focus of multicultural foods. Also there will be knowledge built in about different food commodities, food provenance and food science and opportunities for students to explore different culinary traditions and flavours from around the world. Alongside this students will continue to develop their preparation skills and also their cooking techniques and explore avenues which are challenging but</p>	<p>By the end of the year students will be able to :</p> <ul style="list-style-type: none"> ▪ Apply the principles of <i>The Eatwell Guide</i> and relate this to diet through life; ▪ List and explain the dietary needs throughout life stages;

provide opportunity for opportunities for all to succeed when making and reflecting upon dishes independently. Separate to their theory work they will create a recipe journal which they will develop over the course of the year, they will plan, evidence and reflect upon all dishes made and suggest further work to develop this. This provides the practice of some of the skills in the NEA at GCSE- planning, timing, applying health and safety, reflecting, analysing, suggesting improvements and developing ideas with an overview of the success of a product in relation to how it was perceived and enjoyed by others.

During this key stage the following aims will be met:

- Students will extend their knowledge and understanding of food, diet and health;
- Students will extend food preparation and cooking techniques;
- Students will extend their knowledge of consumer food and drink choice;
- Students will be able to apply their knowledge to make informed choices;
- Students will develop the creative, technical and practical expertise needed to perform everyday tasks confidently;
- Students will build an apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users;
- Students will evaluate and test their ideas and products and the work of others.

Students will complete the following practical lessons: tikka masala, chicken goujons, cheesecake, pastry products, Nutella Christmas trees, mini quiche, mac n cheese, sweet n sour chicken, lemon drizzle cake, vegan chocolate cake and burgers.

- Investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food assurance schemes and animal welfare;
- Explain the characteristics of ingredients and how they are used in cooking;
- Adapt and follow recipes to prepare and cook a range of predominately savoury dishes;
- Demonstrate a range of food preparation and cooking techniques and independently apply the principles of food safety and hygiene;
- Investigate and discuss new trends and technologies used in food production, processing and cooking;
- Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of designing and making;
- Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science;
- Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn.
- Track their progress using their recipe journal (cooking, nutrition, ingredients and creativity).

Key knowledge and skills Cross Curricular

English:

Reading

Students will be taught to understand increasingly challenging texts through:

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Writing

Students should be taught to write accurately, fluently, effectively and at length for pleasure and information through:

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Students should be taught to plan, draft, edit and proof-read through:

- considering how their writing reflects the audiences and purposes for which it was intended;
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Grammar and vocabulary

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Mathematics

Number

Students should be taught to:

- understand and use place value for decimals, measures and integers of any size
- order positive and negative integers, decimals and fractions
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- use a calculator and other technologies to calculate results accurately and then interpret them appropriately.

Ratio, proportion and rates of change

Students should be taught to:

- change freely between related standard units [for example time, length, area, volume/capacity, mass]

Statistics

- construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data.

Science:

Nutrition and digestion

- content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed;

Energy

- comparing energy values of different foods (from labels) (kJ).

PSHE: (non-statutory) Health and well-being

- what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting); what might influence their decisions about eating a balanced diet.

Key Stage 4: Year 10 and 11

Intent

- At The Whitehaven Academy the aim of Food Preparation and Nutrition is to equip students with the knowledge and skills to be successful individuals who can prepare and cook food with an embedded understanding of nutrition improving the health of our community and nation as a whole, giving our students the life skills they need.
- It will develop our students to appreciate and respect their own personal views and the views of others. Through lessons students will become curious yet informed when preparing dishes for target markets, whilst looking closely at diet and health and will be provided with hands on experience to enable them to do this. Transferable skills such as analysing, debating and evaluating will all be practiced here as well as planning, organisation and team work.
- The curriculum gives the students the freedom and opportunity to become ambitious learners who understand food preparation techniques and skills and can apply them to a repertoire of dishes.
- Students will learn about food safety when planning, preparing and presenting dishes creatively in order for students to cater for themselves and others in a variety of ways, in accordance to food hygiene standards and regulations.
- Students will learn about Food, nutrition and health outside of their own experience, this will be sequenced through their KS3 and KS4 curriculum and they will develop their understanding of the world's diversity in relation to food and cuisines.
- Students will develop a global 'open mindedness' so that they can resiliently challenge and understand the fluidity of key ideas and concepts. In their lessons, students will view the world objectively and go beyond their everyday experience.
- Alongside this students will develop their cultural capital and use this to help them lead a long and healthy life in which they can succeed and achieve. Students are thinking forwards and interpreting the world they live in today and the future.

Implementation	Impact
<p>During this key stage students will complete a series of units of work where their knowledge and understanding can be applied through practical and non-practical tasks. They will cover topics such as</p> <p>Where their practical skills in both savoury and sweet cooking will be developed. They will further develop their presentation skills and will serve dishes up to an excellent standard applying their creativity and paying attention to food as an art. Their practical knife skills will be taken to the next level and they will be demonstrating skills such as filleting fish and portioning a whole chicken. These skills will be taught by experts from industry through live demonstrations.</p> <p>Their knowledge of food science will be increased and they will be investigating not only how ingredients work in cooking but the scientific reasons as to why things occur. This will be practiced in year 10 and then skills applied again in year 11 NEA1.</p> <p>They will complete a series of projects where they have been given a task to prepare and make dishes for, this will follow the same set up as NEA2 and will include making multiple courses. This will give the students opportunity to apply skills such as researching, trialling ideas, evaluating and then writing detailed time plans and working to set time limits.</p>	

Key knowledge and skills Cross Curricular

English:

Reading

Students will be taught to understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries;

Writing

Students should be taught to write accurately, fluently, effectively and at length for pleasure and information through:

- summarising and organising material, and supporting ideas and arguments with any necessary factual detail;
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form;

Students should be taught to plan, draft, edit and proof-read through:

- considering how their writing reflects the audiences and purposes for which it was intended;
- paying attention to accurate grammar, punctuation and spelling;

Grammar and vocabulary

Students should be taught to consolidate and build on their knowledge of grammar and vocabulary through:

- using Standard English confidently in their own writing and speech;

Spoken English

Students should be taught to speak confidently and effectively, including through:

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion;
- giving short speeches and presentations, expressing their own ideas and keeping to the point;
- Participating in formal debates and structured discussions, summarising and/or building on what has been said.

Mathematics

Number

Students should be taught to:

- understand and use place value for decimals, measures and integers of any size
- order positive and negative integers, decimals and fractions
- interpret percentages and percentage changes as a fraction or a decimal
- use standard units of mass, length, time, money and other measures, including with decimal quantities;
- use a calculator and other technologies to calculate results accurately and then interpret them appropriately.

Ratio, proportion and rates of change

Students should be taught to:

- change freely between related standard units [for example time, length, area, volume/capacity, mass]

Statistics

- construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data.

Science:

Nutrition and digestion

- content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed;

Energy

- comparing energy values of different foods (from labels) (kJ).

PSHE: (non-statutory) Health and well-being

- what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting); what might influence their decisions about eating a balanced diet.