



Learning Aims and Curriculum Intent:

In the first three years, pupils develop a broad base of skills through practical, investigational, and theoretical work. The Year 7 curriculum aims to develop an ability to apply the knowledge of food science to food choices, cooking, and food preparation and to understand the role of nutrients in the body. The curriculum intends to promote interest and an appreciation of food and nutrition in our students. Whether or not they wish to continue to the GCSE level, pupils at every level of ability will learn and gain food education.

Cycle	Content and Key Questions	Knowledge and Skills	Assessment
1	Health, safety, and hygiene -What are the 4C's for good food hygiene? -Explain why you should not put hot dishes in the fridge -What is PPE? Give examples of PPE we use in the food room.	Understanding hazards, hygiene and evaluating the effect of cross-contamination in the food room.	Retrieval tasks are used to shape knowledge acquisition and understanding.
2	Diet and health (Eatwell Guide) - What is a balanced diet? - Why is it essential not to call the yellow section the carbohydrate section? - What are the eight guidelines we should follow for healthy eating	Understanding the concept of the Eatwell Guide and balanced diet and how these are used in food preparation choices.	Formative assessments help track how student knowledge grows and changes in the class in real-time. Class discussions Short, regular quizzes Individual oracy
3	Introduction to food nutrition - How many nutrients are there? - What are the differences between macronutrients and micronutrients? - What are the dietary functions and food sources of nutrients	Understanding food nutrition: macronutrients and micronutrients and appreciating these broad nutrient categorisations.	
4	Assessment lesson *Health, safety, and hygiene *Diet, health, and Eatwell Guide *Introduction to food nutrition		Practical & written assessment
5	Sensory properties -What is the fifth taste? -What is the difference between sensory analysis and evaluating? -What are sensory qualities?	Evaluating dishes to decide whether they could be improved and appreciating the sensory characteristics of foods.	Diagnostic assessments are structured around the lesson to understand student knowledge and engage the whole class.
6	Heat transfer and methods of cooking -Why do some people use a bain-marie when cooking a baked custard? -What are the reasons why we cook food -What are the three basic methods of transferring heat	Understanding the science that underpins heat transfer during food processing and production. For example, in Bain-marie.	Some examples include: <ul style="list-style-type: none"> • Short quizzes • Student interviews • Student reflections • Class discussions • Individual oracy
7	Food provenance (sources and supply) -How would you explain staple foods? -Name the eight classifications of vegetables -State two advantages and disadvantages of buying locally produced fruits and vegetables	Evaluating what we know about food sources and supply and understanding staple foods and their country of origin.	
8	Assessment lesson *Health, safety, and hygiene *Diet, health, and Eatwell Guide *Introduction to food nutrition *Sensory properties *Heath transfer and methods of cooking *Food provenance		Practical & written assessment
9	Technological developments in food -Explain why flour is fortified -Why are additives used? -Explain emulsifiers and stabilisers	Evaluating the need for additives in our foods and the extent we need and buy fortified foods.	Retrieval tasks are used to shape knowledge acquisition and understanding. Diagnostic assessments are structured around the lesson to understand student knowledge and engage the whole class.
10	Energy balance -What is energy balance? -What are the main factors that influence energy requirements? -Explain the following BMI, BMR and PAL	Understanding how our diet impacts our health and why we should curb diet-related diseases by measuring the BMI.	Some examples include: <ul style="list-style-type: none"> • Short quizzes • Student reflections • Class discussions

11	Food safety -What conditions do bacteria need to grow? -What is meant by the danger zone? -What information is required by law on food packaging?	Understanding why we should avoid the danger zone. Appreciating the role of pathogenic bacteria and enzymic browning in food preparation.	• Individual oracy
12	OWN RECIPE – practical or End of year assessment *Health, safety, and hygiene *Diet, health, and Eatwell Guide *Introduction to food nutrition *Sensory properties *Heath transfer and methods of cooking *Food provenance *Technological developments in food *Energy balance *Food safety		Written assessment
13	End of rotation RETEACH and evaluation		

Examples of practical	Egg fried rice Butternut Squash Soup	Oaty apple Supreme Pizza	Vegetable stir fry Mexican quesadillas	Victoria Sponge Scone based pizza	Own recipe
Key terminology	Staple food, sustainability, conduction, convection, radiation, claw grip, bridge hold, cross-contamination, free sugars, intensive farming, macronutrients, micronutrients, evaluating, fortification,				
Super curricular enrichment and scholarly extension	Read: Food preparation and nutrition books, food books and magazine Watch: Master chef junior James Oliver's videos and other food videos on YouTube Listen: Food podcast - Radio Cherry Bombe, Home Cooking, The Splendid Table, and Every Day is a Food Day Visit: Local and international restaurants. In-store bakery and fish mongers				
Useful websites	https://www.foodafactoflife.org.uk/14-16-years/healthy-eating/energy-and-nutrients/ https://www.food.gov.uk/business-guidance/food-hygiene-for-your-business https://www.food.gov.uk/safety-hygiene/cooking-your-food https://www.bbc.co.uk/bitesize/topics/znthy9q				
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