



n.b. Art, Design and Food and Nutrition are taught on carousel. Pupils receive three lessons a fortnight in a discipline (Art, Design Technology or Food and Nutrition) which they study in a block and then rotate at two set times in the year. In Michaelmas they might study Art, in Lent Design and Technology and in Trinity Food and Nutrition.

Learning Aims and Curriculum Intent:

Intent	Department Aims
<p>As a department we are committed to providing students with outstanding learning opportunities, and, as a result, we intend to make a significant contribution to the field of Food and Nutrition education. We intend:</p> <p>To be recognized as one of the most forward-thinking and successful Food and Nutrition departments in London.</p> <p>To be recognized as a centre of excellence in Food and Nutrition education (beyond merely secondary education).</p> <p>To provide outstanding opportunities and experiences for Forest Students.</p> <p>That our curriculum is fundamental in making this happen.</p>	<p>(1) Our curriculum is Broad and values Inclusion, Diversity and Sustainability.</p> <p>(2) Forest Students Have an Excellent Food and Nutrition Experience.</p> <p>(3) We Raise the Profile of the Department so it is High Profile.</p> <p>(4) Staff have access to Excellent Subject Specific CPD.</p> <p>(5) Students' Food and Nutrition education prepares them well for life beyond the White Gates allowing them to engage with the world of Food and Nutrition with confidence and appreciation.</p> <p>The Year 7 curriculum will support students in acquiring the KS3 Skills, Knowledge and Threshold concepts for Food and Nutrition which are outlined below.</p>

Cycle	Type of Lesson	Content and Key Questions	Knowledge and Skills	Assessment
1	Theory	<p>Health, safety, and hygiene</p> <ul style="list-style-type: none"> 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.	<p>Retrieval tasks are used to shape knowledge acquisition and understanding.</p> <p>Formative assessments help track how student knowledge grows and changes in the class in real-time.</p> <p>Class discussions Short, regular quizzes Individual oracy</p>
2	Theory	<p>Diet and health (Eatwell Guide)</p> <ul style="list-style-type: none"> 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.	
3	Practical	<p>Egg Fried Rice</p>	<p>Skills- Knife skills (bridge and claw), measuring, boiling and simmering. Presentation.</p> <p>Knowledge- Convection, conduction, nutrition (carbohydrates, fibre, protein, vitamins)</p>	
4	Theory	<p>Introduction to food nutrition - Macronutrients</p> <ul style="list-style-type: none"> Introduction to nutrients. Macronutrients – Carbohydrates and Fibre 	Understanding food nutrition: macronutrients and micronutrients and appreciating these broad nutrient categorisations.	
5	Theory	<p>Introduction to food nutrition - Macronutrients</p> <ul style="list-style-type: none"> Macronutrients- Protein and Fats 	Understanding food nutrition: macronutrients and micronutrients and appreciating these broad nutrient categorisations.	

Cycle	Type of Lesson	Content and Key Questions	Knowledge and Skills	Assessment
6	Practical	<p>Assessment lesson:</p> <p>Oaty apple crumble *Health, safety, and hygiene *Diet, health, and Eatwell Guide *Introduction to food nutrition</p> <p>Heat transfer and methods of cooking</p> <ul style="list-style-type: none"> What are the reasons why we cook food What are the three basic methods of transferring heat <p>Knowledge and Skills</p> <ul style="list-style-type: none"> Knife skills (bridge and claw), measuring, baking. Presentation. Knowledge - Convection, nutrients (carbohydrates, fat, fibre, vitamins and minerals) 		Practical & written assessment
7	Theory	<p>Introduction to food nutrition - Micronutrients</p> <ul style="list-style-type: none"> Micronutrients -Vitamins: (fat soluble- A,D,E & K, water soluble- B group and C) Minerals: (iron, calcium) 	Understanding food nutrition: macronutrients and micronutrients and appreciating these broad nutrient categorisations.	<p>Diagnostic assessments are structured around the lesson to understand student knowledge and engage the whole class.</p> <p>Some examples include:</p> <ul style="list-style-type: none"> Short quizzes Student interviews Student reflections Class discussions Individual oracy
9	Practical	Vegetable Supreme Pizza	Understanding the science that underpins the role of yeast as a raising agent in dough making, knife skills and presentation.	
10	Theory	<p>Heat transfer and methods of cooking</p> <ul style="list-style-type: none"> 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.	
11	Theory	<p>Food provenance (sources and supply)</p> <ul style="list-style-type: none"> How would you explain staple foods? Name the eight classifications of vegetables State two advantages and disadvantages of buying locally produced fruits and vegetables <p>Technological developments in food</p> <ul style="list-style-type: none"> Explain why flour is fortified Why are additives used? Explain emulsifiers and stabilisers 	<p>Evaluating what we know about food sources and supply and understanding staple foods and their country of origin.</p> <p>Evaluating the need for additives in our foods and the extent we need and buy fortified foods.</p>	
12	Practical	<p>Assessment lesson:</p> <p>Mexican Quesadillas *Health, safety, and hygiene *Diet, health, and Eatwell Guide *Introduction to food nutrition *Sensory properties *Heath transfer and methods of cooking *Food provenance</p>		
13	Theory	<p>Energy balance</p> <ul style="list-style-type: none"> What is energy balance? What are the main factors that influence energy requirements? Explain the following BMI, BMR and PAL Dietary needs of different groups 	Understanding how our diet impacts our health and why we should curb diet-related diseases by measuring the BMI.	<p>Retrieval tasks are used to shape knowledge acquisition and understanding.</p> <p>Diagnostic assessments are structured around the lesson to understand student knowledge and engage the whole class.</p>
14	Practical	Victoria Sandwich Cake	Understanding raising agents, such as chemical and physical raising agents, and their role in cake making. Fostering independence, as each student makes their own cake. Spreading the jam so that it does not leak out of the cake. Portion control.	<p>Some examples include:</p> <ul style="list-style-type: none"> Short quizzes Student reflections Class discussions Individual oracy
13	Theory	<p>Assessment lesson:</p> <ul style="list-style-type: none"> Assessment on all topics to consolidate 		

Practical lessons	Egg fried rice	Oaty apple crumble	Vegetable Supreme Pizza	Mexican Quesadillas	Victoria Sandwich Cake
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 science and recipe books and magazines. You can request books at the Martin Centre. Watch: Master Chef Junior, Jamie Oliver's videos and other food videos on YouTube and channels such as The Food Network. Listen: Food podcast - Radio Cherry Bombe, Home Cooking, The Splendid Table, and Every Day is a Food Day. Visit: Local and international restaurants, Borough Market and other food markets at home or abroad.				
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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