

HALF TERM 6 CURRICULUM CONTENT – Key Stage 3 FPN

Intent statement:

In Key Stage 3 FPN, students are taught how to cook and apply the principles of nutrition and healthy eating as set out in the National Curriculum. Learning how to cook is a crucial life skill that enables students to acquire knowledge and skills in feeding themselves and others affordably and well, now and in later life. This would also instil a love of cooking in students whilst developing their creativity in exploring different ingredients and designing or inventing new dishes in the process.

The curriculum focuses on students understanding and applying the principles of the EatWell guide. This addresses National Health issues such as obesity, diabetes, coronary heart diseases and other illnesses by; encouraging the study of a range of healthy cooking techniques, acquiring skills on how to create and follow a balanced diet, as well as becoming familiar with the essential nutrients in your diet and how they affect your health. The curriculum provides students with an awareness of these illnesses via learning the principles of the EatWell guide in addition to the 8 Tips to Healthy Eating in addition to a range of other skills and topics which can be applied throughout KS4, KS5 and beyond school.

Year 7

Topics	Fundamentals of food & nutrition
Prior knowledge / skills	<p>Introduction to the fundamentals of food and nutrition:</p> <ul style="list-style-type: none">• KS2 knowledge and / or home / media / personal experience• Food hygiene, health & safety• Scales of measurement, equipment used to measure• Basic cooking procedures – cross-curricular transfer of heat• The digestive system• Effects of healthy or unhealthy eating• Hydration• Basic cooking methods• Appreciation of food using the 5 senses• Conducting scientific experiments• Hydration• General knowledge of what's on a food / drink label• Climate, transport links, farming methods
Key concepts / knowledge / skills covered this half term	<p>To explore the fundamentals of food and nutrition:</p> <ul style="list-style-type: none">• How is food safety and food hygiene achieved• How is equipment used safely and accurately

	<ul style="list-style-type: none"> • How is heat transferred into food • How is food digested and converted into energy • What are the government guidelines to healthy eating • Develop a range of technical cooking skills & the use of equipment via making a combination of sweet & savoury dishes • To develop the fundamentals of food and nutrition • How is food analysed and evaluated • What are the conditions necessary for yeast to grow • Why is water and fibre important in the diet • What must be on a food / drink label • What factors affect the choice of food <p>Develop a range of technical cooking skills and the use of equipment via making a combination of sweet and savoury dishes including:</p> <ul style="list-style-type: none"> • FPT 5 – potato wedges & coleslaw (composite dish – starchy carbohydrate) • Sensory analysis & tasting – bread or biscuit taste testing • Investigating the conditions necessary for yeast growth • FPT 6 – seeded bread rolls; plaited (function of yeast) • FPT 7 – scone based pizza & topping (seasonality & support for local farmers) • FPT 8 – chocolate cupcakes
Assessment	Mid-term whole class feedback, and end of termly assessment for both theory and practical cooking elements
Personal Development opportunities	Students are given a recipe weekly in addition to the weekly homework set – this is voluntary, however, students are encouraged to help prepare dinners at home and also to cook at home using the given recipe
Homework requirements	Homework is weekly, it will be to extend the fundamentals of food & nutrition knowledge and cooking skills

Year 8

Topics	Principles of nutrition & where food comes from
Prior knowledge / skills	<p>To develop skills previously learned in Year 7 and to build new skills and techniques advancing students knowledge of FPN:</p> <ul style="list-style-type: none"> • Bacteria and knowledge of correct hygiene procedures • Knowledge of healthy eating guidelines and dietary guides • Functions of macronutrients • Deficiencies and excess of macronutrients • Functions of micronutrients • Deficiencies and excess of micronutrients • Dietary requirements, religion, ethical and moral • Food production and knowledge of plant crops • Wheat process (germ, mill, sift) • Primary and secondary process • Nutritional analysis • Packaging and environmental impact
Key concepts / knowledge / skills covered this half term	<p>To develop understanding of the principles of nutrition & where food comes from:</p> <ul style="list-style-type: none"> • How is bacteria contamination prevented • How is equipment used safely and accurately • How to modify food based on the government's healthy eating guidelines • How are diet related diseases prevented • How is food produced and processed <p>Continue developing a range of technical cooking skills and the use of equipment via making a combination of sweet and savoury dishes including:</p> <ul style="list-style-type: none"> • Functional & chemical properties of carbohydrate (gluten formation in bread – planning) • FPT 5 – Lasagne (use of lasagne pasta sheets) • FPT 6 – Kedgerree (use of plant crops – e.g. peas in a recipe) • FPT 7 – Quiche (use of a primary processed food – wheat flour) • FPT 8 – Chocolate brownies
Assessment	Mid-term whole class feedback and end of termly assessment for both theory and practical cooking elements
Personal Development opportunities	Students are given a recipe weekly in addition to the weekly homework set – this is voluntary, however, students are encouraged to help prepare dinners at home and also to cook at home using the given recipe

Homework requirements	Homework is weekly, it will be to extend the fundamentals of food & nutrition knowledge and cooking skills
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Year 9

Topics	Food choice (factors affecting food choice)
Prior knowledge / skills	<p>Revisiting food safety and hygiene knowledge from Years 7 & 8 FPN lessons, as well as knowledge from science lessons on microorganisms and enzymes:</p> <ul style="list-style-type: none"> • Prior knowledge of the use of non-pathogenic yeast in making bread (experiment in Year 7) • Prior knowledge from both personal / home shopping experience as well as cooking experience in Years 7 & 8 – practical lessons on how food is stored and cooked safely • Prior knowledge from sensory evaluation and food labelling information in Year 7 • Knowledge from personal experiences on likes, dislikes, cultural / and or religious foods, etc • Food allergen knowledge mostly from personal experience and from Year 7 food labelling lessons • Knowledge of different cuisines from personal experiences at home, in society and in schools • Prior knowledge from previous lesson on cuisines
Key concepts / knowledge / skills covered this half term	<p>To examine the role microorganisms play in food spoilage and in food production:</p> <ul style="list-style-type: none"> • How do microorganisms and enzymes affect the palatability of food • Which microorganisms are used in food production • To establish the principles of food safety • What do you look for when buying fresh food produce • How should foods be safely stored • How is food prepared, cooked and served safely to prevent food poisoning • To acquire skills in planning, analysing, evaluating and modifying dishes • How is a nutritional analysis profile used in planning healthy meals • Which sensory testing methods are used in evaluating food products • Modify and plan an existing recipe suitable for a teenager • To establish the functions, sources, and effects of energy in the body • How much energy is needed daily and why • To explore factors that affect food choice • What factors may influence food choice • Does religion and / or culture affect food choice • How do ethical and moral beliefs affect food choice • Do food allergens and intolerances affect food choice • To recognise distinct features and characteristics of cuisines from Britain and other countries • What are the features and characteristics of British cuisine • What makes Italian cuisine different from British cuisine • Indian cuisine - Mini NEA 2

	<p>Practical skills & Investigation / experiment skills:</p> <ul style="list-style-type: none"> • Sensory analysis & evaluation of bread • Pastry unit (pastry making skills) – sausage rolls and filo fish parcels • British & international cuisine unit (cuisine knowledge and cooking skills): <ul style="list-style-type: none"> ○ cornish pasty (with ready made pastry) ○ spaghetti & meatballs • Micro NEA 2 project (Indian cuisine) & GCSE NEA 2 skills: <ul style="list-style-type: none"> ○ chicken curry ○ indian cuisine recipe selection
Assessment	Mid-term whole class feedback, and end of termly assessment for both theory and practical cooking elements
Personal Development opportunities	Students are given a recipe weekly in addition to the weekly homework set – this is voluntary, however, students are encouraged to help prepare dinners at home and also to cook at home using the given recipe
Homework requirements	Homework is weekly, it will be to extend the fundamentals of food & nutrition knowledge and cooking skills