



Long Term Plan – Food Preparation & Nutrition

Subject: Food Preparation and Nutrition

Vision / Rationale: Here at The Radclyffe School we aim to instil a love of cooking, it's a way to express your creativity. We strive to make you aware of the impact your food choices can make to yourself, your community and as a global citizen. In your Food Preparation and Nutrition lessons we aim to equip you with the knowledge to be healthy and responsible for a healthier, sustainable future.							
	HT1	HT2	HT3	HT4	HT5	HT6	Where should the students be in terms of knowledge:
Year 7	The Eat Well Guide – healthy eating and nutrition Food Safety and Hygiene (basic knowledge) Basic knife skills Basic cooker skills using the hob and oven Literacy – 3 priority tier 3 words per lesson and an additional tier 2 word where appropriate to be explicitly taught. 12 spellings over the 13-week rotation. 1 piece of extended evaluation writing.	The Eat Well Guide – healthy eating and nutrition Food Safety and Hygiene (basic knowledge) Basic knife skills Basic cooker skills using the hob and oven Literacy – 3 priority tier 3 words per lesson and an additional tier 2 word where appropriate to be explicitly taught. 12 spellings over the 13-week rotation. 1 piece of extended evaluation writing.	The Eat Well Guide – healthy eating and nutrition Food Safety and Hygiene (basic knowledge) Basic knife skills Basic cooker skills using the hob and oven Literacy – 3 priority tier 3 words per lesson and an additional tier 2 word where appropriate to be explicitly taught. 12 spellings over the 13-week rotation. 1 piece of extended evaluation writing.	The Eat Well Guide – healthy eating and nutrition Food Safety and Hygiene (basic knowledge) Basic knife skills Basic cooker skills using the hob and oven Literacy – 3 priority tier 3 words per lesson and an additional tier 2 word where appropriate to be explicitly taught. 12 spellings over the 13-week rotation. 1 piece of extended evaluation writing.	The Eat Well Guide – healthy eating and nutrition Food Safety and Hygiene (basic knowledge) Basic knife skills Basic cooker skills using the hob and oven Literacy – 3 priority tier 3 words per lesson and an additional tier 2 word where appropriate to be explicitly taught. 12 spellings over the 13-week rotation. 1 piece of extended evaluation writing.	The Eat Well Guide – healthy eating and nutrition Food Safety and Hygiene (basic knowledge) Basic knife skills Basic cooker skills using the hob and oven Literacy – 3 priority tier 3 words per lesson and an additional tier 2 word where appropriate to be explicitly taught. 12 spellings over the 13-week rotation. 1 piece of extended evaluation writing.	To understand and be able to apply the principles of healthy eating and nutrition. To be able to prepare healthy meals (albeit basic), safely after acquiring knowledge of how to use knives, ovens and hobs safely. To be able to use different cooking techniques with some skill. To be able to clean up hygienically. The students will learn organisational skills, have opportunities to use leadership skills. They will learn to work collaboratively and have excellent time management.
Year 8	More detailed food safety and hygiene Developing skills and introduction to high level complex cooking skills. Deeper understanding of sensory analysis knowledge of where foods come from, food choice and SMSCE. Build on the knowledge of nutrition started in Year 7. Literacy – 3 priority tier 3 words per lesson and an additional tier 2 word where appropriate to be explicitly taught. 12 spellings over the 13-week rotation. 1 piece of extended evaluation writing.	More detailed food safety and hygiene Developing skills and introduction to high level complex cooking skills. Deeper understanding of sensory analysis knowledge of where foods come from, food choice and SMEC. Build on the knowledge of nutrition started in Year 7. Literacy – 3 priority tier 3 words per lesson and an additional tier 2 word where appropriate to be explicitly taught. 12 spellings over the 13-week rotation. 1 piece of extended evaluation writing.	More detailed food safety and hygiene Developing skills and introduction to high level complex cooking skills. Deeper understanding of sensory analysis knowledge of where foods come from, food choice and SMEC. Build on the knowledge of nutrition started in Year 7. Literacy – 3 priority tier 3 words per lesson and an additional tier 2 word where appropriate to be explicitly taught. 12 spellings over the 13-week rotation. 1 piece of extended evaluation writing.	More detailed food safety and hygiene Developing skills and introduction to high level complex cooking skills. Deeper understanding of sensory analysis knowledge of where foods come from, food choice and SMEC. Build on the knowledge of nutrition started in Year 7. Literacy – 3 priority tier 3 words per lesson and an additional tier 2 word where appropriate to be explicitly taught. 12 spellings over the 13-week rotation. 1 piece of extended evaluation writing.	More detailed food safety and hygiene Developing skills and introduction to high level complex cooking skills. Deeper understanding of sensory analysis knowledge of where foods come from, food choice and SMEC. Build on the knowledge of nutrition started in Year 7. Literacy – 3 priority tier 3 words per lesson and an additional tier 2 word where appropriate to be explicitly taught. 12 spellings over the 13-week rotation. 1 piece of extended evaluation writing.	More detailed food safety and hygiene Developing skills and introduction to high level complex cooking skills. Deeper understanding of sensory analysis knowledge of where foods come from, food choice and SMEC. Build on the knowledge of nutrition started in Year 7. Literacy – 3 priority tier 3 words per lesson and an additional tier 2 word where appropriate to be explicitly taught. 12 spellings over the 13-week rotation. 1 piece of extended evaluation writing.	S/a but in a more extensive way going from basic to more complex. All students should be able to make whole meals by the end of KS3. They will also become aware of taste, texture, aroma and how to season and adapt recipes. Level 1 hygiene certificate.
Year 9	Introduction to Food Provenance – where food comes from, how it is grown, caught or reared. Discussion on SMSCE concerns raised. Further development of skills making full meals to equip our students for future years if they do not choose it as an option. Insight into the GCSE by carrying out mini food experiments. Continue to build on nutritional knowledge and H&S learnt in previous years. Literacy – 3 priority tier 3 words per lesson and an additional tier 2 word where appropriate to be explicitly taught. 12 spellings over the 13-week rotation. 1 piece of extended reasons for choice writing.	Introduction to Food Provenance – where food comes from, how it is grown, caught or reared. Discussion on SMSCE concerns raised. Further development of skills making full meals to equip our students for future years if they do not choose it as an option. Insight into the GCSE by carrying out mini food experiments. Continue to build on nutritional knowledge and H&S learnt in previous years. Literacy – 3 priority tier 3 words per lesson and an additional tier 2 word where appropriate to be explicitly taught. 12 spellings over the 13-week rotation. 1 piece of extended reasons for choice writing.	Introduction to Food Provenance – where food comes from, how it is grown, caught or reared. Discussion on SMSCE concerns raised. Further development of skills making full meals to equip our students for future years if they do not choose it as an option. Insight into the GCSE by carrying out mini food experiments. Continue to build on nutritional knowledge and H&S learnt in previous years. Literacy – 3 priority tier 3 words per lesson and an additional tier 2 word where appropriate to be explicitly taught. 12 spellings over the 13-week rotation. 1 piece of extended reasons for choice writing.	Introduction to Food Provenance – where food comes from, how it is grown, caught or reared. Discussion on SMSCE concerns raised. Further development of skills making full meals to equip our students for future years if they do not choose it as an option. Insight into the GCSE by carrying out mini food experiments. Continue to build on nutritional knowledge and H&S learnt in previous years. Literacy – 3 priority tier 3 words per lesson and an additional tier 2 word where appropriate to be explicitly taught. 12 spellings over the 13-week rotation. 1 piece of extended reasons for choice writing.	Introduction to Food Provenance – where food comes from, how it is grown, caught or reared. Discussion on SMSCE concerns raised. Further development of skills making full meals to equip our students for future years if they do not choose it as an option. Insight into the GCSE by carrying out mini food experiments. Continue to build on nutritional knowledge and H&S learnt in previous years. Literacy – 3 priority tier 3 words per lesson and an additional tier 2 word where appropriate to be explicitly taught. 12 spellings over the 13-week rotation. 1 piece of extended reasons for choice writing.	Introduction to Food Provenance – where food comes from, how it is grown, caught or reared. Discussion on SMSCE concerns raised. Further development of skills making full meals to equip our students for future years if they do not choose it as an option. Insight into the GCSE by carrying out mini food experiments. Continue to build on nutritional knowledge and H&S learnt in previous years. Literacy – 3 priority tier 3 words per lesson and an additional tier 2 word where appropriate to be explicitly taught. 12 spellings over the 13-week rotation. 1 piece of extended reasons for choice writing.	S/a as well as having a good understanding of food provenance and food choice. The students will make more complex meals to equip them for future life. The students will also gain an insight in to elements of the Food GCSE and carry out food experiments to develop their understanding of how ingredients work and help inform them if the subject is going to be suitable for them to take further as a GCSE option.



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Year 10	Nutrients Cooking with Proteins / Carbohydrate and different Fats focus in line with the theory This is the ground knowledge that is required to stick everything else on Literacy – explicitly explain all new terminology (tier 3 words) half termly students to make a glossary of terms in the back of their books. Extensive note taking and writing stamina build up.	Food Science Cooking with a scientific focus to see changing properties Nutrient recaps through connects Literacy – explicitly explain all new terminology (tier 3 words) half termly students to make a glossary of terms in the back of their books. Extensive note taking and writing stamina build up.	Food Safety Using micro-organisms to cook with and high risk foods Food science recaps in connects, nutrient recaps as HL through exam style questions Literacy – explicitly explain all new terminology (tier 3 words) half termly students to make a glossary of terms in the back of their books. Extensive note taking and writing stamina build up.	Food Choice Cooking themes – Easter and St. Patrick’s Day in line with theory Food safety recaps in connects, safety recaps as HL through exam style questions and low stake quizzes to recap nutrients and food science. Literacy – explicitly explain all new terminology (tier 3 words) half termly students to make a glossary of terms in the back of their books. Extensive note taking and writing stamina build up.	Food Provenance Cooking with sustainable / local / seasonal foods in line with theory Food choice recaps in connects, choice recaps as HL through exam style questions and low stake quizzes to recap nutrients, food science and safety. Literacy – explicitly explain all new terminology (tier 3 words) half termly students to make a glossary of terms in the back of their books. Extensive note taking and writing stamina build up.	Introduction to NEAs / practise Cooking related to last years Year11 brief Build in revision sessions once a fortnight to ensure interleaving continues. Literacy – explicitly explain all new terminology (tier 3 words) half termly students to make a glossary of terms in the back of their books. Extensive note taking and writing stamina build up.	All areas of the specification will be covered for the GCSE examination. Practically their cooking skills will be developed so the students grow in confidence making complex dishes and using high level skills and working on their presentation skills. The students will be able to critically access the nutrition of foods enabling them to make informed choices. They will learn about SMSCE and this will again allow them to make food and life choices moving forward. Metacognition is used to ensure knowledge is transferred to long term memory with re-visiting. Students will learn about costing foods and how to plan and prepare meals.
Year 11 2022-23	NEA 1 (1 revision lesson a fortnight) Age / free radicals / water and fibre	NEA 2 (revision lessons up till they start demonstrating practical skills)		Revision Roughly 12 lessons before their exam – work through a booklet specifically designed to cover all areas in a short period of time.			Should all have enough knowledge and skill to gain a good GCSE grade in line with their pathway and make good, informed life choices when it comes to healthy nutrition and food!

Year 7 and 8 on a 13-week rotation with other DT material areas therefore delivering the same curriculum 3 times. **Interleaving why now**



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Curriculum Intent

Year 7	Year 8	Year 9	Year 10	Year 11
By the end of Year 7 students are able to ... Use basic cooking skills to make basic meals, they will know food health and hygiene and have knowledge of healthy eating, learning about the "Eat Well Guide" and "The Eight Healthy Tips". In Year 7 Cooking and Nutrition we aim to instil a love of cooking and we strive to equip you with the knowledge to be healthy and make good food choices for a responsible, healthier, sustainable future.	By the end of Year 8 students are able to ... Use more complex skills to make meals, they will have a more detailed insight to food safety and hygiene knowing how to minimise food waste by understanding food storage and spoilage. They will also look at foods origins and cultural foods building on their nutritional knowledge from Year 7. At TRS we want all our students to be confident in the kitchen and be able to feed themselves or others after they leave us despite taking it as a GCSE option subject or not.	By the end of Year 9 students are able to... Make some complex meals using high level practical skills as we want all our students to be confident in the kitchen and be able to feed themselves or others after they leave us despite taking it as a GCSE option subject or not. There will be continued development of understanding food safety, and nutrition. The main topic in Year 9 is food provenance to ensure our students know where food comes from and the environmental, social and ethical impact food production makes, so they can make informed decisions as adults and be more responsible citizens. The students will also gain an insight in to elements of the Food GCSE and carry out food experiments to develop their understanding of how ingredients work.	By the end of Year 10 students are able to ... Use all the basic cooking skills effectively, proficiently with confidence and some high-level skills to make a range of complex dishes both sweet and savoury. They will study the 5 main topics; food science, food choice, food provenance, food safety and the underpinning knowledge and understanding of nutrition. Use a structure that will support their investigations and research for preparation for their independent work next academic year. They should be able to dovetail recipes and evaluate them using sensory analysis. They will upskill the basic cooking skills to elevate their cooking ability, by portioning and deboning chickens, filleting fish and making highly decorative foods etc. They should be able to answer questions relating to nutrition, food safety, food science, food provenance and food choice, all of which will equip them to make informed healthy decisions in their lives moving forward.	By the end of Year 11 students are able to ... Investigate by researching a food related problem, they then should formulate an opinion to create a hypothesis. This then needs formally and independently writing up. Plan to make by researching recipes and finding suitable recipes to dovetail and put in to a detailed time plan considering safety points. Demonstrate practical skills in a confident, safe, hygienic manner, by preparing, cooking and presenting a range of dishes showcasing high level cooking skills. Work with independence and confidence. Effectively evaluate their final products by using sensory analysis and other forms of testing. All of which to identify realistic improvements and developments for future use and to draw conclusions of which development is the best and give a justified reason for this. They should be able to answer questions relating to nutrition, food safety, food science, food provenance and food choice, all of which will equip them to make informed healthy decisions in their lives moving forward.

- Rotations in Design and Technology means that the rotations are repeated three times a year.