



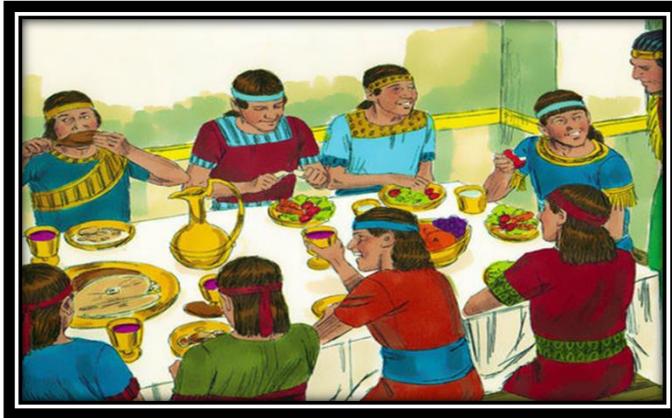
SAINT JOHN WALL CATHOLIC SCHOOL

A Catholic School for All



KS3 Food Knowledge and Skills Overview

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.



John 6:35

“Jesus said to them, “I am the bread of life; whoever comes to me shall not hunger, and whoever believes in me shall never thirst.”

Year KS3 Food Scheme of Work Overview

Sequencing of topics	Year 7: <ul style="list-style-type: none"> ❖ Hygiene, Health & Safety-Personal and Food ❖ Nutrition and Health ❖ Food Preparation skills ❖ Food Processes 	Careers: See development homework	Year 8: <ul style="list-style-type: none"> ❖ Hygiene, Health and Safety ❖ Food safety and Science ❖ Nutrition and Health ❖ Skills and Processes ❖ Food Choices and Provenance 	Careers: See development homework
Calendared assessments	<p>Food Department Marking and Assessment Policy.</p> <p>Practical and theory work are recorded on a tracker and graded according to the EDSM criterion for the project. Project marking and feedback is generated to close potential gaps before the next project commences.</p>			
Personal Development <i>(Cross curricular, Saint John Wall Values, SMSCV, cultural capital)</i>	<p>Food is essential for life. As our pupils enter their next life stages and lead busy lives, it is easy to choose convenience food which has been ready prepared. However, it is more nutritious and often cheaper to cook simple, delicious food.</p> <p>At Saint John Wall Catholic School, the Food Curriculum and the RSE and Health 2020 Curriculum are implemented in all aspects of teaching and learning. Pupils will develop their knowledge and understanding of nutrition, healthy eating, food preparation, safety & hygiene, cooking techniques, and sensory characteristics.</p> <p>We aim to deliver lessons that are REAL: (Relevant, Engaging, Active, Learning) and link to our Steps to Success (Excellence, Achievement and Respect)</p> <p>Give our pupils vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life. <i>(Relevant)</i></p> <p>Encourage the development of high skills and resilience in a safe environment, allowing pupils to demonstrate commitment and act on feedback. <i>(Engaging)</i></p> <p>Empower pupils to enable them to follow a recipe and substitute ingredients and cooking methods as appropriate, demonstrating an understanding of food choices e.g. veganism, allergies & intolerances and healthy eating. <i>(Relevant and Learning)</i></p> <p>Develop understanding that will allow pupils to become discriminating consumers of food products, enabling them to participate in society in an active and informed manner. <i>(Active)</i></p> <p>Engage with pupils to encourage them to understand the environmental factors which affect the inequalities in food distribution on a global scale; as well as the social and economic factors that contribute to the growing need for food bank, giving them an understanding of the need to minimise ‘food waste’ starting with their own practise. <i>(Engaging)</i></p> <p>Allow pupils to explore a number of multicultural perspectives concerning food. Pupils will enhance their understanding, appreciation and acceptance of people from a variety of cultural backgrounds through the preparation of food from different countries. <i>(Active)</i></p> <p>Encourage our pupils to develop an awareness and acceptance of diversity within our community. <i>(Relevant, Engaging, Active, Learning)</i></p> <p>Our FOOD curriculum aims to ensure the following aims are achieved by the end of compulsory food lessons at KS3 and optional lessons at ks4</p> <ul style="list-style-type: none"> • All students have the skills, confidence and resilience to undertake preparing and cooking a range of dishes independently and safely. • All students understand of how the food they consume will impact on the health of their body and mind, both now and in the future. • All students understand that ingredients have specific functions in recipes and be beginning to understand some of food science. • All students understand some of the impact that growing, rearing and processing foods can have on people and planet. • All students understand their choices as consumers. 			

Progression model	What knowledge will pupils develop? <i>(Including key terminology)</i>	What skills will pupils develop? <i>(Including literacy & Numeracy)</i>
	<p>KS3 National curriculum <i>“As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.”</i></p> <ul style="list-style-type: none"> • understand and apply the principles of nutrition and health • cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet • become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] • understand the source, seasonality and characteristics of a broad range of ingredient 	<p>Food preparation and cooking skills (food safety) For students to demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment</p> <p>Health and nutrition To develop students understanding about the relationship between diet, nutrition and health including the physiological and psychological effects of poor diet and health; amending recipes to produce aesthetic and edible dishes</p> <p>Food science To develop knowledge and understanding of the functional properties and chemical processes of food ingredients.</p> <p>Factors affecting food choice To understand the economic, environmental, cultural and ethical influences on food availability and choices, diet and health.</p> <p>Food provenance To understand the origins and production process of ingredients and the impact that this can have on the environment.</p> <p>Pupils will source, prepare, cook and evaluate a range of predominantly savoury dishes that include the following skills:</p> <ul style="list-style-type: none"> ❖ Baking-raising agents-mechanical, chemical and biological ❖ Grilling-Dextrinisation ❖ Fruit preparation-Enzymatic Browning ❖ Aeration ❖ Gelatinisation and coagulation ❖ Lamination/layering ❖ Maillard Reaction ❖ Bridge & claw methods-chopping, slicing, dicing, peeling ❖ Rubbing in skill ❖ Glazing and sealing

Development homework

Development homework is on the SJW website.

Gather feedback for the dishes you have cooked. Use sensory analysis adjectives to format on to a radar chart.

Further amend recipes, cook at home and post pictures of dishes on SJW Food Department Social Media Platform and in the school newsletter.

Careers and Pathway Enrichment Homework:

There are many different careers within the wonderful world of food, including Medical, Agricultural, Scientific and Law.

Use the research list to investigate some of the routes available to you.

Collate a report to include:

- ❖ First steps-what qualifications do I need? What college or University do I need to attend?
- ❖ Career path-where can this take me?
- ❖ Salary-how much can I expect to earn?
- ❖ Cross Industry Links-what other industries can I work in?
- ❖ Career progression-how can I move forward, climb the career ladder?

Research careers in the Food Industry

- ❖ **Medical**- Dietician, Nutritionist, **Dentist**, Diabetologist, Endocrinologist- <https://www.healthcareers.nhs.uk/explore-roles/dental-team/roles-dental-team/dentist/entry-requirements-and-training-dentistry>
- ❖ **Scientific**- Molecular Gastronomy-Heston Blumenthal
- ❖ **Art and Design**- Chef, **Food Photographer**/Styler, Product Developer- <https://tastycareers.org.uk/job-descriptions/packaging-food-photographer>
- ❖ **Agriculture**- Farming- <https://www.mccain.co.uk/about-us/>
- ❖ **Chef development pathway**- <https://nationalcareers.service.gov.uk/job-profiles/chef>
- ❖ **Health & Safety**- **Environmental Health Officer**. Health and Safety Executive- <https://nationalcareers.service.gov.uk/job-profiles/environmental-health-officer>
- ❖ **Law**- Food Lawyer- <https://www.prospects.ac.uk/universities/de-montfort-university-3727/leicester-de-montfort-law-school-9204/courses/food-law-2817>
- ❖ **Food Processing**- **Brewer**- <https://nationalcareers.service.gov.uk/job-profiles/technical-brewer>