

# Food Preparation and Nutrition

*The Food department of St Thomas More Catholic School aims to encourage learners to develop a love of food; increasing practical skills, awareness, theoretical knowledge and understanding in the following key areas: Cooking (Food Preparation and Handling Skills), Diet (food and drink), Consumer Awareness, Food origin , Food choice, Food labeling, Food Safety.*

*We aim to engage students in food on many levels through the preparation and cooking of a wide variety of dishes with consideration of individual dietary needs and food preferences that are relevant to the world around them. We aim to develop strong technical accuracy and a reflective and autonomous approach in all of our pupils to enable them to reach their potential.*

## Key Stage 3 and 4

The Food Department curriculum has been built around the following [Core competences](#) that students need to grasp:

| Diet (food and drink)  | Consumer Awareness<br>Food origins   | Food choice  | Food labeling   | Cooking<br>(Food Preparation and Handling Skills)  |
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| <p>... use current healthy eating advice to choose a varied balanced diet for their needs and those of others.</p> <p>... know that food and drinks provide energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life, e.g. infant feeding, teenage years.</p> <p>... understand the importance of energy balance</p> | <p>... know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade.</p> <p>... know about the different stages in food production and processing.</p> <p>... understand how geography, weather and climate influence the availability of food and drink.</p> | <p>... compare the cost of food when planning to eat out or cook at home.</p> <p>... understand that people eat or avoid certain foods according to religion, culture, ethical belief, or personal choices.</p> <p>... be aware that food choice depends on many personal and lifestyle factors, e.g. role models, body image.</p> <p>... understand the influence of food marketing, advertising and promotion on their own diet and purchasing</p> | <p>... use nutrition and allergy information on food labels to help make informed food and drink choices.</p> | <p>... use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending.</p> <p>... use equipment safely, being aware of others' safety.</p> <p>... modify recipes and cook predominantly savoury dishes that are based on current healthy eating messages.</p> <p>... understand and use good food safety practices.</p> <p>... know how to safely make use of leftovers.</p> |

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| <p>and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.</p> <p>...know that their bodies contain water and that they need fluid from food and drinks to keep the body working properly.</p> |  | <p>behavior.</p> <p>...know that it is important to be aware of portion size when choosing food and drinks.</p> |  |  |
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Students will be expected to produce food products using a range of food preparation and cooking techniques, abide by the classroom Health and Safety rules in the form of safe use of knives, equipment, food hygiene procedures and awareness of allergies.

The curriculum reflects the requirements of the healthy eating and nutrition aspects of RSE and Health Education and the D&T element Cooking and Nutrition, closely reflecting the progression outlined in the 'Food - a fact of life' programme developed by British Nutrition Foundation.

Food - a fact of life covers essential topics, such as the principles of a healthy balanced diet, how to plan, cook and prepare food, and food provenance and production.

Overall, by the end of Key Stage 3, students should be able to grasp the basic skills of cooking as a crucial life skill, enabling them to make well-informed, positive choices for themselves and leading to self-sufficiency and independence in the future.

The table below shows you the crucial learning pupils will study throughout Key Stage 3:

**Year 7 - students will complete a 12 week carousel**

| Key Learning Areas                 | Details   |
|------------------------------------|---|
| Knife Skills & Basic Cuts          | - Learn safe knife handling (bridge and claw techniques). Practice cutting techniques through making fruit salad and crudités.  |
| Cooking and preparation Techniques | Small Cakes: Creaming, beating, folding Measuring, portioning, baking Cooling. Flapjack Melting, mixing, pressing baking, cutting. English Muffin Pizzas: Slicing, spreading, grating Topping, baking. Creamy Ham & Pea Pasta: Boiling, draining, chopping, simmering, mixing, seasoning. |
| Sensory Evaluation                 | - Taste and evaluate different foods. Discuss flavors, textures, and presentation.  |

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| Hygiene & Safety               | - Understand kitchen hygiene and safety rules. Learn about cross-contamination prevention.                |
| Nutrition & Eatwell Guide      | - <a href="#">Study the Eatwell Guide. Discuss balanced diets and nutrition.</a>                          |
| Ingredient Origins             | - Introduction to where and how various ingredients are grown, reared, and processed.                     |
| Food Production Steps          | - Basic understanding of food production from raw ingredients to finished dishes.                         |
| Budgeting & Cost Consideration | - Initial discussions on food costs and budgeting.  |
| Food Choice Influences         | - Explore factors affecting food choices such as availability, season, need, cost, and minimal packaging. |
| Advertising Influence          | - Begin to understand how advertising can affect food choices.  |
| Portion Sizes                  | - Learn the importance of choosing appropriate portion sizes.   |
| Reading Food Labels            | - Introduction to reading and understanding food labels.  |

**Year 8 - students will complete a 12 week carousel**

| Key Learning Areas           | Details   |
|------------------------------|---|
| Advanced Cooking Techniques  | - Bake scones, garlic butter dough balls, fruit crumble, fruit muffins.<br>Cook mac and cheese.                           |
| Ingredient Origins           | - Deepen understanding of ingredient origins with specific projects and research assignments.                             |
| Budgeting & Cost Exercises   | - Practical budgeting exercises and cost comparisons. Plan meals within a budget.   |
| Cultural & Dietary Diversity | - Prepare dishes from different cultures. Adapt recipes for dietary restrictions (gluten-free, lactose-free, vegetarian). |
| Advertising & Media          | - Analyse food advertisements. Create and present food advertisement  |

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| Literacy                       | projects.  |
| Portion Size Education         | - Practical exercises on appropriate portion sizes. Visual aids and real-life examples.                              |
| Detailed Food Label Reading    | - Hands-on activities to read and analyse food labels. Focus on nutritional information, ingredients, and allergens. |
| Hygiene & Safety Reinforcement | - Continued emphasis on kitchen hygiene and safety. More advanced lessons on cross-contamination prevention.         |
| Sensory Evaluation             | - Further sensory evaluation and food tasting activities. Focus on improving cooking techniques based on feedback.   |

**Year 9- students will complete a 12 week carousel**

| <b>Key Learning Areas</b>                     | <b>Details</b>  |
|---|---|
| Medium to Complex Cooking Skills              | - Prepare healthier international 'takeaway' dishes (pizza, chow mein, Thai curry, panko and parmesan goujons, salt and pepper chips). Focus on using high-risk foods safely.       |
| Healthy Eating & Nutrition                    | - Use current healthy eating advice to choose a varied, balanced diet. Understand the energy and nutrients provided by food and drinks. Learn about the importance of fluid intake. |
| Energy Balance & Dietary Implications         | - Understand energy balance and the effects of dietary excess or deficiency. Discuss malnutrition and maintaining a healthy weight.   |
| Food Production & Processing                  | - Know how food is produced, processed, and sold (e.g., conventional and organic farming, fair trade). Understand the stages in food production and processing.                     |
| Geography, Weather, and Climate               | - Learn how geography, weather, and climate influence food availability.  |
| Cost Comparison                               | - Compare the cost of eating out versus cooking at home.  |
| Cultural, Religious, and Ethical Food Choices | - Understand how religion, culture, ethics, and personal choices influence food choices. Discuss factors like role models and body image affecting food choices.                    |
| Food Marketing and                            | - Analyse how food marketing, advertising, and promotion influence  |

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| Advertising                                    | diet and purchasing behavior.   |
| Portion Size Awareness                         | - Understand the importance of portion size when choosing food and drinks.  |
| Nutrition and Allergy Information              | - Use nutrition and allergy information on food labels to make informed choices.  |
| Broad Range of Cooking Techniques              | - Use various preparation techniques (stir-frying, steaming, blending).   |
| Safe Use of Equipment                          | - Use kitchen equipment safely, being aware of others' safety.  |
| Recipe Modification                            | - Modify recipes and cook predominantly savory dishes based on healthy eating guidelines.   |
| Good Food Safety Practices                     | - Understand and apply good food safety practices. Learn how to safely use leftovers.   |
| Principles of Cleaning and Cross-Contamination | - Understand cleaning principles and prevent cross-contamination. Safely store, prepare, and cook food. Use date-mark and storage instructions.         |
| Importance of Physical Activity                | - Know the importance of physical activity for health. Understand how different activities affect health. Link diet and hydration to physical activity. |

## Summary

The Year 9 curriculum is designed to meet the competencies expected by the age of 14 through:

- Increasing complexity in cooking techniques and recipes.
- Emphasis on healthy eating, nutrition, and dietary needs.
- Understanding food production, cost considerations, and cultural influences.
- Applying knowledge of food safety, portion sizes, and food marketing.
- Encouraging safe use of equipment and diverse cooking methods.
- Linking physical activity to overall health and diet.

Having developed their practical skills and knowledge of the key concepts throughout Key Stage 3, the aim of Key Stage 4 is to ensure that students are able to further increase their ability to execute and apply skills, awareness, theoretical knowledge and understanding in these key areas.

The table below shows you the crucial learning pupils will study throughout Key Stage 4: following the Eduqas Level 1/2 Award in Hospitality and Catering GCSE Food Preparation and Nutrition specification.

|                                | <b>Module 1</b>  | <b>Module 2</b>   | <b>Module 3</b>  |
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| <b>Year 10</b>                 | <p>Theory work to be covered</p> <p>Unit 1 LO4: Know how food can cause ill Health.</p> <p>Practical work to be covered (LO3)</p> <p>Unit 2 LO3: Be able to cook dishes.</p> <p>Developing and improving skills learnt at KS3.</p> | <p>Theory work to be covered</p> <p>Unit 2</p> <p>LO1: Understand the importance of nutrition when planning meals.</p> <p>LO2: Understand menu planning</p> <p>Practical work to be covered (LO3)</p> <p>Use of commodities</p> | <p>'Mini mock' activity, based on a past NEA brief, requires each candidate to individually plan, trial, prepare, cook, and serve a meal tailored for a specific target group or catering outlet.</p> <p>Each candidate will:</p> <p>Plan and trial the meal or dishes</p> <p>Prepare, cook, and serve the meal or dishes</p> <p>Additionally, candidates should complete an individual portfolio of evidence to support their choice of dishes. This portfolio should address:</p> <p>The specific nutritional needs of the target group</p> <p>Environmental issues</p> <p>Food safety considerations</p> <p>The meal or selection of dishes should include appropriate accompaniments and demonstrate excellent presentation skills. The dishes should incorporate:</p> <p>Meat, poultry, fish, or vegetarian alternatives</p> <p>Eggs and dairy products</p> <p>Cereals, rice, pasta, or flour</p> <p>Fruit and vegetables</p> |
| <b>Year 11 Assessment year</b> | <p>Unit 2: Hospitality and catering in action</p> <p>Controlled assessment: An assignment brief will be provided by WJEC which will include a scenario and several tasks (60% of qualification)</p>                                | <p>Theory work to be covered</p> <p><b>Unit 1</b> LO1: Understand the environment in which hospitality and catering providers Operate</p> <p>LO2: Understand how Hospitality and catering</p>                                   | <p>Revision:</p> <p>Unit 1: The hospitality and catering industry</p> <p>Written examination: 1 hour 20 minutes</p> <p>40% of qualification</p> <p>Written</p>   |

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|  | <p>NEA1: Food Investigation<br/>Task coursework (15%)</p> | <p>providers operate.<br/>LO3: Understand how<br/>Hospitality and catering<br/>provision meets health and<br/>safety requirements.<br/>LO5: Be able to propose a<br/>hospitality and catering<br/>provision to meet specific<br/>requirements.</p> <p>NEA2: <b>Food Preparation<br/>Task</b> - Practical +<br/>coursework (35%)</p> | <p>Exam<br/>Revision (50%)</p> |
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