

**Linking our curriculum intention to our local community and real-life links to content:**

The curriculum, through enrichment and real-life experiences during the school day and within enrichment opportunities, will maximise the use of the local area. We will link our curriculum to the following:

Rotary Young Chef Competition allowing students to cook a meal for two people which is healthy, fits into a budget and a specific time frame / scan (two courses for £15s to be cooked in 90 minutes)

Trust Banquet competition – students designing a three course Banquet menu which can be cooked for less than £15s in two hours and competing against other students in the Trust to create a suitable banquet meal.

Trust Banquet where students work together as part of a team to create a Banquet for invited guests to raise money for local charities. Students plan, prepare, cook, and serve the dishes and consider the layout of the tables, room, and colour scheme.

Students are encouraged to try for work placements in local eating establishments to understand what it is like to work in the industry – links have been made with Hadley Park Hotel and Walnut in Wellington.

### Year 7 Curriculum implementation

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
Students will carry out a series of four lessons which introduces them to: 1. personal hygiene and kitchen hygiene by watching DVD clips and looking at the hazards within the room and how it can impact on other people and their health. 2. The Eatwell Guide and Food Groups by using PowerPoints and textbooks to investigate what a healthy diet should include, the correct proportions required and the consequences of too much or insufficient nutrients in the diet. 3. By producing a fresh fruit salad students will reinforce the important of fruit in our diet, the ease of making a simple, quick dessert and how to help promote part of our five a day. 4. Introduction to the cooker and cooking methods allows students to learn about the various parts of a cooker, the difference between a gas and electric cooker and the health and safety principles which need to be followed. They will produce a toasted snack using the hob and grill in the first instance.	Students learn to use the oven, prepare fruit and a crumble topping by making a healthy desserts an Apple Crumble in lesson t. In lessons 6 and 7 they look at Multicultural Foods making a Pizza and Pasta Bake. The focus is on hygiene and use of various parts of the cooker, reinforcing the work from lesson four.  Students also consider food safety and storage of a range of different products. This will help them to understand how to reduce food wastage on a daily process.  Practical tasks assessed for safety and hygiene purposes. Brief questions and written tasks to establish a good understanding of the work covered.		In lessons 8 and 9 students look at the history of diverse types of biscuits making shortbread and small cakes, again using a range of different pieces of equipment safely and various parts of the cooker unaided.  Practical tasks assessed for safety and hygiene purposes. Brief questions and written tasks to establish a good understanding of the work covered	Students look at the basic biscuit recipe and the method for making a standard biscuit before they are set a design and making it task. 'You have been asked to design and make a batch of biscuits which will be part of a selection box for a specific celebration. The biscuits must be consistent in size, have at least one flavour and be firm enough to dunk in a hot drink. ' Once biscuits are designed then the students make their designed product before a detailed evaluation is completed.  The design and make it task is assessed both	Student research into packaging and product labelling by looking at examples already on food items. Will understand the importance of labelling and the new labelling guidelines set down by government and the Food Standards Agency.	Students complete the year by making a Dutch Apple cake using the creaming method and combining safe fruit preparation to create a healthy dessert. Good food shopping and meal preparation in order to reduce food wastage ends the year.  Practical tasks assessed for safety and hygiene purposes. Brief questions and written tasks to establish a good understanding of the work covered.	

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Year 8 Curriculum implementation							
1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
Year 8 students start the module looking at Food Groups and Macronutrients and specifically focusing on the needs of teenagers and the consequences of not having a balanced diet. This work is a development of the Eatwell Guide looked at briefly in Year 7. Students then go on to look at what types of products could be made for a Charity Bake Sale making Rock Cakes and Chocolate Cookies. The focus is on the production of excellent quality products which are	<p>The work at the start of this term is based on the diverse types of raising agents used in the production of food products, specifically yeast and air. Students will investigate a range of different bread products from around the world and complete detailed product analysis on each one. This leads on to the raising agents used in bread making with students producing their own batch of bread rolls. Students then take the skills learnt in making a dough to create their own bread-based pizza.</p> <p>Practical tasks assessed for safety and hygiene purposes. Brief questions and written tasks to establish a good understanding of the work covered.</p>		The use of a second type of raising agents, air is looked at next with the production of a Swiss Roll. Students learn how important it is to incorporate air correctly into a product and what happens if there is insufficient or once added it is knocked out or removed by not following the correct procedures. Special Diets such as Vegetarians and Vegans are studied with students taste testing and comparing like for like products and understanding the reasons why people become a vegetarian or vegan.	Carrying on the special diets theme students then produce a Vegetable and Pasta Bake and product suitable for someone who is Lactose Intolerant and Gluten Intolerant. Students also research into other special diets which are present, and taste test a range of products which are specially designed for a person who has a special diet. Again, they compare them with like-to-like products.	Meal planning where the students consider the key points in meal planning including cost and nutritional information. Students plan out and cost a main meal and a snack before making them for a specific target market. The meal must be a suitable size, have the necessary components and show a variety of skills and processes throughout its preparation.	<p>Meal planning where the students consider the key points in meal planning including cost and nutritional information. Students plan out and cost a main meal and a snack before making them for a specific target market. The meal must be a suitable size, have the necessary components and show a variety of skills and processes throughout its preparation.</p> <p>Practical tasks assessed for safety and hygiene purposes. Brief questions and written tasks to establish a good understanding of the work covered.</p>	

saleable and uniform in appearance, taste, and texture. To further stress how difficult it is to make consistent products in school and the diverse types of production methods students do work based on the difference between factory work and home baking.					
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Year 9 Curriculum implementation							
1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
Year 9 start the module based on multicultural foods by looking at what is meant by the term multicultural foods and what countries	The term starts off with students looking at fats and NSP in the diet and the consequences of insufficient or excess. Alongside this they will consider the two types of vitamins required in		The function of minerals in the diet, sources and deficiencies starts of the third half term with students learning about how to ensure the body has sufficient and how the amounts vary depending on age and lifestyle. Cooking methods and heat transfer are	Heat transfer and different cooking methods are considered with the advantages and disadvantages of each method	Starting the term off with environmental issues and different food sources, the students then cook muffins and brownies focusing	Finally, the students complete their research task before cooking a Chicken Balti.	Practical tasks assessed for safety and hygiene purposes. Brief questions and written tasks

and dishes the students already know, linked to skills, nutrition, and the Eatwell Guidelines. Students produce a batch of muffins, Chow Mein, and Sweet and Sour dish based around Chinese influences. They also look at the function of protein and carbohydrates in the diet, considering the function of the nutrients, the sources, and deficiencies.	the diet, water, and fat soluble. The practical elements are based on Mexican foods, Cookies, Fajitas, and a Mexican Tomato Rice dish. Practical tasks assessed for safety and hygiene purposes. Brief questions and written tasks to establish a good understanding of the work covered.	considered, with students thinking about the advantages and the disadvantages of each one, plus the diverse types of ingredients suitable.	looked at and the types of dishes suitable for each on. Students complete a pineapple upside down pudding using the creaming method and analyse how to make it healthier.	on the different skills used to make the dishes and the nutritional value and recipe adaptation.  Practical tasks assessed for safety and hygiene purposes. Brief questions and written tasks to establish a good understanding of the work covered.	to establish a good understanding of the work covered.
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Year 10 Curriculum implementation							
1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
The course introduction lets students understand the different topics and themes they will be covering and the reasons why they are needed. The Eatwell	The introduction to Fats and the Diet mean students can carry out investigation work as a mock NEA 1 and establish if it is important to use the correct fat for certain dishes and what happens if the wrong ingredients are used. Introduction to Vitamins looks at		Practical Planning and Preparation of savoury and sweet dishes results in the students creating dishes for specific age groups. The dishes containing a good percentage of the	Special dietary needs see students looking at a range of different diets, taste testing food items, comparing them with like for like and preparing a selection of dishes suitable for	The diverse types of raising agents and the function of raising agents is looked at and researched by making Pizza and Swiss Roll, which also considers the function	By practical planning and realisation of a Bakewell Tart students can develop teamwork by working together to produce an excellent quality result, each person having a specific role in its production. Seasonal foods and factors affecting our food choices	

<p>Guide and Food Groups are revisited in more detail with students needing to be aware of the deficiencies and the consequences of too much of certain nutrients. Through meal planning and preparation students create two savoury meals for teenagers a spaghetti bolognaises and Chicken Fajitas. The Introduction to Protein and Protein alternative dishes sees students cooking a variety of meals which are suitable for specific people with specific dietary requirements. The Introduction to Carbohydrates and Fibre gives students the opportunity to cook Carbohydrate based dishes and research in depth into the different ingredients used in pastry production.</p>	<p>the selection of vitamins needed in our diet in detail with the deficiencies caused by too little and the hazards of too much of each vitamin. From there students prepare and cook dishes high in Vitamins such Beef Stir fry and a soup practical. Introduction to Minerals looks at most of the minerals needed by individual people to stay healthy and results in mineral high dishes prepared and cooked.</p> <p>Examination Papers, short and long examination questions for homework and within the lesson to check understanding of key concepts and principles.</p>	<p>nutrients required by the specific age range.</p>	<p>people with different dietary requirements. (- Practical Sweet Realisation for a dietary need, Practical Planning and Preparation- Vegetable Lasagne, Sweet and Sour Chicken Practical and Savoury Rice). Students are also made aware of the difference between special dietary needs, food intolerances and diet related illnesses. Heat Transfer during Cooking looks at how different foods are cooked and what the process is which cooks each one. i.e., convection, conduction, or radiation. By looking at different food sources and heat transfer students make a cauliflower cheese using a range of processes and locally sourced ingredients. Through meal planning and the flavour of Asia students create a range of different practical dishes using a range of different ingredients and cooking styles.</p>	<p>of ingredients used and the correct use of ingredients when making a product. High Risk Foods and Bacteria and Food Contamination, including Food Poisoning –types, causes and symptoms are researched, and an information booklet produced by the students for a specific target audience. Through planning a practical and preparation of a Chilli Con Carne students can put into practice the theory they have learnt on high-risk foods and food contamination. This links in well with HACCP and its importance in the food industry.</p>	<p>are looked at through note taking, PowerPoint presentations and taste testing before students start a mock NEA on Traditional British Cuisine.</p> <p>Examination Papers, short and long examination questions for homework and within the lesson to check understanding of key concepts and principles.</p>
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### Year 11 Curriculum implementation

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
Students are introduced to the NEA 1 task published by AQA on their first lesson and have ten hours to conduct one food investigation task, which will have a hypothesis the students have written to prove or disprove with research, practical investigations, and final evaluations. Alongside this student will carry out mock exam questions and past papers to help develop good examination techniques.	<p>Students are introduced to the second NEA 2 task after the 1st of November which is a twenty-hour Food research and preparation task. Students will research into the chosen task title and start to decide what is needed and what types of practical tasks will ensure high marks. Alongside this students will carry out mock exam questions and past papers to help develop good examination techniques.</p> <p>Examination Papers, short and long examination questions for homework and within the lesson to check understanding of key concepts and principles.</p>		Students complete the food preparation Task Section C, which is a three-hour planned practical test which must be completed in one three-hour block. Alongside this students will carry out mock exam questions and past papers to help develop good examination techniques.	Students complete the Food Preparation Task by carrying out detailed evaluations looking at the task and whether or not it has been answered, the nutritional profile of the dishes and the costing of the dishes with ways to improve and develop if the task was to be repeated. Alongside this students will carry out mock exam questions and past papers to help develop good examination techniques. Students when specifically look at Energy Needs, Eatwell Guide and Food Groups, Vitamins and Minerals	Examination Papers, short and long examination questions for homework and within the lesson to check understanding of key concepts and principles.	Examination Papers, short and long examination questions for homework and within the lesson to check understanding of key concepts and principles.	

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