




Key stage:		3	Subject:	Food Preparation & Nutrition	Year 7: 1 term Commis Chef (Practical and theoretical lessons)	Year 8.1: 1 term Chef de Partie (Practical lessons)	Year 8.2: 1 term Food Scientist (Theoretical lessons)	Year 9: 1 term Sous Chef (Practical and theoretical lessons)	
Intent	Subject Concepts (Substantive knowledge)		Food Commodities	<ul style="list-style-type: none"> <li>Bread, cereals, flour, oats, rice, potatoes, pasta</li> <li>Fruit and vegetables</li> <li>Meat, fish, poultry, eggs</li> <li>Butter, oils, margarine, sugar, and syrup</li> </ul>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>Awareness of best before dates and use by dates</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Correctly store food using correct labelling requirements.</li> <li>Select ingredients based on properties (function in cooking and nutrition value)</li> <li>Correct storage and handling of raw meat.</li> </ul>	<ul style="list-style-type: none"> <li>Soya, tofu, beans, nuts, seeds</li> <li>Bread, cereals, flour, oats, rice, potatoes, pasta</li> <li>Fruit and vegetables</li> <li>Meat, fish, poultry, eggs</li> <li>Butter, oils, margarine, sugar, and syrup</li> </ul>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Correct storage and handling of meat.</li> <li>Understand the nutritional value of ingredients and some functional properties.</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Prepare and cook a variety of sweet and savoury dishes using a range of cooking techniques.</li> <li>Seasonality, affordability, and availability of foods.</li> <li>Correct storage and handling of raw meat and fish.</li> </ul>	<ul style="list-style-type: none"> <li>Milk, cheese and yoghurt</li> <li>Bread, cereals, flour, oats, rice, potatoes, pasta</li> <li>Meat, fish, poultry, eggs</li> <li>Butter, oils, margarine, sugar, and syrup</li> </ul>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Correct storage and handling of high-risk foods</li> <li>Functions and sources of nutrients</li> <li>Science investigations within a recipe</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Using food science knowledge, develop a recipe that showcases a food commodity.</li> <li>Awareness of other cultures and foods around the world.</li> <li>Seasonality and availability of foods.</li> </ul>
			Principles of Nutrition	<ul style="list-style-type: none"> <li>Macronutrients and Micronutrients</li> </ul>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Types, function and food source of nutrients (carbohydrates, fats, protein, vitamins and minerals).</li> </ul>		<ul style="list-style-type: none"> <li>Macronutrients and Micronutrients</li> </ul>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Eatwell guide</li> <li>Functions and sources of nutrients</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Recall and apply the principles of the Eatwell guide and the 8 tips for healthy eating.</li> <li>Explain energy and how needs change through life.</li> </ul>	
			Diet and good health	<ul style="list-style-type: none"> <li>Energy requirements of individuals</li> <li>Plan balanced diets</li> </ul>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Appreciate that food can be grouped.</li> <li>Recognise food that are suitable for specific people (allergies, age groups)</li> <li>Understand the role of the Eatwell Guide</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Select ingredients based on properties (function in cooking and nutrition value)</li> <li>Apply the Eatwell Guide to own diets and recipes.</li> <li>Awareness of reasons for food choice.</li> </ul>		<ul style="list-style-type: none"> <li>Calculate energy and nutritional values of recipes, meals and diets.</li> <li>Energy requirements of individuals</li> </ul>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Awareness of dietary needs and reasons for choice.</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Design a food product that is suitable for somebody with a specific food need.</li> <li>Recipe modification</li> </ul>	
			The science of food				<ul style="list-style-type: none"> <li>The effect of cooking on food</li> <li>Food spoilage</li> </ul>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Awareness of functions of some ingredients</li> <li>Star diagrams</li> <li>Method of evaluation</li> <li>Sensory language</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Understand scientific concepts around functions of ingredients.</li> <li>Use evaluations to make realistic suggestions to improve dishes made</li> </ul>	<ul style="list-style-type: none"> <li>The effect of cooking on food</li> <li>Food spoilage</li> </ul>

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		Where food comes from				by themselves or others	<ul style="list-style-type: none"> <li>Food provenance</li> <li>Food manufacturing</li> </ul> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Understand how food products can become unsafe.</li> <li>Understand basic rules of hygiene when working with food products</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Understand and appreciate factors that affect food produce.</li> <li>To consider where different foods come from</li> <li>Identify seasonal food items.</li> <li>Consider how recipes can be adapted to make better use of seasonal items.</li> </ul>
		Cooking and food preparation	<ul style="list-style-type: none"> <li>Factors affecting food choice.</li> <li>Preparation and cooking techniques</li> <li>Developing recipes and meals</li> </ul> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Recognise some different types of equipment and their use.</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Use utensils/equipment safely and competently.</li> <li>Manage time and equipment effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Preparation and cooking techniques</li> <li>Developing recipes and meals</li> <li>Food presentation and styling</li> </ul> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Safe kitchen work practices</li> <li>Types of equipment and utensils</li> <li>Knowledge of equipment/utensil functions</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Conduct sensory analysis to determine strengths and weaknesses of a product.</li> <li>Prepare, cook and serve a range of dishes with precision showcasing a range of food preparation techniques.</li> <li>Use evaluation to make realistic suggestions to improve dishes made by themselves and others.</li> <li>Understand how food products can become unsafe</li> </ul>		<ul style="list-style-type: none"> <li>Factors affecting food choice.</li> <li>Preparation and cooking techniques</li> <li>Developing recipes and meals</li> </ul> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> <li>Recognise different types of equipment and their use.</li> <li>Prepare a range of ingredients for cooking (peeling, slicing, chopping)</li> <li>Understand the purpose of evaluation.</li> <li>Awareness of sensory analysis</li> <li>Produce a star chart analysis with given criteria</li> </ul> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> <li>Use utensils/equipment safely and competently.</li> <li>produce a range of mostly savoury dishes that fulfil a given brief.</li> <li>use sensory analysis to improve their own cooking.</li> <li>Use sensory analysis to provide feedback of food made by others.</li> <li>Create a star analysis using own criteria</li> </ul>	
		<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>How to ensure Health and Safety in the Kitchen: Practice safe handling, avoid accidents.</li> <li>How to handle Food Storage, Handling, Preparation, Cooking, and Serving: Ensure hygiene, control temperature, prevent cross-contamination.</li> <li>How to develop Organisation and Decision-Making Skills: Plan, follow recipes, make choices.</li> <li>How to learn Food Preparation and Cooking Techniques: Measure, use utensils, follow recipes, master boiling and baking.</li> </ul>	<ul style="list-style-type: none"> <li>How to ensure Health and Safety in the Kitchen: Safe handling, hygiene, risk awareness.</li> <li>How to practice Correct Food Storage, Handling, Preparation, Cooking, and Serving: Ensuring safety and hygiene.</li> <li>How to develop Organisation and Decision-Making Skills: Plan, execute, follow recipes, make choices.</li> <li>How to enhance Food Preparation and Cooking: Master techniques, apply to recipes.</li> <li>How to demonstrate a Wide Range of Skills: Proficiency in cutting, mixing, baking, frying.</li> </ul>	<ul style="list-style-type: none"> <li>How to learn Nutrition: Understand essential nutrients and food groups.</li> <li>How to practice Food Safety and Hygiene: Handle, store, and prepare safely.</li> <li>How to Analyse Recipes: Read components, measurements, instructions.</li> <li>How to Understand Food Labelling and Packaging: Interpret ingredient lists, nutritional facts.</li> <li>How to perform Sensory Evaluation: Assess food quality, taste, texture, aroma.</li> </ul>	<ul style="list-style-type: none"> <li>How to deepen Health and Safety Knowledge: Advanced safe handling, hygiene, risk minimisation.</li> <li>How to demonstrate Mastery in Food Storage, Handling, Preparation, Cooking, and Serving: Optimal safety and hygiene techniques.</li> <li>How to manage Complex Simultaneous Activities: Efficient organisation, decision-making skills.</li> <li>How to refine Food Preparation and Cooking Skills: Advanced techniques, plan, cook dishes.</li> <li>How to Choose Ingredients: Consider nutritional, sensory properties, dish characteristics.</li> </ul>	

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					<ul style="list-style-type: none"> <li>How to select and use Kitchen Equipment: Familiarise with knives, measuring tools, bowls, and appliances.</li> <li>How to analyse Work by Food Professionals: Study chefs, nutritionists, and gain inspiration.</li> <li>How to promote and apply Nutrition: Understand its impact, create suitable diets.</li> <li>How to gain Consumer Awareness: Explore the food industry, make informed choices.</li> <li>How to implement Food Safety and Hygiene: Practice 4Cs, interpret labels, prevent allergens.</li> <li>How to understand the Importance of Food Safety and Hygiene: Prevent foodborne illnesses, prioritise safety.</li> <li>How to model Exemplary Practical Skills and Food Safety: Observe professionals, prioritise hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>How to Select and Use Kitchen Equipment: Expand knowledge, use tools effectively.</li> <li>How to broaden Food Experiences: Explore diverse ingredients, cuisines, traditions.</li> <li>How to Design, Make, and Evaluate Food: Create original recipes, refine based on needs and feedback.</li> <li>How to promote and apply Nutrition: Analyse diets, enhance nutritional value.</li> <li>How to Apply Consumer Awareness: Consider cultural, social, economic, environmental factors, make informed choices.</li> <li>How to Explain Taste Receptors and the Olfactory System: Understand sensory systems' role in taste and flavour.</li> <li>How to Implement Good Food Safety and Hygiene: Practice 4Cs, interpret labels, prevent allergens.</li> <li>How to Model Exemplary Practical Skills and Food Safety: Observe professionals, maintain high standards.</li> </ul>	<ul style="list-style-type: none"> <li>How to apply Food Preservation: Learn canning, freezing, drying, pickling methods.</li> <li>How to explore Food Sustainability: Understand food waste reduction, sustainable farming.</li> <li>How to enhance Food Preparation and Cooking: Explain cooking, ingredient properties.</li> <li>How to Review and Improve Recipes: Meet dietary, cultural, health requirements.</li> <li>How to Broaden Food Experiences: Explore ingredients, cuisines, culinary traditions.</li> <li>How to promote and apply Nutrition: Discuss energy balance, plan nutritional meals.</li> <li>How to apply Consumer Awareness: Understand food production, make informed choices.</li> <li>How ingredients' Properties are Affected: Learn sensory, nutritional changes during cooking.</li> <li>How to Identify Food Poisoning and its Symptoms: Causes, prevention, common illnesses.</li> <li>How to Prioritise Good Food Safety and Hygiene: Prevent foodborne illnesses, ensure safety.</li> </ul>	<ul style="list-style-type: none"> <li>How to Review and Improve Recipes: Adapt for dietary, cultural, health requirements.</li> <li>How to Expand Food Experiences: Explore ingredients, processes, culinary traditions.</li> <li>How to Design, Make, and Evaluate Food: Use varied ingredients, assess sensory, nutritional criteria.</li> <li>How to apply Advanced Nutrition: Plan recipes, meals, diets to meet specific needs.</li> <li>How to consider Consumer Awareness: Explore global ingredients, cultural and environmental influences.</li> <li>How to continue Good Food Safety and Hygiene Practices: Apply 4Cs, prevent allergens.</li> <li>How to prioritise Food Safety and Hygiene: Prevent foodborne illnesses, ensure safety.</li> <li>How to Model Exemplary Practical Skills and Food Safety: Lead by example, maintain high standards.</li> </ul>
Implementation			Common Misconceptions	<ul style="list-style-type: none"> <li>Misconception: Thinking that all carbohydrates are unhealthy or contribute to weight gain.</li> <li>Clarification: Carbohydrates are an essential nutrient and provide energy for the body. It is important to differentiate between complex carbohydrates (found in whole grains, potatoes, etc.) and simple carbohydrates (found in sugary snacks and drinks).</li> <li>Misconception: Believing that all fats are bad and should be avoided.</li> <li>Clarification: While some types of fats, such as saturated and trans fats, should be limited, there are also healthy fats (e.g., unsaturated fats) that are important for the body. It's essential to understand the difference between healthy and unhealthy fats.</li> <li>Misconception: Assuming that all "low-fat" or "low-calorie" foods are automatically healthier.</li> <li>Clarification: The nutritional content of a food goes beyond just fat or calorie content. It's important to consider the overall nutrient composition, including vitamins, minerals, and fibre. Some low-fat or low-calorie foods may lack important nutrients and may not be the healthiest choice.</li> <li>Misconception: Believing that all meat must be cooked until well-done to ensure it is safe to eat.</li> <li>Clarification: While it is important to handle and cook meat safely, not all meats need to be cooked until well-done. Understanding safe internal cooking temperatures and guidelines for different types of meat can help students ensure both safety and quality in their cooking.</li> <li>Misconception: Interpreting recipes literally without considering variations or substitutions.</li> <li>Clarification: Recipes can be adapted based on personal preferences, dietary restrictions, or ingredient availability. It's important to understand that recipes are guidelines that can be modified to suit individual needs and preferences.</li> <li>Misconception: Assuming that all measurements in a recipe must be followed precisely for a successful outcome.</li> <li>Clarification: While precise measurements are important in baking, cooking often allows for some flexibility. Understanding the purpose of measurements and being able to adjust quantities based on personal taste or serving size can lead to more confident and creative cooking.</li> </ul>	<ul style="list-style-type: none"> <li>Misconception: Only animal products provide sufficient protein.</li> <li>Clarification: Help students understand that plant-based sources like soya, tofu, beans, nuts, and seeds can also be excellent sources of protein, dispelling the notion that protein is only derived from animal products.</li> <li>Misconception: Carbohydrates are inherently unhealthy or fattening.</li> <li>Clarification: Emphasise that carbohydrates, such as bread, cereals, oats, rice, potatoes, and pasta, are essential sources of energy and important for a balanced diet. Educate students about the differences between complex and simple carbohydrates and the importance of moderation.</li> <li>Misconception: Fresh produce is superior to frozen or canned fruits and vegetables.</li> <li>Clarification: Explain that while fresh fruits and vegetables are optimal, frozen or canned options can still provide important nutrients. Help students understand that preserving fruits and vegetables through freezing or canning can retain nutritional value and extend availability.</li> <li>Misconception: Butter, oils, margarine, sugar, and syrup are always unhealthy.</li> <li>Clarification: Discuss the different types of fats, including healthy unsaturated fats, and the role of fats and sweeteners in cooking. Teach students about moderation, mindful consumption, and understanding ingredient labels to make informed choices.</li> <li>Misconception: Food appearance is the sole indicator of its quality or taste.</li> <li>Clarification: Teach students that while presentation is important, sensory analysis involves evaluating the taste, texture, aroma, and overall experience of a dish. Encourage them to consider multiple factors when assessing the quality of food.</li> <li>Misconception: Adapting recipes for certain needs compromises taste or quality.</li> <li>Clarification: Highlight that recipe adaptations for dietary restrictions or preferences can still result in delicious and nutritious meals. Encourage experimentation and creativity in modifying recipes while maintaining flavour and nutritional balance.</li> <li>Misconception: Measurements and ratios in cooking do not require precision.</li> <li>Clarification: Emphasise the importance of accurate measurements and ratios in achieving consistent and desired results. Help students understand the role of precision in recipe execution and the impact on the final product.</li> <li>Misconception: Online platforms are solely for communication and homework submission.</li> <li>Clarification: Expand students' understanding of digital strategy by showcasing the potential of online platforms for research, exploring new recipes, accessing cooking tutorials, and discovering diverse food cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Misconception: Microwaving food always leads to nutrient loss.</li> <li>Clarification: While some nutrient loss can occur during cooking, microwaving food is generally a quick and efficient cooking method that helps retain nutrients better than other techniques like boiling. The amount of nutrient loss depends on factors such as cooking time, temperature, and the specific food being cooked.</li> <li>Misconception: All chemicals in food are harmful and should be avoided.</li> <li>Clarification: Not all chemicals in food are harmful. Food additives, such as preservatives and flavour enhancers, undergo rigorous safety assessments before being approved for use. They serve important functions, such as prolonging shelf life, preventing spoilage, and improving sensory qualities. It's important to follow food safety guidelines and consume additives in moderation as part of a balanced diet.</li> <li>Misconception: Organic foods are always more nutritious than conventionally produced foods.</li> <li>Clarification: While organic foods may have certain benefits, such as reduced pesticide exposure, the nutritional content of a food depends on various factors beyond its organic status. Nutrient levels can vary based on factors like soil quality, growing conditions, and handling practices. It's important to focus on overall dietary patterns and consume a variety of fruits, vegetables, and whole foods for optimal nutrition.</li> <li>Misconception: Fat-free or low-fat foods are always healthier options.</li> <li>Clarification: Fat-free or low-fat products are not automatically healthier choices. These products often compensate for reduced fat content by adding extra sugar, sodium, or other additives to enhance flavour and texture. It's important to read food labels and consider the overall nutrient composition of a food. Opting for whole, minimally processed foods is generally a better approach for a healthy diet.</li> <li>Misconception: Colourful fruits and vegetables are the only healthy choices.</li> <li>Clarification: While brightly coloured fruits and vegetables are rich in certain nutrients, the overall nutritional value of a food is determined by its composition, not solely by its colour. Various fruits, vegetables, whole grains, lean proteins, and healthy fats can contribute to a well-rounded and nutritious diet. Encourage students to consume a diverse range of foods from different food groups.</li> <li>Misconception: Detox diets or cleanses are necessary for health and toxin removal.</li> <li>Clarification: The human body has natural detoxification mechanisms, and there is limited scientific evidence supporting the effectiveness of</li> </ul>	<ul style="list-style-type: none"> <li>Misconception: Students may believe that dairy products, such as milk, cheese, and yogurt, are the only sources of calcium or that consuming them in excessive amounts is necessary for good health.</li> <li>Clarification: While dairy products are indeed excellent sources of calcium, it is important for students to understand that calcium can also be obtained from other food sources. There are many non-dairy foods, including leafy green vegetables (such as kale and broccoli), fortified plant-based milk alternatives, and calcium-fortified foods, which can contribute to meeting calcium needs. It is crucial to have a varied and balanced diet that includes a range of calcium-rich foods, rather than relying solely on dairy products.</li> <li>Misconception: Students may mistakenly believe that all carbohydrates, including bread, cereals, flour, oats, rice, potatoes, and pasta, are unhealthy and should be avoided for weight loss.</li> <li>Clarification: Carbohydrates are an essential part of a healthy diet as they provide energy and important nutrients. It is important for students to understand that not all carbohydrates are created equal. Whole grains, such as whole wheat bread, whole grain cereals, oats, and brown rice, provide valuable fibre, vitamins, and minerals. Similarly, potatoes and pasta can be part of a balanced diet when consumed in appropriate portion sizes and prepared in a healthy way (e.g., baked or boiled rather than fried). The key is to choose whole grain and unprocessed carbohydrate sources while being mindful of portion control.</li> <li>Misconception: Students may have misconceptions about the nutritional value of different protein sources, such as meat, fish, poultry, and eggs, assuming that animal-based proteins are superior to plant-based proteins, or vice versa.</li> <li>Clarification: Both animal-based and plant-based protein sources offer essential amino acids necessary for the body. It is important for students to understand that a balanced diet can include a combination of protein sources, including lean meats, fish, poultry, eggs, legumes, beans, tofu, and other plant-based protein alternatives. Different protein sources have varying nutrient profiles and can provide a range of important vitamins, minerals, and other beneficial compounds. Encouraging variety in protein choices promotes a well-rounded and nutritious diet.</li> <li>Misconception: Students may have misconceptions about fats and sugars, assuming that all fats are unhealthy, and all sugars are bad for health.</li> <li>Clarification: It is important for students to understand that not all fats are created equal. While saturated and trans fats, found in butter and some oils, should be consumed in moderation, unsaturated fats, such as those found in nuts, seeds, avocados, and olive oil, can be part of a healthy diet. Similarly, while added sugars should be limited, naturally occurring sugars in fruits and dairy products provide valuable nutrients. It is essential to</li> </ul>	

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						specific detox diets or cleanses in removing toxins. A balanced and varied diet, rich in fruits, vegetables, whole grains, and lean proteins, along with adequate hydration, supports the body's natural detoxification processes. Promote overall healthy eating patterns rather than relying on specific detox methods.	consume fats and sugars in moderation as part of a balanced diet and to focus on the quality and quantity of these nutrients.
Enabling or Adapting the Curriculum	SEND Students	<ul style="list-style-type: none"> <li>Provide visual aids: Use visual diagrams, charts, and illustrations to enhance understanding of food commodities, nutrition principles, and cooking techniques. Visual aids can help students with learning disabilities or visual impairments comprehend the information better.</li> <li>Use multisensory approaches: Incorporate hands-on activities, taste tests, and smell tests to engage students with different learning styles. This can aid students with sensory processing difficulties or those who learn best through tactile experiences.</li> <li>Differentiated instruction: Tailor the learning materials and activities to meet the individual needs and abilities of SEN students. Provide simplified or modified versions of reading materials, adjust tasks to accommodate their learning pace, and offer additional support when necessary.</li> <li>Break down complex concepts: Chunk information into smaller, manageable parts and present it step by step. This approach can help students with cognitive disabilities or attention-related challenges understand and retain the content more effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated Instruction: Provide modified tasks or materials that align with individual learning needs. Simplify instructions, break down tasks into smaller steps, or offer additional visual aids to support understanding.</li> <li>Personalised Support: Offer one-on-one or small group support sessions to address specific learning challenges. Provide additional time or resources for completing assignments or assessments.</li> <li>Assistive Technology: Incorporate assistive technology tools, such as text-to-speech software or speech recognition tools, to aid reading, writing, or communication for students with learning disabilities.</li> <li>Multi-sensory Learning: Engage students' different senses by incorporating hands-on activities, manipulatives, or visual aids to reinforce concepts. Provide opportunities for kinaesthetic learning through cooking practicals or experiments.</li> <li>Individual Goal Setting: Work closely with SEN students to set realistic and achievable goals. Provide regular check-ins and feedback to monitor progress and celebrate achievements.</li> </ul>	<ul style="list-style-type: none"> <li>Provide visual aids and diagrams: Use visual representations, such as charts, diagrams, and images, to help illustrate the concepts of macronutrients, micronutrients, and the Eatwell guide.</li> <li>Simplify language and instructions: Break down complex information into smaller, more manageable parts. Use simplified language and clear instructions to ensure understanding.</li> <li>Provide additional support: Offer one-on-one or small group support sessions to reinforce concepts, answer questions, and provide additional guidance.</li> <li>Use multisensory approaches: Incorporate hands-on activities, demonstrations, and interactive materials to engage students with different learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated Instruction: Provide a variety of instructional materials and activities that cater to different learning styles and abilities. Offer alternative formats for information, such as visual aids, audio recordings, or simplified text, to support students with SEN. Differentiate tasks and assignments to meet their specific needs, offering additional support and scaffolding as required.</li> <li>Individualised Support: Provide individualised support and accommodations for students with SEN. This may involve providing extra time for completing tasks, offering assistive technology, providing visual aids or manipulatives, or assigning a support staff member to assist with their specific needs. Regularly check in with these students to assess their progress and provide targeted feedback.</li> <li>Multisensory Approaches: Incorporate multisensory activities to engage students with SEN. Use hands-on cooking experiences, visual aids, demonstrations, interactive technology, and encourage discussions and verbal explanations to accommodate different learning styles. Break down complex tasks into smaller, manageable steps to facilitate understanding.</li> </ul>		
	Disadvantaged Students	<ul style="list-style-type: none"> <li>Prioritise accessibility: Ensure that all students have access to necessary resources, such as textbooks, cooking utensils, and ingredients. If financial constraints are an issue, collaborate with school administration, local organisations, or charities to provide necessary supplies or seek alternative solutions.</li> <li>Foster a supportive environment: Create a classroom culture that promotes inclusivity and empathy. Encourage peer collaboration, where more advantaged students can offer assistance and support to their disadvantaged peers. This can help bridge the knowledge and resource gaps.</li> <li>Provide additional resources: Offer supplementary materials, such as simplified handouts, online resources, or audiovisual materials, which can be accessed outside the classroom. This enables students to review and reinforce their understanding independently.</li> <li>Individualised guidance: Offer one-on-one support or small group sessions to address specific learning needs or challenges faced by disadvantaged students. This personalised attention can help them catch up and bridge any gaps in knowledge or skills.</li> </ul>	<ul style="list-style-type: none"> <li>Additional Support: Identify students from disadvantaged backgrounds and provide additional support, such as extra tutoring, mentoring, or academic assistance programs.</li> <li>Access to Resources: Ensure fair access to learning resources, textbooks, and technology by providing necessary materials or arranging access to computers or iPads during class time.</li> <li>Financial Considerations: Consider the financial constraints of disadvantaged students when selecting recipes or food-related activities. Opt for cost-effective ingredients and provide alternatives for expensive or hard-to-access items.</li> <li>Practical Life Skills: Emphasise the practical aspects of cooking and food preparation, highlighting skills that can be used in everyday life. Discuss budgeting, meal planning, and shopping strategies to support disadvantaged students in developing essential life skills.</li> <li>Cultivate a Supportive Environment: Create a classroom atmosphere that promotes inclusivity, empathy, and respect for all students. Encourage open discussions about diverse backgrounds and experiences related to food.</li> </ul>	<ul style="list-style-type: none"> <li>Provide access to resources: Ensure that disadvantaged students have access to textbooks, online resources, and relevant reading materials to supplement their learning.</li> <li>Offer additional support outside the classroom: Consider providing extra tutoring or mentoring sessions to help disadvantaged students catch up or excel in the subject.</li> <li>Consider individual circumstances: Take into account any external factors that may affect a student's ability to engage with the subject matter, such as limited access to nutritious food, and provide appropriate guidance and support.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative Learning: Encourage group work and cooperative learning activities where students can work together, learn from one another, and provide peer support. Assign roles and responsibilities within groups to foster teamwork and ensure all students are actively participating.</li> <li>Personalised Projects: Allow students to pursue personal interests or themes within the context of food science. This can include research projects, recipe development, or investigating specific cultural or dietary practices. By allowing students to explore topics they are passionate about, it promotes engagement and motivation.</li> <li>Supportive Environment: Foster a positive and inclusive classroom environment where all students feel valued and supported. Encourage peer support and collaboration, celebrate diversity, and promote empathy and understanding among students. Provide additional resources and assistance to ensure disadvantaged students have equal access to materials and ingredients.</li> </ul>		
	More Able Students	<ul style="list-style-type: none"> <li>Extension activities: Provide additional challenges or enrichment opportunities to stimulate and engage more able students. This can include researching advanced topics related to food commodities, nutrition, or cooking techniques, or developing creative recipe variations.</li> <li>Differentiated assignments: Offer differentiated assignments that cater to the higher abilities of these students. Assign tasks that require critical thinking, problem-solving, or independent research, allowing them to explore concepts in greater depth.</li> <li>Group projects: Encourage more able students to take on leadership roles within group projects. This allows them to utilise their strengths and expertise while guiding and supporting their peers. Collaboration with like-minded students can also foster a challenging and stimulating learning environment.</li> <li>Enrichment resources: Suggest additional reading materials, documentaries, or online courses that delve into advanced topics related to the curriculum. This can help more able students expand their knowledge and pursue their interests beyond the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Extension Activities: Provide challenging tasks or extension activities that allow more able students to delve deeper into the content. Offer opportunities for independent research or projects related to specific culinary interests.</li> <li>Critical Thinking and Analysis: Encourage more able students to analyse and evaluate recipes, cooking techniques, or nutritional values. Foster their ability to make connections between scientific concepts and real-world applications.</li> <li>Different Culinary Styles: Introduce a variety of culinary styles, cuisines, or advanced cooking techniques to engage more able students and expand their culinary knowledge and skills.</li> <li>Culinary Exploration: Encourage more able students to explore innovative and creative cooking approaches. Allow them to experiment with flavours, ingredients, or presentation techniques under appropriate guidance.</li> <li>Mentorship and Leadership: Assign leadership roles within group projects or cooking tasks to more able students, allowing them to guide and support their peers. Provide opportunities for them to share their expertise or mentor other students who may require additional assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Offer extension activities: Provide challenging and thought-provoking tasks or projects that allow more able students to delve deeper into the subject matter and explore advanced concepts related to nutrition.</li> <li>Encourage independent research: Guide more able students to conduct independent research on topics of interest within the curriculum, allowing them to expand their knowledge and understanding.</li> <li>Differentiate assessment tasks: Provide more complex and open-ended assessment tasks that allow for creativity, critical thinking, and problem-solving skills to be demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated Instruction: Provide more challenging tasks and assignments to stretch the abilities of more able students. Offer opportunities for independent research, experimentation, or advanced recipe development. Encourage critical thinking, problem-solving, and creativity.</li> <li>Extension Activities: Offer extension activities or enrichment opportunities to allow more able students to deepen their understanding and explore concepts in greater depth. This can include advanced research projects, experimental investigations, or challenging recipe modifications.</li> <li>Individualised Projects: Allow more able students to pursue individual projects aligned with their interests and skills. Provide guidance and resources to support their independent learning and encourage them to take ownership of their learning.</li> <li>Mentorship Opportunities: Pair more able students with their peers or younger students to serve as mentors. This allows them to share their knowledge and skills, fostering leadership and collaboration while providing an opportunity for them to demonstrate and refine their understanding of food science.</li> </ul>		

Key stage:	3	Subject:	Food Preparation & Nutrition	Year 7: 1 term Commis Chef (Practical and theoretical lessons)	Year 8.1: 1 term Chef de Partie (Practical lessons)	Year 8.2: 1 term Food Scientist (Theoretical lessons)	Year 9: 1 term Sous Chef (Practical and theoretical lessons)
Literacy/Numeracy Skills 	LITERACY	Vocab:	<ul style="list-style-type: none"> <li>Equipment and utensils vocabulary</li> <li>Sensory adjectives</li> <li>Basic scientific terminology</li> <li>Reading and understanding of recipes</li> <li>Reading recent news articles relevant for food</li> </ul>	<ul style="list-style-type: none"> <li>Scientific terminology</li> <li>Skills and functions of ingredients</li> </ul>	<ul style="list-style-type: none"> <li>Scientific terminology and explanations.</li> <li>Functions of different nutrients</li> <li>Sensory analysis</li> <li>Reading recent news articles relevant for food</li> <li>Reading and understanding scientific papers/experiments for investigations</li> </ul>	<ul style="list-style-type: none"> <li>Scientific terminology and explanations.</li> <li>Sources and functions of nutrients</li> <li>Sensory analysis</li> <li>Reading and understanding of recipes</li> <li>Reading recent news articles relevant for food</li> </ul>	
		Reading:	<ul style="list-style-type: none"> <li>Basic sensory analysis using descriptive words.</li> </ul>	<ul style="list-style-type: none"> <li>Reading and understanding of recipes</li> <li>Reading recent news articles relevant for food</li> </ul>	<ul style="list-style-type: none"> <li>Develop a science investigation.</li> <li>Adapt a recipe for certain needs.</li> <li>Sensory analysis</li> </ul>	<ul style="list-style-type: none"> <li>Scientific terminology and explanations when writing evaluations.</li> <li>Sensory analysis and evaluation</li> </ul>	
Digital Strategy 	NUMERACY	Writing:	<ul style="list-style-type: none"> <li>Question and answer responses</li> <li>Listening to clear instructions throughout practical sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Adapting a recipe for certain needs</li> <li>Sensory analysis</li> </ul>	<ul style="list-style-type: none"> <li>Question and answer responses</li> <li>Verbalising scientific concepts</li> </ul>	<ul style="list-style-type: none"> <li>Question and answer responses</li> <li>Verbalising scientific concepts</li> </ul>	
		Oracy:	<ul style="list-style-type: none"> <li>Using measurements to achieve accuracy in food products.</li> <li>Timing within a recipe and using a clock/timer.</li> </ul>	<ul style="list-style-type: none"> <li>Calculation of recipe ingredients/costs/ratios.</li> <li>Timing within a recipe and using a clock/timer.</li> <li>Using measurements to achieve accuracy in food products</li> </ul>	<ul style="list-style-type: none"> <li>Analysing data from food science investigations</li> <li>Calculating nutrition amounts within a recipe</li> </ul>	<ul style="list-style-type: none"> <li>Calculation of recipe ingredients/costs/ratios.</li> <li>Timing within a recipe and using a clock/timer.</li> <li>Using measurements to achieve accuracy in food products</li> </ul>	
Home Learning	Use of iPad, computer, and screen to visualise demonstration and to display broken down prompts. To use technology to take photographs of practical work. Creating useful class material such as infographics and posters. Work together to produce a collaborative digital presentation around a topic. Helping each other to utilise technology when photographing work. Send images of work to the teacher via email. Use of online platforms to communicate homework. Each student will have equal opportunity with the use of technology to photograph their work.	"Healthy Recipe Makeover" Task Description: a. Research a popular recipe that is commonly prepared but may not be very nutritious. b. Analyse the ingredients and their nutritional value using online resources. c. Redesign the recipe to make it healthier by substituting or adding nutritious ingredients. d. Create a step-by-step presentation or infographic showcasing the original recipe, the changes made, and the nutritional benefits of the new version.	"Meal Planning for Different Dietary Needs" Task Description: a. Select three different dietary needs or preferences (e.g., lactose intolerant, diabetic, sports performance, etc.). b. Research the specific nutritional requirements and considerations for each dietary need. c. Create a one-day meal plan for each dietary need, ensuring it meets the individual's nutritional requirements while considering their food restrictions or preferences. d. Justify the food choices made in each meal plan, explaining how they address the specific dietary need.	"Food Labels Investigation" Task Description: a. Choose three packaged food products from your kitchen or Tesco. b. Analyse the food labels of these products, paying attention to serving sizes, ingredient lists, and nutritional information. c. Research the meaning of various terms and symbols commonly found on food labels (e.g., organic, GMO-free, high in fibre, etc.). d. Evaluate the nutritional quality of the selected products based on the information provided on the labels. e. Prepare a presentation summarising your findings and discussing the importance of reading food labels for making informed food choices.	"Culinary Cultural Exploration" Task Description: a. Choose a specific cuisine or cultural food tradition that interests you. b. Research the traditional dishes, cooking techniques, and ingredients associated with that cuisine. c. Select one traditional dish and adapt it to make it healthier without compromising its cultural integrity.		
						Composite Assessment	Date:      End of term      Content:
Impact	Composite Assessment			Date:      End of term      Content:	Date:      End of term      Content:      Practical skills assessment	Date:      End of term      Content:	Date:      End of term      Content: