St Cecilia's R. C. High School

Key Stage 1 and 2

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Key Substantive Knowledge Carried Forward (subject knowledge)

Aims of study

KS1

- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from

KS2

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Key Disciplinary Knowledge Carried Forward (methods/framework to establish knowledge)

KS3

Pupils will be taught how to cook and understand the principles of nutrition, health and the importance of healthy eating. They will learn how to cook a variety of different recipes predominantly savoury, that enable pupils to feed themselves and others affordably now and in later life.

They will become competent in a range of cooking techniques, selecting and preparing ingredients as well as the correct use of utensils and electrical equipment. They will be aware of how heat can be applied in different ways and use an awareness of taste, texture and smell to decide how to season dishes and combine ingredients. This will include adaptations using their own recipes.

They will understand food provenance, seasonality and the characteristics of a broad range of ingredients.

Unit Title	Hygiene and Safety	Basic Kitchen Equipment and procedures for washing up	Eatwell Guide	Sensory analysis Don't skip Breakfast	Food Provenance food miles and waste	Seasonality
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	Identifying risks within a kitchen environment What is cross contamination with examples?	Identify a variety of kitchen equipment and tools for food preparation and cooking. Identifying the correct equipment and procedures to follow for the washing and cooking of food.	Identity all five sections of the Eatwell Guide. Gain an understanding of the five main food groups. Identifying food sources and nutritional value	We use our five senses to describe a foods taste, texture and appearance Why Breakfast is known as the most important meal of the day.	Explain what food miles are and the impact on the environment. How food waste and packaging can be reduced to show the overall impact on the environment.	Identify seasonal foods including fruit and vegetables. Recognise the months in each season. The advantages and disadvantages to organic food produce
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Understanding personal hygiene, cross contamination and bacteria The 4C's of food safety	An understanding of appropriate tools and equipment to prepare a variety of nutritional predominantly savoury dishes. Correct identification of basic cleaning equipment and utensils	Identifying food sources and their nutritional value Functions of nutrients- carbohydrates are for energy. Protein is for growth and repair of muscles. Fibre is for good digestion. Calcium is for strong bones and teeth. Pasta is a carbohydrate and contains vital nutrients needed for good health when creating a pasta salad	An understanding of key food terminology used to describe and evaluate food practicals and recipes. Introduction to macro and micronutrients Starchy carbohydrates are required for energy and contain high amounts of fibre needed for good digestion and to keep you fuller throughout the day.	The impact that food miles and food waste have on the environment. Food production and cost has an impact on the environment. The 3R's of food waste and packaging. Recycle, reuse and refuse.	Food is seasonal throughout the year however imported foods can be used all year round. Seasonal food is more nutritional and benefits the local economy. Organic farming is better for the environment

Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)	Prepare dishes using the correct chopping boards, correct knife skills with high regards to personal hygiene	The use of a measuring jug and weighing scales to accurately identify measurements required for cooking. 30 minutes washing up task at home with peers Identify key terminology and words for the sequencing of washing up from start to finish	Menu Planning for pack lunch, school canteen pasta salad and pizza design ideas. Practical based elements	Sensory taste testing of pizza toast and creating a star profile to evaluate ease of make and food characteristics Creation of a leaflet to promote the importance of breakfast, Identifying key nutrients and their functions needed to start the day.	Identify the food miles of a variety of fruits from around the world. Suggestions of how consumers can improve their carbon footprint when preparing, cooking and purchasing food. Looking at variety of packaging used in the food industry. Practical elements	Seasonal menu planning for a local restaurant.
Examples of Reading Opportunity	Work booklet Powerpoints Recipe cards	Work booklet Powerpoints Word search Washing up sequence Recipe cards	Work booklet Powerpoints NHS website Recipe cards Wider reading task	Work booklet Powerpoints Recipe cards	Work booklet Recipe cards	Work booklet Recipe cards Research
Examples of Key Tier 2 Vocabulary	Describe Annotate Food Terminology	Identify Describe Food Terminology Usage	Identify Describe Discuss Explain Design	Describe Discuss Evaluate Create	Research Discuss Evaluate Explain	Research Describe Discuss Evaluate
Examples of Key Tier 3 Vocabulary	Cross contamination Food poisoning Bacteria	Bacteria Cross contamination Hygiene Chemicals	Nutritious Carbohydrates Digestion Fibre Protein Minerals Calcium	Nutritious Starchy carbohydrates Digestion Fibre Protein Minerals Calcium	Environment Carbon footprint Food provenance Sustainability Packaging Biodegradable Conserving Decompose	Organic Pesticides Enriched Environmental Origin Nutritional

Examples of Numeracy	Weight, mass and ratio in food practical's	Weighing and measuring in a food practical of liquid and dried ingredients Ratio of chemicals	Proportions and percentages Weighing and measuring in a food practical of liquid and dried ingredients	Proportions and percentages Weighing and measuring	Calculation of food miles for a fruit salad Weighing and measuring in a food practical of liquid and dried ingredients	Weighing and measuring in a food practical of liquid and dried ingredients

Year 8

Unit Title	Hygiene and Safety and Methods of cooking	Healthy Eating and Macronutrients	Eat less Fat, salt and sugar	Micronutrients	Functions of Ingredients
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	What would happen if health and safety rules are not followed. How a variety of conduction, convection and radiation can be applied when cooking	Importance of healthy eating and an understanding of the eight dietary guidelines Functions and sources of macronutrients	Diet related health issues of a diet high in fat, salt and sugar. Fibre is needed for the digestive system. Why Water is vita l in the diet and regulates our body	The importance and benefits of eating breakfast Why are Micronutrients required. Sources of Vitamins and minerals	The functions of ingredients used when baking Cereals are a carbohydrate and contain gluten Raising agents create a chemical reaction and can be added to flour to improve the result of a product.
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Bacteria can be transferred from one source to another. Identify and explaining why food safety and hygiene rules are needed within food technology.	What is required for a healthy diet and the function of nutrients and their food sources.	Saturated fat is associated with coronary heart disease. Functions of fat and identifying food sources. Government guidelines with the reference and	Breakfast is about fuelling your body and brain ready for the day, to ensure it has all the vital nutrients our bodies need. Micronutrients are needed for a healthy immune system. Recognising food sources and values of Vitamins and minerals	Flour forms the structure of all baked goods and contains different amounts of gluten, which allows and controls the elasticity of baked goods. Different flours and raising agents used in baked goods

	What items of food can be cooked with different methods of heat transfer		intake values of salt and sugar per day. Prevention of diseases from a diet poor in fibre How water is regulated for the body		affect the sensory characteristics of a product
Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)	Identifying food safety rules and matching the correct explanation Identifying wet methods, dry methods and fried method with regards to heat transfer. Through demonstration in practical lessons	Cook at variety of sweet and savoury dishes based around the eight dietary guidelines.	Cook a variety of sweet and savoury dishes. Identify key nutrients on food and drinks labels. Discuss and identify drinks that are high in sugar then analyse them from 1-11. Understanding how the 8 dietary guidelines have an impact in our day-to-day living.	Identify vitamins, minerals and their food sources. Nutrient reference in food practical's Cereal taste testing and analysing of nutritional data on packaging.	Food science investigation looking at how different flours and the use of raising agents affect the sensory qualities of scones.
Examples of Reading Opportunity	Work booklet PowerPoint Recipe cards Videos Gordan Ramsey reciprocal reading task	Work booklet PowerPoint Recipe cards NHS website	Visual Aid Booklet Powerpoint Recipe cards Food packaging labels	Powerpoints Booklets Recipe cards Food packaging labels Cereal packaging Vitamin Match up cards CGP revision textbook	Powerpoints Booklets Recipe cards McVities Biscuits reciprocal reading task
Examples of Key Tier 2 Vocabulary	Identify Explain Describe	Identify Explain Recognise Research Evaluate Suggest	Identify Discuss Evaluate Complete Explore Analyse	Identify Evaluate Discuss Explain Intake	Function Acidity Structure Relaxing Bacteria

Examples of Key Tier 3 Vocabulary	Cross contamination Hygiene Bacteria Conduction Convection Radiation	Alternatives improvements Government Nutrition	Macronutrients Atherosclerosis Diverticulitis Haemorrhoids Digestion Arteries Hydration	Deficiency Anaemia Scurvy Osteoporosis Cardiovascular disease Diabetes Benefits Prevention	Chemical reaction Characteristics Functional Properties

Year 9

Unit Title	Hygiene and Safety	Bacteria Pathogens	Nutritional needs and health, Food Commodities Macro Nutrients	Food Commodities Micronutrients	The history behind carbohydrates	Factors influencing food choices
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	Importance of following hygiene and safety rules to prevent food poisoning.	Conditions for Bacterial growth How bacteria multiply	Nutrients in the diet and why we require them for a healthy lifestyle Macro nutrients are needed in large amounts	Vitamins, minerals and trace elements required in the body	Primary processing and structure of wheat Different sugars affect the characteristics of baked goods	How the diversity of multicultural foods has influenced the UK with food choice. Factors that affect food choice including special diets and intolerances Dietary needs of different life stages What needs to be displayed on a food label by law.

Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Understanding the four "C's" of food safety to prevent food poisoning. Cleaning Cooking Chilling Cross contamination	Conditions for growth of bacteria - Food temperature zones Causes of food poisoning. Personal hygiene rules Symptoms of food poisoning High risk and low risk food sources Rules for food hygiene and fridge storage	Protein is needed for growth, repair and maintenance of the body and should be worth 15% of your daily food energy Function of Fat Saturated and unsaturated fats. Food sources of saturated fats Unsaturated Fats Fats are needed and worth 35% of our daily food energy Reducing fat in diet Carbohydrates are split into two main groups sugars and starches. Carbohydrates are worth 50% of our daily food energy. .	The function of micronutrients vitamins needed in smaller amounts. Food sources in the diet Recognising minerals and uses within the diet and deficiencies.	Wheat is the primary process to flour Wheat grains have different parts extracted to form different flour types Conditions needed for fermentation of bread and what can effect this To be able to analyse using sensory analysis the taste, texture, appearance and aroma of variety of biscuits using different sugars.	Factors affecting food choices. Personal, social and economic factors. Religious and cultural beliefs Different nutritional needs throughout life stages and food intolerances.

Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)	Explaining the rules and sources of food safety	Explaining how bacteria multiply every 20 minutes through a diagram. Discussing with examples after matching up physical, chemical and bacterial sources of bacteria Identifying key temperatures on a thermometer of bacterial growth. Annotating the correct shelf storage for food sources	Produce a variety of dishes using flour-based commodities, proteins and fats to understand their functional properties. Extended writing of what happens if we have an excess of these nutrients and why its important to get nutrients from starchy food sources. Completing a pie chart of the daily percentages of each macro nutrient	Discussing, explaining and completing a nutrient table. Matching up cards of nutrients, functions and food sources.	Identifying multicultural bread types and their origin Annotating the structure of a wheat grain Explanation of conditions needed for bread making through practical Sequencing pictures and illustrations of the different stages to bread making The use of sensory analysis to evaluate the final outcomes using a star profile. Conduct a biscuit investigation using a variety of different sugar types to see how	Identify a variety of food labels to see if they are following government guidelines to display all information required. How the nutritional content and origin of a food label can contribute to a healthy lifestyle and energy balance. Recognise how multicultural foods play a vital part when purchasing, making and producing dishes within our daily lives. Analysing and identifying branded vs non branded foods through taste testing Researching foods from around the world and create a newspaper article discussing cultural

					it effects the outcome of the final dish.	influences, cooking methods and flavours. Producing a timeline for a multi-cultural food dish to produce in a lesson To use a nutritional food program to create and design a food label for 3 custard cream biscuits which they will make in a food practical and packaging.
Examples of Reading Opportunity	Booklets	Ecoli reciprocal reading task Powerpoint Booklets Bacteria match up cards	Powerpoints Booklets Recipe cards CGP textbooks	Powerpoints Booklets Recipe cards CGP textbooks Minion match up cards Mrs Dawsons reciprocal reading task	Recipe cards Powerpoint Booklets	Powerpoints Recipe cards Booklets Internet research The history of EID reciprocal reading task Food labels
Examples of Key Tier 2 Vocabulary	Describe Explain Discuss Temperature hygiene	Describe Annotate Sources Discuss Temperatures	Discuss Describe Annotate Explain Function	Discuss Sources Explain Evaluate Function	Discuss Identify Describe Explain Annotate	Discuss Describe Evaluate Research Analyse
Examples of Key Tier 3 Vocabulary	Salmonella listeria E coli Contaminants	Binary Fission Danger zone Ambient Optimum Poultry E coli Contaminants	Commodities Amino acids Protein complementation Monounsaturated Polyunsaturated Deficiencies Aroma	Deficiencies Prevention Anaemia Rickets Osteoporosis	Fermentation Extraction Dextrinisation Origin Plasticity Maillard reaction Caramelisation	Ethical Moral Social Coeliac Lactose Eid Lunar

			Diabetes Plasticity			

Year 10

Unit Title	Fruit and Vegetables	Dairy and Eggs	Cereals	Meat and Fish	Food Science and Revision
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	Identify a wide variety of fruit and vegetables. Describe their nutritional value Vitamins and Minerals Methods of cookery for fruit and vegetables.	Identifying how Protein based foods play a part in the topic eggs and dairy products. Bacteria can be harmful but good bacteria can be used in food production.	Identifying how cereal products contain Carbohydrates and NSP Understanding the 6 main cereals used in cookery. Impact of food packaging and labelling	Identifying different meat and fish classifications The different methods of cookery applied to cooking meat and fish. Nutritional value and meat substitutes. How cultural and moral issues impact meat consumption	Identifying and understanding Science keywords. How to complete an investigation looking at functional and chemical properties.
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Fruit and vegetables Provenance - How the commodity is grown and processed including classifications. Nutritional values Identifying about protein - Dietary considerations - Food science (enzymic browning) Food miles and carbon footprint - Packaging and the environment	Protein commodities and production processes of milk, cheese and eggs. Bacterias used in food production and content of the commodity.	Cereal commodities Nutritional values of carbohydrates (include sources, functions, deficiencies, excess, daily requirements and energy) Provenance - How the commodity is grown and processed.	Meat and fish commodity-Food Provenance - How commodity is reared and caught. The processes the commodity goes through.	The science behind Food How changing ingredients affects the chemical function and working characteristics of a product

		Safe food storage to prevent harmful bacteria growth. Good bacteria can be used in food production. Methods of heat transfer	Classification Dietary considerations - Food science (simple and complex) Spoilage – (preventing bacterial growth) Packaging and the effect on the environment	Classification and Nutritional values Dietary, moral and cultural considerations Food science (Maillard reaction) Meat is high in saturated fat which leads to increased levels of cholesterol in the body.	The mini investigation will give learners an understanding of how a food investigation is completed.
Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)	Students will cook every other week whilst using different cooking techniques and equipment. All dishes link to their theory practice and will be applied where all dishes focus on a specific area, relevant to the topic of fruit and vegetables. Understand the environmental influences on food availability, production processes, diet and health choices.	Students will cook every other week whilst using different cooking techniques and equipment. All dishes link to their theory practice and will be applied where all dishes focus on a specific area, relevant to the topic milk, eggs and cheese proteins. Taste testing of a variety of milk and cheese using sensory analysis. Understand the economic, environmental, ethical and social cultural influences on food production processes.	Students will cook every other week. All dishes link to their theory practice and will be applied where all dishes focus on a specific area, relevant to the topic cereals Understand primary production processes. Understand diet, health choices and diet related illnesses. Develop knowledge and understanding of the impact of packaging on the environment. How microorganisms can affect food including yeast and mould.	Students will cook every other week. All dishes link to their theory practice and will be applied where all dishes focus on a specific area, relevant to the topic of meat, fish, and alternative proteins. Understand the environmental, ethical, and social cultural influences of the production of meat. Understand the impact of a diet high in saturated fats and the nutritional needs required at different stages throughout life. Develop knowledge and understanding of the functional properties	Students will complete a condensed food investigation looking at the chemical, functional and working characterises. Conclusions and evaluations drawn from the results. Examples and discussions of the key science behind foods changing properties to help them with the NEA 1 food investigation Year 11.

		Develop knowledge and understanding of the functional properties and characteristics of the food commodity. Able to demonstrate and explain the methods of heat transfer when cooking eggs on toast		and chemical characteristics of the food	
Examples of Reading Opportunity	Booklet Recipe cards Powerpoint Wider reading opportunities Collins revision guides CGP revision guides	Booklet Recipe cards Powerpoint Wider reading opportunities Collins revision guides CGP revision guides	Booklet Recipe cards Powerpoint Wider reading opportunities Collins revision guides CGP revision guides	Booklet Recipe cards Powerpoint Wider reading opportunities Collins revision guides CGP revision guides	Booklet Powerpoint Collins revision guides CGP revision guides
Examples of Key Tier 2 Vocabulary	Discuss Evaluate Describe Annotate Analysis Discuss Identify	Explain Discuss Evaluate Annotate Describe Identify	Explain Discuss Evaluate Annotate Describe Identify State	Explain Discuss Evaluate Annotate Describe Identify Research	Explain Discuss Evaluate Describe Research Predict
Examples of Key Tier 3 Vocabulary	Carbon emissions Water soluble Fat soluble Sustainability Traceability Antioxidants Enzymes Emulsification Stabiliser Gelatinisation	Amino acids Coagulation Denaturation Fermentation Pasteurisation Lactose Conduction Convection Radiation Staphylococcus Aureus Campylobacter	Polysaccharides Disaccharides Monosaccharides Diverticulitis Dextrinisation Caramelisation Glycaemic Index Gelatinisation Metabolic Biodegradable Enzymes Hypothesis	Maillard Reaction Non enzymic browning Denaturation Tenderising Coagulation Offal Sustainability Cholesterol Lipoprotein Saturated Amino acids Fortification	Properties Working characteristics Hypothesis Chemical function Emulsification Denaturation Dextrinization Coagulation Caramelization Fermentation Glycerol Shortening Plasticity

Year 11

Unit Title	NEA 1	NEA 2	Exam revision
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	NEA Assessment 1: Brief released September 1st	NEA Assessment 2: Brief released November 1st	Understand core exam board topics
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Writing a hypothesis Carrying out research and an experiment Analysing results Understanding the functional properties / science of ingredients Theory work will link to NEA 1.	Research into brief Comparing existing products on the market. Carrying out a questionnaire then analysing findings Exploring a variety of dishes and understanding how they relate to the brief Special dietary needs. Writing a time plan. Deciding on chosen dishes for exam and explaining reasons behind choices for their 3-hour practical exam in exam conditions. Evaluate practical exam and complete NEA 2.	Science of food Food provenance Food commodities, Environmental issues and packaging Food spoilage Food Choice Food safety
Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)	Students will carry out a food investigation in relation to NEA, which will enable to test their hypothesis and put their research into action. Develop knowledge and understanding of the functional properties and chemical characteristics of food.	Students will trial dishes every other week. All dishes must link to the NEA2 brief. Students will learn how to use a variety of technical equipment and carry out different cooking methods and learn new techniques, which will prepare them for their three hour practical exam - 45 marks. Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities of their dishes.	Students will review previous papers and work through the answers. Sit a mock exam. Work through revision guides and complete PRP tasks

		Research will be completed online to help them complete their electronic based assignment.	
Examples of Reading Opportunity	Research online Revision Guides Recipe books Assignment brief Wider reading tasks	Research online Revision Guides Recipe Books Assignment brief Wider reading tasks	Previous exam papers Revision guides Powerpoints PRP tasks Wider reading tasks
Examples of Key Tier 2 Vocabulary	Discuss Explain Evaluate Describe Conduct	Explain Describe Evaluate Conclude	Explain Discuss Evaluate Describe Identify
Examples of Key Tier 3 Vocabulary	Investigation Hypothesis Chemical Properties Working characteristics Sensory Analysis	Nutritional Sensory Provenance	Nutritional Cholesterol Carbon emissions Water soluble Fat soluble Sustainability Traceability Antioxidants Enzymes Gelatinisation