Key Stage 3 LTP

|  |
| --- |
| **Curriculum Intent** |
| The fundamental lead for the curriculum is our vision statement. It focuses on our beliefs but also respects the culture and faiths of all. We have a big focus on the personal development of the pupils with an emphasis on Spiritual, Moral, Social and Cultural development and Personal and Social Health. Specifically in relation to this subject this means that students gain a good understanding of foods, the food groups and methods that can be used to ensure they can effectively access this information to developing their food skills and knowledge.To understand foods, the different food groups and their functions in the body. To know where foods are from. To know how to prepare and cook a range of dishes by learning a range of skills that will enable them to be able to effectively feed themselves in the future.It revolves around the cooks and uses this as a vehicle to transport the learner through a voyage of discovery, combining the cooking task with suitable theory to complement the learning activity.It develops food preparation skills and has supporting knowledge as the tasks increase in complexity or challenge. It is designed to progress into the KS4 GCSE FPN curriculum The class sizes and lesson length largely dictate the frequency and complexity of the outcomes. The importance of being able to cook beneficial, affordable and nutritious food for yourself and those around you. To develop the learners kinaesthetic motor skills at a key time in their fine motor skills development. The ability to be able to follow a process to be able to produce a suitable outcome.Achieving excellence for the sake of the gospel. Lessons aim to build on the student’s knowledge and understanding of the topics discussed as well as build a good skill base for them to thrive both in school but also out of school in the wider world. I hope that this leads to an excellent and rounded individual that can begin to look after and feed themselves once they leave this school.All lessons start with a prayer, more often than not one that relates to the topic of food. There is a unit in year 8 that discusses religion and the consequences it has on diet. We aim to be as inclusive as possible both in the dishes cooked and the provenience of these dishes. Students who are recognised as being from a disadvantaged background are supported by the provision of ingredients.All students are aware of the prayer and all students complete the unit in year 8 relating to the different religions and the provenance of food. All PP students are supported and made aware of this service we offer.Students in the class are reminded of learning objectives in each lesson. All students are aware of the prayer in the lesson. All students are aware of the opportunity for free ingredients in lessons.With growing obesity levels in the UK the curriculum aims to educate students into understanding the importance of a healthy balanced diet. It is national policy for students to be taught food at KS3 and have an understanding of healthy eating for them to take responsibility for the food choices that they make both now and in the years to come.Food is provided to all disadvantaged learners at source by the dept. It addresses food poverty and how we can plan cheap, healthy and nutritious meals.In lessons we provide differentiation by outcome. Workbooks and ppt tasks have opportunities to self-set tasks, independent research/inspirations and challenges. Some provide extension tasks that offer increased difficulty/challenges and there are exemplars for all units. Available to students we have MasterChef at KS3, extension activities within the booklets differentiation by outcome, exemplar work is provided to all years targeted at showing the highest-level work and students. We also have determent HW club for HA learners and targeted high-level questioning  |

|  |
| --- |
| **Prior Learning Summary** |
| **Outline the learning and experiences from Primary school that this LTP is based upon.** Learning experiences from primary and generally varied and lacking in depth. This course ensures students are given consistent knowledge about the importance of a balanced diet and what constitutes a balanced and healthy diet. It also ensures that the skills to do this are introduced and developed through increasingly complex practical outcomes. |

|  |
| --- |
| **Curriculum Structure – Year 7** |
| A | A | A | A | B | B | B | B | B | B | C | C | C | C | C | C | D | D | D | D | D | E | E | E | E | E | F | G | G | G | G | G | H | H | H | H | H | H | H |

|  |
| --- |
| **Curriculum Structure – Year 8** |
| I | I | I | J | J | J | J | J | J | K | K | K | K | K | L | L | L | L | L | L | M | M | M | M | M | M | N | N | N | N | N | N | O | O | O | O | O | O | O |

|  |
| --- |
| **Curriculum Structure – Year 9** |
| P | P | P | P | P |

**Year 7**

|  |
| --- |
| **Unit A – Health and Safety** |
| **Overview** | To equip students with the Health and safety required for their time in the food room.  |
| **Aims** | To ensure students have suitable knowledge of health and safety in a food room and how to minimise the associated risks |

|  |
| --- |
| **Unit B – Food and the environment.**  |
| **Overview** | To gain an understanding of Food and the environment and how important it is in modern society. Cook: Fruit salad. |
| **Aims** | To cover the sustainability and provenance of food. To write an assessment about food and the problems with food miles. Cook: Fruit salad to implement basic skills |

|  |
| --- |
| **Unit C – The eat well plate and nutrition** |
| **Overview** | To gain an understanding of the eat well plate and its place in food planning. Cook: Coleslaw |
| **Aims** | To discuss the govt. guidelines on a healthy and balanced diet. To be able to have the knowledge to be able to plan a balanced meal or series of foods and what constitutes a balanced and varied diet. Cook Coleslaw to improve fine cutting skills |

|  |
| --- |
| **Unit D – Starchy foods.** |
| **Overview** | To understand the importance and function of Starchy foods in our diet. Cook: Pasta salad |
| **Aims** | To understand the foods that provide us with energy. To understand the differences with Long term energy provided by starches as well as the short term emery provided by sugars. Includes a pasta project extended homework. Cook; to master fine cutting skills and understand about the cooking and provision of starchy foods in the diet. |

|  |
| --- |
| **Unit E – Fruit and veg.**  |
| **Overview** | Nutritional value of apples and other fruit and vegetables. Looking at the importance of fruit and veg in our diets. Cook apple crumble |
| **Aims** | To understand the nutritional value of a range of fruit and vegetables. To look at the function and benefits of fibre in the diet. Cook: apple crumble to give use of oven. |

|  |
| --- |
| **Unit F – Yeast experiment.** |
| **Overview** | To conduct a Yeast experiment to give an idea of NEA1 practical in KS4. |
| **Aims** | To introduce the concept of a GCSE experiment to KS3. To enable an understanding of the concept of fermentation and how FPN GCSE fits into their everyday lives. |

|  |
| --- |
| **Unit G – Vegetables in our diet.** |
| **Overview** | Understanding of the importance of vegetables in our diets. Cook: Vegetable Kebabs. |
| **Aims** | Macro and micro nutrients and the provision of proteins In our diet. The importance of eating a range of fruit and veg in order to ensure a good variety of nutrients in our diet. Introducing the use of the oven to cook foods and the different tastes and textures that can be developed |

|  |
| --- |
| **Unit H – Dietary guidelines.**  |
| **Overview** | Production plan and dietary guidelines. Cook couscous |
| **Aims** | Produce a production plan to show how to make couscous using a flow chart and flow chart symbols to understand and implement the understanding of flow charts and the symbols that are used. Moreover it is to ensure that there is an understanding of process which are part of the values have guided the decisions about the curriculum we have in place. |

**Year 8**

|  |
| --- |
| **Unit I – Health and safety review.** |
| **Overview** | Year 7 review and Health and safety |
| **Aims** | To recap and review the health and safety elements for a new term. To recap and check understanding of the learning in year 7 and use this as a point to start year 8. |

|  |
| --- |
| **Unit J – Macro and micronutrients** |
| **Overview** | To understand the importance and sources of Macro and micronutrients in our diet. Cook: Fajitas |
| **Aims** | To gain and understanding of macro and micro nutrients, what they are and the place that they take in our nutrition. Students consolidate their learning by writing an assessment piece about minerals. Students reinforce this learning through the cooking task that is high in both Macro and micro nutrients. |

|  |
| --- |
| **Unit K – Pastry** |
| **Overview** | To ensure students have a good understanding of pastry and the different types and uses there are for them.: Pastry research, project. Cook sausage rolls. |
| **Aims** | Pastry is also a key component of the KS4 curriculum to be able to relate to prior learning at KS4 is of great benefit to the students to decide to take their learning further. This learning is compounded with the production of a ‘pastry project where students are encouraged to produce a research project that leads to them cooking a pastry related dish at home. To demonstrate learning in class through the cooking of sausage rolls using pre made pastry. |

|  |
| --- |
| **Unit L – Eggs and nutrition** |
| **Overview** | Eggs are a key part of our diet and in this unit we look at the importance of eggs in our diet and the benefits that they have in our diet. Cook: Mini quiches |
| **Aims** | Coupled with the prior knowledge gained from the pastry unit where students make their own short crust pastry at home in advance of the lesson to enable the production of mini quiches to be done in the lesson. Theses mini quiches are a HA practical at KS4.  |

|  |
| --- |
| **Unit M – Food science** |
| **Overview** | Investigating and demonstrating key scientific terms in the production of food. E.g. Gelatinisation. Macronutrients, Micronutrients and food poisoning. Cook: White sauce (macaroni cheese) |
| **Aims** | Students cover a range of topics in this unit. The cook, which is very important, allows students to demonstrate the process of gelatinisation in the cooking of a white sauce. Students’ re-cap micro and macro nutrients and then they look at the issues affecting bacteria in more detail, expanding on work in the beginning of each year.  |

|  |
| --- |
| **Unit N – Food and religion. - Food choices and dietary requirements.** |
| **Overview** | In line with our religious pedagogy student’s look at a range of religions and the food related sacrifices and choices that each religion needs to make. Cook Bolognaise |
| **Aims** | This unit aims to give students an insight to the catholic religion as well as broadening their horizons towards other world religions. Students also expand their knowledge by looking at more general food choices and the key medical reasons for food choices. |

|  |
| --- |
| **Unit O – Methods to transfer heat** |
| **Overview** | Methods to transfer heat and why we cook food. Cook: Chinese Veg stir fry |
| **Aims** | Students are requested to complete work relating to the cooking of food to ensure good understanding for those who continue to take the subject next year. Some students will get the opportunity to cook a stir fry to demonstrate how heart is transferred through the conduction of energy into the pan and then into the food. The work also provided good discussion into the different ways food Is cooked and the relative merits of each. |

**Year 9**

|  |
| --- |
| **Unit P – The eat well guide and healthy eating revisited and energy balance** |
| **Overview** | To understand macro and micronutrients and to understand the importance of energy in our body. |
| **Aims** | To understand a range of vitamins and minerals and their used and deficiencies in our diet, the effect of food preparation when cooking and preparing vitamins and minerals as well as the importance of fibre and NSP energy in our diet. All delivered with complementary cooks to enhance learning through practical, kinaesthetic learning. Also covers sensory testing. Practical’s include: Carrot and coriander soup, stir fry, savoury rice dish and a fruit muffins |