

OCL Food Curriculum: Statement of Intent

Purpose of study

Food and Nutrition makes an extremely vital contribution to a child's development by teaching them a key life skill that will help them to live happy and healthy lives by understanding how to prepare nutritious food in a safe and hygienic way. Our food curriculum allows our students to make informed decisions around nutrition and healthy eating whilst developing their knowledge, understanding and ability to apply key skills and food science into preparing and creating food using various cooking methods. Food and Nutrition, as a subject is used to promote awareness of other cultures and give our students exposure to a wide variety of culinary experiences that are aimed at leading our students to developing a well-rounded view of society and gaining a better understanding of the world around them. We use a wide variety of ingredients in our recipes which helps our students to learn about new foods and explore a range of different processes discovering confidence and learning to question, critique and make decisions. As a subject we promote our students to work independently, collaboratively, develop resilience, problem solve and to manage time and resources whilst gaining an insight into the culinary world of food science and nutrition.



We value **Character**, **Competence**, and **Community** in our curriculum:

Character: Engaging all students in learning about food, ingredients, flavours, and cultures that help to develop curious, resilient students that are keen to explore how food and nutrition impact on their everyday lives. Students are encouraged to develop the 9 habits in lessons and are given opportunities to explore the habits in a practical environment.

Competence: Developing student's abilities to use a variety of skills, food science and cooking methods to prepare healthy and nutritious meals using a wide range of ingredients from various cultures and countries. Enabling our students to make well-informed choices about their diet and understanding the impacts of these choices.

Community: Inspiring students to develop a lifelong love, appreciation and understanding of nutrition and how food can impact physical and mental health. Improving health and wellbeing of themselves and others through their learning of making informed choices about their diets and sharing their knowledge of nutrition. Contributing to their futures though actively working sustainably and considerately of and for others: promoting ambition and health.

Curriculum Intent

Through our carefully sequenced and ambitious curriculum, we intend that our curriculum will achieve these aims/outcomes:

1. To equip all students with a strong knowledge, understanding and ability to apply the 12 key skills into their cooking, so that they will all know, understand and be able to:

- Apply the key skills to a wide range of ingredients and cooking methods with confidence.
- Select the correct cooking method for their ingredients.
- Prepare and use a range of ingredients from different cultures and countries.
- Diligently follow food safety and hygiene
- Review and refine work independently.

2. To build the foundation for all students to develop a working knowledge and understanding of the science of food through:

- Understanding and using key terminology correctly in both verbal and written formats
- Understanding why specific cooking methods are used for specific ingredients.
- Understanding how cooking methods and preparation methods impact on how the food reacts to different temperatures.

3. To enable all students to develop confidence and the ability to prepare food safely and hygienically through practising a variety of cooking methods:

- Resilience to rehearse, improve, create, embrace success and the unplanned, give and take feedback and become reflective practitioners.
- Empathy, sensitivity, understanding and openness to others.
- Take appropriate risks and demonstrate good decision-making skills with ingredients and cooking methods.
- Problem solving with enthusiasm – think creatively around a situation or piece of work.
- Demonstrate confidence, collaboration, and leadership skills.
- Engage in extra-curricular events and enrichment activities that allow them to develop their own interests and means to express themselves.
- Take advantage of opportunities such as competitions or community events to demonstrate creative skills.
- Understand the role of food in shaping individuals, culture, and community for good.
- Celebrate diverse backgrounds, values and characteristics in their culinary choices.
- Develop their own values and work ethics.
- Demonstrate understanding of people with different tastes and perspectives.

OCL Food Curriculum: Long Term Plan



Year 7

In Year 7, students arrive with a variety of cooking and food experiences, skills, knowledge and understanding.

This part of the learning journey is where students are introduced to the three strands of learning: the **12 key skills**, **food science** and **cooking methods**. Students will explore these 3 strands throughout their secondary education and will need to develop their knowledge and understanding of these strands to make progress and develop. In year 7, students will begin to develop their knowledge of the 3 strands by exploring a range of carbohydrate and protein-based ingredients and explore some cooking methods that will form the building blocks of their food and nutrition learning. In addition, our students will also be developing a working knowledge of food safety and hygiene procedures and be able to apply this when preparing simple foods.

	Autumn 1/Spring 2	Autumn 2/Summer 1	Spring 1/ Summer 2
Food Topic	Food Hygiene and Safety Sandwiches Breakfast	Bread Potatoes Pasta Salad	Pasta Sauces Rice Learning Review
Cooking Methods	Shallow frying, grilling,	Baking, Microwaving, parboiling, boiling, blanching	Boiling, simmering, stir frying, poaching, braising
Key Skills	Knife skills, preparing fruit and vegetables, General Practical skills, using the hob	Knife skills, dough, preparing combining and shaping, preparing fruit and vegetables, using the cooker, general practical skills	Sauce making, using the cooker, using the hob, knife skills, general practical skills
Food Science Knowledge	Protein coagulation, Carbohydrate dextrinization, Food hygiene and Safety	Gluten, Raising agents, Carbohydrate dextrinization, Fermentation, gluten formation	Caramelisation, sauce making, Food hygiene and Safety, gelatinisation
Oasis 9 Habits	The 9 habits are embedded into the curriculum through teacher modelling and the expectations of students during the lesson. All students are expected to uphold the 9 habits and will be supported to do so through feedback, instruction, peer reviews and sharing ideas and opinions.		
Assessing Progress	Low stakes questioning to check for understanding., Formative assessment and feedback during each lesson to support progress. And Summative assessment of sketchbooks to assess learning and identify student strengths and areas for development within teaching and the curriculum using marksheets		

Year 8

In Year 8, students start to deepen their knowledge and understanding of the 3 strands (**12 key skills, food science and cooking methods**) that they have started to learn in year 7.

The students will begin to apply similar processes to more complex recipes and ingredients to help them to further develop their knowledge and understanding of these processes and how they can be adapted to suite specific ingredients. By building upon the previous year's learning students will begin to make connections between the different cooking processes allowing their skills to grow more exponentially and begin to understand how and why specific food processes are chosen. Students will also be introduced to new skills and food science to further their knowledge and understanding.

	Autumn Term 1/Spring Term 2	Autumn Term 2/Summer Term 1	Spring Term 1/ Summer Term 2
Food Topic	Pizza- Calzone, Stromboli, Pinwheels Short crust – Jam Tarts/Quiche Rough puff- Sausage Rolls/Cinnamon Swirls	Chicken – Goujons/Spicy chicken Chicken - Fajitas Mince- Cottage pie/Spaghetti	Mince – Koftas/Burger Rice- Paella/chilli Learning Review
Cooking Methods	Shallow frying, grilling, Braising, baking,	Baking, Frying, grilling, Roasting	Boiling, simmering, stir frying, frying, Braising,
Key Skills	Sauce making, Knife skills, dough, using the cooker, preparing fruit and vegetables, General Practical skills, using the hob	Knife skills, preparing combining and shaping, preparing fruit and vegetables, using the cooker, general practical skills, Tenderising, and marinating	Knife skills, preparing combining and shaping, preparing fruit and vegetables, using the cooker, general practical skills,
Food Science Knowledge	Protein coagulation, raising agents, plasticity, gluten formation, Carbohydrate dextrinization, shortening	Gluten, raising agents, Carbohydrate dextrinization, Fermentation, gluten formation, Caramelisation, sauce making, Thermal denaturation	Gluten, raising agents, Carbohydrate dextrinization, Fermentation, gluten formation, Caramelisation, sauce making, Thermal denaturation
Oasis 9 Habits	The 9 habits are embedded into the curriculum through teacher modelling and the expectations of students during the lesson. All students are expected to uphold the 9 habits and will be supported to do so through feedback, instruction, peer reviews and sharing ideas and opinions.		
Assessing Progress	Low stakes questioning to check for understanding., Formative assessment and feedback during each lesson to support progress. And Summative assessment of sketchbooks to assess learning and identify student strengths and areas for development within teaching and the curriculum using marksheets		

Year 9

Students begin to refine their skills and practical knowledge of the 3 strands (**12 skills, food science and cooking methods**). Students are challenged with applying their knowledge and understanding by using new ingredients and cooking processes and methods. The students will continue learning about the 3 strands but with an increased focus on food science, how it links to different cooking methods and the impacts these methods have on specific ingredients.

	Autumn Term 1/Spring Term 2	Autumn Term 2/Summer Term 1	Spring Term 1/ Summer Term 2
Food Topic	Pizetta bianca/focaccia Lasagne	Pasta sauces Arancini Quesadilla	Spring rolls/Samosas Curry Learning Review
Cooking Methods	Baking, frying, braising,	Baking, boiling, blanching,	Boiling, simmering, frying, baking, braising
Key Skills	Knife skills, dough, preparing combining and shaping, preparing fruit and vegetables, dough, using the cooker, general practical skills	Knife skills, dough, preparing combining and shaping, using specialist equipment, preparing fruit and vegetables, using the cooker, general practical skills	Knife skills, preparing combining and shaping, preparing fruit and vegetables, using the cooker, general practical skills
Food Science Knowledge	Protein coagulation, raising agents, plasticity, gluten formation, binding agents, Carbohydrate dextrinization	Gluten, Carbohydrate dextrinization, gluten formation, binding agents	Caramelisation, sauce making, thermal denaturation,
Oasis 9 Habits	The 9 habits are embedded into the curriculum through teacher modelling and the expectations of students during the lesson. All students are expected to uphold the 9 habits and will be supported to do so through feedback, instruction, peer reviews and sharing ideas and opinions.		
Assessing Progress	Low stakes questioning to check for understanding., Formative assessment and feedback during each lesson to support progress. And Summative assessment of sketchbooks to assess learning and identify student strengths and areas for development within teaching and the curriculum using marksheets		

Year 10

Students begin their GCSE journey and continue exploring the 3 strands but with a greater detail. Students will begin to broaden the skills and knowledge they have learnt during key stage 3 and begin to apply it with a more deliberate sense of intention (understanding why they are doing what they are doing and how small changes in process can impact ingredients). Students will both develop and refine skills whilst applying them to new contexts. Students will also begin preparation for their GCSE NEA (coursework) and begin to learn about the expectations required to produce high quality work. This year also sees that the students are exposed to more cultures and cuisines to broaden their understanding of flavours and their tolerance and understanding of other people and cultures.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Food Topic	Eatwell guide Macro nutrients: Protein Portioning Chicken Mince	Dietary Fibre Carbohydrates Fats Food Presentation	Pastry Vitamin A and D Soup Water soluble vitamins	Minerals Staple Foods Energy Needs Raising Agents	Dietary Needs Bread making Dietary requirements	Filled Pasta Proteins Custard
Cooking Methods	Shallow frying, grilling, baking,	Baking, Microwaving, parboiling, boiling, blanching	Boiling, simmering, stir frying, poaching, braising, baking	Baking, braising	Baking	Boiling, simmering,
Key Skills	Knife skills, preparing fruit and vegetables, General Practical skills, using the hob and oven	Knife skills, preparing combining and shaping, preparing fruit and vegetables, using the cooker, general practical skills	Sauce making, using the cooker, using the hob, knife skills, general practical skills,	Knife skills, dough, preparing combining and shaping, preparing fruit and vegetables, using the cooker, general practical skills	Knife skills, dough, gluten formation, fermentation, preparing combining and shaping, preparing fruit and vegetables, using the cooker, general practical skills, aeration	Dough, preparing combining and shaping, preparing fruit and vegetables, using the cooker and hob, general practical skills and sauce making
Food Science Knowledge	Protein denaturation and coagulation, Marination, Food hygiene and Safety	Carbohydrate dextrinization, enzymatic browning, gelatinization	vitamin loss in processing, shortening, processing, aeration, Food hygiene and Safety	Raising Agents, Energy needs, Staple foods, vitamins and minerals, vitamin loss in processing	Fermentation, Dextrinization, Gluten, gluten formation, plasticity, Food safety and Hygiene	Protein Denaturation & Coagulation, curdling, sauce making,
Oasis 9 Habits	The 9 habits are embedded into the curriculum through teacher modelling and the expectations of students during the lesson. All students are expected to uphold the 9 habits and will be supported to do so through feedback, instruction, peer reviews and sharing ideas and opinions.					
Assessing Progress	Low stakes questioning to check for understanding., Formative assessment and feedback during each lesson to support progress. And Summative assessment of sketchbooks to assess learning and identify student strengths and areas for development within teaching and the curriculum using marksheets					

Year 11

Students in year 11 begin to work through the NEA coursework assignments of the AQA GCSE course. The coursework tasks are set by the exam board and released on specific dates. These tasks will require students to investigate and explore a specific food and nutrition topic of their choosing and apply their knowledge and understanding of the 3 strands to create an informed exploration of the topic. Once the students have completed the NEA coursework tasks, the focus of the learning will shift to preparing the students for their written exam. The students will revise key topics and practice exam questions to prepare them for the final exam.

The AQA Food preparation and nutrition course consists of 2 NEA coursework projects that make up 50% of the final GCSE mark and one written exam that makes up the other 50% of the final GCSE Mark.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Food Topic	NEA 1: Externally Set Task	NEA 1: Externally Set Task	NEA 2: Externally Set Task	NEA 2: Externally Set Task	Written Exam Revision	Course fully completed and Final exam taken.
Cooking Methods	Application of previous learned cooking methods. Specific methods that will be studied are dependent on the task set by the exam board	Application of previous learned cooking methods. Specific methods that will be studied are dependent on the task set by the exam board	B Application of previous learned cooking methods. Specific methods that will be studied are dependent on the task set by the exam board	Application of previous learned cooking methods. Specific methods that will be studied are dependent on the task set by the exam board	Revision of all cooking methods	
Key Skills	Application of previous learned key skills. Specific key skills that will be studied are dependent on the task set by the exam board	Application of previous learned key skills. Specific key skills that will be studied are dependent on the task set by the exam board	Application of previous learned key skills. Specific key skills that will be studied are dependent on the task set by the exam board	Application of previous learned key skills. Specific key skills that will be studied are dependent on the task set by the exam board	Revision of 12 key skills and their various applications	
Food Science Knowledge	Application of previous learned Food science knowledge. Specific knowledge that will be studied is dependent on the task set by the exam board	Application of previous learned Food science knowledge. Specific knowledge that will be studied is dependent on the task set by the exam board	Application of previous learned Food science knowledge. Specific knowledge that will be studied is dependent on the task set by the exam board	Application of previous learned Food science knowledge. Specific knowledge that will be studied is dependent on the task set by the exam board	Revision of key 26 areas of food science	
Oasis 9 Habits	The 9 habits are embedded into the curriculum through teacher modelling and the expectations of students during the lesson. All students are expected to uphold the 9 habits and will be supported to do so through feedback, instruction, peer reviews and sharing ideas and opinions.					

**Assessing
Progress**

Low stakes questioning to check for understanding., Formative assessment and feedback during each lesson to support progress. And Summative assessment of sketchbooks to assess learning and identify student strengths and areas for development within teaching and the curriculum using marksheets