OCL Food Curriculum: Statement of Intent

Purpose of study

Food science and nutrition makes an extremely vital contribution to a children's development in many ways both explicitly and implicitly. To understand food science and nutrition is to understand the impacts of food and nutrition on both physical and mental health. Food can also be used to promote awareness of other cultures and environmental issues leading students to have a well-rounded view of society and the world around them. Food science and nutrition presents students with the opportunity to learn and develop culinary skills and techniques with different ingredients and processes discovering confidence and learning to trust their judgements whilst learning to question, critique and make decisions around processes. Our Food curriculum enables 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 and cultures that develop creativity, resilience, the willingness to take appropriate risks and the confidence to express feelings, thoughts, and ideas: developing a sense of self. Confidently experimenting
and exploring flavours, ingredients, and ways of working, being open to asking questions and challenging accepted ideas: developing a sense of wider responsibility. Thoughtfully investigating ideas of equality and diversity: developing a sense of inclusivity

Competence: Developing student's ability to use accurately and expressively a variety of skills, techniques, and ingredients with confidence. Enabling them to make well-informed, good choices about their work and to understand and formulate connections between their work and the work of others. Being able to create a personal response through practice and understanding context: nurturing the exploration of flavours and ingredients.

Community: Inspiring students to develop a lifelong love, appreciation and understanding of nutrition and how food can impact a variety of contexts from health to culture. 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 the knowledge, skills and understanding so that they will know how to design, create and cook successfully, being able to:

- Use a wide range of materials, processes and techniques with confidence
- Select appropriate ingredients and flavours that complement each other
- Always follow food safety and hygiene
- Use a wide range of ingredients, processes and techniques with skill and accuracy
- Create their own recipes; devising, developing, and executing a personal response to food
- dishes
- Identify, explore, and use a range of fundamental processes to cook and create food.
- Review and refine work independently

2. To build the foundation for all students to develop an understanding of the science of food:

- Understand and use key terminology
- Be able to articulate their reasons for choices and decisions they have made in regard to process and ingredients
- Rigorously question, observe, identify, dissect, analyse, evaluate and use ideas from chefs across the full range of cultures and traditions.
- Broaden and deepen essential world knowledge and use this to create purpose in their work
- Use a wide range of ingredients, processes, and techniques with purpose to realise intentions
- Think in abstract ways from concrete starting points making connections between their work and the work of others

3. To enable all students to develop their character, confidence and identity through practising cooking and food nutrition:

- 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 Art 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 to embed the core technical skills for students to start their journey into food. This will see the students using different equipment and working with a variety of processes that build a base knowledge for the students to build upon later at KS3. Students will learn and practise a range of technical skills using a variety of ingredients with a focus on hygiene, control and presentation. Students will learn how to identify when food is cooked and will develop an understanding of basic food hygiene and safety process that must be followed in the cooking area. Whilst learning practical skills students will also be introduced to the basic knowledge of food nutrition and will start to develop an understanding of the different food groups and how they can be used to make healthy choices/a healthy diet .

	Cycle 1	Cycle 2	Cycle 3
Key Learning	Health and Safety procedures Protein Denaturation & Coagulation Carbohydrate Dextrinization Caramelisation Gluten Fermentation Raising agents	Carbohydrate Dextrinisation; Caramelisation Gluten Fermentation Sauce making Gelatinisation Binding agents	Protein Denaturation & Coagulation Carbohydrate Dextrinisation; Caramelisation Enzymic browning Gluten Fermentation Sauce making Gelatinisation Raising agents Shortening
Design	Simple meals/snacks: Sandwiches (different breads and hot/cold fillings), Breakfast (use of bread and eggs), Bread making.	Lunches/snacks continued: Potatoes (wedges, baked, Hasselback); Pasta salad, Pasta sauces (ragû, Tomato and Mascarpone, Macaroni cheese)	Lunches/snacks continued: Rice (egg fried/Pudding); Fruit (fruit salad, smoothies, crumble)
Make- Processes and Methods	Grilling, dry/shallow frying, boiling, baking. Radiant, conduction, convection heat	Boiling, simmering, microwaving, baking. Radiant, conduction and convection heat	Boiling, simmering, stir frying, baking. Convection and conduction heat

Make- Food Nutrition	Protein, Carbohydrate, Fat, Vitamins & Minerals Eatwell guide	Carbohydrates, Vitamins & Minerals, Eatwell guide, Balanced diet	Carbohydrates, Vitamins & Minerals, Eatwell guide, Balanced diet
Evaluate	Students will Evaluate work through self-reflection, peer reviews and teacher questioning. The evaluation will be used to help guide students to more successful future choices	Students will Evaluate work through self-reflection, peer reviews and teacher questioning. The evaluation will be used to help guide students to more successful future choices	Students will Evaluate work through self-reflection, peer reviews and teacher questioning. The evaluation will be used to help guide students to more successful future choices
Food Safety and Hygiene	Chopping boards, hand washing, using grill, using hobs, washing equipment, knife safety	Chopping boards, knife safety, hand washing, separation, refrigeration, washing equipment and storage of equipment and ingredients.	Chopping boards, hand washing, separation, refrigeration, using grill, using hobs, washing equipment and storage of equipment and ingredients.
Assessing Progress	Low stakes questioning to check for understanding Formative assessment and feedback during each lesson to support progress. Summative assessment of class notebook to assess learning and identify student strengths and areas for development	Low stakes questioning to check for understanding Formative assessment and feedback during each lesson to support progress. Summative assessment of class notebook to assess learning and identify student strengths and areas for development	Low stakes questioning to check for understanding Formative assessment and feedback during each lesson to support progress. Summative assessment of class notebook to assess learning and identify student strengths and areas for development
Oasis 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.	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.	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.

Year 8:

In Year 8, students start to deepen their knowledge and understanding of the skills and processes they have started to learn in year 7.

This part of the learning journey is to build upon the core technical skills students developed during 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 learn more about food nutrition and develop an understanding about how homemade options can be much healthier and can allow students to have more control over the flavour, texture, and nutritional content of their food.

	Cycle 1	Cycle 2	Cycle 3
Key Learning	Protein Denaturation & Coagulation Carbohydrate Dextrinisation Shortening Aeration Plasticity Gluten and Gluten formation Fermentation Raising agents Marination Sauce making	Thermal Denaturation Carbohydrate Dextrinisation Aeration Raising agents Marination Sauce making Seasoning	Protein Denaturation & Coagulation Carbohydrate Dextrinisation; Caramelisation Enzymic browning Bonding agents Gluten Fermentation Sauce making Gelatinisation Raising agents Shortening
Design	Simple meals/snacks with a greater emphasis on everything homemade. Pizza (homemade passata), Shortcrust pastry (jam tarts, Mini quiches). Rough puff pastry (sausage rolls, cinnamon swirls)	Meals/snacks continued. Chicken (sweet and spicy, breaded goujons, fajitas), Minced beef (Spaghetti Bolognese, Cottage pie)	Meals/snacks continued. Minced beef (burgers, falafels, kofta, meatballs); Rice (paella, biryani)
Make- Processes and Methods	Grilling, dry/shallow frying, boiling, baking. Radiant, conduction, convection heat	Boiling, simmering, microwaving, baking. Radiant, conduction and convection heat	Grilling, shallow frying, boiling and simmering. Conduction and radiant heat

Make- Food Nutrition	Protein, Carbohydrate, Fat, Vitamins & Minerals Eatwell guide Homemade vs UPF, Use of additives	Protein, Carbohydrate, Fat, Vitamins & Minerals Eatwell guide Homemade vs UPF, Use of additives	Protein, Carbohydrate, Fat, Vitamins & Minerals Eatwell guide Homemade vs UPF, Use of additives
Evaluate	Students will Evaluate work through self-reflection, peer reviews and teacher questioning. The evaluation will be used to help guide students to more successful future choices	Students will Evaluate work through self-reflection, peer reviews and teacher questioning. The evaluation will be used to help guide students to more successful future choices	Students will Evaluate work through self-reflection, peer reviews and teacher questioning. The evaluation will be used to help guide students to more successful future choices
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Year 9

Students begin to refine their skills and practical knowledge of cooking processes and methods. Students are challenged with applying their knowledge from the previous years in new ways to further develop their understanding of the relationship between cooking processes and ingredients. Students will begin to learn how the different properties of different ingredients impact the cooking outcomes in terms of flavour, texture, and nutritional content. Students will also begin to explore the concept of seasonal ingredients and how fresh quality ingredients impacts their food.

	Cycle 1	Cycle 2	Cycle 3
Key Learning	Protein Denaturation & Coagulation Carbohydrate Dextrinisation Shortening Aeration Plasticity Gluten and Gluten formation Fermentation Raising agents Marination Sauce making	Thermal Denaturation Carbohydrate Dextrinisation Aeration Raising agents Marination Sauce making SeasoningPro	Protein Denaturation & Coagulation Carbohydrate Dextrinisation; Caramelisation Enzymic browning Bonding agents Gluten Fermentation Sauce making Gelatinisation Raising agents Shortening
Design	Simple meals/snacks, an emphasis on everything homemade to build and extend skills: Bread (pizette Bianca, Focaccia); Pasta (sauces, lasagne)	Simple meals/snacks cont. Pasta (sauces), Rice (risotto into arancini), Bread (tortilla wraps for quesadillas)	Simple meals/snacks cont. Knife skills (macedoine and julienne for spring rolls and samosas); Curry (Chicken Masala, Naan bread)
Make- Processes and Methods	Sauteing, Boiling and simmering, Baking, Use of microwave. Conduction, Convection and Radiant heat	Sauteing, Boiling and simmering, baking, dry frying. Conduction, convection heat transfer	Sauteing, Boiling and simmering, baking. Conduction, convection, and radiant heat

Make- Food Nutrition	Protein, Carbohydrate, Fat, Vitamins & Minerals Eatwell guide Homemade vs UPF, Use of additives	Protein, Carbohydrate, Fat, Vitamins & Minerals Eatwell guide Homemade vs UPF, Use of additives	Protein, Carbohydrate, Fat, Vitamins & Minerals Eatwell guide Homemade vs UPF, Use of additives
Evaluate	Students will Evaluate work through self-reflection, peer reviews and teacher questioning. The evaluation will be used to help guide students to more successful future choices	Students will Evaluate work through self-reflection, peer reviews and teacher questioning. The evaluation will be used to help guide students to more successful future choices	Students will Evaluate work through self-reflection, peer reviews and teacher questioning. The evaluation will be used to help guide students to more successful future choices
Food Safety and Hygiene	Chopping boards, hand washing, using grill, using hobs, washing equipment, knife safety	Chopping boards, knife safety, hand washing, separation, refrigeration, washing equipment and storage of equipment and ingredients.	Chopping boards, hand washing, separation, refrigeration, using grill, using hobs, washing equipment and storage of equipment and ingredients.
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Year 10

Students begin their GCSE journey and exploring the science of food in greater detail. Students will begin to explore the skills and knowledge they have learnt during key stage 3 and begin to apply it into the wider context of food. 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.

	Term 1 and 2	Term3 and 4	Term 5 and 6
Key Learning	Introduction to GCSE expectations 12 skills Complex Knife Skills Food presentation Fine knife skills Starch based sauces Rising agents Life stages and effect upon nutritional needs Energy needs: BMR, PAL Special dietary needs/choices	Healthy eating Life stages and Energy needs PAL Dietary needs Special diets Dietary choices Protein denaturation Coagulation Gluten Curdling Gelatinisation Dextrinization Caramelisation Shortening Aeration plasticity Emulsification syneresis Contamination Food poisoning	Environmental and sustainability Processing Food miles Carbon footprint Organic, GM foods Local and seasonal foods Food security Vitamin loss in processing Staple foods Primary and secondary processing, Food labelling and marketing Traditional equipment Eating patterns and habits of other cultures

		uses of microorganisms in food production.	
Design	Meals/snacks and alternatives: Pastry (short and puff), filleting chicken, soup (reduction), bread,	NEA Practice module 1 and 2 Sauce, custard, pancakes, sweet breads, bread, choux pastry, pasta	Food Cultures: Indian, Italian, Spanish, Chinese.
Make- Processes and Methods	Frying, Sauteing, Boiling and simmering, Baking, Conduction, Convection and Radiant heat	Sauteing, Boiling and simmering, baking, dry frying. Conduction, convection heat transfer, radiation	Sauteing, Boiling and simmering, baking. Conduction, convection, and radiant heat
Make- Food Nutrition	Protein Amino acids Denaturation protein alternatives Carbohydrates, Complex/Simple (Starch, sugar, dietary fibre), Mono/di/poly saccharides Fat triglycerides, fats/oils, saturated and unsaturated Plasticity Enzymic browning Minerals: Iron, calcium, sodium, iodine fluoride, phosphorus Vitamins A,D,E,K (fat soluble) and B's and C (water soluble); Antioxidants (A,C,E)	Protein Science: Denaturation and coagulation Amino acids Denaturation protein alternatives Carbohydrates, Complex/Simple (Starch, sugar, dietary fibre), Mono/di/poly saccharides Fat triglycerides, fats/oils, saturated and unsaturated Plasticity Enzymic browning Minerals: Iron, calcium, sodium, iodine, fluoride, phosphorus Vitamins A,D,E,K (fat soluble) and B's and C (water soluble); Antioxidants (A,C,E)	Protein Science: Denaturation and coagulation Amino acids Denaturation protein alternatives Carbohydrates, Complex/Simple (Starch, sugar, dietary fibre), Mono/di/poly saccharides Fat triglycerides, fats/oils, saturated and unsaturated Plasticity Enzymic browning Minerals: Iron, calcium, sodium, iodine, fluoride, phosphorus Vitamins A,D,E,K (fat soluble) and B's and C (water soluble); Antioxidants (A,C,E)
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	equipment, knife safety coeliac disease, Lactose intolerance	equipment and ingredients. Dietary related illnesses	equipment and ingredients. Yeasts, Moulds, Bacteria, Enzymes. Oxidation Microorganisms in Food production Bacterial contamination Food poisoning
Assessing Progress	Low stakes questioning to check for understanding Formative assessment and feedback during each lesson to support progress. Summative assessment of class notebook to assess learning and identify student strengths and areas for development	Low stakes questioning to check for understanding Formative assessment and feedback during each lesson to support progress. Summative assessment of class notebook to assess learning and identify student strengths and areas for development	Low stakes questioning to check for understanding Formative assessment and feedback during each lesson to support progress. Summative assessment of class notebook to assess learning and identify student strengths and areas for development
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Year 11

Students at year 11 begin to work through the coursework assignments of the course. The students will experiment and explore specific questions in relation to the process and properties of methods and ingredients of specific dishes. The students will experiment in a scientific manner, exploring how a specific method or ingredient impacts the outcome of a dish. Students in the spring term will begin revising over the course content and refreshing and refining their knowledge in preparation for their final exam.

	Term 1 and 2	Term3 and 4	Term 5 and 6
Key Learning	Introduction to GCSE expectations 12 skills Complex Knife Skills Food presentation Fine knife skills Starch based sauces Rising agents Pastry, bread, pasta, meat and fish, vegan options, Complex knife skills; Sugar experiments… Aesthetics and plating up	Healthy eating Life stages and Energy needs PAL Dietary needs Special diets Dietary choices Protein denaturation Coagulation Gluten Curdling Gelatinisation Dextrinization Caramelisation Shortening Aeration plasticity Emulsification syneresis Contamination Food poisoning uses of microorganisms in food production.	Environmental and sustainability Processing Food miles Carbon footprint Organic, GM foods Local and seasonal foods Food security Vitamin loss in processing Staple foods Primary and secondary processing, Food labelling and marketing Traditional equipment Eating patterns and habits of other cultures
Design	NEA 1: Scientific food investigation. Tasks release by AQA on 1st September. NEA 2: Food preparation task, released 1st November	NEA Practice module 1 and 2 Pastry, bread, pasta, meat and fish, rice,	Food Cultures: Indian, Italian, Spanish, Chinese.
Make- Processes and Methods	Frying, Sauteing, Boiling and simmering, Baking, Conduction, Convection and Radiant heat	Sauteing, Boiling and simmering, baking, dry frying. Conduction, convection heat transfer	Sauteing, Boiling and simmering, baking. Conduction, convection, and radiant heat

Make- Food Nutrition	Protein, Carbohydrate, Fat, Vitamins & Minerals Eatwell guide	Protein, Carbohydrate, Fat, Vitamins & Minerals Eatwell guide	Protein, Carbohydrate, Fat, Vitamins & Minerals Eatwell guide
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