Food and Nutrition Programme of Study – Albany Academy

Engage Springboard Pathway

FOOD PREPARATION COOKING AND NUTRITION PROGRAMME OF STUDY – ENGAGE SPRINGBOARD PATHWAY – ALBANY ACADEMY			
Prior Learning: KS3	As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to: - understand and apply the principles of nutrition and health - cook a repertoire of predominantly savoury dishes so that they can feed themselves, and others, a healthy and varied diet - become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] - understand the source, seasonality and characteristics of a broad range of ingredients		
Prior learning	**Year 7**	**Year 8**	**Year 9**
Cooking and Nutrition			• Know how to compare the cost of food when planning to eat out or cook at home • Know about the influence of food marketing, advertising and promotion on their own diet and purchasing behaviour
	• Know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade • Know that people choose different types of food and that this may be influenced by availability, season, need, cost, where the food is produced, culture and religion		

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Food preparation, cooking and nutrition	Know the importance of a healthy and varied diet as depicted in The Eatwell Plate and Eight Tips for Healthy Eating Know that food provides energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life Know how to taste and cook a broader range of ingredients and healthy recipes, accounting for a range of needs, wants and values Know how to actively minimise food waste such as composting fruit and vegetable peelings and recycling food packaging		• Know the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight • Know how to use nutrition information and allergy advice panels on food labels to help make informed food choices • Know how to use a broader range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending • Know how to modify recipes and cook dishes that promote current healthy eating messages • Know the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is steaming hot	
	• Know how to store, prepare and cook food safely and hygienically • Know how to use date-mark and storage instructions when storing and using food and drinks • Know how to select and prepare ingredients • Know how to use utensils and electrical equipment • Know how to apply heat in different ways • Know how to use taste, texture and smell to decide how to season dishes and combine ingredients • Know how to adapt and use their own recipes • Cook a repertoire of predominantly savoury dishes to feed themselves and others a healthy and varied diet			
KS4	**Nutrition**	**Food**	**Cooking & food preparation**	**Skills requirements: preparation and cooking techniques**

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			The scientific principles underlying the preparation and cooking of food:	
Taught content: Knowledge/Skills	recommended guidelines for a healthy diet. How peoples' nutritional needs change and how to plan a balanced diet for those life-stages, including for those with specific dietary needs • the recommended energy provided by protein, fat and carbohydrates (starch, sugars, fibre) and the percentage of daily energy intake the nutrients should contribute. Basal metabolic rate (BMR) and physical activity	Food provenance • where and how foods are grown, reared, or caught and the primary and secondary stages of processing and production • how processing affects the sensory and nutritional properties of ingredients • the impact of food and food security on the environment, local and global markets and communities • technological developments that claim to support better health and food production, including fortification and modified foods with health	why food is cooked • how heat is transferred to food through conduction, convection and radiation • appropriate cooking methods to conserve or modify nutritive value or improve palatability • understanding of the working characteristics, functional and chemical properties of ingredients to achieve a particular result: • carbohydrates – gelatinisation, dextrinisation • fats/oils – shortening, aeration, plasticity and emulsification • protein – coagulation, foam formation, gluten formation, acid denature	consider the influence of lifestyle and consumer choice when developing meals and recipes • consider the nutritional needs and food choices when selecting recipes, including when making decisions about the ingredients, processes, cooking methods, and portion sizes • develop the ability to review and make improvements to recipes by amending them to include the most appropriate ingredients, process, cooking methods, and portion sizes

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	level (PAL) and their importance in determining energy requirements. How to maintain a healthy body weight throughout life • the specific functions, main sources, dietary reference values and consequences of malnutrition of macronutrients and micronutrients • how to calculate energy and nutritional values and plan recipes, meals and diets accordingly • major diet related health risks including obesity, cardiovascular,	benefits and the efficacy of these • the development of culinary traditions in British and two international cuisines1, their distinctive features and characteristics, traditional and modern variations of recipes, cooking methods, presentation and eating patterns Food choice • how sensory perception guides the choices that people make, how taste receptors and olfactory systems work • the sensory qualities of a range of foods and combinations and understand how to set up	• fruit/vegetables - enzymic browning, oxidisation • how preparation and cooking affects the sensory and nutritional properties of food • food safety principles when buying, storing, preparing and cooking food: • how to store foods correctly and the importance of date-marks • the growth conditions and control for enzyme action, mould growth and yeast production • the signs of food spoilage, including enzymic action, mould growth, yeast production and bacteria. Some bacteria have helpful properties in food production • the factors which affect bacterial growth – time,	• manage the time and cost of recipes effectively • use their testing and sensory evaluation skills, adjusting where needed, to improve the recipe during the preparation and cooking process • explain, justify and present their ideas about their chosen recipes and cooking methods to others • make decisions about which techniques are appropriate based on their understanding of nutrition, food, different culinary traditions and cooking and food preparation content to achieve their intended outcome. They must be able to carry out these techniques safely and combine them into

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	bone health, dental health, iron deficiency anaemia, diabetes • the importance of hydration, the function of water in the diet The range of foods and ingredients to be studied in sections B and C should come from major commodity groups and reflect the recommended guidelines for a healthy diet. Food groups include: • bread, cereals, flour, oats, rice, potatoes, pasta • fruit and vegetables (fresh, frozen, dried, canned and juiced)	tasting panels for preference testing • the range of factors that influence food choices, including enjoyment, preferences, seasonality, costs, availability, time of day, activity, celebration, or occasion • the choices that people make about certain foods according to religion, culture, ethical belief or medical reason • how to make informed choices about food and drink to achieve a varied and balanced diet, including awareness of portion sizes and costs how the information about food available to the consumer, including food	temperature, moisture and food availability • the types of bacterial cross-contamination and their prevention Preparation and cooking techniques: • how and when the skills and techniques listed in the annex can be applied and combined to achieve specific outcomes • how the the skills and techniques listed in the annex relate to the knowledge and understanding requirements set out above	appealing meals whilst evaluating the results

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	• milk, cheese and yoghurt 5 • meat, fish, eggs, soya, tofu, beans, nuts, seeds • butter, oil, margarine, sugar and syrup	labelling and marketing, influences food choice		
Subsequent learning	*Post 16+* This programme of study is designed to allow progression within GCSE Food Technology courses and to support continuation and potential entry for GCSE or Level 1 or 2 qualifications at Dual Placement schools. This programme of study could lead to Level 2 and Level 3 qualifications or other vocational qualifications in this subject area. It should support students to transition to adult life with transferrable skills in healthy living and lifestyle.			