



## **Food and Nutrition**

### **Intent:**

The curriculum has been designed to empower children with virtues that enable them to excel academically and spiritually inspiring them to serve humanity selflessly (Nishkam), with an abundance of love, compassion, and forgiveness. The curriculum aims to support pupils to learn about peace, forgiveness, love, and faith in the Divine through their academic subjects, faith practice and personal development.

Our curriculum is constructed around our vision to ensure we remain:

#### **Faith-inspired:** learning from the wisdom of religion

*Our pupils explore the divine context of humanity and wonder of all creation. They not only learn about, but also learn from, the wisdom of religions and in so doing explore the infinite human potential to do good unconditionally. We support pupils to develop aspects of their own religious, spiritual or human identities. They learn about serenity through prayer and humility in service and in so doing, they deepen their own respective faith, and respect the common purpose of all religious traditions, as well as respecting the beliefs of those with no faith tradition. They explore the unique divinity of the individual, and our common humanity.*

#### **Virtues-led:** nurturing compassionate, responsible human beings

*We believe that the fostering of human virtues forms the foundation of all goodness. Our curricula are carefully enriched to allow experiences where our pupils, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable pupils to understand their choices in order to help lead better lives. Our pupils become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the global family and all creation, founded in faith. Pupils learn to experience faith through lived out through righteous living in thought, action and deed.*

#### **Aspiring for Excellence:** in all that we do.

*Our pupils and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social, intellectual and physical life. We foster a school culture which inspires optimism and confidence, hope and determination for all to achieve their best possible. This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Pupils gain a breadth and depth of knowledge and a love of learning to achieve their full potential.*

The curriculum at Nishkam School West London has been carefully crafted to be broad, balanced and stimulating, giving every Nishkam student the opportunity to be knowledgeable, multi-skilled, highly literate, highly numerate, creative, expressive, compassionate and confident people. Knowledge-rich, skills based and Faith-inspired, the Curriculum at Nishkam School West London is delivered through three **Golden Threads** that are unique to our ethos and virtues:

1	Love and forgiveness vs. Enmity and Hate
2	Peace and Collaboration vs. Conflict and War
3	Trust in God

Every composite of our curriculum is constructed of components that have each of these threads at their core. These elements can be clearly identified in our subject-based curriculum maps and Schemes of Learning documents.

"Food is everything we are. It is an extension of nationalist feeling, ethnic feeling, your personal history, your province, your region, your tribe, your grandma. It's inseparable from those from the get-go."

Anthony Bourdain

As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking that will open the door to one of the great expressions of human creativity. Learning how to cook being a crucial life skill that enables students to feed themselves and others affordably and well, now and in later life.

Students will:

- Develop their knowledge, understand, and apply the principles of nutrition and health.
- Cook predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet, however they will learn of ways to enjoy healthy sweet dishes.
- Become competent in a range of cooking techniques to prepare food in a safe and hygienic way.
- Be able to select and prepare ingredients, use utensils and electrical equipment, apply heat in different ways, show an awareness of taste, texture, and smell to decide how to season dishes and combine ingredients, using and adapting their own recipes.
- Understand the source, seasonality, provenance, procurement and characteristics of a broad range of ingredients.

#### **Curriculum links to 'The Golden Threads' (Peace, Love, Collaboration and Forgiveness)**

- Resilience – The pupils will develop skills to enable them to become good cooks.
- Cleanliness- The pupils will understand how to work hygienically and clean their own working environment.
- Confidence – The pupils will practise a variety of skills and strategies to support them during practical work.
- Respect – The pupils will respect the environment that they are working in and ensure that they use equipment and facilities with care

- Self-discipline - pupils will follow strict instructions to ensure high quality products.
- Love and forgiveness – Pupils will be learning to love food and the ethics behind certain diets for example a 'Vegan' diet – looking at animal cruelty, ethics, and moral issues. Learning the virtue of love and forgiveness through theory lessons on 'Food waste' and world poverty.
- Peace/Collaboration – In all year groups, pupils will be preparing and cooking their food practical's whilst learning team skills in a peaceful calming manner. Developing the virtue of patience whilst preparing and cooking their food. Pupils will broaden their knowledge of different farming methods and food sustainability, encouraging collaboration.

### **Curriculum links to other Nishkam Virtues:**

The pupils will develop a sense of curiosity and fascination with techniques used in food, using their imagination to be as creative as possible in their food practical work. They will develop empathy by gaining an understanding regarding food poverty as well as the environmental impact and the importance of clean water. This will lead to a deep sense of gratitude, as the pupils gain a significant understanding of food and the choices they have been blessed with and, as with everything we do at Nishkam School, the pupils will strive for excellence in all their theory and practical work in Food.

Curiosity – The pupils will develop a sense of curiosity and fascination with techniques used in food. Independence, Empathy – The pupils will gain an understanding regarding food poverty, the environmental impact, clean water.

Creativity – The pupils will use their imagination to be as creative as possible in their food practical's.

Gratitude – The pupils will gain a deeper understanding of food and the choices they have been blessed with.

Excellence – The pupils will strive for excellence in all their theory and practical work in Food.

Diligence – The pupils will work efficiently, organised and meticulously in food practical lessons.

### **Cultural Capital:**

The cultural capital gained from studying food at Nishkam is vast, as students will be learning about global food provenance and food which is grown and harvested in the UK as well as around the rest of the world.

KS3 and KS4 pupils will research and cook international cuisines, focusing this on Italy, the Eastern Mediterranean and the Middle East. Students will also cook French, British, Indian, American, Japanese, Mexican, Vietnamese and Levantine dishes throughout the academic year, and will continuously learn about the origins and food cultures around each dish they make.

Pupils will gain an insight into the professional culinary world by learning first hand from an industry professional in their food technology teacher. The Food Technology teacher has excellent subject knowledge developed during their time working in professional kitchens and food styling. Students will also gain insight into the culinary world through their food practical lessons as well as by engaging with cooking

documentaries and researching the work of chefs from around the world including: Yotam Ottolenghi (Israeli) , Thomas Straker, (British) Gordon Ramsey (British), Ravinder Bhogal (British), Mary Berry (British), Alain Ducasse (French), Yoshihiro Murata (Japanese), Anula Devi (Indian), Ken Hom (Chinese), Anthony Bordain (Italian American).

<b>Implementation:</b>				
<b>Autumn 1 (Half term 1)</b>				
<b><u>Year 7</u></b>	<b><u>Year 8</u></b>	<b><u>Year 9</u></b>	<b><u>Year 10</u></b>	<b><u>Year 11</u></b>
<b>Topics</b>	<b>Topics:</b>	<b>Topics:</b>	<b>Topics:</b>	<b>Topics:</b>
<p>Safe food handling</p> <p>Equipment health and safety</p> <p>Practical preparation 'mise en place'</p> <p>Sensory evaluation</p> <p>Seasonal eating</p> <p>Macronutrients</p> <p>The Eatwell guide</p> <p>Basic food groups</p>	<p>Safe food handling</p> <p>Equipment health and safety</p> <p>Practical preparation 'mise en place'</p> <p>Sensory evaluation</p> <p>The Eatwell guide</p> <p>Basic food groups</p> <p>Food and the body – Digestion</p> <p>Macronutrients</p>	<p>Safe food handling</p> <p>Equipment health and safety</p> <p>Practical preparation 'mise en place'</p> <p>Sensory evaluation</p> <p>Global cuisine and food cultures</p> <p>Global cuisine: Italian Pasta 101</p> <p>Emulsification and colloidal systems in food</p>	<p><u>Theory: Unit 1: The hospitality and catering industry</u></p> <p>1.3.2 HACCP forms</p> <p>1.4.1 food related ill health.</p> <p><u>Practical: Unit 2</u></p> <p>2.3.1a How to prepare and make dishes</p> <p>2.3.3a Food safety Practices</p> <p>2.1.1a Understanding the importance of nutrition</p> <p>Unit 2.2 Menu planning</p> <p>2.1.2 How cooking methods can impact on nutritional value.</p> <p>1.4.3 Preventative control measures of food-induced ill health</p> <p>2.2.1 Factors affecting menu planning.</p>	<p><u>Theory: Unit 1: The hospitality and catering industry</u></p> <p>1.1a Hospitality and catering provision</p> <p>1.1.1b Hospitality and catering providers</p> <p>1.1.2 Working in the hospitality and catering industry.</p> <p>1.1.3 Working conditions in the hospitality and catering industry.</p> <p>Case study: Costa Coffee</p> <p>1.1.4 Contributing factors to the success of hospitality and catering provision</p> <p>Case study: Dukes Hotel</p> <p>1.2 How hospitality and catering providers operate.</p> <p>1.2.1a the operation of the front and back of house</p> <p>1.2.1b the operation of the front and back of house Case study: Alliance</p>

				<p>1.2.2 Customer requirements in hospitality and catering</p> <p>1.2.3 Hospitality and catering provision to meet specific requirements.</p> <p>1.3 Health and safety in hospitality and catering</p> <p>1.3.1 Health and safety in hospitality and catering provision</p> <p>1.3.2 Food safety Case study: Hazard analysis</p> <p>1.4 Food safety in hospitality and catering</p> <p>1.4.1 Food-related causes of ill health</p> <p>1.4.2 Symptoms and signs of food-induced ill health</p> <p>1.4.3 Preventative control measures of food-induced ill health</p> <p>1.4.4 The Environmental Health Officer (EHO)</p>
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<p><b>Skills:</b></p> <p>Safe food handling, safe knife handling safe handling of all other equipment</p> <p>Hygiene, health, and safety in a working kitchen.</p> <p><b>Practical skills;</b> hand whisking, zesting, juicing, marinating, emulsifying, stirring, mixing, coating, seasoning. sensory evaluation</p> <p><b>Knife skills &amp; techniques:</b> slice, large French bias, large dice, chiffonade</p> <p><b>Stove use:</b> Roast, boil seasonal produce use, Correct and hygienic clean up procedure. Presentation Practical preparation 'mise en place'</p>	<p><b>Skills:</b></p> <p>Safe food handling, safe knife handling safe handling of all other equipment</p> <p>Hygiene, health, and safety in a working kitchen</p> <p><b>Practical skills;</b> Electric whisk, mixing, grating, seasoning, zesting, creaming, coating, cooling, weighing, measuring, spooning,</p> <p><b>Knife skills &amp; techniques:</b> slice, dice – various sizes,</p> <p><b>Stove use:</b> Roast, bake, seasonal produce use, Correct and hygienic clean up procedure. Presentation Practical preparation 'mise en place' Sensory evaluation Making multiple components to a dish</p>	<p><b>Skills:</b></p> <p>Safe food handling, safe knife handling safe handling of all other equipment</p> <p>Hygiene, health, and safety in a working kitchen</p> <p><b>Practical skills;</b> weighing, measuring, Kneading, mixing, rolling, cutting, precision food preparation, seasoning.</p> <p><b>Knife skills &amp; techniques:</b> fine julienne, French bias brunoise, slice, matchstick.</p> <p><b>Stove use:</b> boil, sauté, Emulsify sauce in a pan.</p> <p>Correct and hygienic clean up procedure. Presentation Practical preparation 'mise en place' Sensory evaluation Dovetailing</p>	<p><b>Skills:</b></p> <p>Established Hygiene, health, and safety in a working kitchen.</p> <p><b>Practical skills:</b> Rolling, folding, crimping, layering, Weighing, and measuring.</p> <p><b>Knife skills &amp; techniques:</b> Various knife skills and equipment use. Teacher to encourage complex cooking skills/Techniques in students chosen recipes used in practical lessons this term.</p> <p>Dovetailing Independence Organisation Recipe writing and Planning. Presentation Simultaneous cooking and preparing multiple components.</p>	<p><b>Skills:</b></p> <p>Established Hygiene, health, and safety in a working kitchen.</p> <p><b>Practical skills:</b> Rolling, folding, crimping, layering, Weighing, and measuring.</p> <p><b>Knife skills &amp; techniques:</b> Various knife skills and equipment use. Teacher to encourage complex cooking skills/Techniques in students chosen recipes used in practical lessons this term.</p> <p>Dovetailing Independence Organisation Recipe writing and planning. Presentation Simultaneous cooking and preparing multiple components.</p>
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	<p>Simultaneous preparation and cooking</p> <p>Presentation</p>			
<p><b>Practical:</b></p> <p>Seasonal fruit salad in a sweet citrus dressing</p> <p>Seasonal Potato wedges with shallots (or white onion), fresh garlic and rosemary</p>	<p><b>Practical:</b></p> <p>Mexican style Tomato salsa 'Pico de Gallo' and baked nachos</p> <p>Spiced sweet potato wedges and spiced yoghurt dip.</p> <p>Lemon drizzle mini/individual cakes</p>	<p><b>Practical:</b></p> <p>Seasonal yoghurt slaw</p> <p>Italian pizza – from freshly made dough.</p> <p>Fresh tomato pasta sauce 'Salsa pomodoro' (To freeze and serve with fresh tagliatelle - emulsify into a sauce)</p>	<p><b>Practical:</b></p> <p>Choose from:</p> <p>Lasagne with Garlic Bread</p> <p>Afghan Dumplings with Pomegranate Rice</p> <p>Pizza and Wedges with Side Salad</p> <p>Firecracker stir fry</p> <p>Vegetables with Aromatic Rice.</p> <p>Katsu Curry with Jasmine Rice</p> <p>Red velvet cake with Mousse accompanied with raspberries and pomegranate.</p> <p>Vegetarian gelatine Cheesecake with chocolate shards, homemade biscuit with strawberry and fresh whipped cream.</p>	<p><b>Practical:</b></p> <p>Choose from:</p> <p>Lasagne with Garlic Bread</p> <p>Afghan Dumplings with Pomegranate Rice</p> <p>Pizza and Wedges with Side Salad</p> <p>Firecracker stir fry</p> <p>Vegetables with Aromatic Rice.</p> <p>Katsu Curry with Jasmine Rice</p> <p>Red velvet cake with Mousse accompanied with raspberries and pomegranate.</p> <p>Vegetarian gelatine Cheesecake with chocolate shards, homemade biscuit with strawberry and fresh whipped cream.</p>



Autumn 2 (Half term 2)

	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>
<p><b>Topics:</b></p> <p>Food provenance, availability and procurement 'farm-plate'</p> <p>Food commodities</p> <p>KAT 1 theory assessment</p> <p>KAT 1 practical assessment</p>	<p><b>Topics:</b></p> <p>Macronutrients</p> <p>Food provenance, availability, and procurement</p> <p>Seasonality</p> <p>KAT 1 theory assessment</p> <p>KAT 1 practical assessment</p>	<p><b>Topics:</b></p> <p>World foods, pasta dough, emulsification, and colloidal systems – further learning</p> <p>Recipe planning and modifying</p> <p>Global cuisines: Eastern Mediterranean and the Middle East</p> <p>KAT 1 theory assessment</p> <p>KAT 1 practical assessment</p>	<p><b>Topics:</b></p> <p>2.4 Evaluating cooking skills. 2.2.2 How to plan production. 2.4.1 Reviewing of dishes. 2.4.2 Reviewing own performance. 2.3.2 Presentation techniques Practical: Unit 2</p> <p>2.3.1a How to prepare and make dishes KAT 1</p>	<p><b>Topics:</b></p> <p><b>Theory: Unit 1</b></p> <p>1.1 Hospitality and Catering provision 1.2 How hospitality and catering providers operate. 1.3 Health and safety in hospitality and catering 1.4 Food safety in hospitality and catering KAT 1</p>
<p><b>Skills:</b></p> <p><b>Practical skills:</b> Weighing, measuring, mixing, rubbing, spooning, baking, Skills; mixing, stirring, decorating, piping, creaming, cookie cutting, zesting, grating, peeling, timekeeping.</p>	<p><b>Skills:</b></p> <p><b>Practical skills:</b> Weighing, measuring, mixing, stirring, seasoning, mashing,</p> <p><b>Knife skills &amp; techniques:</b> batonnet, chiffonade, carre, pencil shaving, large dice, bias cut, slice, and more.</p>	<p><b>Skills:</b></p> <p><b>Practical skills;</b> Weighing, measuring, mixing, kneading, rolling, moulding, shaping, pureeing, moulding, mashing, seasoning.</p> <p><b>Knife skills &amp; techniques:</b> matchsticks, mincing, batons, slice, French bias, roll cut, dice.</p>	<p><b>Skills:</b></p> <p>Established Hygiene, health, and safety in a working kitchen.</p> <p><b>Practical skills:</b> Rolling, folding, crimping, layering, Weighing, and measuring.</p> <p><b>Knife skills &amp; techniques:</b> Various knife skills and equipment use. Teacher to</p>	<p><b>Skills:</b></p> <p>Established Hygiene, health, and safety in a working kitchen.</p> <p><b>Practical skills:</b> Rolling, folding, crimping, layering, Weighing, and measuring.</p> <p><b>Knife skills &amp; techniques:</b> Various knife skills and equipment use. Teacher to encourage complex</p>

<p><b>Knife skills &amp; techniques:</b> slice, batonnet, large dice. <b>Stove use:</b> stew, simmer, bake.</p> <p>Produce preparation (wash, dry, rub, peel, grate and dry where appropriate) Cooking and preparing multiple components Further and more advanced practice of correct and hygienic Correct and hygienic clean up procedure.</p>	<p><b>Stove use:</b> sauté, simmer, boil, Sensory exploration Recipe planning and writing Organisation Time-planning Pressured Simultaneous prep and cookery. Self-sufficiency Presentation skills Practical preparation <i>'mise en place'</i></p>	<p><b>Stove use:</b> Bake, boil, shallow frying. Time management, Sensory exploration Organisation Preparing and cooking multiple components to a dish. Practical preparation <i>'mise en place'</i></p>	<p>encourage complex cooking skills/Techniques in students chosen recipes used in practical lessons this term. Dovetailing Independence Organisation Recipe writing and planning. Presentation Simultaneous cooking and preparing multiple components.</p>	<p>cooking skills/Techniques in students chosen recipes used in practical lessons this term. Dovetailing Independence Organisation Recipe writing and planning. Presentation Simultaneous cooking and preparing multiple components.</p>
<p><b>Practical:</b> Seasonal apple and blackberry crumble  'Stained glass window' star/ Christmas tree ginger biscuit (Christmas tree decoration)</p>	<p><b>Practical:</b> Mexican three-bean chilli con 'carne and guacamole  Christmas charcuterie board</p>	<p><b>Practical:</b> Fresh tagliatelle pasta – serve with thawed tomato sauce made last term.  Fresh falafel and Levantine salad</p>	<p><b>Practical:</b> Choose from: Lasagne with Garlic Bread Afghan Dumplings with Pomegranate Rice Pizza and Wedges with Side Salad Firecracker stir fry Vegetables with Aromatic Rice. Katsu Curry with Jasmine Rice</p>	<p><b>Practical:</b> Choose from: Lasagne with Garlic Bread Afghan Dumplings with Pomegranate Rice Pizza and Wedges with Side Salad Firecracker stir fry Vegetables with Aromatic Rice. Katsu Curry with Jasmine Rice</p>

			Butter Paneer masala with Garlic naan bread and Cucumber Raita Red velvet cake with Mousse accompanied with raspberries and pomegranate. Vegetarian gelatine Cheesecake with chocolate shards, homemade biscuit with strawberry and fresh whipped cream.	Butter Paneer masala with Garlic naan bread and Cucumber Raita Red velvet cake with Mousse accompanied with raspberries and pomegranate. Vegetarian gelatine Cheesecake with chocolate shards, homemade biscuit with strawberry and fresh whipped cream.
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**Spring 1 (Half term 3)**

<b><u>Year 7</u></b>	<b><u>Year 8</u></b>	<b><u>Year 9</u></b>	<b><u>Year 10</u></b>	<b><u>Year 11</u></b>
<p><b>Topics:</b></p> <p>Dairy and dairy free alternatives – nutritional profile</p> <p>Baking principles and history of</p> <p>Dextrinisation</p>	<p><b>Topics:</b></p> <p>Global cuisines</p> <p>Italian cuisine</p> <p>Emulsification</p>	<p><b>Topics:</b></p> <p>The science of baking bread (Raising agents, yeast, starch, glucose, maltose, alcoholic fermentation process)</p> <p>Pastry 101</p> <p>Functions of ingredients</p>	<p><b>Topics:</b></p> <p>Theory: Unit 1 Mock NEA controlled coursework assessment KAT 2</p>	<p><b>Topics:</b></p> <p>Unit 1 – final exam The hospitality and Catering Industry Revision</p>
<p><b>Skills:</b></p> <p><b>Practical skills:</b> whisking, straining, draining, kneading, moulding, shaping, separating, storing, chilling, weighing,</p>	<p><b>Skills:</b></p> <p><b>Practical skills:</b> Mash, drain, grate, season, mix, stir, weigh, measure,</p>	<p><b>Skills:</b></p> <p><b>Practical skills:</b> creaming, mixing, zesting, weighing, measuring, piping, folding, stirring, pouring, lining a</p>	<p><b>Skills</b></p> <p>Established Hygiene, health, and safety in a working kitchen.</p>	<p><b><u>Revision</u></b></p> <p>Unit 1 – final exam The hospitality and Catering Industry</p>

<p>measuring, mixing, folding, pouring, kettle use, seasoning, timekeeping.</p> <p><b>Knife skills &amp; techniques:</b> slice, cube, serrated knife use.</p> <p><b>Stove use:</b> Bake, grill.</p> <p>Dovetailing</p>	<p><b>Knife skills &amp; techniques:</b> slice, dice, mince.</p> <p><b>Stove use:</b> boil, sauté, simmer, reduce, emulsify.</p> <p>Safe food handling and storing.</p> <p>Dovetailing</p> <p>Sensory skills</p> <p>Complex cooking comprehension</p>	<p>dish, chilling, grating, laminating,</p> <p><b>Knife skills &amp; techniques:</b> slice,</p> <p><b>Stove use:</b> Bake, melt, simmer, blind bake</p> <p>Timekeeping, management, and planning.</p> <p>pressured food preparation.</p> <p>Organisation</p> <p>Complex cooking comprehension</p> <p>Dovetailing</p>	<p><b>Practical skills:</b> Rolling, folding, crimping, layering, weighing, and measuring.</p> <p><b>Knife skills &amp; techniques:</b> Various knife skills and equipment use. Teacher to encourage complex cooking skills/Techniques in students chosen recipes used in practical lessons this term.</p> <p>Dovetailing</p> <p>Independence</p> <p>Organisation</p> <p>Recipe writing and planning.</p> <p>Presentation</p> <p>Simultaneous cooking and preparing multiple components.</p>	
<p><b>Practical:</b></p> <p>Dairy butter (collecting buttermilk by-product to freeze for later use)</p> <p>Irish soda bread</p>	<p><b>Practical:</b></p> <p>Mash potato (freeze for fresh gnocchi next term)</p> <p>Fresh tomato pasta sauce 'Salsa pomodoro' (freeze</p>	<p><b>Practical:</b></p> <p>Spiced pineapple upside down Individual/mini cakes</p>	<p><b>Practical:</b></p> <p>Choose from: Lasagne with Garlic Bread Afghan Dumplings with Pomegranate Rice</p>	<p><b>Practical:</b></p> <p>Choose from: Lasagne with Garlic Bread Afghan Dumplings with Pomegranate Rice</p>

	to serve with gnocchi next term)	Flaky pastry Tart (base – to freeze for later use)	Pizza and Wedges with Side Salad Firecracker stir fry Vegetables with Aromatic Rice. Katsu Curry with Jasmine Rice Butter Paneer masala with Garlic naan bread and Cucumber Raita Red velvet cake with Mousse accompanied with raspberries and pomegranate. Vegetarian gelatine Cheesecake with chocolate shards, homemade biscuit with strawberry and fresh whipped cream.	Pizza and Wedges with Side Salad Firecracker stir fry Vegetables with Aromatic Rice. Katsu Curry with Jasmine Rice Butter Paneer masala with Garlic naan bread and Cucumber Raita  Red velvet cake with Mousse accompanied with raspberries and pomegranate. Vegetarian gelatine Cheesecake with chocolate shards, homemade biscuit with strawberry and fresh whipped cream.
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**Spring 2 (Half term 4)**

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<p><b>Topics:</b></p> <p>Baking bread principles dairy (and alternatives)</p> <p>Dough 101</p> <p>KAT 2 theory assessment</p> <p>KAT 2 practical assessment</p>	<p><b>Topics:</b></p> <p>World cuisine and Emulsions: Further learning and revision</p> <p>KAT 2 theory assessment</p> <p>KAT 2 practical assessment</p>	<p><b>Topics:</b></p> <p>Pastry/ science of baking/ Functions of ingredients - Further learning</p> <p>Nutritional analysis and costing a recipe &amp; traffic light labelling.</p> <p>KAT 2 theory assessment</p> <p>KAT 2 practical assessment</p>	<p><b>Topics:</b></p> <p><b>Practical: Unit 2</b> NEA controlled assessment</p>	<p><b>Topics:</b></p> <p>Students sat the external examination in Spring 1</p>

<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>	<b>Skills</b>	<b>Skills</b>
<p><b>Practical skills:</b> weighing, hand whisking, washing grains, mixing, kneading, rolling, resting (mild proving), seasoning, stirring, measuring, seasoning, infusing.</p> <p><b>Knife skills &amp; techniques:</b> salad slice, medium dice (matignon), french bias, batonnet, mince.</p> <p><b>Stove use:</b> Sauté, simmer, stew, boil bake, shallow fry, steam.</p> <p>Practical preparation <i>'mise en place'</i></p> <p>Simultaneous food preparing and cooking.</p> <p>Teamwork</p> <p>Communication</p>	<p><b>Practical skills:</b> Rolling, moulding, kneading, measuring, meticulous practical skills (pasta shaping), whisking, seasoning,</p> <p><b>Knife skills &amp; techniques:</b> Matchsticks, sauté slice, Japanese bias, baton, slice, thin rectangles (tanzaku), French bias, julienne,</p> <p><b>Stove use:</b> Pan-fry, boil, sauté.</p> <p>Practical preparation <i>'mise en place'</i></p> <p>Presentation skills</p> <p>Time management and organisation</p> <p>Emulsifying a sauce together in a pan</p> <p>Deep cleaning of equipment and work areas</p> <p>organisation</p>	<p>Established Hygiene, health, and safety in a working kitchen.</p> <p><b>Practical skills:</b> Rolling, folding, crimping, layering, Weighing, and measuring.</p> <p><b>Knife skills &amp; techniques:</b> Various knife skills and equipment use. Teacher to encourage complex cooking skills/Techniques in students chosen recipes used in practical lessons this term.</p> <p><b>Stove use:</b> Bake, sauté, blind bake, grill,</p> <p>Dovetailing</p> <p>Independence</p> <p>Organisation</p> <p>Recipe writing and planning.</p> <p>Presentation</p> <p>Simultaneous cooking and preparing multiple components.</p>	<p>Established Hygiene, health, and safety in a working kitchen.</p> <p><b>Practical skills:</b> Rolling, folding, crimping, layering, Weighing, and measuring.</p> <p><b>Knife skills &amp; techniques:</b> Various knife skills and equipment use. Teacher to encourage complex cooking skills/Techniques in students chosen recipes used in practical lessons this term.</p> <p>Dovetailing</p> <p>Independence</p> <p>Organisation</p> <p>Recipe writing and planning.</p> <p>Presentation</p> <p>Simultaneous cooking and preparing multiple components.</p>	<p>N/A</p>

<b>Practical:</b>	<b>Practical:</b>	<b>Practical:</b>	<b>Practical:</b>	<b>Practical</b>
Tarka Dhal with Roti  Pizza – from freshly made dough	Gnocchi Salsa pomodoro  Japanese style Stir-fry 'Yakisoba'	A nutritious lunch - at least two components to the dish  Seasonal pastry tart (optional sweet/savoury)	NEA controlled assessment	N/A

**Summer 1 (Half term 5)**

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Topics:</b>	<b>Topics:</b>	<b>Topics:</b>	<b>Topics:</b>	<b>Topics:</b>
Food waste & sustainable eating  Ultra-Processed, processed, and unprocessed foods  Eco-conscious eating	Baking principles – Refresher  Fats/substitutes - in baking  Food intolerance and allergens	Eating a balanced diet-macro and micronutrients  The gut microbiome Nutrient deficiencies  Sustainability and the food industry  Fermentation  Food poisoning	<b>Theory: Unit 1</b> 1.1 Hospitality and catering provision 1.1.1 Hospitality and catering providers 1.1.2 Working in the hospitality and catering industry. 1.1.2 Case study: Nando's 1.1.3 Working conditions in the hospitality and catering industry. Case study: Costa Coffee 1.1.4 Contributing factors to the success of hospitality and catering provision Case study: Dukes Hotel 1.2.1 The operation of the front and back of house 1.2.2 Customer requirements in hospitality and catering	Revision focus: Unit 1 Past papers

			1.2.3 Hospitality and catering provision to meet specific requirements. STEM: The Road to Zero Hunger	
<p><b>Skills:</b></p> <p><b>Practical skills:</b> Mixing, rolling, cutting, shaping, weighing, measuring, seasoning, grating, juicing, mixing, pureeing, using immersion blender, emulsifying,</p> <p><b>Knife skills &amp; techniques:</b> batonnet, julienne, slice</p> <p><b>Stove use:</b> boil, bake,</p> <p>Dovetailing</p> <p>Presentation</p>	<p><b>Skills:</b></p> <p><b>Practical skills:</b> weighing, mixing, rolling, cookie cutting, baking, creaming, chilling, lining a dish, folding, piping, infusing.</p> <p><b>Knife skills &amp; techniques:</b> Slice, rough chop</p> <p><b>Stove use:</b> Bain-marie, bake</p> <p>Time keeping, time management.</p> <p>Working to a tight time scale</p> <p>Safe food and equipment handling</p>	<p><b>Skills:</b></p> <p><b>Practical skills.</b> mixing, moulding, mashing, assembling, jarring, sterilisation, seasoning, caramelisation, mash, melt, stir, mould, shape, Grate</p> <p><b>Knife skills &amp; techniques:</b> sauté slide, dice – various sizes, mince, chiffonade, salad slice,</p> <p><b>Stove use:</b> sauté, Presentation, sauté, reduce, caramelize,</p> <p>Ability to use the stove without guidance.</p> <p>Preparation of ingredients (peel, wash, grate and dry where appropriate)</p> <p>Dovetailing</p> <p>Independent practical work</p>	<p><b>Skills</b></p> <p>Knife Skills</p> <p>Weighing and measuring</p> <p>Ability to use the stove without guidance.</p> <p>Preparation of ingredients (peel, wash, grate and dry where appropriate)</p> <p>Hygiene, health, and safety in a working kitchen</p> <p>Time management</p> <p>Dovetailing</p> <p>Understanding of components of a balanced diet (Healthy eating)</p>	<p><b>Skills:</b></p> <p>N/A</p>



<p><b>Practical:</b></p> <p>Spiced buttermilk scones (using thawed buttermilk by-product collected last term- link to food waste)</p> <p>Hummus and seasonal crudités</p>	<p><b>Practical:</b></p> <p>White chocolate drizzled Strawberry shortbread</p> <p>Chocolate chip cookies</p>	<p><b>Practical:</b></p> <p>Black bean burgers</p> <p>Caramelised onion chutney</p>	<p><b>Practical:</b></p> <p>Street Food dish</p> <p>Vegan Sausage Roll</p> <p>Gajrela with condensed milk and cardamom (Carrot halva)</p>	<p><b>Practical:</b></p> <p>N/A</p>
<b><u>Summer 2 (Half term 6)</u></b>				
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<p><b>Topics:</b></p> <p>Sustainable eating, Ultra-Processed, processed and unprocessed foods - Recapping and further learning.</p> <p>Conversion and modification of recipes and equipment</p> <p>Functions of food and the body</p> <p>KAT 3 theory assessment</p> <p>KAT 3 practical assessment</p>	<p><b>Topics:</b></p> <p>Food waste solutions – canning, jarring, fermenting.</p> <p>Further understanding of allergens and food intolerances</p> <p>Diet accommodation and recipe modification</p> <p>KAT 3 theory assessment</p> <p>KAT 3 practical assessment</p>	<p><b>Topics:</b></p> <p>Food poisoning (bacteria), food preservation, and nutrient deficiencies – Recapping and further learning.</p> <p>Gut health 101</p> <p>KAT 3 theory assessment</p> <p>KAT 3 practical assessment</p>	<p><b>Topics:</b></p> <p>Theory: Unit 1</p> <p>1. Hospitality and catering provision</p> <p>KAT 3</p>	<p><b>Topics:</b></p> <p>N/A</p>

<p><b>Skills:</b></p> <p><b>Practical skills:</b> Pureeing, mashing, emulsifying, mixing, seasoning, Whisking, folding, mixing, stirring, measuring, chilling.</p> <p><b>Knife skills &amp; techniques:</b> Wide variety with crudites</p> <p><b>Stove use:</b> charring/griddling, bake, boil, Sauté</p> <p>Recipe planning</p> <p>Simultaneous cooking</p> <p>Sensory experimentation, and execution</p> <p>Presentation</p>	<p><b>Skills:</b></p> <p><b>Practical skills:</b> Whisk, jar, sterilisation, mix, stir, weigh, measure, macerate, thicken and reduce (gelatinise), pour, juice.</p> <p><b>Knife skills &amp; techniques:</b> Various carried out in kat 3 practical – optional recipe, teacher to encourage pupils to carry out complex knife skills.</p> <p><b>Stove use:</b> bake, roast, steam, grill, boil, sauté, melt.</p> <p>Time management</p> <p>Organisation</p> <p>Simultaneous cooking.</p> <p>Meal planning and recipe sourcing for a specific dietary requirement.</p>	<p><b>Skills:</b></p> <p><b>Practical skills:</b> weighing, measuring, mixing, stirring, processing mixing, grinding, creaming, mixing, folding, chilling, moulding, moulding, folding, lining,</p> <p><b>Knife skills &amp; techniques:</b> miorpoix, slice, slice, bias cut, sauté slice, fine julienne, matigon (medium dice), brunoise (fine dice)</p> <p><b>Stove use:</b> bake, braise, steam, sauté, simmer, toast, roast,</p> <p>Sensory exploration</p> <p>Using an immersion blender.</p> <p>Use a pestle and mortar.</p> <p>Dovetailing,</p> <p>Organisation</p> <p>Diligence</p> <p>Understanding of components of a balanced diet (Healthy eating)</p>	<p><b>Skills</b></p> <p>Ability to use the cooker without guidance.</p> <p>Preparation of ingredients (peel, wash, grate and dry where appropriate)</p> <p>Hygiene, health, and safety in a working kitchen</p> <p>Time management</p> <p>Dovetailing</p> <p>Understanding of components of a balanced diet (Healthy eating)</p>	
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<p><b>Practical:</b></p> <p>Array of dips – optional choices</p> <p>Vanilla Ice cream with optional added ingredients</p>	<p><b>Practical:</b></p> <p>To create a dish appropriate for an individual with lactose intolerance - pupils to research and choose a dish themselves.</p> <p>Seasonal strawberry Jam</p>	<p><b>Practical:</b></p> <p>A balanced vegan dish - Braised butter bean Harissa vegetable stew with basmati rice</p> <p>French Ratatouille and vegan basil pesto</p> <p>Summer fruit drizzle loaf cake</p>	<p><b>Practical:</b></p> <p>Summer Mille Feuille</p> <p>French Fruit Tart</p>	
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**Enrichment Opportunities:**

Nishkam Food and Nutrition pupils are given the opportunity to enrich their cultural, historical and practical skills. Our lessons are also enriched by our cultural and multi-faith identity as the students are taught the significance of food within different cultures. Through well-organised learning objectives pupils achieve knowledge and practical skills through watching clips and planned food practical's linking into major faith celebration days. The subject aims to develop a sense of belonging for our pupils through our Sikh ethos and core value of compassion, particularly the role of food in celebration days and cultural rituals. On Vaisakhi day, pupils and staff can participate in selfless service (nishkam seva), a sit down 'langar' style meal is enjoyed by all, for our school community.

The subject aims to encourage a range of employers to visit the department to run active and aspirational engaging cooking and theory-based workshops for example, Royal Navy and visiting professional chefs. Where appropriate pupils will also be given the chance to visit a range of establishments to engage with employers about food preparation and nutrition opportunities. Pupils are also enriched with serving our local wider community, cooking/fund raising for an interfaith homeless charity, demonstrating our golden threads and core Sikh beliefs of love and forgiveness, peace and collaboration, trust in God.

## **Year 6 to 7 Transition**

Throughout their Primary education, Nishkam students will have been exposed to the fundamentals of Food and Nutrition. The KS1 and 2 Science curriculum features a range of relevant material around the concept of health and well-being, whilst the Art, Design and Technology curriculum features a unit of work on Seasonal Eating and Healthy Food choices. As part of this unit, the students have to select a range of items to feature in a healthy meal or lunchbox. The KS2 PSHE programme features discussions on food poverty and sustainability. In Year 7, a smooth transition is ensured, beginning with the role of macronutrients, the practical preparation of a range of familiar and unfamiliar vegetables and a study of food labelling. By doing so, students are made aware of food as a source of energy and health before learning how food can become a source of enjoyment and a cornerstone of their cultural identity.

Furthermore, primary students from all years have actively participated in after-school culinary clubs, engaging in hands-on practice of various culinary skills under guidance of our NSWL professional head chef. The activities encompassed the preparation of diverse dishes such as pizza toast, pasta dishes, and curries.

Additionally, Year 6 students specifically focused on pizza-making as an integral part of the Year 6 curriculum. This initiative aims to equip the students with some essential culinary foundations and readiness for Food and Nutrition in KS3 and KS4.

## **Impact**

In the Secondary phase, over the course of their study, we use weekly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. This ensures all knowledge is retained and any gaps are identified. This informs teachers' planning so that these gaps are addressed promptly in lessons. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing students to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every full term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post-assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers), and each Curriculum Leader is given a report outlining the areas of strength and weakness. Curriculum Leaders use this information to inform future planning, support with additional interventions and set changes.