



# BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY

## D&T Food and Nutrition Programme of Study 2024-25

### Our Five-Year Curriculum

As part of their work with food, our students will be taught how to cook and apply the **principles of food science, nutrition, and healthy eating**. We endeavour to instilling a love of cooking that will open the door for our students to one of the **great expressions of human creativity**. Learning how to cook is a crucial life skill that enables students to make **informed decisions** about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and in later life.

Pupils will learn core skills with regards to basic cookery, staying safe within a practical environment and health and nutrition. Through this, pupils will be able to produce, develop and create a variety of dishes to suit the needs of their home environment and meet current eating trends. Our curriculum creates a balance between practical and theoretical knowledge and understanding.

### FOOD AND NUTRITION CURRICULUM AREA STAFF 24- 25

Mrs N Sulzbacher

Mrs V Radivin

Should you require more information about this subject area please contact:

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**CURRICULUM MAP**

<b>SUBJECT</b>	<b>YEAR GROUP</b>	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>DT Food, Nutrition and Preparation</b>	<b>Y7</b>	<p><b>Food and Cooking</b> The layout of the food room Name and locate the tools and equipment in the food room. Food hygiene (4C's - Cleaning, Cooking, Chilling and Cross-contamination) Kitchen safety Correct order for washing up High risk foods, date marks, pathogenic bacteria - Campylobacter. Sensory evaluation Diet - the principles of The Eatwell Guide (nutrition, energy balance, quality eating, fibre, water, salt and snacking) Key nutrients provided by The Eatwell Guide food groups. 8 tips for healthy eating, the 5 A Day</p>	<p><b>Food and Cooking</b> Where potatoes, bread, rice, pasta and other starchy carbohydrates come from and why they are important in the diet. Energy and energy balance. How lifestyle and culture can affect food choice.</p>	<p><b>Food and Cooking</b> Where dairy and alternatives come from and how consumer demand influences availability, e.g. lower fat dairy products. Where beans, pulses, fish, eggs, meat and other proteins come from and their importance in the diet. The food choices available for vegetarians and explain how their dietary needs are met. The characteristics of beans, pulses, fish, eggs, meat and other proteins foods in cooking</p>	<p><b>Food and Cooking</b> Ways in which recipes can be modified.</p>	<p><b>Food and Cooking</b> The factors that affect food choice. Ways in which food can be made appetising, including seasoning, flavouring, visual appearance, presentation. Nutritional requirements for teenagers and plan a suitable main meal dish.</p>	<p><b>Food and Cooking</b> Evaluate what they have achieved over Year 7 lessons, suggesting improvements in the future. Describe and measure their own success for the dishes they have cooked, noting main food skills and cooking techniques demonstrated.</p>

		NHS guidelines for healthy eating and portion size.					
	<b>Y8</b>	<p>Diet and Health</p> <p>The principles of The Eatwell Guide</p> <p>The main nutrients provided by a healthy diet.</p> <p>The importance of hydration.</p> <p>Energy - why it is needed.</p> <p>Sources of energy in the diet.</p> <p>How energy needs change throughout life.</p> <p>Energy balance and the consequences of imbalance.</p>	<p><b>Diet and Health</b></p> <p>The sources, types and functions of protein.</p> <p>The dietary recommendations for protein</p> <p>Protein complementation</p> <p>Functions of eggs in cooking.</p>	<p><b>Diet and Health</b></p> <p>'Seasonality' and how to reduce the waste of fruit, vegetables and bread.</p> <p>Micronutrients in the diet.</p> <p>Sources, types and functions of vitamins A, D, B-group (Thiamin, Roboflavin and Niacin) and C.</p> <p>Sources, types and functions of calcium, iron and sodium.</p> <p>The process of gelatinisation in sauce making.</p>	<p><b>Diet and Health</b></p> <p>Factors that affect individual food choice.</p> <p>Dietary needs of young people</p> <p>Ways recipes can be modified to meet the nutritional needs of young people.</p>	<p><b>Diet and Health</b></p> <p>Functions of ingredients used in bread making.</p> <p>Varieties of bread and bread products available to the consumer.</p> <p>Sources, types and functions of carbohydrate (including fibre).</p> <p>Dietary recommendations for carbohydrate (including fibre)</p> <p>The availability, benefits and drawbacks of locally or regionally sourced food/dishes and/or ingredients.</p>	<p><b>Diet and Health</b></p> <p>How and why food is wasted; suggest ways in which food waste can be reduced.</p>
	<b>Y9</b>	<p><b>Making choices</b></p> <p>The principles of The Eatwell Guide.</p> <p>Why dietary needs change throughout life stages.</p> <p>The main dietary requirements in each key life stage.</p>	<p><b>Making choices</b></p> <p>Special dietary needs (including food allergens, food intolerance, and religious/cultural needs).</p>	<p><b>Making choices</b></p> <p>Guidance available to the consumer regarding availability, traceability, food certification and assurance schemes, and animal welfare.</p>	<p><b>Making choices</b></p> <p>Science of shortening and coagulation.</p> <p>Science of aeration.</p> <p>Science of gelatinisation.</p>	<p><b>Making choices</b></p> <p>Factors to be considered when planning and preparing food to be sold and eaten at a festival.</p> <p>Food hygiene and safety requirements</p>	<p><b>Making choices</b></p> <p>Appraise and evaluate their learning journey.</p> <p>Evaluate their practical cooking experiences.</p> <p>Review the opportunities for</p>

		Diet related health issues. The dietary needs of children and young people. The relationship between physical activity and energy balance.	The information that is provided on food packaging.	Food certification and assurance schemes. Characteristics of a range of ingredients and how they are used in cooking. Different cooking methods.		for selling food at a festival. Food choice, meal options and recipe-kits available in supermarkets or for home delivery.	future courses and career options and consider how their study of food can help them live healthier lives.
	<b>Y10</b>	<b>TOPIC: 3.2 - Food, nutrition and health</b>  <b>3.2.1 Macronutrients</b> <ul style="list-style-type: none"> <li>3.2.1.1 Protein</li> <li>3.2.1.2 Fats</li> <li>3.2.1.3 Carbohydrates</li> </ul> <b>3.2.2 Micronutrients</b> <ul style="list-style-type: none"> <li>3.2.2.1 Vitamins</li> <li>3.2.2.2 Minerals</li> <li>3.2.2.3 Water</li> </ul>	<b>TOPIC: 3.2 Food, nutrition and health</b>  <b>3.2.3 Nutritional needs and health</b> <ul style="list-style-type: none"> <li>3.2.3.1 Making informed choices for a varied and balanced diet (healthy eating, portion sizes and costing of recipes)</li> <li>3.2.3.2 Energy needs</li> <li>3.2.3.3 How to carry out a nutritional analysis</li> </ul>	<b>TOPIC: 3.3 Food science</b>  <b>3.3.1 Cooking of food and heat transfer</b> <ul style="list-style-type: none"> <li>3.3.1.1 Why is food cooked and how is heat transferred</li> <li>3.3.1.2 Selecting appropriate cooking methods</li> </ul> <b>3.3.2 Functional and chemical properties of food</b> <ul style="list-style-type: none"> <li>3.3.2.1 Proteins</li> <li>3.3.2.2 Carbohydrates</li> </ul>	<b>TOPIC: 3.4 Food safety</b>  <b>3.4.1 Food spoilage and contamination</b> <ul style="list-style-type: none"> <li>3.4.1.1 Micro-organisms and enzymes</li> <li>3.4.1.2 The signs of food spoilage and contamination (<i>also covers the Functional and chemical properties of food – 3.3.2.4 Fruit and vegetables</i>)</li> <li>3.4.1.3 Microorganisms in food production</li> </ul>	<b>TOPIC: 3.4 Food safety and 3.5 Food choice</b>  <b>3.4.2 Principles of food safety</b> <ul style="list-style-type: none"> <li>3.4.2.2 Preparing, cooking and serving food</li> </ul> <b>3.5.1 Factors affecting food choice</b> <ul style="list-style-type: none"> <li>3.5.1.1 Factors which influence food choice</li> <li>3.5.1.2 Food choices</li> <li>3.5.1.3 Food labelling and marketing influences</li> </ul>	<b>TOPIC: 3.5 Food choice AND 3.6 Food provenance</b>  <b>3.5.2 British and international cuisine (2)</b>  <b>3.5.3 Sensory evaluation</b>  <b>3.6.1 Environmental impact and sustainability</b> <ul style="list-style-type: none"> <li>3.6.1.1 Food sources</li> <li>3.6.1.2 Food and the environment</li> <li>3.6.1.3 Sustainability of food</li> </ul>

			<ul style="list-style-type: none"> <li>3.2.3.4 Diet, nutrition and health</li> </ul>	<ul style="list-style-type: none"> <li>3.3.2.3 Fats and oils</li> <li>3.3.2.5 Raising agents (mechanical, chemical and biological raising agents)</li> </ul>	<ul style="list-style-type: none"> <li>3.4.1.4 Bacterial contamination</li> </ul> <p><b>3.4.2 Principles of food safety</b></p> <ul style="list-style-type: none"> <li>3.4.2.1 Buying and storing food (temperature control)</li> </ul>	<b>3.5.2 British and international cuisine (1)</b>	
	<b>Y11</b>	<ul style="list-style-type: none"> <li><b>TOPIC: 3.6 Food provenance</b></li> <li><b>3.6.2 Food processing and production</b></li> <li>3.6.2.1 – Food production (wheat, flour and pasta)</li> <li>3.6.2.1 – Food production (flour and bread)</li> <li>3.6.2.1 - Food production (milk, yoghurt and cheese)</li> <li>3.6.2.1 – Food production (how processing affects the sensory and nutritional properties of ingredients)</li> </ul>	<b>TOPIC: NEA 1: Food Investigation Assessment</b>	<b>TOPIC: NEA 2: The food preparation task</b>	<b>TOPIC: NEA 2: The food preparation task</b>	<p><u><b>Revision of all topics</b></u></p> <p>Food nutrition and health</p> <p>Nutritional needs and health</p> <p>Diet, nutrition and health</p> <p>Cooking of food and heat transfer</p> <p>Functional and chemical properties of food</p> <p>Food spoilage and contamination</p> <p>Principles of food safety</p> <p>Factors affecting food choice</p> <p>British and international cuisine</p> <p>Environmental impact and sustainability of food</p>	

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