

Westhaven School Curriculum Map for Food and Nutrition



Valued – Inspired – Prepared

Westhaven School is a unique learning environment with high expectations for learners who experience barriers to learning for a range of reasons. We promote a calm environment that enables everyone to learn. The golden thread that permeates our curriculum and our conduct through every school day are the core values which shape our learners to be:

- *safely independent*
- *confident communicators*
- *respectful citizens*
- *resilient learners*
- *inquisitive thinkers*

The Westhaven Way is our ethos and it underpins our daily approach to behaviour and learning.

At Westhaven, English is the heart of our curriculum. We are committed to raising the standards in phonics and early reading of our learners through every curriculum subject.

At Westhaven, we follow the approach to phonics teaching as outlined in the DfE validated programme UNLOCKING LETTERS AND SOUNDS.



At Westhaven, our intent in teaching Food and Nutrition is to encourage a love and passion of food as part of a healthy diet, giving a range of sensory opportunities to build confidence with food. As part of their work with food, students will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking and trying new foods which will open the door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables students to feed themselves and others affordably and well, now and in later life.

| | | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| KS1 A | | Farm to Fork | | Pizza Skills | | Recipes 1 | |
| Skills | Revisited | EYFS Learning / KS1 B Cycle | | EYFS Learning / KS1 B Cycle | | EYFS Learning / KS1 B Cycle | |
| | New Learning | <ul style="list-style-type: none"> Where food comes from - Plants / Animals Healthy Eating | | <ul style="list-style-type: none"> Basic skills - Grating / Pouring / Rolling out / Cutting Out / Hand peeling | | <ul style="list-style-type: none"> Ordering recipes Following methods | |
| KS1 B | | How does it grow | | Biscuit Skills | | Recipes 2 | |
| Skills | Revisited | EYFS Learning / KS1 A Cycle | | EYFS Learning / KS1 A Cycle | | EYFS Learning / KS1 A Cycle | |
| | New Learning | <ul style="list-style-type: none"> Where food comes from - Plants / Animals Healthy Eating | | <ul style="list-style-type: none"> Basic skills - Weighing with measuring spoons / Rubbing in / Decorating | | <ul style="list-style-type: none"> Ordering recipes Following methods | |

| KS2 Lower A | | Tasted 1 | | Tasted 2 | | Tasted 3 | |
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| Skills | Revisited | <ul style="list-style-type: none"> Where food comes from - Plants / Animals KS2 Lower Cycle B | | <ul style="list-style-type: none"> Where food comes from - Plants / Animals KS2 Lower Cycle B | | <ul style="list-style-type: none"> Where food comes from - Plants / Animals KS2 Lower Cycle B | |
| | New Learning | <ul style="list-style-type: none"> Sensory Testing Techniques - Scoring (stars out of 5) Sensory Testing Vocabulary Primary / Secondary foods Drying as preservation | | <ul style="list-style-type: none"> Sensory Testing Techniques - Ranking Sensory Testing Vocabulary Primary / Secondary foods Introduction of why foods are healthy. Skins - edible / inedible | | <ul style="list-style-type: none"> Sensory Testing Techniques - Preference Sensory Testing Vocabulary Primary / Secondary foods Understand the principle of a healthy and varied diet. Introduction of vitamins | |
| KS2 Lower B | | Tasted 4 | | Tasted 5 | | Tasted 6 | |
| Skills | Revisited | <ul style="list-style-type: none"> Where food comes from - Plants / Animals KS2 Lower Cycle A | | <ul style="list-style-type: none"> Where food comes from - Plants / Animals KS2 Lower Cycle A | | <ul style="list-style-type: none"> Where food comes from - Plants / Animals KS2 Lower Cycle A | |

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| | New Learning | <ul style="list-style-type: none"> • Sensory Testing Techniques - Scoring (stars out of 5) • Sensory Testing Vocabulary • Primary / Secondary foods • Cooking processes / Methods • Drying as a preservation method. | | <ul style="list-style-type: none"> • Sensory Testing Techniques - Ranking • Sensory Testing Vocabulary • Primary / Secondary foods • History of foods | | <ul style="list-style-type: none"> • Sensory Testing Techniques - Preference • Sensory Testing Vocabulary • Primary / Secondary foods • Seasonality of foods. • Healthy and Balanced diet. | |
| KS2 Upper A | | Introduction | | Bring on Breakfast | | Lovely Lunch | |
| Skills | Revisited | <ul style="list-style-type: none"> • Where food comes from plant / animal • Basic skills from KS1 | | <ul style="list-style-type: none"> • Plant / Animal • Eatwell guide - 5 groups, Macronutrients • Where food comes from - Plant / Animal • Spreading • Personal Hygiene | | <ul style="list-style-type: none"> • Eatwell Guide - 5 groups, Macronutrients • Food Choice - Occasions • Where foods come from - Plant / Animal • Personal Hygiene | |
| | New Learning | <ul style="list-style-type: none"> • Why do we need food? • Feelings and food • How food is processed - Primary / | | <ul style="list-style-type: none"> • Breakfast ideas • Fibre • Storage of foods - locations • Designing | | <ul style="list-style-type: none"> • Composite Product • Digestive system • Fibre | |

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| | | Secondary products <ul style="list-style-type: none"> • Eatwell Guide • Weighing and Measuring independently • Personal Hygiene | | against a spec <ul style="list-style-type: none"> • Toasting | | | |
| KS2 Upper B | | Prepare to Party | | Serve a Salad | | Grab and Go | |
| Skills | Revisited | <ul style="list-style-type: none"> • Basic Nutrition - Macronutrients, Vitamins, Calcium • Eatwell Guide • Food Choice - Occasions | | <ul style="list-style-type: none"> • Eatwell Guide - 5 groups • Basic Nutrition - Macronutrients, Vitamins, Calcium, Fibre • Personal Hygiene | | <ul style="list-style-type: none"> • Basic Nutrition - Macronutrients, Vitamins, Calcium, Fibre • Packaging • Water - hydration • Personal Hygiene | |
| | New Learning | <ul style="list-style-type: none"> • Food choice - occasions • Nutrients - functions and deficiencies • Composite Foods • Personal Hygiene | | <ul style="list-style-type: none"> • Fibre • Knife Skills • Storage of Foods - locations • Nutritional Analysis Program • Datemarks | | <ul style="list-style-type: none"> • Packaging / Labelling requirements • Datemarks | |
| KS3 Year A | | Eatwell Guide | | Tips To Healthy Eating | | Great British Bakes | |
| Skills | Revisited | <ul style="list-style-type: none"> • Eatwell Guide - 5 groups • Macronutrien | | <ul style="list-style-type: none"> • Tips to Healthy Eating • Nutrients - | | <ul style="list-style-type: none"> • Star Diagrams • Basic skills | |

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| | | <ul style="list-style-type: none"> • ts and functions • Seasonal Foods • Milk Primary Processing • Personal hygiene in a kitchen | | <ul style="list-style-type: none"> • Macronutrients • Portion Sizes • Knife skills / safety | | <ul style="list-style-type: none"> • Personal Hygiene in a kitchen | |
| | New Learning | <ul style="list-style-type: none"> • Functions • Deficiencies • Micronutrients - Vitamins A, B, C, D, Minerals - Iron • Knife Skills • Knife Safety | | <ul style="list-style-type: none"> • Starchy Carbohydrates - Simple / Complex • Fish / Alternative proteins • Portion Sizes - general (using hand / spoons) Specific weights / quantities • Binding / coating • Sodium | | <ul style="list-style-type: none"> • Raising Agents - Mechanical, Chemical • Oven / Cooker Safety - Shelf positioning, different dial settings • Shortening • Aeration | |
| KS3 Year B - yr 8 | | Food Choice | | Diets Through Life Stages | | Cultural Foods | |
| Skills | Revisited | <ul style="list-style-type: none"> • Why people choose different foods - personal, religious, occasions • Review of reading labelling on packaging | | <ul style="list-style-type: none"> • Tips to Healthy Eating • Portion sizes - general using hand / spoon and specific weights / quantities • Eatwell guide / Basic nutrition | | <ul style="list-style-type: none"> • Staple Foods • Sensory analysis - Star Diagram • Ranking Test • Food Storage - locations • Reasons for | |

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| | | | | | | <ul style="list-style-type: none"> Food Choice Seasonal Foods | |
| | New Learning | <ul style="list-style-type: none"> Allergy / Intolerances Environmental / Moral / Ethical Reasons for food choice Animal Welfare Hidden ingredients Farming methods | | <ul style="list-style-type: none"> Nutrient interactions Iron / Vitamin C Calcium / Vitamin D Energy intake vs expenditure differences for different ages and reasons behind this Presentation of food | | <ul style="list-style-type: none"> Meat Safety / Rules to making safe, cross contamination Key temperatures on a thermometer Danger zone Conditions for bacterial growth Foods from different countries Food Poverty Global Food Productions | |
| KS3 Year C - yr 9 | | Food Commodities | | Thickening | | Food Science | |
| Skills | Revisited | <ul style="list-style-type: none"> Where food comes from Food Safety Meat Safety Protein Biological Values | | <ul style="list-style-type: none"> Food Science Thickening Foods Starch Gelatinisation (starch helps thicken foods) Reduction Coagulation (eggs can set | | <ul style="list-style-type: none"> Food Science (in greater depth) Enzymic Browning Caramelisation (sugars help the | |

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| | | | | products) | | brown colour of food) | |
| | New Learning | <ul style="list-style-type: none"> Filleting Deboning Marinating Buying quality of fish / meat Preserving methods of fish / meat | | <ul style="list-style-type: none"> Viscosity Gelatinisation (heat on starches, 4 process steps) Coagulation (heat on proteins) Emulsification Thickening Reduction Starch Oxidation | | <ul style="list-style-type: none"> Food Science How food changes Foams Placidity Denaturation Dextrinization Caramelisation (heat in sugars) | |
| Year 10 - WJEC Independent Living | | Burger Challenge Food Safety | Super Soups Presentation Evening | Limited Budget | Fruit and Vegetable | Salads | Baking |
| Skills | Revisited | <ul style="list-style-type: none"> Meat Safety Food Hygiene Food Preservation, Storage and Temperature Design own creation to a brief | <ul style="list-style-type: none"> Knife Skills Party Foods | <ul style="list-style-type: none"> Staple Foods Seasonal Foods Skills Costings | <ul style="list-style-type: none"> Nutrients Eatwell Guide | <ul style="list-style-type: none"> Nutrients Eatwell Guide Consequences of a poor diet | <ul style="list-style-type: none"> Consequences of a poor diet Deficiencies Baking methods |
| | New Learning | <ul style="list-style-type: none"> Food Safety Hazards and Contamination | <ul style="list-style-type: none"> Batch Production Cooking for Others Food Law Design own Creation to a brief | <ul style="list-style-type: none"> Equipment Challenges Researching, costing, preparing own creation to a brief | <ul style="list-style-type: none"> Design own creation to a brief | <ul style="list-style-type: none"> Equipment Challenge Design own creation to a brief | <ul style="list-style-type: none"> Equipment Challenges |
| | | Special Diets | Food Safety High | Healthy Eating / | Gap Filling | Student Cooking | Student |

| Year 11 – WJEC Independent Living | | | Risk Products | Poor Diet Choice | Coursework | / Food Hygiene / Allergens | Cooking / Food Hygiene / Allergens |
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| Skills | Revisited | <ul style="list-style-type: none"> Diets through life stages Food Choice | <ul style="list-style-type: none"> Microorganisms Food Poisoning Bacteria Food Safety Hazards and Contamination | <ul style="list-style-type: none"> Eatwell Guide Nutrients Consequences of a poor diet Deficiencies | <ul style="list-style-type: none"> All prior learning | <ul style="list-style-type: none"> Personal Hygiene Foodborne Illness Food Preservation Storage and Temperature | <ul style="list-style-type: none"> All prior learning |
| | New Learning | <ul style="list-style-type: none"> Food Choice Meal Planning for Others Design own creation to a brief | <ul style="list-style-type: none"> Foodborne Illness | | | <ul style="list-style-type: none"> Pest Control HACCP Due Diligence Hygienic Premises and Equipment | |
| Year 10 GCSE Food Preparation and Nutrition | | Milk, Cheese, Dairy | Fruit and Vegetables including potatoes | Cereals inc breakfast, flour, bread, rice, potatoes, pasta | Meat, Fish, Poultry, Eggs (HBV Protein) | Tofu, Beans, Nuts, Seeds (LBV Protein) | Fats and Sugar, Butter, Oil, Marg, Sugar, Syrup |
| Skills | Revisited | <ul style="list-style-type: none"> Provenance How commodity is reared / grown and processed Classification Nutritional Values Dietary consideration Food Science | <ul style="list-style-type: none"> Provenance How commodity is reared / grown and processed Classification Nutritional Values Dietary consideration | <ul style="list-style-type: none"> Provenance How commodity is reared / grown and processed Classification Nutritional Values Dietary consideration Food Science | <ul style="list-style-type: none"> Provenance How commodity is reared / grown and processed Classification Nutritional Values Dietary consideration | <ul style="list-style-type: none"> Provenance How commodity is reared / grown and processed Classification Nutritional Values Dietary consideration | <ul style="list-style-type: none"> Provenance How commodity is reared / grown and processed Classification Nutritional Values Dietary consideration |

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| | | <ul style="list-style-type: none"> • Food Hygiene and Safety • Storage | <ul style="list-style-type: none"> • Food Science • Food Hygiene and Safety • Storage | <ul style="list-style-type: none"> • Food Hygiene and Safety • Storage | <ul style="list-style-type: none"> • Food Science • Food Hygiene and Safety • Storage | <ul style="list-style-type: none"> • Food Science • Food Hygiene and Safety • Storage | <ul style="list-style-type: none"> • Food Science • Food Hygiene and Safety • Storage |
| | New Learning | <ul style="list-style-type: none"> • NEA 1 Practise • Heart Health • Food Science - emulsification, denaturation and coagulation of proteins. • Benefits of bacteria • Trace elements | <ul style="list-style-type: none"> • NEA 1 Practice • Classifications • Bone Health • Food Science - enzymic browning / oxidation | <ul style="list-style-type: none"> • NEA 1 Practise • GM Crops • Vitamin B effects of cooking • Low Fibre diet - Hemorrhoids, diverticulitis • Food Science - Gluten formation, gelatinisation, dextrinization, coagulation, gels | <ul style="list-style-type: none"> • NEA 1 Practise • Farming methods comparison • Categories / cuts • Healthy Blood • Food Science - denaturation, coagulation, foaming aeration, connective tissues of proteins | <ul style="list-style-type: none"> • Secondary processing of legumes, soya • Rancidity of nuts | <ul style="list-style-type: none"> • NEA 1 Practise • Sugar alternative • Food Science - melting points, caramelisation, shorting, placidity |
| Year 11 GCSE Food Preparation and Nutrition | | NEA 1 | NEA 1 | NEA 2 | NEA 2 / Exam Revision | Exam Revision | Exam Revision / Fun Cooking |
| Skills | Revisited | <ul style="list-style-type: none"> • All prior learning | <ul style="list-style-type: none"> • All prior learning | <ul style="list-style-type: none"> • All prior learning | <ul style="list-style-type: none"> • All prior learning | <ul style="list-style-type: none"> • All prior learning | <ul style="list-style-type: none"> • All prior learning |
| | New Learning | | | | | | |
| Year 10 Manchester - Non Qualification | | Breakfast | | Lunch | | Dinner | |

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| | Safety in the kitchen | Safety in the kitchen | Safety in the kitchen | skills. Safety in the kitchen | skills. Safety in the kitchen | skills. Safety in the kitchen |
| Year 13 | <p>Students are exposed to a new food item a week.</p> <p>The class are encouraged to incorporate these foods in their meal plans.</p> <p>Make lunches twice per week using a variety of skills.</p> <p>Safety in the kitchen</p> | <p>Students are exposed to a new food item a week.</p> <p>The class are encouraged to incorporate these foods in their meal plans.</p> <p>Make lunches twice per week using a variety of skills.</p> <p>Safety in the kitchen</p> | <p>Students are exposed to a new food item a week.</p> <p>The class are encouraged to incorporate these foods in their meal plans.</p> <p>Make lunches twice per week using a variety of skills.</p> <p>Safety in the kitchen</p> | <p>Students are exposed to a new food item a week.</p> <p>The class are encouraged to incorporate these foods in their meal plans.</p> <p>Make lunches twice per week using a variety of skills.</p> <p>Safety in the kitchen</p> | <p>Students are exposed to a new food item a week.</p> <p>The class are encouraged to incorporate these foods in their meal plans.</p> <p>Make lunches twice per week using a variety of skills.</p> <p>Safety in the kitchen</p> | <p>Students are exposed to a new food item a week.</p> <p>The class are encouraged to incorporate these foods in their meal plans.</p> <p>Make lunches twice per week using a variety of skills.</p> <p>Safety in the kitchen</p> |

Sensory Analysis Curriculum Map

https://docs.google.com/document/d/1ixVSPRdcg0MUD8eXoqT_zSnkI22rW9aYEIeihkmCrZw/edit