



Food Preparation & Nutrition Curriculum Plan

<u>Intent:</u> Food Preparation and Nutrition will equip students with the knowledge, understanding and skills required to cook and apply the principles of f food science, nutrition, healthy eating, food choices & food provenance. The curriculum will allow develop a wide range of cooking skills in the students and enable them to plan and make healthy dishes as well as explaining the food science behind them.

Year	r What will students learn?		Rationale		How will students be assessed?		What links are made to the real world and possible future careers?
9	 Food Safety – basic food hygiene Food Science - fermentation, shortening, lamination, gelatinization, emulsification Food choices – multicultural foods & special diets Food, Nutrition & Health – Eatwell Guide, macronutrients Food Preparation skills – knife skills, weighing & measuring, mixing, boiling, baking, piping, decorating, bread making, pastry making (short crust, rough puff, choux), cake making (whisked, all-in-one, rubbing-in & melting), pasta making, sauces (roux, coagulation & reduction) 		In Year 9 the students will start their GCSE in Food Preparation & Nutrition. The theory section of the course is split into 5 sections; 1. Food, Nutrition & Health 2. Food Science 3. Food Safety 4. Food Choices 5. Food Provenance In Year 9 we focus on studying the theory sections 1, 2, 3 and some of 4. These are taught alongside the practical Food Preparation Skills so that pupils can visually link the theory work to the practical aspect e.g. when they make macaroni cheese (roux sauce) they also learn the food science (gelatinisation) and the Nutrition (Carbohydrates) so they can link them altogether. The Food preparation skills are taught with the basic principles learnt first and then these are built upon as the year progresses to develop these basic skills into more complex one and to make more complicated dishes. Pupils are also taught food investigations at a more basic level to prepare them for the NEA work they will complete in		There will be quizzes to test knowledge on SMHW at the end of each unit of learning' Pupils will write investigation reports for the food science investigations, assessed against the NEA mark criteria. When completing practical work, the work will be graded using the GCSE NEA framework.		We develop the key cooking skills, essential for surviving in the real world, of; knife skills, hob cooking, grilling, oven baking, weighing & measuring, mixing & combining, shaping food, piping food, boiling & simmering, frying & stir frying, baking, preparing baking tins, adjusting cooking times, testing for readiness, making doughs/pastries/cakes, making sauces, rubbingin, handling & cooking meat, using blenders, food processors & microwaves and other kitchen equipment. Pupils develop the ability to plan meals, both on a budget and to give appropriate nutritional value. As well as understand which nutrients are found in which foods and why they are needed for a healthy lifestyle. Pupils develop a strong understanding of food hygiene and apply this in all of their cooking to a level which would enable them to pass a basic food hygiene certificate.
10	Long thin option 1. Food Safety — Microorganisms, enzymes & bacterial contamination 2. Food Science — cooking of food & heat transfer, raising agents, fats & oils 3. Food choices — food labelling & factors affecting food choice	Mid-Size option 1. Food Safety – basic food hygiene 2. Food Science - fermentation, shortening, lamination, gelatinization, emulsification 3. Food choices – multicultural foods & special diets	Long thin option In Year 10 we build on the theory learnt in the previous year and introduce areas of the 5 sections that haven't already been covered. Pupils will build on their practical skills learnt in year 9 and have opportunities to repeat some enabling them to master them as well as	Mid-size option (Year 1) The theory section of GCSE Food Preparation & Nutrition is split into 5 sections; 1. Food, Nutrition & Health 2. Food Science 3. Food Safety 4. Food Choices 5. Food Provenance In Year 1 we focus on studying the theory sections 1, 2, 3 & 4. These are taught alongside the	Quizzes & tests at the end of each unit of learning. Pupils will complete an exam style assessment	Mid-Size Quizzes & tests at the end of each unit of learning. Pupils will complete an exam style assessment in	We develop the key cooking skills, essential for surviving in the real world, of; knife skills, hob cooking, grilling, oven baking, weighing & measuring, mixing & combining, shaping food, piping food, boiling & simmering, frying & stir frying, baking, preparing baking tins, adjusting cooking times, testing for readiness, making doughs/pastries/cakes, making sauces, rubbing-in, handling & cooking meat, using blenders, food processors & microwaves and other kitchen equipment.





	4. Food, Nutrition &	4.	Food, Nutrition &	make new dishes and	practical Food Preparation	assessment	assessment	Pupils develop the ability to plan meals, both on a
	Health –		Health – Eatwell Guide,	learning more complex	Skills so that pupils can visually	week.	week.	budget and to give appropriate nutritional value.
	Macronutrients,		macronutrients	cooking skills. The also start	link the theory work to the			As well as understand which nutrients are found
	micronutrients, diet	5.	Food Preparation skills	to cook more than one dish	practical aspect e.g. when they	Practical	Practical	in which foods and why they are needed for a
	related		 knife skills, weighing 	in a lesson, teaching them	make macaroni cheese (roux	work will be	work will be	healthy lifestyle.
	5. Food Preparation skills		& measuring, mixing,	to plan and dovetail a skill	sauce) they also learn the food	graded using	graded using	
	meat & fish		boiling, baking, piping,	they need to use in	science (gelatinisation) and the	the NEA	the NEA	Pupils develop a strong understanding of food
	preparation, doughs,		decorating, bread	completing the practical	Nutrition (Carbohydrates) so	assessment	assessment	hygiene and apply this in all of their cooking to a
	planning & dovetailing,		making, pastry making	element of the NEA2	they can link them altogether.	criteria.	criteria.	level which would enable them to pass a basic
			(short crust, rough					food hygiene certificate.
			puff, choux), cake	The students will complete	The Food preparation skills are	The mock	The mock	
			making (whisked, all-	two mock NEAs;	taught with the basic	NEA will be	NEA will be	For the NEA's we prepare pupils to be able to
			in-one, rubbing-in &	 NEA 1 – the food science 	principles learnt first and then	graded using	graded using	analyse tasks, research and produce written
			melting), pasta making,	investigation.	these are built upon as the	the NEA	the NEA	reports using word and excel to produce charts
			sauces (roux,	 NEA 2 – the Food 	year progresses to develop	framework	framework	and graphs of their food science results as well as
			coagulation &	preparation task	these basic skills into more	and full	and full	nutritional analysis programs. This teaches them
			reduction)		complex one and to make	feedback	feedback	the ability to communicate using a variety of
					more complicated dishes.	will be given	will be given	different software and communication tools.
						to students.	to students.	
					Pupils are also taught food			
					science investigations to			
					prepare them for the NEA			
					work they will complete in			
					subsequent years. They			
					complete a mock NEA 1 and			
					NEA 2 in year 1.			
11	Long thin option		d-Size option	Long thin option	Mid-Size option	Long thin	Mid-Size	We develop the key cooking skills, essential for
	1. Completion of NEA 1		Completion of NEA 1	In year 11 the students start	In year 11 the students start	The NEA's	The NEA's	surviving in the real world, of; knife skills, hob
	2. Completion of NEA 2		Completion of NEA 2	the year by completing	the year by completing their	will be	will be	cooking, grilling, oven baking, weighing &
	3. Food provenance		Food provenance	their NEA 1 (the exam	NEA 1 (the exam board	internally	internally	measuring, mixing & combining, shaping food,
	4. Revisit of the other 4		Revisit of the other 4	board releases the topics	releases the topics for this on	marked and	marked and	piping food, boiling & simmering, frying & stir
	subject areas in		subject areas in	for this on September 1),	September 1), they then	a selection,	a selection,	frying, baking, preparing baking tins, adjusting
	preparation for the		preparation for the	they then complete their	complete their NEA 2 (topic	chosen by	chosen by	cooking times, testing for readiness, making
	external examination.		external examination.	NEA 2 (topic released on	released on November 1).	the exam	the exam	doughs/pastries/cakes, making sauces, rubbing-
				November 1).		board will be	board will be	in, handling & cooking meat, using blenders, food
					These have to be completed as	sent for	sent for	processors & microwaves and other kitchen
				These have to be completed	soon as topics are released to enable them to be marked and	moderation.	moderation.	equipment.
				as soon as topics are released to enable them to	submitted to the exam board	Mock exams	Mock exams	Dunils develop the shility to plan mosts, both and
				be marked and submitted		will be	will be	Pupils develop the ability to plan meals, both on a
					by May.	marked	marked	budget and to give appropriate nutritional value. As well as understand which nutrients are found
				to the exam board by May.	Throughout the completion of			
				Throughout the completion	Throughout the completion of the NEA, in lessons there will	using the mark	using the mark	in which foods and why they are needed for a healthy lifestyle. Pupils develop a strong
				of the NEA, in lessons there	be built in time to revisit prior	scheme	scheme	understanding of food hygiene and apply this in
				will be built in time to	learning, complete short	provided by	provided by	diffuerstanding of 1000 hygiene and apply this in
				wiii be buiit iii tiille to	rearming, complete short	provided by	provided by	





revisit prior learning,	quizzes and tests and produce	the exam	the exam	all of their cooking to a level which would enable
complete short quizzes and	revision resources. This	board for	board for	them to pass a basic food hygiene certificate.
·				literii to pass a basic rood ffyglerie certificate.
tests and produce revision	ensures the students are	the	the	
resources. This ensures the	equipped with the K&U for	appropriate	appropriate	For the NEA's we prepare pupils to be able to
students are equipped with	their exam assessments.	paper.	paper.	analyse tasks, research and produce written
the K&U for their exam				reports using word and excel to produce charts
assessments.	This also allows staff to	Revisited	Revisited	and graphs of their food science results as well as
	monitor the progress of each	knowledge	knowledge	nutritional analysis programs. This teaches them
This also allows staff to	student, ensuring that they are	will be	will be	the ability to communicate using a variety of
monitor the progress of	achieving their full potential.	assessed	assessed	different software and communication tools.
each student, ensuring that		through end	through end	
they are achieving their full	After the completion of the	of unit	of unit	
potential.	NEA the students spend their	testing and	testing and	
	remaining lessons revisiting	further	further	
After the completion of the	prior learning and preparing	practice	practice	
NEA the students spend	them for their external	exam	exam	
their remaining lessons	examination.	questions.	questions.	
revisiting prior learning and				
preparing them for their				
external examination.				