Food Preparation & Nutrition

Year 7

Students will learn how to apply the principles of nutrition and healthy eating. Students will be introduced to the eat well guide, food and its nutritional value and health and safety preparing and making food. Students will learn the importance of hygiene and the potential hazards when working in the technical area. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge: Eatwell salad jar, Kebab skewers, tomato pasta, Cooked sandwiches, Mini banana bread, Sweet & sour chicken & Breadsticks.

Year 7	HT 1 / HT4	HT 2 / HT5	HT 3 / HT6
Overview	**Food Safety** -Preparing for practical work -Personal safety -Washing up -Using coloured chopping boards **Chopping Skills & Sensory Analysis** -Knife skills -Fruit and vegetable preparation skills -Taste testing food & use of describing words **Nutrition** -Introduction to why we need food -Introduction to the Eatwell Guide	**Cooking Methods** -Learning how to use a cooker: -Hob: Boiling & Frying -Grilling & Toasting -Oven: Baking **Food Choice** Allergies Likes/dislikes Dietary needs Life stages	**Food Science** Flour – gluten Cornflour – Thickening/gelatinisation Yeast – biological raising agents
End point	-Identify hazards that occur in a kitchen -Describe how to reduce hazards -Explain how to prepare for a practical -List the correct order for washing up -Explain how to use a knife safely -Use a sharp knife, demonstrating either the claw or bridge technique -Practising a variety of chopping techniques, julienne, baton, slicing etc… -Selecting the correct colour board when chopping ingredients -Describe the sensory characteristics using the correct sensory descriptors -Give a definition of diet -Identify reasons why we need food	-Demonstrate how to use the cooker safely -Write a time plan for a basic recipe -Making breadsticks -Understanding special dietary requirements & likes/dislikes -Demonstrate learnt hygiene & cooking skills -Make independently -Evaluate using sensory words/star profile -Theory questions with a variety of question styles, based on the whole modules learning.	-Making mini banana bread -Making sweet and sour sauce -Demonstrate learnt hygiene & cooking skills -Make independently -Evaluate using sensory words/star profile -Theory questions with a variety of question styles, based on the whole modules learning.

	-Identify the names of the nutrients and examples for each nutrient -Explore how the Eatwell Guide can help		
Knowledge and Skills	Demonstrate in a practical environment how to 'kit up' and prepare for a practical lesson safely. Demonstrate correct use of coloured chopping boards Demonstrate correct use of handling a sharp knife Demonstrate using the bridge & claw technique Show a variety of chopping skills Describe the sensory characteristics using the correct sensory descriptors Identify different areas of the eat well guide Give examples of each nutrient Use knowledge of nutrition to plan & make a balanced food product	Write a time plan for a basic recipe Prepare, cook and serve a dish that demonstrates a range of practical skills to meet a design brief and specification Work independently and safely Evaluate their performance in the practical Demonstrate their knowledge and understanding of the theory work Making a dish for another person and considering likes/dislikes/allergies etc…	Carry out mini experiments in groups Understand the use of samples in testing Work independently and safely Evaluate their performance in the practical Demonstrate their knowledge and understanding of the theory work
Knowledge Organiser	Safety in the kitchen Chopping skills	Eatwell guide Cooking methods Consumer choices	Food science
Assessment	Teacher assessment of workbook and practical ability graded as expert/mastery/developing	Teacher assessment of workbook and practical ability graded as expert/mastery/developing	Teacher assessment of practical work. Assessment based on all knowledge steps & teacher marked with a formal knowledge step awarded End of module 'forms' test
Reading opportunities	Knowledge organisers. Following recipes when making	Knowledge organiser. Following recipes when making	Knowledge organiser. Following recipes when making
Writing Opportunities	Workbook/class activities	Workbook/class activities	Workbook/class activities

Vocabulary focus	Bridge, Claw, Bacteria, Hygiene, Dicing, Julienne, Baton, Cross contamination	Baking, Grilling, Boiling, Frying, Sensory words, Consumer	Gluten, Gelatinisation, Samples, Investigation, Molecules
NC benchmark	Understand & apply the principles of nutrition & health Cook a repertoire of savoury dishes Varied diet & healthy	Cook a repertoire of savoury dishes Varied diet & healthy Competent in a range of cooking techniques	Cook a repertoire of savoury dishes Varied diet & healthy Competent in a range of cooking techniques

Year 8

Students will learn how to apply the principles of nutrition and healthy eating. Students will be using the eat well guide, food and its nutritional value and health and safety preparing and making food. Students will learn the importance of hygiene and the potential hazards when working in the technical area. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge: Fruit muffins, Pizza, Calzone, Homemade burgers, Risotto, Tikka masala, Lemon & blueberry tartlets. The focus of the module will be to develop students understanding of food provenance, seasonality, import & export & sustainability implications. This should enable learners to be more creative with their ingredient choices and encourage creativity.

Year 8	HT 1 / HT4	HT 2 / HT5	HT 3 /HT6
Overview	**Health & Safety** Re-visit from year 7 **Food Provenance** -Food packaging -Food provenance – where does our food come from and how is it grown? -Food provenance – food miles and transportation -Fairtrade	**Nutrition** -Eatwell guide **Food Choice** -Fair-trade **Culinary skills** -Developing use of the cooker: -Oven: Baking -Making more complicated dishes & combining cooking skills together to make one dish	**Culinary skills** -Developing use of the cooker: -Hob: Boiling & Frying -Grilling & Toasting -Oven: Baking -Making more complicated dishes & combining cooking skills together to make one dish -Preparation skills **Food Science** Flour – gluten Pastry-Shortening Rice-Thickening/gelatinisation Yeast – biological raising agents
End point	-Safety & Hygiene: Reinforce rules on kitchen safety -Recap and recall how to set up a practical lesson -High risk foods: Safe preparation & storage -Understand import & export -Know about fair-trade -Show understanding of where food comes from -Have opinions of food sustainability & socio-economic implications	-Confidently demonstrate how to use the cooker safely -Independent use of the cooker -Identify the names of the nutrients and examples for each nutrient by creating foods which meet the guidelines -Compare finished product against the eat well guide -Appling fairtrade food to making -Making world muffins -Making pizza -Making a fairtrade cereal bar	-Confidently demonstrate how to use the cooker safely -Independent use of the cooker -Write a time plan for a recipe -More ingredient preparation skills before cooking -Making shortcrust pastry -Making risotto
Knowledge and Skills	Demonstrate in a practical environment how to 'kit up' and prepare for a practical lesson safely. Demonstrate correct use of coloured chopping boards Show a high level of hygiene with high risk foods – 4 C's Demonstrate their knowledge and understanding of the theory work through class discussions, team work and written tasks.	Use understanding of nutrition & the eat well guide to plan and make suitable dishes Include evaluations referring to the eat well guidelines Using fair-trade ingredients in cereal bar & creatively	Write a time plan for a recipe Prepare, cook and serve a dish that demonstrates a wide range of practical skills to meet a design brief and specification. Work independently and safely. Evaluate their performance in the practical using star profiles. Demonstrate their knowledge and understanding of the theory work.
Knowledge Organiser	Sign declaration in booklets Food around the world	Eatwell guide Fairtrade Measuring & weighing	Making predictions (hypothesis) Food science

Assessment	Teacher assessment of completed class work. Practical assessment – expert/mastery/developing	Teacher assessment of class work. Practical assessment – expert/mastery/developing Assessment based on all knowledge steps & teacher marked with a formal knowledge step awarded, towards the end of the term.	Teacher assessment of class work. Practical assessment – expert/mastery/developing End of module 'forms' test
Reading opportunities	Knowledge organisers. Following recipes when making	Knowledge organiser. Following recipes when making.	Knowledge organiser. Following recipes when making
Writing Opportunities	Workbook/class activities	Workbook/ class activities	Workbook/class activities
Vocabulary focus	Import, export, fairtrade,, seasonal, food miles, cross contamination, bacteria, high risk	Nutrients, deficiency, balanced, fairtrade, raising agent, gluten, binding	Gluten, gelatinisation, high risk, gluten formation, blind baking
NC benchmark	Understand the source, seasonality & characteristics of a broad range of ingredients Understand & apply the principles of nutrition & health Cook a repertoire of savoury dishes Varied diet & healthy	Understand & apply the principles of nutrition & health Cook a repertoire of savoury dishes Varied diet & healthy Understand the source, seasonality & characteristics of a broad range of ingredients	Cook a repertoire of savoury dishes Varied diet & healthy

Year 9

Students will learn how to apply the principles of nutrition and healthy eating. Students will be using the eat well guide, food and its nutritional value and health and safety preparing and making food. Students will learn the importance of hygiene and the potential hazards when working in the technical area. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge: Fajita's, Chicken pie, Vegetarian dish, Fruity traybake, anti-oxidant salad, fishcakes & dip, chicken goujons, Thai chicken curry, low-fat dessert such as cheesecake/swiss roll. Higher level cooking & preparation skills are incorporated in to the scheme of learning, for example, jointing a chicken, filleting a fish and using less standard components with lots of encouragement for students to challenge themselves.

Year 9	HT 1 / HT4	HT 2 / HT5	HT 3 / HT6
Overview	**Health & Safety** -Recap **Nutrition** -Eat well guide -Macronutrients -Micronutrients	**Food Choice** -Life stages -Special dietary requirements **Culinary skills** -Developing use of the cooker: -Hob: Boiling & Frying -Grilling & Toasting -Oven: Baking	**Microbiology in food** -Bacteria uses in food -Dangers of bacteria -High risk foods
End point	-Safety & Hygiene: Reinforce rules on kitchen safety Recap and recall how to set up a practical lesson -High risk foods: Safe preparation & storage -Identify the names of the nutrients and examples for each nutrient by creating foods which meet the guidelines -Compare finished product against the eat well guide -Identify the 3 macronutrients & a deeper understanding of carbohydrates, protein, fat. -Be able to explain the difference between wholemeal, brown and white flour products -Define what micronutrients are and why they are beneficial to the body -Food, nutrition and health: sugars, starches and fibre, HBV and LBV proteins, protein complementation, saturated, monounsaturated and polyunsaturated fats, fat soluble and water-soluble vitamins	-Making more complicated dishes & combining cooking skills together to make one dish -Preparation skills -Increased higher level cooking & preparation skills -Confidently demonstrate how to use the cooker safely -Independent use of the cooker -Challenging recipes -Write a time plan for a recipe -More ingredient preparation skills before cooking -Use of electrical and kitchen equipment safely -Demonstrate knife skills -Preparing fruit and vegetables -Preparing meat and vegetarian alternatives -Prepare, combine and shape ingredients	-Making cheese -Bacteria experiment -Name the places bacteria come from -State how and why food may become contaminated with bacteria
Knowledge and Skills	Demonstrate in a practical environment how to 'kit up' and prepare for a practical lesson safely. Demonstrate correct use of coloured chopping boards Show a high level of hygiene with high risk foods – 4 C's Use understanding of nutrition & the eat well guide to plan and make suitable dishes. Include evaluations referring to the eat well guidelines and dish 'theme'.	Using knowledge of different life stages people go through to support nutritional health by creating suitable dishes. Knowledge of allergies & health related illnesses to support nutritional health by creating suitable dishes. Write a time plan for a recipe Prepare, cook and serve a dish that demonstrates a wide range of practical skills to meet a design brief and specification.	Carry out mini experiments in groups. Showing how bacteria can be used in a hygienic way to create foods.

	Through the making of the dish, students can show their understanding of the theory work by adapting the recipes.	Work independently and safely. Evaluate their performance in the practical using star profiles, strengths, weaknesses, improvements & sensory words.	
Knowledge Organiser	Sign declaration in booklets Eatwell guide Macro/micro nutrients	Dove-tailing recipes Dietary needs	Food science
Assessment	Teacher assessment Practical assessment – gold/silver/bronze Do now testing	Teacher assessment Practical assessment – gold/silver/bronze Do now testing	Teacher assessment Practical assessment – gold/silver/bronze Do now testing Forms end of module test
Reading opportunities	Workbook Textbook to support learning	Workbook Textbook to support learning	Workbook Textbook to support learning
Writing Opportunities	Workbook/class activities Assessments	Workbook/class activities Assessments	Workbook/class activities Assessments
Vocabulary focus	Macronutrients, micronutrients, polysaccharide, monosaccharide, disaccharide, HBV-high biological value, LBV-low biological value proteins, protein complementation, saturated, monounsaturated and polyunsaturated fats, fat soluble and water-soluble vitamins	CHD-coronary heart disease, coeliac, osteoporosis, lactose, (dietary illnesses & allergies), deficiency	Bacteria, contamination, microbiology, rennet, strain, curds, whey
NC benchmark	Understand & apply the principles of nutrition & health Cook a repertoire of savoury dishes Varied diet & healthy Understand the source, seasonality & characteristics of a broad range of ingredients	Understand & apply the principles of nutrition & health Cook a repertoire of savoury dishes Varied diet & healthy Understand the source, seasonality & characteristics of a broad range of ingredients	Understand & apply the principles of nutrition & health Cook a repertoire of savoury dishes Varied diet & healthy Understand the source, seasonality & characteristics of a broad range of ingredients

Year 10 Food Preparation and Nutrition GCSE:

Students will demonstrate effective and safe high-level cooking skills by planning, preparing dishes using a variety of cooking techniques and equipment. Students will develop knowledge and understanding of the functional properties, chemical processes and nutritional content of foods. Students will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of different diets and health.

Year 10	HT 1	HT 2	HT 3	HT 4	HT5	HT6

Overview	**3.3.1 Cooking of Food & Heat Transfer**	**3.3.2 Food Science** 3.3.2 Functional and chemical properties of food - 3.3.2.2 *Carbohydrates* -3.3.2 Functional and chemical properties of food - 3.3.2.1 *Proteins* -3.3.2 Functional and chemical properties of food - 3.3.2.3 *Fats and oils*	**3.3.2 Food Science cont…** -3.3.2 Functional and chemical properties of food - 3.3.2.5 *Raising agents* 3.4.1.2 The signs of food spoilage 3.3 3.3.2.4 Fruit and vegetables	**Mock NEA 1** – Food science investigation on enzymic browning	**Food Provenance** -3.6.1 Environmental impact and sustainability -3.6.1.1 Food sources -3.6.1.2 Food and the environment -3.6.1.3 Sustainability of food Food processing	**Recap of Macro/micro-nutrients from year 9** **Mock NEA 1** – Food science investigation on bread food spoilage
End point	Students know: -Why food is cooked and how heat is transferred to food -The terms, conduction, convection & radiation	-Selecting appropriate cooking methods caramelisation/dextrinization/gelatinisation gluten formation/denaturation/coagulation/foam formation/plasticity/shortening/ aeration/creaming/ emulsification/chemical/biological/mechanical raising agent	Understand the following terms: -Enzymic Browning -Food spoilage	NEA 1 style experiments on enzymic browning and report written	-Environmental issues associated with food -Explain how each environmental issue may influence food choice, including: seasonal foods/ sustainable methods of farming / transportation of food and food miles / organic food / local produce / packaging / carbon footprint / food wastage -How ingredients are grown, reared and caught, including: free range/ genetically modified Explain the food security	-Identify the names of the nutrients and examples for each nutrient by creating foods which meet the guidelines -Compare finished product against the eat well guide -Identify the 3 macronutrients & a deeper understanding of carbohydrates, protein, fat. -Be able to explain the difference between wholemeal, brown and white flour products -Define what micronutrients are and why they are beneficial to the body -Food, nutrition and health: sugars, starches and fibre, HBV and LBV proteins, protein complementation, saturated, monounsaturated and polyunsaturated fats, fat

						soluble and water-soluble vitamins NEA 1 style experiments on bread food spoilage.
Knowledge and Skills	Apply a conduction, convection & radiation to a variety of ways to cook different types of food. Be able to identify these cooking methods and describe how they occur at a scientific level.	Use understanding of each cooking process to plan and make suitable dishes. Include evaluations referring to the dish 'theme'. Through the making of the dish, students can show their understanding of the theory work by adapting the recipes.	Use understanding of each cooking process to plan and make suitable dishes. Include evaluations referring to the dish 'theme'. Through the making of the dish, students can show their understanding of the theory work by adapting the recipes.	Students should show in the report their scientific understanding of how ingredients react during preparation & cooking. They will do this through carrying out experiments in controlled conditions & evaluating the results.	Write a time plan for a basic recipe Describe the sensory characteristics using the correct sensory descriptors Prepare, cook and serve a dish from a country of their choice that demonstrates a range of practical skills to meet a design brief and specification Work independently and safely Demonstrate their knowledge and understanding of the theory work	Students are able to identify macro & micro-nutrients in foods. Through the making of the dish, students can show their understanding of the theory work by adapting the recipes.
Knowledge Organiser	Cooking methods	Functional & chemical properties of food 1	Functional & chemical properties of food 2	NEA 1 guidance book Previous work on enzymic browning	Food provenance	Macro/micro-nutrients Yr 9 work
Assessment	Teacher assessment- workbook Exam style questions Practical assessment – gold/silver/bronze Seneca assessment	Mock exam Teacher assessment- workbook Exam style questions Practical assessment – gold/silver/bronze Seneca assessment	Teacher assessment- workbook Exam style questions Practical assessment – gold/silver/bronze Seneca assessment	NEA 1 marked in line with AQA specification & mock grade given	Teacher assessment- workbook Exam style questions Practical assessment – gold/silver/bronze Seneca assessment	Summer Mock. NEA 1 marked in line with AQA specification & mock grade given
Reading opportunities	KO's. Textbooks to support learning.	KO's. Textbooks.	KO's. Textbooks.	NEA 1 guidance book Internet research	KO's. Textbooks.	Research Material. Positive / negative impact of new products on the environment.
Writing Opportunities	Research Meal planning Evaluation	Research Meal planning Evaluation Responding to practical grading	Research Meal planning Evaluation Responding to practical grading	Presenting research gathered. Analysis of information and data.	Research Meal planning Evaluation	Research Meal planning Evaluation

	Responding to practical grading				Responding to practical grading	Responding to practical grading
Vocabulary focus	Conduction, convection, radiation, particles, vibrate	caramelisation/dextrinization/gelatinisation/formation/denaturation/coagulation/foam/formation/plasticity/shortening/aeration/creaming/emulsification/chemical/biological/mechanical raising agent	Chemical/biological/mechanical raising agents, Enzymic Browning, Food spoilage	Enzymic Browning, Food spoilage, investigation, hypothesis, analysis	Seasonal foods/ sustainable methods of farming / transportation of food and food miles / organic food / local produce / packaging / carbon footprint / food wastage	Macronutrients, micronutrients, polysaccharide, monosaccharide, disaccharide, HBV-high biological value, LBV-low biological value proteins, protein complementation, saturated, monounsaturated and polyunsaturated fats, fat soluble and water-soluble vitamins

Year 11 Food Preparation and Nutrition GCSE:

Students will demonstrate effective and safe high-level cooking skills by planning, preparing dishes using a variety of cooking techniques and equipment. Students will develop knowledge and understanding of the functional properties, chemical processes and nutritional content of foods. Students will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of different diets and health.

Year 11	HT 1	HT 2	HT 3	HT 4	HT5	HT6
Overview	NEA 1 – Brief released in September and delivered to students to start immediately	NEA 1 – continued NEA 2 – Brief released	NEA 2 – Formally start & begin 20 hours	NEA 2 – continued	Exam revision & techniques	Exam revision
End point	Section A: Research task, research chosen subject & write a hypothesis	Section B: Carry out 2/3 experiments & analyse the results Section C: Final evaluation & submit for marking Introduce student to NEA 2 themes.	Section A: Research theme chosen Section B: Trial dishes(practical) Section C: Planning the final 3 course meal	Section D: 3 course meal exam Section E: Final evaluation NEA 2 complete and submit for marking	Demonstrate understanding and knowledge of revision content. High scores in exam questions.	Demonstrate understanding and knowledge of revision content. High scores in exam questions.

Knowledge and Skills	Research and analysis. Decision making.	Practical knowledge and making skills through experimenting. Evaluating skills demonstrated Time management.	Research & analysis Practical knowledge and making skills Decision making Planning & adapting recipes/ideas	Complete 3 course meal in time allocated (3 hours) and in exam conditions. The ability to adhere to the submission requirements of the NEA. Time management.	To learn and retrieve information. To employ revision techniques to improve learning of exam content and exam question requirements.	To learn and retrieve information. To employ revision techniques to improve learning of exam content and exam question requirements.
Knowledge Organiser	NEA 2 guidance book Internet research AQA textbook	NEA 2 guidance book Internet research AQA textbook	NEA 2 guidance book Internet research AQA textbook	NEA 2 guidance book Internet research	CGP GCSE AQA Food prep & nut, complete revision and practice book. Previous KO's from year 10	CGP GCSE AQA Food prep & nut, complete revision and practice book. Previous KO's from year 10
Assessment	NEA sections marked according to assessment criteria	NEA sections marked according to assessment criteria	NEA sections marked according to assessment criteria Spring mock exam	Section D marked during the practical exam and feedback given immediately.	Exam questions. Practical revision activities.	Exam questions. Practical revision activities.
Reading opportunities	Research material.	Knowledge organiser. Textbooks to support content.	Knowledge organiser. Textbooks to support content.	Recipes	Revision material	Revision material.
Writing Opportunities	Presentation of investigation and research	Evaluating of ideas.	Presentation of ideas & evaluations	Planning of 3 course meal – time plan	Exam question practice Revision activities	Exam question practice Revision activities
Vocabulary focus	Independent research, analysis, hypothesis	Analysis, investigation, chemical & functional properties of food	Adapting, research, analysis, time plan, dove-tailing	Time plan, dove-tailing, nutritional analysis,	All key words from year 10	All key words from year 10