

Food Preparation & Nutrition Curriculum

Year 7

Pupils will build on the learning in Key Stage 2 Design and Technology. Knowledge and skills include: use of basic equipment and tools, basic practical skills, origin and simple functions of ingredients, healthy eating and The eatwell guide, food choice. Knowledge, understanding and skills needed to engage in an iterative process of designing and making in a range of contexts, such as the home, school and culture.

Introduction: This scheme of work has been developed to enable pupils to learn where food comes from, how to cook a range of dishes safely and hygienically and to apply their knowledge of healthy eating.

Pupils will have the opportunity to work through the following contexts:

- Domestic and local (home and health);
- Industrial (food and agriculture).

During this unit students will:

- Pupils will develop their knowledge and understanding of ingredients and healthy eating;
- Pupils will develop food preparation and cooking techniques;
- Pupils will develop their knowledge of consumer food and drink choice;
- Pupils will be able to apply their knowledge to make informed choices;
- Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently;
- Pupils will build an apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users;
- Pupils will evaluate and test their ideas and products and the work of others.

Through this scheme of work, pupils will:

- Recall and apply the principles of The eatwell guide and the 8 tips for healthy eating, to their own diet;
- Demonstrate a range of food preparation and cooking techniques;
- Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes;
- Recall and apply the principles of food safety and hygiene;
- Identify how and why people make different food and drink choices;
- Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of designing and making;
- Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science;
- Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn

Year 8

Pupils will build on the learning in Year 7 Design and Technology. Knowledge and skills include:

- The eatwell guide and the 8 tips for healthy eating; using and adapting recipes; using appropriate ingredients and equipment to prepare and cook a range of dishes; source, seasonality and characteristics of a range of ingredients.
- Developing the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

Introduction: This scheme of work has been developed to enable pupils to learn how to cook a range of dishes safely and hygienically and to apply their knowledge of nutrition. In addition, they will consider the factors that affect food choice, food availability and food waste. Pupils will have the opportunity to work through the following contexts: ☒ Domestic and local (home and health); ☒ Industrial (food).

During this unit students will:

- Pupils will deepen their knowledge and understanding of food and nutrition;
- Pupils will further develop food preparation and cooking techniques;
- Pupils will deepen their knowledge of consumer food and drink choice;
- Pupils will be able to apply their knowledge to make informed choices;
- Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently;
- Pupils will build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users;
- Pupils will evaluate and test their ideas and products and the work of others.

Through this scheme of work, pupils will:

- Recall and apply the principles of The eatwell guide and the 8 tips for healthy eating;
- Explain energy and how needs change through life;
- Name the main nutrients, sources and functions;
- Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of more complex dishes;
- Demonstrate a wider range of food preparation and cooking techniques; ☒ Apply the principles of food safety and hygiene;
- Explain the factors that affect food and drink choice;
- Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of designing and making in a range of contexts such as home, health and agriculture;
- Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science;
- Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn.

Year 9

Pupils will build on the learning in Year 8 Design and Technology. Knowledge and skills include:

- The eatwell guide; energy balance; macro and micronutrients; food choice and menu planning.
- Knowledge, understanding and skills needed to engage in an iterative process of designing and making in a range of contexts including home, health and food.

Introduction: This scheme of work has been developed to enable pupils to learn how to cook a range of dishes safely and hygienically and apply their knowledge of nutrition. In addition, they will consider consumer issues, food and its functions and new technologies/trends in food.

Pupils will have the opportunity to work through the following contexts:

- Domestic and local (home, health and culture);
- Industrial (food and manufacturing).

During this unit students will

- Pupils will extend their knowledge and understanding of food, diet and health;
- Pupils will extend food preparation and cooking techniques;
- Pupils will extend their knowledge of consumer food and drink choice;
- Pupils will be able to apply their knowledge to make informed choices;
- Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently;
- Pupils will build an apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users;
- Pupils will evaluate and test their ideas and products and the work of others.

Through this Scheme of Work, pupils will:

- Apply the principles of The eatwell guide and relate this to diet through life;
- List and explain the dietary needs throughout life stages;
- Investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food assurance schemes and animal welfare;
- Explain the characteristics of ingredients and how they are used in cooking;
- Adapt and follow recipes to prepare and cook a range of predominately savoury dishes;
- Demonstrate a range of food preparation and cooking techniques and independently apply the principles of food safety and hygiene;
- Investigate and discuss new trends and technologies used in food production, processing and cooking;
- Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of designing and making;
- Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science;
- Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn.

New GCSE: Food Preparation & Nutrition: KS4

This is a new exciting and creative course focusing on practical cooking skills and developing a thorough understanding of nutrition, food origin and the working characteristics of ingredients.

The main focus is developing cookery skills to give you a strong understanding of nutrition.

The five core topics are:

1. Food, Nutrition and Health
2. Food Science
3. Food Safety
4. Food Choice
5. Food Provenance (where it comes from)

Throughout the course pupils will need to develop their competencies in 12 main skills areas. These food preparation skills have been integrated throughout the scheme of work and linked where appropriate to the subject content. Students will be taught how and when to use different food preparation skills to achieve a range of different outcomes.

The skills include:

- 1) General practical skills including: weighing, measuring, preparing ingredients and equipment, correct cooking times, testing for readiness and sensory testing.
- 2) Knife skills including: fruit, vegetables, meat fish or alternatives.
- 3) Preparing fruit and vegetables.
- 4) Using the cooker including: the hob, grill and oven.
- 5) Use of equipment including: blenders, food processors, mixers, pasta machines and microwave ovens.
- 6) Cooking methods including: steaming, boiling, simmering, blanching, poaching and frying.
- 7) Techniques to prepare, cook and combine different ingredients.
- 8) Sauce making including: starch based, reduction and emulsions.
- 9) Tenderising and marinating different ingredients.
- 10) Making dough including: bread, pastry and pasta.
- 11) Use of raising agents including: eggs, chemical, steam and biological.
- 12) Setting of mixtures through use of heat and egg protein

Year 10 (2016/2018 cohort)

Project outline: Commodities

Introduction: The scheme of learning sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and health, food safety, food choice and food provenance. Students will build upon prior learning from Key Stage 3. The specification has been mapped throughout the scheme of learning and the intention is that the specification content is not delivered in a linear fashion. This is intended to be a practical and creative course which focuses on giving students the necessary skills and subject knowledge to provide the foundation for the NEA and final examination in year 11.

Year 11 (2016/2018 cohort)

Non-Exam Assessment: Food Investigation - Task 1 (15%):

Autumn term of Year 11 (Set by exam board on the 1st September of year 11)

- Understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.
- Written or electronic report no more than 8 pages or 16 sides (1,500–2,000 words) including photographic evidence of the practical investigation.

In this report students will...

- Show evidence of research and analysis of their chosen task
- Provide evidence of experiments
- The outcomes of the trialling will be used to justify their conclusions.
- Produce photographic evidence of their practical work, showing final outcomes.

Non-Exam Assessment: Food preparation assessment - Task 2 (35%):

Spring term of Year 11 (Set by exam board on the 1st November of year 11)

Knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Written or electronic portfolio no more than 15 pages (30 sides) including photographic evidence. Photographic evidence of the three final dishes must be included.

In this student's will

- Show evidence of research and analysis of their chosen task
- Provide evidence of trialling dishes, including demonstration of different technical skills. The outcomes of the this will be used to justify the choices of dishes for the final menu.
- Give evidence of planning, preparing, cooking and presenting a menu of three dishes within a single period of no more than three hours.
- Analyse and evaluate the nutritional, cost and sensory properties of the three dishes.
- Produce photographic evidence of their practical work, showing final outcomes.

Year 11 AQA Food Technology (2015-2017 cohort)

Unit 1 Examination: 40%

At the end of year 11 there is a 2-hour examination based on all of the topics covered during the course. 25% of the examination will be based on a design theme which will be shared by the exam board prior to the exam. This allows students to conduct preliminary work on the topic.

Unit 2 Controlled Assessment:60%

The controlled assessment is an extended project based on design theme set by the exam board. This consists of 5 sections...

- A01: Investigating the design context
- A02: Design developments
- A03: Making
- A04: Testing & Evaluation
- A05: Communication

The controlled assessment is around 20 A3 pages in length and requires students to undertake 6-8 initial cooks, before choosing a dish to develop before product a final product.

Year 12 Edexcel BTEC Level 1 and 2 Awards in Home Cooking Skills

Entry requirements: For students following a level 2 pathway in Year 12.

Course Description: Home Cooking Skills provides basic skills and knowledge to be able to cook in a healthy and cost-effective way for the rest of your life, as well as gain the confidence to share these skills with friends and family. From completing this course pupil will have...

- the knowledge, understanding and confidence to cook meals at home
- an understanding of how to economise when planning a meal
- an ability to transfer skills learned to different recipes
- an ability to inspire others by transferring that knowledge.