



Curriculum Rationale:

Our Food Preparation and Nutrition curriculum aims to develop pupils' understanding of how knowledge and skills can be applied to real-life contexts, particularly in relation to health, wellbeing, and informed decision-making. Pupils are taught to become creative and practical learners who can plan, prepare, and evaluate outcomes, drawing on knowledge from science and nutrition. They develop independence, confidence, and the ability to make reasoned choices, which are essential for everyday life.

Our cooking and nutrition threads that weave through our secondary curricula are:

- Food hygiene and safety
- Food science
- Food Nutrition and health
- Food Choice
- Food Provenance

- Consumer awareness
- Food culture
- Food preparation and cooking
- Sensory evaluation
- Sustainability

We teach pupils for two periods a fortnight as a double lesson. We are on a project-based system, in which pupils keep their teacher and together they work around the projects. Which are six lessons long, 12hours of teaching time.



Year 7		
Term	Unit Purpose	Knowledge and Skills
Project 1 Nutrition	<p>Within this unit students will be introduced to food hygiene and routines of the food room. To help build essential life skills, develop safe cooking practices in and out of school.</p> <p>Outline to nutrition, healthy living and comprehension of packaging information. Investigate the different nutrients Carbohydrates, Vitamins, Protein, Calcium, Fats, Minerals, Fiber and Minerals including water. The guidance given by the government, including the Eatwell guide, macronutrients and micronutrients used on packaging and how to analysis packaging including the traffic light system.</p> <p>Students to consider senses involved in eating, the types of sensory testing and consider preference. Use sensory analysis to inform evaluation.</p> <p>See the recipe skills below.</p>	<p>Substantive Knowledge</p> <p>Students know:</p> <p>Food safety and Hygiene</p> <p>Microorganisms</p> <ul style="list-style-type: none">• Bacteria• Yeast• Mould <p>Growth conditions</p> <ul style="list-style-type: none">• Temperature• Moisture• Time• Food supply• Named bacteria:<ul style="list-style-type: none">○ Salmonella○ E. coli○ Campylobacter○ Listeria• Sources of contamination:<ul style="list-style-type: none">○ People○ Equipment



		<ul style="list-style-type: none">○ Pests• Temperature control:<ul style="list-style-type: none">○ Chilling○ Freezing○ Danger zone○ Cooking and reheating temperatures <p>Nutrition</p> <ul style="list-style-type: none">• The five food groups• That food provides energy, growth and health• Basic nutrient labels:<ul style="list-style-type: none">○ Protein (growth/repair)○ Carbohydrates (energy)○ Fat (energy, warmth)• That fruit and vegetables provide vitamins and minerals• That water is essential for life
Recipes		
Lentil Bolognese LPA Recipes Fruit bowl	Pupils are focusing on the introduction to Cutting skills and knife safety, how to use the hobs and the routine of the rooms. This recipe is for a group which has been identifying a low-level class.	<p>Substantive Knowledge Sensory analysis</p> <p>Disciplinary Knowledge</p> <ul style="list-style-type: none">• Skill 1: General practical skills<ul style="list-style-type: none">○ Students can:



		<ul style="list-style-type: none">○ Weigh and measure accurately○ Prepare equipment and ingredients correctly○ Adjust cooking times○ Test for readiness – Flavour, texture and look○ Judge, adjust and refine sensory qualities (taste, texture, aroma, appearance)● Skill 2: Knife skills<ul style="list-style-type: none">○ Students can prepare food accurately and safely using:<ul style="list-style-type: none">○ Bridge hold and claw grip<ul style="list-style-type: none">▪ Dicing● Skill 6: Cooking methods<ul style="list-style-type: none">○ Students can apply:<ul style="list-style-type: none">○ Water-based methods: boiling, simmering○ Fat-based methods: shallow frying, stir frying● Skill 8: Sauce making<ul style="list-style-type: none">○ Students can make:<ul style="list-style-type: none">○ Reduction sauces (evaporation and flavour concentration)
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Stir Fry	Hob safety Heat transfer	<p>Substantive Knowledge Heat transfer – Reduction / condensation Convention</p> <p>Disciplinary Knowledge</p> <ul style="list-style-type: none">• Skill 1: General practical skills<ul style="list-style-type: none">○ Students can:○ Weigh and measure accurately○ Prepare equipment and ingredients correctly○ Adjust cooking times○ Test for readiness – Flavour, texture and look○ Judge, adjust and refine sensory qualities (taste, texture, aroma, appearance)• Skill 2: Knife skills<ul style="list-style-type: none">○ Students can prepare food accurately and safely using:○ Bridge hold and claw grip<ul style="list-style-type: none">▪ Julienne• Skill 6: Cooking methods<ul style="list-style-type: none">○ Students can apply:○ Water-based methods: boiling, simmering
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		<ul style="list-style-type: none">○ Fat-based methods: shallow frying, stir frying● Skill 8: Sauce making<ul style="list-style-type: none">○ Reduction sauces (evaporation and flavour concentration)
Pizza Swirls	Oven Safety Recipe following	<p>Substantive Knowledge - Science</p> <p>Gluten</p> <p>Yeast – Fermentation – CO²</p> <p>2.2 Functional and Chemical Properties</p> <ul style="list-style-type: none">● Gluten Forming● Yeast <p>Disciplinary Knowledge</p> <ul style="list-style-type: none">● Skill 1: General practical skills<ul style="list-style-type: none">○ Students can:○ Weigh and measure accurately○ Prepare equipment and ingredients correctly○ Test for readiness (visual checks)○ Judge, adjust and refine sensory qualities (taste, texture, aroma, appearance)● Skill 2: Knife skills



			<ul style="list-style-type: none"> ○ Students can prepare food accurately and safely using: ○ Bridge hold and claw grip <ul style="list-style-type: none"> ▪ Julienne ▪ Dicing ● Skill 4: Use of the cooker <ul style="list-style-type: none"> ○ Use the oven for baking ● Skill 10: Dough <ul style="list-style-type: none"> ○ Students can: ○ Make dough for bread ○ Demonstrate gluten formation, fermentation and proving. ○ Shape, roll, prove
<u>Tier 2 Words</u>			<u>Tier 3 words</u>
Cut Mix Measure	Fry Boil Simmer	Texture Aroma Look Soft Smooth Sweet Sour	Gluten Fermentation Carbon dioxide Reduction Condensation Conduction Convention Protein Carbohydrate Fat Vitamins Calcium Fibre Eatwell Guide Julienne Dice Microorganisms Contamination High risk
Project 2 & 3	See Design and Technology LTP		



See Design and Technology LTP

Year 8		
Unit Title	Unit Purpose	Knowledge and Skills
Project 1 Food Choices	<p>Pupils will build on their previous knowledge of food safety and hygiene. To ensure they are following the routines of the food room.</p> <p>Explore the psychological, social, cultural and economic factors that influence what we eat. How marketing and social influences can affect what we eat and when we eat it. Gaining a understanding of how food has changed and developed in different countries.</p> <p>To encourage pupils to consider food sustainability: Sourcing local ingredients, reducing food waste, and the environmental footprint of certain foods.</p> <p>Introducing pupils to the NEA 1 investigation to gain a understanding of how to run a</p>	<p>4. Food Safety (Y8)</p> <p>Students know:</p> <ul style="list-style-type: none">• What bacteria are• That bacteria grow faster:<ul style="list-style-type: none">◦ In warmth◦ In moist foods• What high-risk foods are (e.g. cooked rice, meat)• Why refrigeration matters <p>Introduced:</p> <ul style="list-style-type: none">• Food poisoning symptoms• Dates on packaging (use by / best before) <p>5. Food Choice (Y8)</p> <p>Students know:</p> <ul style="list-style-type: none">• Food choice is influenced by:<ul style="list-style-type: none">◦ Religion◦ Culture◦ Ethics (vegetarianism)• Basic allergy awareness (nuts, dairy)



	controlled investigation, analysis data and draw conclusions.	<ul style="list-style-type: none">• That marketing influences choices (advertising, packaging) 6. Food Provenance (Y8) Students know: <ul style="list-style-type: none">• Difference between:<ul style="list-style-type: none">○ Local and imported food○ Seasonal and non-seasonal food• Basic sustainability ideas:<ul style="list-style-type: none">○ Food miles○ Food waste
Scones	Gluten / shortening	Substantive Knowledge Shortening. Gluten <ul style="list-style-type: none">• Investigation<ul style="list-style-type: none">○ Hypothesis-setting○ Fair testing○ Data collection (sensory, viscosity, structure)• Analysis & evaluation<ul style="list-style-type: none">○ Interpret results○ Explain why outcomes occurred○ Propose justified improvements• Skill 1: General practical skills



		<ul style="list-style-type: none">○ Students can:○ Weigh and measure accurately○ Judge, adjust and refine sensory qualities (taste, texture, aroma, appearance)● Skill 2: Knife skills<ul style="list-style-type: none">○ Students can prepare food accurately and safely using:○ Bridge hold and claw grip○ Peeling, slicing, dicing, baton, julienne● Skill 3: Preparing fruit and vegetables<ul style="list-style-type: none">○ Students can:○ Wash, peel, chop, grate, shred, segment, de-skin, de-seed● Skill 4: Use of the cooker<ul style="list-style-type: none">○ Students can use heat sources safely and effectively:● Skill 6: Cooking methods<ul style="list-style-type: none">○ Students can apply:○ Water-based methods: boiling, simmering.○ Fat-based methods: shallow frying,● Skill 7: Prepare, combine and shape
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		<ul style="list-style-type: none">○ Students can:○ Mix, combine and shape ingredients● Skill 8: Sauce making<ul style="list-style-type: none">○ Students can make:● Skill 10: Dough<ul style="list-style-type: none">○ Students can:○ Make dough for bread, pastry, pasta○ Demonstrate gluten formation, shortening, fermentation (proving)○ Shape, roll, prove, rest and finish dough products○ Use techniques for quality outcomes glazing and shaping.● Skill 11: Raising agents<ul style="list-style-type: none">○ Students understand and use:○ Eggs as a raising agent (foams)○ Chemical raising agents (baking powder, bicarbonate of soda)○ Biological agents (yeast)
jambalaya		Substantive Knowledge <ul style="list-style-type: none">● Skill 1: General practical skills<ul style="list-style-type: none">○ Weigh and measure accurately



		<ul style="list-style-type: none">○ Judge, adjust and refine sensory qualities (taste, texture, aroma, appearance)● Skill 2: Knife skills<ul style="list-style-type: none">○ Students can prepare food accurately and safely using:○ Bridge hold and claw grip○ Dicing● Skill 3: Preparing fruit and vegetables<ul style="list-style-type: none">○ Wash, peel, chop, grate, shred, segment, de-skin, de-seed● Skill 4: Use of the cooker<ul style="list-style-type: none">○ Students can use heat sources safely and effectively:● Skill 6: Cooking methods<ul style="list-style-type: none">○ Water-based methods: boiling, simmering.○ Fat-based methods: shallow frying,
science investigation Shortbread –	Shortening	Substantive Knowledge <ul style="list-style-type: none">● Investigation<ul style="list-style-type: none">○ Hypothesis-setting○ Fair testing



		<ul style="list-style-type: none">○ Data collection (sensory, viscosity, structure)● Analysis & evaluation<ul style="list-style-type: none">○ Interpret results○ Explain why outcomes occurred○ Propose justified improvements● Skill 4: Use of the cooker<ul style="list-style-type: none">○ Students can use heat sources safely and effectively:● Skill 7: Prepare, combine and shape<ul style="list-style-type: none">○ Mix, combine and shape ingredients○ Rubbing technique○ Creaming technique● Skill 10: Dough<ul style="list-style-type: none">○ Make dough○ Shape, roll, prove, rest and finish dough products● Skill 11: Raising agents<ul style="list-style-type: none">○ Chemical raising agents (baking powder, bicarbonate of soda)○ Physical aeration○ Stabilisers
Tier 1 Words		<u>Tier 2 Words</u>



Wash Peel Cut Grate Wash	Mix Roll Shape	Fry Boil Simmer Reduce	Rub Creaming Shortening		Food Choice Allergy Intolerance Food choice
Project 2 & 3	See Design and Technology LTP				



Year 9		
Unit Title	Unit Purpose	Knowledge and Skills
Project 1 Food Science		<u>Substantive Knowledge (WHAT)</u> 1. Food, Nutrition and Health Protein <ul style="list-style-type: none">• High biological value (HBV) and low biological value (LBV)• Protein complementation• Protein alternatives (TVP, soya, tofu, mycoprotein)• Functions of protein• Sources of protein Carbohydrates <ul style="list-style-type: none">• Sugars (mono- and disaccharides)• Starch (polysaccharide)• Functions• Sources 2.2 Functional and Chemical Properties Proteins <ul style="list-style-type: none">• Denaturation• Coagulation



		<ul style="list-style-type: none">• Gluten formation• Foam formation• Scientific principles behind each of the above <p>Carbohydrates</p> <ul style="list-style-type: none">• Gelatinisation• Dextrinisation• Caramelisation• Identification of dish• Scientific principles behind each of the above <p>Fats and oils</p> <ul style="list-style-type: none">• Shortening• Aeration• Plasticity• Emulsification• Identification of dish• Scientific principles behind each of the above <p>Raising agents</p> <ul style="list-style-type: none">• Mechanical• Chemical• Biological (yeast)• Steam
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		<ul style="list-style-type: none">• Scientific principles behind each• Identification of dish <p>3. Food Safety</p> <p>3.1 Food Spoilage and Contamination</p> <p>Microorganisms</p> <ul style="list-style-type: none">• Bacteria• Yeast• Mould <p>Growth conditions</p> <ul style="list-style-type: none">• Temperature• Moisture• Time• Food supply <p>Control of spoilage</p> <ul style="list-style-type: none">• Temperature• pH• Water availability• Blanching• Acids <p>High-risk foods</p> <ul style="list-style-type: none">• Ready-to-eat• High protein• Moist foods
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		<p>Signs of spoilage</p> <ul style="list-style-type: none">• Enzymic action• Mould growth• Yeast action <p>3.2 Food Poisoning</p> <p>Bacterial contamination sources</p> <ul style="list-style-type: none">• Food• Equipment• People• Pests• Waste <p>Pathogenic bacteria</p> <ul style="list-style-type: none">• Campylobacter• E. coli• Salmonella• Listeria• Staphylococcus aureus <p>Symptoms of food poisoning</p> <p>3.3 Food Safety Principles</p> <ul style="list-style-type: none">• Personal hygiene• Cleaning• Preventing cross-contamination
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		<ul style="list-style-type: none">• Temperature control:<ul style="list-style-type: none">◦ Freezing (-18°C)◦ Chilling (0–5°C)◦ Danger zone (5–63°C)◦ Cooking & reheating (75°C)• Use of date labels:<ul style="list-style-type: none">◦ Use by◦ Best before◦ Safe storage and serving
Profiteroles	Gelatinisation	<p><u>Substantive Knowledge</u> Gelatinisation</p> <p><u>Disciplinary Knowledge (DO)</u> Skill 1: General practical skills</p> <ul style="list-style-type: none">• Weigh and measure accurately• Prepare equipment and ingredients correctly• Judge, adjust and refine sensory qualities (taste, texture, aroma, appearance) <p>Skill 5: Use of equipment Students can select and use appropriate equipment, including:</p> <ul style="list-style-type: none">• Pasta machines



		<p>Skill 6: Cooking methods Students can apply:</p> <ul style="list-style-type: none">• Water-based methods: boiling, simmering <p>Skill 7: Prepare, combine and shape Students can:</p> <ul style="list-style-type: none">• Mix, combine and shape ingredients• Roll• Shape and bind wet mixtures - coagulation <p>Skill 8: Sauce making Students can make:</p> <ul style="list-style-type: none">• Starch-based sauces - roux, béchamel• Reduction sauces - evaporation and flavour concentration <p>Skill 10: Dough Students can:</p> <ul style="list-style-type: none">• Make dough for pasta• Demonstrate gluten formation• Shape, roll, rest and finish dough products <p>Skill 12: Setting mixtures Students can:</p>
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		<ul style="list-style-type: none">• Use gelatinisation (starch setting on cooling) <p>Investigation – teach lead – gluten</p> <ul style="list-style-type: none">• Hypothesis-setting• Fair testing• Data collection (sensory, viscosity, structure)
Swiss Roll	Aeration	<p><u>Substantive Knowledge</u> Aeration – Chemical / biological / physical / mechanical</p> <p><u>Disciplinary Knowledge (DO)</u> Skill 1: General practical skills</p> <ul style="list-style-type: none">• Weigh and measure accurately• Prepare equipment and ingredients correctly• Judge, adjust and refine sensory qualities (taste, texture, aroma, appearance) <p>Skill 4: Use of the cooker Students can use heat sources safely and effectively:</p> <ul style="list-style-type: none">• Use the oven for baking



		<p>Skill 5: Use of equipment</p> <p>Students can select and use appropriate equipment, including:</p> <ul style="list-style-type: none">• Electric Whisk <p>Skill 7: Prepare, combine and shape</p> <p>Students can:</p> <ul style="list-style-type: none">• Mix, combine and shape ingredients• Roll• Handle high-risk foods correctly and prevent cross-contamination• Whisking to aerate and form a foam - Mechanical <p>Analysis & evaluation</p> <ul style="list-style-type: none">• Interpret results• Explain why outcomes occurred• Propose justified improvements <p>Communication using subject literacy</p> <ul style="list-style-type: none">• Precise technical language• Structured reasoning• Visual/data representation
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Quiche	Coagulation	<p><u>Disciplinary Knowledge (DO)</u></p> <p>Skill 1: General practical skills</p> <ul style="list-style-type: none">• Weigh and measure accurately• Prepare equipment and ingredients correctly• Test for readiness - temperature probe, skewer, visual checks• Judge, adjust and refine sensory qualities (taste, texture, aroma, appearance) <p>Skill 2: Knife skills</p> <p>Students can:</p> <ul style="list-style-type: none">• Prepare food accurately and safely using:• Bridge hold and claw grip• Dicing, fine dicing <p>Skill 3: Preparing fruit and vegetables</p> <p>Students can:</p> <ul style="list-style-type: none">• Wash, peel, chop, grate, shred, segment, de-skin, de-seed• Handle produce hygienically to prevent food poisoning when handling meat <p>Skill 4: Use of the cooker</p>
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		<p>Students can use heat sources safely and effectively:</p> <ul style="list-style-type: none">• Use the oven for baking <p>Skill 7: Prepare, combine and shape</p> <p>Students can:</p> <ul style="list-style-type: none">• Mix, combine and shape ingredients• Rub• Roll• Shape and bind wet mixtures - coagulation• Handle high-risk foods correctly and prevent cross-contamination <p>Skill 10: Dough</p> <p>Students can:</p> <ul style="list-style-type: none">• Make dough for pastry• Demonstrate shortening of gluten• Shape, roll, rest and finish dough products <p>Skill 12: Setting mixtures</p> <p>Students can:</p> <ul style="list-style-type: none">• Use protein coagulation (egg-based setting with heat)
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		<p>Analysis & evaluation</p> <ul style="list-style-type: none">• Interpret results• Explain why outcomes occurred• Propose justified improvements <p>Communication using subject literacy</p> <ul style="list-style-type: none">• Precise technical language• Structured reasoning• Visual/data representation
Food science		<p><u>Disciplinary Knowledge (DO)</u></p> <p>Skill 1: General practical skills</p> <ul style="list-style-type: none">• Weigh and measure accurately• Prepare equipment and ingredients correctly• Select and adjust cooking times and processes• Test for readiness (temperature probe, skewer, visual checks, etc.)• Judge, adjust and refine sensory qualities (taste, texture, aroma, appearance)• Finish and present food appropriately (garnishing, portioning, plating) <p>Skill 2: Knife skills</p>



		<p>Students can:</p> <ul style="list-style-type: none">• Prepare food accurately and safely using:• Bridge hold and claw grip• Dicing, fine dicing <p>Skill 3: Preparing fruit and vegetables</p> <p>Students can:</p> <ul style="list-style-type: none">• Wash, peel, chop, grate, shred, segment, de-skin, de-seed• Handle produce hygienically to prevent food poisoning when handling meat <p>Skill 4: Use of the cooker</p> <p>Students can use heat sources safely and effectively:</p> <ul style="list-style-type: none">• Use the oven for baking <p>Skill 5: Use of equipment</p> <p>Students can select and use appropriate equipment, including:</p> <ul style="list-style-type: none">• Pasta machines <p>Skill 6: Cooking methods</p> <p>Students can apply:</p>
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		<ul style="list-style-type: none">• Water-based methods: boiling, simmering• Fat-based methods: shallow frying• With awareness of nutrient retention and texture <p>Skill 7: Prepare, combine and shape</p> <p>Students can:</p> <ul style="list-style-type: none">• Mix, combine and shape ingredients• Roll• Shape and bind wet mixtures - coagulation• Handle high-risk foods correctly and prevent cross-contamination <p>Skill 8: Sauce making</p> <p>Students can make:</p> <ul style="list-style-type: none">• Starch-based sauces - roux, béchamel• Reduction sauces - evaporation and flavour concentration <p>Skill 10: Dough</p> <p>Students can:</p> <ul style="list-style-type: none">• Make dough for pastry, pasta• Demonstrate gluten formation, shortening• Shape, roll, rest and finish dough products
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			Skill 12: Setting mixtures Students can: <ul style="list-style-type: none"> • Use gelatinisation (starch setting on cooling) • Use protein coagulation (egg-based setting with heat) Investigation <ul style="list-style-type: none"> • Hypothesis-setting • Fair testing • Data collection (sensory, viscosity, structure) Analysis & evaluation <ul style="list-style-type: none"> • Interpret results • Explain why outcomes occurred • Propose justified improvements Communication using subject literacy <ul style="list-style-type: none"> • Precise technical language • Structured reasoning • Visual/data representation 		
<u>Tier 2 Words</u>			<u>Tier 3 words</u>		
Mix Fold Roll Whisk Combined	Cook Bake Measure Pastry Dough	Batter Taste Texture Appearance Sensory	Aeration Chemical Physical Biological Mechanical	Investigation Analysis Evaluation Hypothesis viscosity	Gelatinisation Denature Coagulation Stabilising Dextrinisation



Project 2 & 3	See Design and Technology LTP
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Year 10 – Food, Preparation and Nutrition 7 periods a fortnight			
Term	Unit Title	Unit Purpose	Knowledge and Skills
Autumn 1	<p>Health and hygiene Eatwell guide Macro / Micronutrients Carbohydrates Protein</p> <p><u>Exam Technique</u> Practice multiple choice questions and how to structure the selection of answers.</p> <p>Practice nutrition style chart/table questions and the questions that require pupils to improve a recipe or a dish based on its nutritional value.</p> <p><u>Produce revision resources.</u> Flash cards</p>	<p>Pupils should be learning Health and hygiene of a commercial kitchen to enable them to apply this knowledge to practical lessons and to be safe within the working environment. This knowledge will be applied when pupils complete their NEA 2, both physical and within their planning. This should also be taught to allow pupils to answer questions, interlinking the knowledge of high</p>	<p><u>Substantive Knowledge</u> 3. Food Safety 3.1 Food Spoilage and Contamination Microorganisms</p> <ul style="list-style-type: none">• Bacteria• Yeast• Mould <p>Growth conditions</p> <ul style="list-style-type: none">• Temperature• Moisture• Time• Food supply <p>Control of spoilage</p> <ul style="list-style-type: none">• Temperature• pH• Water availability• Blanching• Acids <p>High-risk foods</p>



	<p>Knowledge organisers / mind maps Blank page retrieval Blurting (brain dump)</p>	<p>risks foods, quoting temperatures, bacteria's, cause and preventions of high risk foods to customers and employees.</p> <p>The ultimate goal of this unit is to connect this theoretical knowledge to practical cooking. Pupils should be able to apply nutritional science to plan, modify, and prepare healthy meals. Pupils should be able to analysis and evaluate different users' needs and be able to suggest how they can make improvements to their diets based on government</p>	<ul style="list-style-type: none">• Ready-to-eat• High protein• Moist foods <p>Signs of spoilage</p> <ul style="list-style-type: none">• Enzymic action• Mould growth• Yeast action <p>3.2 Food Poisoning</p> <p>Bacterial contamination sources</p> <ul style="list-style-type: none">• Food• Equipment• People• Pests• Waste <p>Pathogenic bacteria</p> <ul style="list-style-type: none">• Campylobacter• E. coli• Salmonella• Listeria• Staphylococcus aureus <p>Symptoms of food poisoning</p> <p>3.3 Food Safety Principles</p> <ul style="list-style-type: none">• Personal hygiene
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		<p>guidelines and individual needs.</p> <p>Pupils should be able to link the nutrients within the food products and explain their function and chemical properties. Learners will demonstrate understanding by explaining the process of making different foods within exam and when completing their NEA 1 and NEA 2.</p> <p>They should be able to apply this knowledge to make judgment calls when cooking dishes based on this knowledge and understanding.</p>	<ul style="list-style-type: none">• Cleaning• Preventing cross-contamination• Temperature control:<ul style="list-style-type: none">◦ Freezing (-18°C)◦ Chilling (0–5°C)◦ Danger zone (5–63°C)◦ Cooking & reheating (75°C)• Use of date labels:<ul style="list-style-type: none">◦ Use by◦ Best before• Safe storage and serving <p>DO NOT USE "germs," "clean," "dirty," or just "food poisoning"</p> <p>Use Microorganisms, bacteria, or pathogens Rot / decay or mouldy 1.3 Nutritional Needs and Health Healthy eating guidelines</p> <ul style="list-style-type: none">• Eatwell Guide• Water intake• 5-a-day• Portion size
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			<ul style="list-style-type: none">• Macronutrients and Micronutrients <p>Protein</p> <ul style="list-style-type: none">• High biological value (HBV) and low biological value (LBV)• Protein complementation• Protein alternatives (TVP, soya, tofu, mycoprotein)• Functions of protein• Sources of protein• Effects of deficiency and excess• Dietary Reference Values (DRVs) <p>Fats</p> <ul style="list-style-type: none">• Saturated fats• Unsaturated fats (monounsaturated, polyunsaturated)• Functions of fat• Sources of fat• Effects of deficiency and excess• DRVs <p>Carbohydrates</p> <ul style="list-style-type: none">• Sugars (mono- and disaccharides)• Starch (polysaccharide)
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			<ul style="list-style-type: none">• Dietary fibre• Functions• Sources• Effects of deficiency and excess• DRVs
Autumn 2	<p>Lipids Vitamins Water Fibre Medical Aeration</p> <p><u>Exam Technique</u> Practice multiple choice questions and how to structure the selection of answers.</p> <p>Practice nutrition style chart/table questions and the questions that require pupils to improve a recipe or a dish based on its nutritional value.</p> <p>Practice 4-6 mark questions. How to plan</p>	<p>By the end of the autumn term, pupils will be able to discuss all the different types of nutrients. Interlace this knowledge to the different types of government initiatives, packaging on food and key medical requirements.</p> <p>Pupils will identify the sources of food, the short- or long-term effect this may have on a person.</p> <p>Pupils will continue to link the nutrients within the food</p>	<p><u>Substantive Knowledge</u></p> <p>Fats</p> <ul style="list-style-type: none">• Saturated fats• Unsaturated fats (monounsaturated, polyunsaturated)• Functions of fat• Sources of fat• Effects of deficiency and excess• DRVs <p>Vitamins</p> <ul style="list-style-type: none">• Fat soluble: A, D, E, K• Water soluble:<ul style="list-style-type: none">◦ B group (B1, B2, B3, folic acid, B12)◦ Vitamin C• Functions of each• Sources of each• Deficiency and excess• DRVs



	<p>and structure your answers.</p> <p><u>Produce revision resources.</u></p> <p>Flash cards Knowledge organisers / mind maps Blank page retrieval Blurting (brain dump)</p>	<p>products and explain their function and chemical properties. Learners will demonstrate understanding by explaining the process of making different foods within exam and when completing their NEA 1 and NEA 2.</p> <p>They should be able to apply this knowledge to make judgment calls when cooking dishes based and quality control checks. E.g. over or under kneading, whisking or adding ingredients.</p>	<ul style="list-style-type: none">• Loss of water-soluble vitamins during cooking• Antioxidant role of vitamins A, C and E <p>Minerals</p> <ul style="list-style-type: none">• Calcium• Iron• Sodium (salt)• Fluoride• Iodine• Phosphorus• Functions• Sources• Deficiency and excess• DRVs <p>Water</p> <ul style="list-style-type: none">• Functions of water in the body• Hydration requirements• How water is lost• Situations requiring increased fluid intake <p>Fibre</p> <ul style="list-style-type: none">• Functions of water in the body• Sources of fibre• Deficiency and excess• DRVs
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			Diet, nutrition and health <ul style="list-style-type: none">• Obesity• Cardiovascular disease (CHD, high blood pressure)• Bone health (rickets, osteoporosis)• Dental health• Iron-deficiency anaemia• Type 1 diabetes• Type 2 diabetes• Explain the symptoms and long-term issues.• What is the cause?• Is it preventable?• How can you control this with your diet?
Cooking	Fajitas – check on cutting skills and oven confidence Stroganoff – Reduction sauce and heat transfer Mac ‘n’ cheese – Gelatinisation Egg challenge – Presentation & independence Custard Tart – Gelatinisation, Shortening and Fats Pasta – Gluten, egg yolk binding Stuffed Pasta –		



	NEa 1 – shortbread - Nea enzymic browning -		
English links	Tier 1 Language		<u>Tier 2 language</u>
Spring 1	<p>Target audience Medical Age Religion Culture</p> <p>Seasonal Farming</p> <p><u>Exam Technique</u> Continue practicing the long answer and multiple-choice questions, table questions and 4-6 mark questions.</p> <p>Introduce the long answer questions. 8 – 12 marks. Highlighting command words and Key terms. PEEL Analysis and evaluate</p>	<p>Pupils will continue to recap the different nutrients and start to apply this to specific target audiences, their stages of life and medical needs. They will gain the confidence to be able to talk about how one nutrient requirement could link to each another. E.g. Vitamin B6 helps your body absorb proteins.</p>	<p><u>Substantive Knowledge</u> 4. Food Choice 4.1 Factors Affecting Food Choice</p> <ul style="list-style-type: none"> • Cost • Availability • Income • Time • Lifestyle • Physical Activity Level • Preferences • Enjoyment • Seasonality • Occasion • Healthy eating <p>4.2 Cultural, Ethical and Medical Influences Religion & culture</p> <ul style="list-style-type: none"> • Buddhism • Christianity • Hinduism • Islam



	<p><u>Produce revision resources.</u> Flash cards Knowledge organisers / mind maps Blank page retrieval Blurting (brain dump)</p> <p><u>Produce revision resources.</u> Flash cards Knowledge organisers / mind maps Blank page retrieval Blurting (brain dump)</p>		<ul style="list-style-type: none">• Judaism• Rastafarianism• Sikhism <p>Ethical beliefs</p> <ul style="list-style-type: none">• Animal welfare• Fairtrade• Organic• Local produce• GM foods <p>Medical</p> <ul style="list-style-type: none">• Allergies (12)• Intolerances (gluten, lactose)• Identify the types <p>4.4 British and International Cuisines</p> <ul style="list-style-type: none">• Features of British cuisine• Features of at least two international cuisines:<ul style="list-style-type: none">○ Ingredients○ Equipment○ Cooking methods○ Eating patterns○ Presentation styles○ Traditional vs modern recipes
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			5. Food Provenance 5.1 Food Sources <ul style="list-style-type: none">• Where food is grown, reared, caught• Organic vs conventional farming• Free range vs intensive• Sustainable fishing• Local vs imported• GM foods (advantages/disadvantages)
Spring 2	<p>Intensive / organic</p> <p>Environmental issues 1 – Food waste</p> <p>Environmental issues 2 – food miles</p> <p>Environmental 3 – Farming and sustainability</p> <p>Food processing</p> <p><u>Exam Technique</u> Continue practicing the long answer and multiple-choice questions, table</p>		<p><u>Substantive Knowledge</u></p> <p>5. Food Provenance</p> <p>5.2 Environmental Impact</p> <ul style="list-style-type: none">• Seasonality• Food miles• Packaging• Carbon footprint• Food waste (home, retail, production) <p>5.3 Sustainability & Food Security</p> <ul style="list-style-type: none">• Climate change• Global warming• Population growth• Limited resources



	<p>questions and 4-6 mark questions.</p> <p>Introduce the long answer questions. 8 – 12 marks.</p> <p>Highlighting command words and Key terms.</p> <p>PEEL</p> <p>Analysis and evaluate</p>		<ul style="list-style-type: none">• Fairtrade• Drought and flooding• Global food availability <p>5.4 Food Processing and Production</p> <p>Primary processing</p> <ul style="list-style-type: none">• Milling• Pasteurisation• UHT• Sterilisation• Cleaning and harvesting <p>Secondary processing</p> <ul style="list-style-type: none">• Bread• Pasta• Cheese• Yogurt• Jams <p>Effects of processing</p> <ul style="list-style-type: none">• Nutritional loss• Sensory changes <p>5.5 Technological Developments</p> <ul style="list-style-type: none">• Fortification• Modified foods• Cholesterol-lowering products
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			<ul style="list-style-type: none">• Additives:<ul style="list-style-type: none">○ Colourings○ Preservatives○ Emulsifiers○ Stabilisers• Positive and negative impacts of GM foods
Cooking	<p>Profiteroles – Aeration physical Meringues – Aeration mechanical Swiss roll – Aeration mechanical Puff pastry – Aeration physical Chicken pie – Gelatinisation Nea gluten investigation -</p> <p>Bread shaping – Aeration Biological – yeast - Gluten – proving – resting – shaping Bread Chelsea buns – Aeration Biological – yeast - Gluten – proving – resting – shaping Soda Bread & butter – Aeration chemical - Teacake challenge – Presentation</p>		
English links	Tier 1 Language		<u>Tier 2 language</u>
Summer 1			



Summer 2	Intro to NEA 2		
Cooking	Deboning chicken – Hygiene, Skill Chicken Wrap & Mayo – Independent lesson – emulsion Viennese Whirls – Presentation lesson – Shortening Cake investigation – Lipids Cake investigation – Sugars Cake investigation – Fats		
English links	Tier 1 Language		<u>Tier 2 language</u>



Year 11			
Term	Unit Title	Unit Purpose	Knowledge and Skills
Autumn 1	NEA 1: Investigation Live task released 1st September – 15% of the overall GCSE grade	Understand the requirements of the food investigation task including: · Research, plan and carry out an investigation into the working characteristics, functional and chemical properties of ingredients · Record the investigation findings · Analyse and Evaluate results · Present the food investigation task.	<u>Subjective Knowledge</u> Food science theory Functions of ingredients Nutritional analysis Effects of cooking methods Consumer opinions Preferred flavours and textures Appearance and presentation preferences <u>Disciplinary Knowledge</u> Planning and carrying out controlled investigations. Measuring accurately and recording quantitative data. Analysing scientific results. Evaluating the effects of variable changes. Applying food science terminology correctly. Producing graphs and tables to present data. Drawing evidence-based conclusions.



			Making justified recommendations using scientific evidence for real world situations.
Autumn 2	NEA 2: 3 hour cook Live task released 1st November – 35% of the overall GCSE grade	<u>Research</u> Pupils will be analysing the 3 tasks. Select the task they would like to progress with. Produce an analyse of key points from the task. Including the user's needs, nutritional importance, food provenance, and cost requirements. Pupils will research and select appropriate dishes. For their trials, as well as the final menu.	<u>Subjective Knowledge</u> Demonstrated Responding to the target consumer's needs. Including; Food Provenance, culture and beliefs, Medical and nutritional needs, economical needs and preference. Producing dishes that meet the brief. Creating appealing presentation and sensory qualities. Showing awareness of consumer expectations. <u>Disciplinary Knowledge</u> Demonstrated Applying high-level practical skills. Using food science principles effectively. Demonstrating nutritional understanding.



Spring 1	<p>January PPEs take 3 week of the spring term. Pupils will be revision in preparation for the exam.</p> <p>In the second half of the term pupils will continue running trail cooks and planning for their 3hour cook.</p>	<p><u>Planning</u></p> <p>Pupils will be planning for, completing and evaluation of their Trial cooks.</p> <p>Producing the dove tail plan for their final 3-hour cook.</p> <p>Work out the nutritional value for each dish they have on their menu. Explain how they could make it healthier or more suitable for the users.</p> <p>Work out the costing of each dish and explain how they could make it cheaper and more cost effective for the user or to make money as a company.</p>	<p><u>Practical Skills</u></p> <ul style="list-style-type: none">• Knife skills.• Portioning and shaping.• Dough making.• Sauce making.• Pastry production.• Cake making.• Decoration and presentation.• Complex cooking methods.• Multi-tasking.• Working independently. <p><u>Technical Skills</u></p> <ul style="list-style-type: none">• Demonstrating a range of cooking techniques.• Controlling temperatures.• Monitoring consistency and quality.• Achieving accurate portion sizes.• Producing dishes to a professional standard.• Assessment Skills• Conducting cooking trials.• Analysing outcomes of trials.• Refining recipes.• Evaluating nutritional value.
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			<ul style="list-style-type: none">• Justifying improvements.• Reviewing final outcomes against the brief. <p>Planning the technically complex dishes within the time limit. Working efficiently according to a detailed time plan. Considering food safety throughout practical planning.</p> <p><u>Evaluation</u></p> <p><u>Analyse</u> What went well. What went wrong. Why it happened.</p> <p><u>Justify</u> Choice of ingredients. Cooking methods. Presentation decisions.</p> <p><u>Explain</u> Scientific principles. Nutritional benefits. Technical processes.</p> <p><u>Improve</u> Suggest realistic modifications. Explain how changes would improve outcomes. Link improvements to scientific evidence.</p>
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Spring 2	<p>Start of this term the 3 hour cook will be complete and evaluation the final outcomes.</p> <p>NEA 2 (completed) - Feb half-term</p>	<p>After the 3 hour cook pupils will be evaluating themselves during the cook. Their preparation, cooking skills and presentation of the three dishes. They will evaluate the 3 dishes and how they have met the task and the requirement of the user.</p>	<p><u>Organisation Skills</u> Students should demonstrate: Excellent mise en place. Independent working. Time management. Sequencing of tasks. Efficient use of equipment.</p> <p><u>Complex Practical Skills</u> <u>Examples include:</u> Filleting fish. Making laminated pastry. Choux pastry production. Bread making. Sauce making. Precision knife skills. Sugar work. Piping and decoration.</p> <p><u>Quality Control</u> Students continuously monitor: Appearance. Texture. Consistency. Cooking temperatures. Portion control. Food safety.</p>



			<p><u>Evaluation</u> Analyse appearance, taste and texture Explain outcomes using food science Suggest improvements Link dishes to the task brief Justify nutritional choices</p> <p><u>Analyse</u> What went well. What went wrong. Why it happened.</p> <p><u>Justify</u> Choice of ingredients. Cooking methods. Presentation decisions.</p> <p><u>Explain</u> Scientific principles. Nutritional benefits. Technical processes.</p> <p><u>Improve</u> Suggest realistic modifications. Explain how changes would improve outcomes. Link improvements to scientific evidence.</p>
Summer 1	Revision Exam end of may	Quick recall Identifying weak areas	The structure and expectations of the written examination,



		Exam confidence	<p>including command words and question formats. -How to approach different sections of the exam, including multiple choice, short answer, and extended response questions.</p> <p>Focus areas:</p> <ul style="list-style-type: none">• Food hygiene and safety• Food science• Food Nutrition and health• Food Choice• Food Provenance
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