

Food & Nutrition

Skill

We want all of our students to have the ability to recall, select and communicate an accurate and detailed knowledge and understanding of food preparation and nutrition. They will discover this mainly through practical lessons

Character

We want students to be demonstrate independence and resilience in theory and practical environments. These key attributes will support the students with their confidence and develop their character, as it will allow them to express their creativity and individual ideas.

Experiences

Students will have the opportunity to engage in challenging situations where they can problem solve and communicate with others to prepare for the world of work and further education. They will have opportunities to take responsibility for their own decisions by menu planning and modifying recipes.

Criticality

Food & Nutrition will develop students' ability to think critically about their work and receive feedback from teachers and peers. This reflection will allow them to understand how to rectify mistakes and how to learn from them.

8 Food Technology Programme of Study

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Nutrition	Nutritional needs of individuals	Science of cooking food	Cultures and cuisines	Technological developments	Factors affecting food choice
Year 10	Fruit and vegetables	Milk, cheese and yoghurt	Cereals	Meat, poultry, fish and eggs	Butter, oil, margarine, sugar & syrup	Beans, nuts, seeds, soya, tofu & myco-protein
Year 11	<p>Assessment 1 (30 MARKS): The Food Investigation Assessment</p> <p>A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food</p>	<p>Assessment 2 (70 MARKS): The Food Preparation Assessment</p> <p>Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food</p>	<p>Revision Lessons for Component 1: Principles of Food Preparation and Nutrition</p> <p>Written examination: Areas of Content</p> <ol style="list-style-type: none"> 1. Food commodities 2. Principles of nutrition 3. Diet and good health 4. The science of food 5. Where food comes from 6. Cooking and food preparation 	<p>Revision Lessons for Component 1: Principles of Food Preparation and Nutrition</p> <p>Written examination: Areas of Content</p> <ol style="list-style-type: none"> 1. Food commodities 2. Principles of nutrition 3. Diet and good health 4. The science of food 5. Where food comes from 6. Cooking and food preparation 	<p>Revision Lessons for Component 1: Principles of Food Preparation and Nutrition</p> <p>Written examination: Areas of Content</p> <ol style="list-style-type: none"> 1. Food commodities 2. Principles of nutrition 3. Diet and good health 4. The science of food 5. Where food comes from 6. Cooking and food preparation 	Examination

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 9 autumn term 1:	<p><u>Principles of nutrition</u></p> <ul style="list-style-type: none"> • Able to identify the different types of nutrients, their sources and functions within the body. • Able to explain the importance of water and fibre in the diet even though they are not nutrients. • Understanding the Eatwell Guide and its importance to consuming a healthy diet. • Able to use the knowledge they have gained in lessons to choose appropriate dishes. • Understand how pasta is cooked and how to test if it is ready to eat. • Know the characteristics of starch and how important it is when making a sauce. • Know the characteristics of eggs and their functions within a sauce. • Know how to make a perfect roux sauce. • Know the importance of precision when preparing ingredients and how to create a dish to a high standard. 	
Year 9 autumn term 2:	<p><u>Diet & good health</u></p> <p>Able to identify and describe different government dietary guidelines.</p> <ul style="list-style-type: none"> • Know the definitions for the key terminology that relates to diets and nutrients. • Able to describe the dietary needs of different groups of individuals with specific detail. • Able to show an understanding of special diets and dietary restrictions for different groups of people. • Able to create a dish that would suit the specific needs of an individual of group of people. 	
Year 9 spring term 1:	<p><u>The Science of cooking</u></p> <ul style="list-style-type: none"> • Understand why food is cooked • Understand how heat is transferred to food • Able to identify different methods used food cooking food • Understand how to maintain the nutritional value of food through preparing and cooking • Able to identify different types of raising agents and their functions • Understand the scientific principles when preparing food • Understand the scientific principles when cooking food • Understand the basic terminology of food science 	

<p>Year 9 spring term 2:</p>	<p><u>Food provenance & waste</u></p> <ul style="list-style-type: none"> • Know the definitions for cultures and cuisines. • Able to identify the factors that influence a cuisine. • Able to identify the different types of cuisine available throughout the world. • Know what the key ingredients are from each cuisine. • Know what the popular dishes are from each cuisine. • Able to prepare and cook a range of dishes from different cuisines. 	
<p>Year 9 summer term 1:</p>	<p><u>Understand the technological developments in the food industry</u></p> <ul style="list-style-type: none"> • Understand the factors that affect food technology • Understand the importance of new technologies on food production • Understand the importance of new technologies on food processing • Able to describe the effects of processing on food and drink • Able to identify and describe the positives and negatives of technological developments 	
<p>Year 9 summer term 2:</p>	<p><u>Understand the factors affecting food choice</u></p> <ul style="list-style-type: none"> • Able to identify a range of factors that influence food choice • Able to describe the choices that people make according to a range of factors • Able to describe how to make informed choices to achieve a varied and balanced diet • Able to describe how marketing and advertising effects our food choices • Understand how sensory perception guides the choices people make 	

Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 10 autumn term 1	<p>Fruit & Vegetables</p> <ul style="list-style-type: none"> □ Understand where fruit and vegetables come from, how they are grown and types • Understand the advantages and disadvantages of organic products • Able to describe the primary and secondary processes fruit and vegetables go through • Able to identify different ways to preserve fruit and vegetables • Able to describe oxidation and enzymic browning of fruit • Able to identify different health and safety points relating to fruit and vegetables • Able to identify the nutrients found in fruit and vegetables • Able to make a flavoured sugar syrup to enhance a fruit dish • Able to use precision when using fruit or vegetables as decoration • Able to suggest suitable cooking methods for different vegetable 	
Year 10 autumn term 2	<p>Milk & Dairy Products</p> <ul style="list-style-type: none"> • Able to identify the different types of dairy products available • Understand how milk is processed so it is safe to use • Understand how milk is processed into the different dairy products • Able to identify the nutrients found in milk and dairy products • Able to describe characteristics of different types of milk and dairy products • Able to identify how dairy products are used in the diet 	
Year 10 spring term 1	<p>Cereals</p> <ul style="list-style-type: none"> • Understand what cereals are • Able to identify the origins of different cereals and the factors that effect this • Able to describe the different types of cereals • Understand the nutritional value of cereals • Understand the importance of cereals in the diet • Able to describe the primary and secondary processing of cereals • Understand how different cereals are used to make 	

<p>Year 10 spring term 2</p>	<p>Meat, Poultry, Fish & Eggs</p> <ul style="list-style-type: none"> • Able to link the different types of meat to the animals they come from • Able to identify cuts of meat from different animals • Able to describe the process of jointing a chicken • Understand the benefits of using different cuts of meat for different purposes • Understand why and how meat, poultry, fish and eggs are cooked • Able to identify different appropriate cooking methods for meat, poultry, fish and eggs • Understand the advantages and disadvantages of different farming methods • Understand issues relating to animal welfare and symbols relating to this • Able to state how meat, poultry, fish and eggs should be stored 	
<p>Year 10 summer term 1</p>	<p>Butter, Oil, Margarine, Sugar and Syrup/ Beans, Nuts and Seeds, Soya, Tofu and Mycoprotein</p> <ul style="list-style-type: none"> • Recognise the choice of fats & oils available to the consumer • Understand the composition of fats & oils • Identify the nutritional value of fats & oils in the diet • Understand the properties of fats & oils • Understand the functions of fats & oils in food preparation • Identify the types of sugar and other sweeteners available to the consumer • Understand the composition of sugar • Recognise the nutritional value of sugar and other sweeteners in the diet • Understand the functions of sugar in food preparation and cooking • Identify the current issues with sugar consumption • Understand the importance of beans, nuts & seeds in the diet • Recognise the allergies and intolerances caused by beans, nuts & seeds • Understand the nutritional value of alternative protein foods 	
<p>Year 10 summer term 2</p>	<p>NEA 1 Mock-The Food Investigation Assessment</p> <ul style="list-style-type: none"> • Able to use a range of relevant sources to research the task • Able to create a plan of action • Able to predict an outcome 	

	<ul style="list-style-type: none"> • Able to review and make improvements for the food investigation • Understand the working characteristics, functional & chemical properties of selected ingredients • Able to record outcomes using sensory testing • Able to analyse and justify data and discuss conclusions 	
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Term and topic:	Fundamental knowledge	Entitlement vocabulary
Year 11 autumn term 1	<p>NEA 1 -The Food Investigation Assessment (15%)</p> <ul style="list-style-type: none"> • Able to use a range of relevant sources to research the task • Able to create a plan of action • Able to predict an outcome • Able to review and make improvements for the food investigation • Understand the working characteristics, functional & chemical properties of selected ingredients • Able to record outcomes using sensory testing • Able to analyse and justify data and discuss conclusions • Able to evaluate a hypothesis/prediction 	
Year 11 autumn term 2	<p>NEA 2-The Food Preparation Assessment (35%)</p> <ul style="list-style-type: none"> • Able to use a range of research skills to investigate the task • Able to demonstrate knowledge and understanding in the choice of dishes when selecting a final menu • Able to plan the task and produce a clear dovetailed sequence of work to include health and safety points and quality points • Understand health and safety procedures when preparing, cooking and presenting a menu of three dishes • Understand how to judge sensory properties for dishes and modify the dish • Able to evaluate the technical skills selected and demonstrated in relation to the chosen dishes • Able to evaluate using sensory properties; consider the taste, texture, aroma and appearance: presentation and food styling of the completed dishes 	
Year 11 spring term 1	<p>NEA 2-The Food Preparation Assessment (35%)</p> <ul style="list-style-type: none"> • Able to use a range of research skills to investigate the task • Able to demonstrate knowledge and understanding in 	

	<p>the choice of dishes when selecting a final menu</p> <ul style="list-style-type: none"> • Able to plan the task and produce a clear dovetailed sequence of work to include health and safety points and quality points • Understand health and safety procedures when preparing, cooking and presenting a menu of three dishes • Understand how to judge sensory properties for dishes and modify the dish • Able to evaluate the technical skills selected and demonstrated in relation to the chosen dishes • Able to evaluate using sensory properties; consider the taste, texture, aroma and appearance: presentation and food styling of the completed dishes 	
Year 11 spring term 2	<p>Revision-Principles of Food Preparation & Nutrition (50%)</p> <ul style="list-style-type: none"> • Food commodities • Principles of nutrition • Diet and good health • The science of food • Where food comes from • Cooking and food preparation 	
Year 11 summer term 1	<p>Revision-Principles of Food Preparation & Nutrition (50%)</p> <ul style="list-style-type: none"> • Food commodities • Principles of nutrition • Diet and good health • The science of food • Where food comes from • Cooking and food preparation 	
Year 11 summer term 2	<p><u>GCSE-Written exam-Principles of Food Preparation & Nutrition</u> (50%)</p>	