



# Curriculum Information

## Food



### What I learn about in the curriculum...

Year		Topics	How does this build on from previous learning?	The key concepts we cover
7	Rotation	<p>We learn all about the principles of healthy eating and why a balanced diet is important for a healthy lifestyle by using the Eatwell guide and the 8 Government tips.</p> <p>We learn about where our food comes from including how food is reared, grown and caught.</p> <p>Within our practical element we discover how heat transfer, different baking techniques and what ingredients do, whilst ensuring we know and follow health, safety &amp; food safety rules.</p>	<p>Key stage 2</p> <p>We are taught to understand principles of a healthy diet and why it is important. What food is comes from a plant and which come from animals.</p> <p>During year 7 we move on from our basic prior learning to gain a better understanding of what is grown, reared, caught. We then came not only name 5 a day but different forms. We learn about the Government 8 tips and Eatwell guide.</p> <p>We develop our practical baking skills to make dishes that include at least 2 of your 5 a day.</p> <p>We apply cross curricular knowledge by carrying out an experiment to investigate functions of ingredients.</p>	<p>Healthy eating</p> <p>Eatwell guide</p> <p>5 a day – what counts?</p> <p>Nutrition</p> <p>Cooking methods</p> <p>Food science</p> <p>Food provenance</p> <p>Hygiene and safety</p> <p>Sensory evaluating</p>
8	Rotation	<p>We learn all about the principles of nutrition and how it links to healthy eating to gain an understanding of how balanced meals can be created to feed yourself and a family.</p> <p>Within our practical element we discover the Science behind the ingredients with what they actually do in a recipe.</p> <p>We learn where food and dishes come from relating to cultural cuisine and how some peoples culture and religion can impact on the foods they eat.</p> <p>We learn how seasonal and local can have an impact on the environment linking findings with eco footprint.</p>	<p>During year 8 we continue to develop our practical ability with predominately savoury dishes and develop our knife skills and ability to dovetail.</p> <p>We use our previous knowledge of the Eatwell guide do create our own dish.</p> <p>We categories our nutrients from the Eatwell guide into Micro and macro nutrients.</p> <p>We build on our knowledge of grown, reared and caught to look into food provenance in relation to importation and seasonality.</p> <p>We continue to develop our scientific food knowledge and apply in an experiment.</p>	<p>Healthy eating</p> <p>Benefits of health diet</p> <p>Nutrition - macro and micro nutrients</p> <p>Food science experiment</p> <p>Food provenance</p> <p>Religion and culture</p> <p>Safety and food poisoning</p> <p>Seasonal and environmental impact</p> <p>Evaluating &amp; planning</p>

9	Rotation	<p>We learn about how health and nutritional needs change through life style and ages, impacting on the foods we eat.</p> <p>We learn the impact special diets can have on a person, such as lactose intolerant and coeliac.</p> <p>We learn how to safely and hygienically produce higher skill level dishes that could be adapted to suit individual needs or dietary requirements.</p>	<p>During Year 9 we build on our foundation of the Eatwell guide's Macro and Micro nutrients to specific individual nutrients and the food they are found in as well as their functions.</p> <p>We build on how factors that impact on food choice. In yr 8 we developed an understanding of how religion impacts of foods and this year we add special diets and life stages.</p> <p>We apply skills from yr 8 of a roux and reduced sauce to produce a lasagne. We enhance knife skill by de jointing and use red meat preparation and pastry making skills to give us a broad and balanced skill set for KS3.</p>	<p>Healthy life style through ages Special diets Food science Safety and food poisoning Provenance Macro &amp; Micro nutrition Eatwell guide Special diet 8 Government tips Food poisoning Technical functions Properties of ingredients Heat transfer Origins of dishes and ingredients</p>
10	Autumn 1	<p>Fruit and Vegetables</p> <p>In each commodity we will learn the provenance of the food and how the foods are grown/reared and processed and its classification.</p> <p>We learn nutritional values (include sources, functions, deficiencies, excess, daily requirements).</p> <p>We learn how to prepared and cook dishes that use the commodity ingredients and consider dietary needs, food science, food hygiene, safety and storage.</p> <p>We learn how reasons for choice, ethical and moral issues may impact on the foods we eat</p>	<p>In GCSE we build our nutritional knowledge by breaking it down further in to nutrients of specific commodities. We look at nutrients and deficiencies in just fruit and vegetables.</p> <p>We then build on our knowledge of where the foods are imported from and impact on the environment. We discover organic and relate to environment issues.</p> <p>We apply our safety, hygiene and food safety skills to support safe preparation, cooking and storage of dishes. We apply our understating of working with a range of ingredients not just related to the current commodity.</p> <p>We practice previous skills from KS3 such as making a roux and then challenge ourselves to learn high skilled technical cuts and dishes that have many elements to them.</p> <p>We continue to build on our scientific investigation skills and look at how to make our experiments fair.</p>	<p>Fruit and Vegetables Dairy Cereals Eggs, poultry, fish and meat Fats and sugars Alternative proteins</p>

	<p style="text-align: center;"><b>Autumn 2</b></p> <p>Dairy</p> <p>In each commodity we will learn the provenance of the food and how the foods are grown/reared and processed and its classification.</p> <p>We learn nutritional values (include sources, functions, deficiencies, excess, daily requirements).</p> <p>We learn how to prepared and cook dishes that use the commodity ingredients and consider dietary needs, food science, food hygiene, safety and storage.</p> <p>We learn how reasons for choice, ethical and moral issues may impact on the foods we eat</p>	<p>In GCSE we build our nutritional knowledge by breaking it down further in to nutrients of specific commodities. We look at nutrients and deficiencies in dairy.</p> <p>We then build on our knowledge of how to use milk and cheese in cooking by looking at how it is produced by primary and secondary processing.</p> <p>We apply our safety, hygiene and food safety skills to support safe preparation, cooking and storage of dishes from this higher risk commodity.</p> <p>We apply our scientific knowledge of fair experimentation and developed this further by looking at the viscosity of a dairy product.</p> <p>Special diets of Vegetarian and Vegan from the previous topic is added to by learning about lactose intolerances.</p> <p>During Autumn 2 we still use ingredients from all commodities and recall knowledge of these from Autumn 1.</p>	
	<p style="text-align: center;"><b>Spring 1</b></p> <p>Cereals</p> <p>In each commodity we will learn the provenance of the food and how the foods are grown/reared and processed and its classification.</p> <p>We learn nutritional values (include sources, functions, deficiencies, excess, daily requirements).</p> <p>We learn how to prepared and cook dishes that use the commodity ingredients and consider dietary needs, food science, food hygiene, safety and storage.</p> <p>We learn how reasons for choice, ethical and moral issues may impact on the foods we eat</p>	<p>In GCSE we build our nutritional knowledge by breaking it down further in to nutrients of specific commodities. We look at nutrients and deficiencies in cereals.</p> <p>We then build on our knowledge of how to use flour, rice and pasta in cooking by looking at how it is produced by primary and secondary processing.</p> <p>We apply our safety, hygiene and food safety skills to support safe preparation, cooking and storage of dishes from this commodity. We look at how this commodity is used in both sweet and savoury dishes.</p> <p>We further enchase our scientific knowledge by experimenting with activating bacteria and re visit viscosity within sauces.</p> <p>Special diets of Vegetarian, Vegan, lactose intolerance from the previous topics is added to by learning about coeliac disease.</p> <p>During Spring 1 we still use ingredients from all commodities and recall knowledge of these from Autumn 1 &amp; 2.</p>	

	<p style="text-align: center;"><b>Spring 2</b></p>	<p>Eggs, poultry, fish and meat</p> <p>In each commodity we will learn the provenance of the food and how the foods are grown/reared and processed and its classification.</p> <p>We learn nutritional values (include sources, functions, deficiencies, excess, daily requirements).</p> <p>We learn how to prepared and cook dishes that use the commodity ingredients and consider dietary needs, food science, food hygiene, safety and storage.</p> <p>We learn how reasons for choice, ethical and moral issues may impact on the foods we eat</p>	<p>In GCSE we build our nutritional knowledge by breaking it down further in to nutrients of specific commodities. We look at nutrients and deficiencies in meat, fish, eggs and poultry.</p> <p>We then build on our knowledge of how to use in meat, fish, eggs and poultry. in cooking. We recall de jointing from yr9 and learn new skill of filleting.</p> <p>We apply our safety, hygiene and food safety skills to support safe preparation, cooking and storage of dishes from this high-risk commodity.</p> <p>We recall KS3 knowledge of coagulation and denature of protein and develop the understanding further.</p> <p>Special diets of Vegetarian, Vegan are re visited in the topic and moral and ethical reasons and added. Sustainability of fish is linked to previous learning.</p> <p>During Spring 2 we still use ingredients from all commodities and recall knowledge of these from previous half terms.</p>	
	<p style="text-align: center;"><b>Summer 1</b></p>	<p>Fats and sugars</p> <p>In each commodity we will learn the provenance of the food and how the foods are grown/reared and processed and its classification.</p> <p>We learn nutritional values (include sources, functions, deficiencies, excess, daily requirements).</p> <p>We learn how to prepared and cook dishes that use the commodity ingredients and consider dietary needs, food science, food hygiene, safety and storage.</p> <p>We learn how reasons for choice, ethical and moral issues may impact on the foods we eat</p>	<p>In GCSE we build our nutritional knowledge by breaking it down further in to nutrients of specific commodities. We look at nutrients and deficiencies in fats, oils, sweeteners and sugars.</p> <p>We then build on our knowledge of how to sugars and fats in cooking and their working functions and characteristics.</p> <p>We apply our safety, hygiene and food safety skills to support safe preparation, cooking and storage of dishes especially when heating sugar.</p> <p>Our special diet knowledge is added to by looking into diabetes, obesity and heat conditions.</p> <p>We conduct experiments with independence and accuracy from knowledge gained throughout the year.</p> <p>During Summer 1 we still use ingredients from all commodities and recall knowledge of these from previous half terms.</p>	

	<b>Summer 2</b>	<p>Alternative proteins</p> <p>In each commodity we will learn the provenance of the food and how the foods are grown/reared and processed and its classification.</p> <p>We learn nutritional values (include sources, functions, deficiencies, excess, daily requirements).</p> <p>We learn how to prepared and cook dishes that use the commodity ingredients and consider dietary needs, food science, food hygiene, safety and storage.</p> <p>We learn how reasons for choice, ethical and moral issues may impact on the foods we eat</p>	<p>In GCSE we build our nutritional knowledge by breaking it down further in to nutrients of specific commodities. We look at nutrients and deficiencies alternative proteins.</p> <p>We then build on our knowledge of how to use alternative proteins in cooking and their amino acid structure.</p> <p>We apply our safety, hygiene and food safety skills to support safe preparation, cooking and storage of dishes.</p> <p>Vegan and vegetarian knowledge are applied again.</p> <p>During Summer 2 we still use ingredients from all commodities and recall knowledge from the year.</p>	
11	<b>Autumn 1</b>	<p>We learn how to carry out experiment to include variables and controls to make an experiment fair and not void the results. How to measure outcomes using different method such as colour charts, viscosity charts. How to create graphs and charts on word or PowerPoint.</p> <p>We will learn to apply our previous knowledge to support none examination assessment tasks.</p> <p>We learn how to investigate working characteristics, functions and chemical properties using experimental work.</p> <p>We learn how to analyse and evaluate our findings to be able to produce a conclusion.</p> <p>We learn how to conduct primary and secondary research to make informed decisions and how to use these findings to have a positive impact.</p>	<p>NEA 1</p> <p>We draw on our knowledge of functional and characteristic workings of ingredients gained through out KS3 and year 10.</p> <p>We apply how to carry out a fair and through science investigation to collate accurate results.</p> <p>We apply methods of measuring and recording the results.</p>	<p>Food science investigation Food Preparation Revision techniques Experiment Planning Research Trials Analysing Evaluating Summarising Food styling</p>

	Autumn 2	<p>Knowledge taught in this NEA is solely related to the coursework structure.</p> <p>We learn ways of researching both primary and secondary. How to carry out internet research and record in own words and reference. How to do a questionnaire and what is the difference between open and closed questions and how to summarise results and how to create charts and graphs to use as evidence.</p> <p>We learn how to conduct primary and secondary research to make informed decisions and how to use these findings to have a positive impact.</p> <p>We learn how to trial, evaluate, select, cook and present dishes that match the examination brief and demonstrate your highest level of ability.</p>	<p>NEA 2</p> <p>We apply our IT skills and research skills from year 10.</p> <p>We independently apply our skill set in cooking and baking developed over KS3 and year 10. We select high skilled practical's to gain the most marks during NEA 2.</p> <p>We apply and develop food styling techniques.</p> <p>We rely on our sensory evaluation skills to guide us into making improvements in dishes that we have produced so we can develop and produce the best possible outcomes in our exam.</p>	
	Spring 1	<p>We learn Food styling and portion control. How to use techniques such as sugar work, technical cuts, coulis and sauces to improve presentation of dishes.</p> <p>How to upskill recipes to ensure meeting high skill set</p> <p>We learn how to trial, evaluate, select, cook and present dishes that match the examination brief and demonstrate your highest level of ability.</p>	<p>NEA 2</p> <p>We independently apply our skill set in cooking and baking developed over KS3 and year 10. We select high skilled practical's to gain the most marks during NEA 2.</p> <p>We apply and develop food styling techniques.</p> <p>We rely on our sensory evaluation skills to guide us into making improvements in dishes that we have produced so we can develop and produce the best possible outcomes in our exam.</p>	
	Spring 2	<p>We learn how to Plan in a logical order. How to cook 3 dishes using dovetailing in order to make full use of time allowance.</p> <p>How to identify quality control points, hygiene and safety.</p> <p>Evaluation skills – Different approaches from hedonic, personal preferences to sensory qualities.</p>	<p>NEA 2</p> <p>We independently apply our skill set in cooking and baking developed over KS3 and year 10. We select high skilled practical's to gain the most marks during NEA 2.</p> <p>We apply and develop food styling techniques.</p> <p>We rely on our sensory evaluation skills to guide us into making improvements in dishes that we have produced so we can develop and produce the best possible outcomes in our exam.</p>	

	<b>Summer 1</b>	<p>We revise topics taught in year 10.</p> <p>We learn command words and meaning and the structure of the paper and what to expect.</p> <p>How to analyse a graph, chart, nutrition information on packaging to answer questions.</p> <p>How to identify key words and use time effectively when taking an exam.</p> <p>How to break down a long mark question and give examples using a brace map.</p> <p>Practicing recall and revision strategies such as brain dump, mind mapping, flash card, quiz creating questions.</p>	<p>During our revision time we are able to build of revision techniques are have learned during mocks.</p> <p>We develop a better understanding of paper structure and application of knowledge to higher mark questions.</p>	
	<b>Summer 2</b>	<p>We revise topics taught in year 10.</p> <p>We learn command words and meaning and the structure of the paper and what to expect.</p> <p>How to analyse a graph, chart, nutrition information on packaging to answer questions.</p> <p>How to identify key words and use time effectively when taking an exam.</p> <p>How to break down a long mark question and give examples using a brace map.</p> <p>Practicing recall and revision strategies such as brain dump, mind mapping, flash card, quiz creating questions.</p>	<p>During our revision time we are able to build of revision techniques are have learned during mocks.</p> <p>We develop a better understanding of paper structure and application of knowledge to higher mark questions.</p>	

	Information
Personal Development within the Curriculum	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Team work</li> <li>• Organisation</li> <li>• Leadership</li> <li>• Essential practical skill set</li> <li>• Cultural and moral purpose</li> <li>• British values</li> </ul>
Extra Curricular Opportunities	<p>Internal and external cooking/ baking competitions</p> <p>Cooking club</p> <p>DoE skills</p>
Assessment	<p><b>Key Stage 3</b> Practical skill set and knowledge. The last practical during each rotation is assessed based on a shared success criteria. In year 7 and 8 they carry out a low stake quiz and in year 9, a more in-depth written test. Last few weeks of the rotation.</p> <p><b>Key Stage 4</b></p> <p><b>Title of course studied:</b> Eduqas GCSE Food Preparation &amp; Nutrition.</p> <p><b>Course Content and assessment information:</b> During the course, students will be expected to cover the AO assessments below using a variety of commodities including Fruit &amp; Vegetables, Dairy, Cereals, Meat, Fish, Eggs and Alternative Proteins and Fats and Sugars: AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation AO3 Plan, prepare, cook and present dishes, combining appropriate techniques AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others</p> <p>Assessment - During Year 10 they will take a theory test towards the end of each commodity and complete 3 practical assessments. They will also complete mock examinations in line with the whole school assessment calendar. In Year 11, they complete 2 NEA'S (None Examination Assessments). These are taken at school under controlled conditions and marked by the teacher but sent away for moderation to the exam board. NEA 1 (Food investigation) – assessment 15% (30 marks final GCSE) start September and complete October. NEA 2 (Food preparation) - assessment 35% (70 marks of final GCSE) start November and complete March. Written paper 50% GCSE (100 marks) June. They will also complete mock examinations in line with whole school assessment calendar.</p>



Qualification Information	<p><a href="https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab_overview">https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab_overview</a></p>
Ways to Support your Child in this subject	<p>We have an online version of the class text book with video's and quizzes</p> <p><a href="https://www.illuminate.digital/eduqasfood/">https://www.illuminate.digital/eduqasfood/</a> Password Student4 User name SELLOWES4</p> <p>KS3</p> <ul style="list-style-type: none"><li>• Check that homework set has been completed, this will be recall with the support of the knowledge organisers and spellings and meanings of key words.</li><li>• Encourage cooking and baking at home and this included the cleaning up.</li></ul> <p>KS4</p> <ul style="list-style-type: none"><li>• Support with taste testing results from NEA 2 and encourage further research for NEA 2 such as restaurant visit, buying existing products to compare own to and supermarket visit.</li><li>• Check homework is being done and encourage use of knowledge organiser to support revision with exams.</li><li>• Encourage cooking and baking at home as practice makes perfect.</li><li>• There are some great revision materials on the links below and these include video's and quizzes to make learning interactive.</li></ul> <p><a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> <a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a> <a href="https://www.foodafactoflife.org.uk/">https://www.foodafactoflife.org.uk/</a></p>