

Year 9 and GCSE Food Preparation and Nutrition

Curriculum Content

Year 9	What?	Why and Why Now?	What next?
Autumn 1	Assessment 1 Health and safety Food safety Sensory analysis	Have an accurate assessment of student entry level. DATA requirements for H&S and prevention of cross contamination. Build basic skills (food prep, knife skills, use of food probe). Expose to new environment and ensure safety of students in the room	Apply the principles of food safety both in and out of the classroom
Practical	Samosas Chilli con Carne	Get used to the working of the room and new teacher. Recap skills from year 9 and start to build independence in the kitchen. Encourage independent working skills which will develop over the course of year 9	Develop a love of cooking at home and encourage students to cook more
Autumn 2	Labelling Science of gluten in bread	Help students to make informed choices when buying food and drinks. Introduce food science. Understand food choice is driven by many personal factors. Encourage interest in food science and choice for GCSE	Highlights the need for students to look at labels and consider their own food choices. Encourage conversations at home re healthy food choices.
Practical	Empanadas Pizza demonstration	To make links with science and develop investigation skills. Encourage design skills and reinforce factors affecting food choice. Reinforce scientific principles and encourage creativity as well as being experimental	Builds an understanding of food science and students can make links with their science subject and start making links with other subjects as the curriculum develops.
Spring 1	Recipe adaption Assessment 2 The Eatwell guide Healthy lifestyles	Encourage creativity. Assess practical skills ready for data input in December/January of year 9 Build on knowledge from middle school re healthy lifestyles. Understand the importance of energy balance. Reinforce healthy eating and encourage better food choice.	Consider further the issues around nutrition and physical and mental well-being. Encouraging inquisitive minds. Prepare to keep active into adulthood
Practical	Pizza Homemade pasta	Combine the range of skills learned so far and develop skills acquired in middle school. Introduce new equipment, use it safely and be aware of others safety in the room. Make links to GCSE/Level 2 skills and encourage choice of a food course for KS4	Inspire the desire to try new cooking techniques and develop the confidence to cook something new or adventurous.
Spring 2	Recipe adaption Knife skills Seasonality Pastry science	Further encourage better food choices by the adaption of a vegetable recipe. Develop and refine knife skills (preparation for KS4). Further develop a scientific slant to the subject. Consider environmental issues – food waste, seasonality, air miles, pollution etc.	Gives ownership and inspires students to become more independent at home and in future.
Practical	Stir fry Cottage Pie	Further develop independent working skills (preparation for KS4). Refine skills and focus on higher quality dishes (preparation for KS4).	Students becoming proficient in the kitchen and applying the principles of cooking at

	Eve's pudding	Use seasonal products and understand how geography impacts on the availability of food and drinks.	home making predominantly savoury dishes for their family in line with the Eatwell guide.
Summer 1	Assessment 3 Food provenance Batch production Quality control	Assess progress over year 9 course for data input in April/May Understand the stages in food production. Apply a broad range of cooking techniques and develop the ability to work as a team. To understand the concept of food production/processing and the stages involved and develop skills for KS4	Encourage students to have pride and self-fulfilment in their work.
Practical	Bread Mini Bakewell tarts Jammy dodgers	Bring together practical skills gained in year 9 and work independently. At this stage students have chosen their options and those who haven't chosen food courses can lose interest. Therefore these dishes keep their focus. It also allows for a majority savoury focus throughout year 9 as required by the national curriculum.	Students have developed and can demonstrate a repertoire of savoury dishes that they can cook as part of a healthy, varied and affordable diet.

KS4 GCSE Food preparation and Nutrition (AQA)

Year 10	What?	Why and Why Now?	What next?
Summer 2	Introduction Nutrition review Macro and Micro nutrients overview	Students are introduced to the outline of the course. They develop an understanding of the assessment. Recap of knowledge from year 9 and introduction of nutrition in more depth. Importance of students choosing the right course and they need to know from the start how they will be assessed throughout.	Highlights the need to cook at home
Practical	Knife skills Butchery Fish Filleting	Understanding of high skills and introduction to NEA. Development of skills from year 9. Students are made aware from the first practical lesson of the need for high skilled products and well produced dishes.	Builds an understanding of the skills needed and how to develop them
Autumn 1	Macro nutrients Micro nutrients Introduction to experiments Modify recipes for health Assessment 1	Reinforce nutrition and introduce nutrients required by the specification. Introduce the links between health and nutrition. Recap experiments from year 9. Encourage the application of knowledge. Assessment 1 carried out to get a baseline, introduce students to their target grade and how the written exam is formatted.	Build understanding of the written exam. Instill the need for effective revision Students know when, why and how to make adaptations to a dish for their health.

Practical	Pastry Bread High fibre tray bake	Further develop high skills. Recap gluten from year 9 and focus on the finish of dishes. To trial recipes and see if they work. This builds practical knowledge which can be used throughout the duration of the course e.g. they can recall mistakes/successes later and apply that knowledge	Develops recall and memory skills
Autumn 2	Micro nutrients Nutritional analysis using a computer programme Writing a time plan Water and hydration Dietary needs and life stages	Introduce students to Food in Focus and the free nutritional analysis programme. Early introduction to NEA2 requirements. Understand the need for water and how it can be affected by many factors. Awareness of the consequences of dehydration. Awareness of the nutritional needs of themselves and others. Introduction to time plan essential as students must have a detailed time plan in NEA2. Likewise they need a nutritional analysis so need to get used to the online analysis.	Consider individual needs and get students thinking about personal water intake.
Practical	Smoothies and juices (experiment) Fileting fish (recap) Older adult meal Sauces	Apply scientific testing to a dish. Use fresh food to make a nutritious dish and recap high skills. Awareness of the nutritional needs of different life stages. Reinforcing high skills is a priority throughout KS4. Introducing roux sauce as opposed to all in one as it is higher skilled and reinforces the process of gelatinisation.	Develop a love of cooking inside and outside the classroom.
Spring 1	Dietary needs Recipe adaption for a specific need Energy Diet and health Assessment 2	Reinforce Eatwell guide and students understand how nutritional needs change in different life stages. NEA2 type assessment focussed on diet and health. Assessment introduces the processes involved in NEA2 and the standard of work students need to reach.	Better understanding of NEA2 and of the grade boundaries and marking criteria. Devise effective revision resources and techniques.
Practical	Butchery (recap) Vegetarian cookery Pasta (home-made) Sauces Two course meal (specific need)	Recap of high skills. Develop independent working (pasta not demonstrated as learned in year 9). Consider dietary needs when making a product. High skills discussed throughout the course. Students often find vegetarian hard to make high skilled. Therefore they are encouraged to recap skills so far and re introduced to more to allow them to produce a high skilled dish.	Clearer understanding of skills which can be applied in NEA2 in year 11.
Spring 2	How and why food is cooked	Develop further understanding of scientific principles behind food. Apply knowledge to dishes cooked. Improve investigation skills in readiness for NEA1.	Build further understanding of exam board requirements

	<p>Foams, coagulation and aeration Gluten experiment Functional properties of protein Raising agents</p>	<p>At this point the science element of the course is introduced and students recap skills from year 9 and early in year 10. This introduces them to the requirements of NEA1. The science side can be tough for some so it is introduced now to build up over the coming terms.</p>	
Practical	<p>Koftas and cous cous Bread based pizza (Calzone) Quiche Toad in the hole Swiss roll</p>	<p>All dishes related to science: Gluten Setting mixture with egg Steam as a raising agent Mechanical aeration All dishes chosen so students can apply the knowledge to a dish This is important as they need to apply their investigation results to a dish in NEA1 to reach the higher grade boundaries.</p>	<p>Broadens scientific knowledge which can be applied on different practical situations</p>
Summer 1	<p>Emulsification Food spoilage Microorganisms in food Food choices Food sources/Seasonality Sustainability</p>	<p>Further develop scientific principles and introduce new science to students. Consider a wide range of factors when making food choices including sustainability, local food, seasonality etc. Recap nutrition and Eatwell Guide in terms of food choices. Understand that microorganisms can be good as well as harmful. New science principles in some areas. Food spoiling is a recap and reinforcement as is sustainability (year 9).</p>	<p>Making links to other subjects which can improve achievement across subject areas.</p>
Practical	<p>Mayonnaise Cheese Falafels and flat breads Multicultural meals Strawberry sponge</p>	<p>Some dishes related to science: Mayonnaise – emulsification Cheese – Microorganisms in food Flat breads – microorganisms in food Multicultural and strawberry sponge – factors affecting food choice All dishes chosen so students can apply the knowledge to a dish This is important as they need to apply their investigation results to a dish in NEA1 to reach the higher grade boundaries.</p>	<p>Develop application of knowledge skills which can be used throughout the course both in theory, exam and non-examined assessment.</p>

Year 11			
Summer 2	Mock NEA 1 with feedback Assessment 3 Mock exam	Mock NEA carried out with full hours and feedback. This is to introduce the full structure and to allow students a run through in real time. It reinforces skills learned through year 10. It also allows feedback through teacher comments so students can see where they may need improvement. In September there can be no teacher input (JCQ regulations) so it is imperative to do this before so students have a better grasp and can achieve better in the real NEA in September.	Consolidates learning from year 10. Builds skills which can be applied in NEA1.
Autumn 1	NEA1	NEA 1 Focus released on 1st September. Student experiments. Depending on the titles the teacher will decide choice and restrict to two titles max. This is because of food waste and pressure on department budget.	
Autumn 2	NEA2	NEA 2 Brief's released 1 st November. Students are allowed to choose any of the three titles. This allows for creativity and individual focus on their work. Skill trials x 4 happen and students choose their final three dishes.	
Spring 1	NEA2	NEA2 Practical 3 hours 3 high skilled dishes (recap skills from year 10) Hand in at February half term This is so students can revise topics that still need to be covered. At this point in the academic year there are often other exams, boosters etc. so it is more prudent to complete at this point so that students are not conflicted between attending extra sessions and food lessons.	
Spring 2	Revision for exam	A variety of revision sessions, exam questions, mock exams and cooking sessions to prepare students on the run up to the exam. Revision cards provided and sessions ran to cater for areas that students have identified as priority. Practical lessons still happen as application of knowledge is still relevant in the final exam.	Consolidation of skills Application of knowledge and exam technique