

Curriculum Overview 2024-25 KS4 GCSE Food Preparation and Nutrition

Curriculum overview for Year 10

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Food nutrition and health; developing a range of technical skills</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> All have received a basic level of nutrition at key stage 3. All students have completed a range of dishes, which can then be further developed. Know how to demonstrate the 'bridge' and 'claw' technique when cutting with sharp knives. 	<p>Food nutrition and health; functional and chemical properties of food; developing a good level of technical practical skills</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> Students carry out a mini-NEA style 'sugars in cake' during Year 9 to introduce properties of ingredients. Students know the sections of the Eatwell Guide and what elements make this up. 	<p>Diet, nutritional needs, and health; making creative and quality products with skill and precision</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> Students make at least 5 different dishes in both Year 8 and Year 9 with each dish having a different practical focus. Planned and adapted meals to allow for a different dietary focus. 	<p>Diet, nutritional needs, and health; developing team, time, and technical skills</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> Have previously made a range of mainly savoury dishes. Explored portion sizes. Looked at the calories contained in foods. Organised methods to ensure a logical and methodical approach to practical has been taken. 	<p>Functional and chemical properties of food; cooking of food and heat transfer; food spoilage and contamination; technical skills with raising agents</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> Students make a batter in Year 8 which explores the effect of heat on food. Students made bread-based pizza and explore yeast as a microorganism. Know how to wash and dry up the equipment used correctly. 	<p>Factors affecting food choice; British & international cuisine; environmental impact & sustainability; and research skills</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> Explored reasons why people choose certain foods- these have included allergies, special diets, and illness. Know that there are different allergy groups. Demonstrate and be able to explain reasons why people cant eat meat.

	<ul style="list-style-type: none"> • Know how to safely remove food from the ovens. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Healthy eating and balanced diets • Sensory testing • Function, sources and effects of deficiency or excess of proteins, carbohydrates, and fibre • Adapting dishes to modify nutritional values • Analysing the nutritional profile of a dish 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • Function, sources and effects of deficiency or excess of fats in the diet, vitamins A, B, C, D, E and K, calcium, iron, salt and fluoride • Scientific principles of starches in a sauce • Analysing the nutritional profile of a dish 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • Sensory testing analysis • Planning balanced meals • Dietary needs at different stages of life • Dietary needs associated with different health needs or life choices 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • Energy needs including BMR and PAL • Relationship between diet, nutrition, and health. Major diet related diseases and how to prevent them • Exam question practice 	<ul style="list-style-type: none"> • Explain the risks of not handling food correctly. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Methods of heat transfer including writing predictive hypotheses about methods of cooking and carrying out investigations including further development of food sensory analysis techniques • Protein denaturation, coagulation, foam, and gluten formation • Scientific principles underlying the use of fats and oils for shortening, aeration, achieving plasticity and emulsification • Enzyme browning, oxidation and preventing vitamin loss when cooking • Raising agents • Micro-organisms and their impact upon food 	<ul style="list-style-type: none"> • Know about food trends and media influences. <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Lifestyle factors which influence contemporary dietary choices including social, ethical, moral, and environmental • British and International cuisine • Locally sourced ingredients and food miles
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	<p>Skills:</p> <ul style="list-style-type: none"> • Showcase a range of technical skills when cooking a savoury dish • Demonstrate and apply the principles of food safety and hygiene • Demonstrate a good working routine • Prepare, cook, and serve healthy savoury products including those which contain both LBV and HBV proteins • Modify, prepare, cook, and serve a dish which has reduced sugar and increased fibre content • Develop skills in garnishing 	<p>Skills:</p> <ul style="list-style-type: none"> • Showcase a range of technical skills when cooking a savoury dish • Demonstrate and apply the principles of food safety and hygiene • Investigate the effects of different types of fats in a dish (pastry) • Prepare, cook, and serve a dish which is high in a specified vitamin or mineral within a short time frame • Prepare, cook, and serve a nutritionally balanced savoury main course dish with a good level of technical skill, finish, and decoration. 	<p>Skills:</p> <ul style="list-style-type: none"> • Analysing the results of sensory testing and drawing conclusions • Adapt, prepare, and cook a recipe which meets the dietary needs of a chosen life stage, health need or life-choice • Apply a variety of technical skills to make creative and quality products with skill and precision 	<p>Skills:</p> <ul style="list-style-type: none"> • Prepare, cook, and serve a main meal that is a good source of energy including a salad or vegetable which is rich in iron • Work as part of team to plan, prepare and cook a menu for a specific dietary illness or condition • Further develop skills in garnishing, finishing, and presenting dishes • Further develop time management skills 	<ul style="list-style-type: none"> • Food poisoning and bacteria <p>Skills:</p> <ul style="list-style-type: none"> • Prepare, cook, and present kebabs or similar with a range of vegetable and carbohydrate accompaniments that demonstrate different methods of heat transfer • Prepare, cook, and serve a bread-based product • Showcasing a range of technical skills when preparing dishes which use raising agents 	<p>Skills:</p> <ul style="list-style-type: none"> • Prepare, cook, and serve a traditional British main meal celebrating the best of British cuisine • Prepare, cook, and serve a nutritionally balanced savoury main course international dish which meets the advice of the Eat Well Guide • Research skills (primary and secondary sources) • Calculating dish costs, servings, and portion sizes • Producing time plans for making
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	<p>Future links:</p> <ul style="list-style-type: none"> • Be able to compare the nutritional label on a food product and state if this is a good choice in terms of healthy eating. • Demonstrate safe and hygienic working practise • Plate and present food to a high standard to allow for strong marks in the NEA2 practical exam. 	<p>Future links:</p> <ul style="list-style-type: none"> • Demonstrate a range of dishes for NEA2 meeting the 12 making skills. • Choose foods rich in certain nutrients and their benefits. • Explore NEA1 and the scientific principles behind food. 	<p>Future links:</p> <ul style="list-style-type: none"> • Complete nutritional analysis during section E of NEA 2. • Suggest improvements to dishes and ingredients. • Complete exam questions linked to dietary needs. 	<p>Future links:</p> <ul style="list-style-type: none"> • Create dovetailed time plans for the NEA2 exam. • Demonstrate working at pace during food practical's • Develop speed during practical's whilst working safely to complete 3 dishes in 3 hours for the NEA 2. 	<p>Future links:</p> <ul style="list-style-type: none"> • Demonstrate a range of cooking methods during NEA 2. • Potential topic for NEA1 depending on chosen theme. • Correctly carry out successful food investigations for NEA 1. 	<p>Future links:</p> <ul style="list-style-type: none"> • Use the nutrition program to generate food labels. • Compare the cost of the ingredients to those based in the supermarket. • Analyse the ingredients used during section D of NEA2 to produce section E.
<p>Assessment</p>	<p>Interim Assessment 1: Theoretical knowledge assessed through exam style questions: health and safety, healthy eating and dietary guidelines, proteins, carbohydrates, and fibre</p> <p>Practical skills: routines and execution of technical skills</p>	<p>Interim Assessment 2: Theoretical knowledge assessed through exam style questions: topics from HT1 and fats, vitamins, and minerals</p> <p>End of topic assessment: Mini NEA task - researching, planning, and making a nutritionally balanced dish/meal showcasing</p>	<p>Interim Assessment 3: Theoretical knowledge assessed through exam style questions: topics from HT1 and 2, dietary needs and planning balanced meals.</p> <p>Practical and NEA skills: applying a variety of technical skills to make creative and quality products with skill and</p>	<p>Interim Assessment 4: Theoretical knowledge assessed through exam style questions: topics from HT1, 2 and 3, energy needs, nutrition, diet, and health</p> <p>End of topic assessment: Nutritional needs, dietary needs, and health exam assessment</p>	<p>Interim Assessment 5: Theoretical knowledge assessed through exam style questions: topics from HT1, 2, 3 and 4, heat transfer, protein denaturation, coagulation, foam, gluten formation, fats, oils, enzymes, oxidation, raising agents, micro-organisms, and bacteria</p>	<p>Interim Assessment 6: End of Year 10 Mock Exam: mock GCSE exam paper</p> <p>Mock NEA: Full GCSE Mock Exam paper. International cuisine – researching, planning, preparing, cooking, and serving a meal which showcases technical skills. Analysing the</p>

		a range of technical skills. Marked using AQA GCSE NEA2 making criteria.	precision, sensory testing analysis. Mini NEA1 style task demonstrating functional and chemical properties.	Mock NEA2 style task using the official mark scheme. (Theme to be chosen in relation to current topic task)	Practical assessment task.	nutritional value of the meal.
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Curriculum overview for Year 11

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>NEA Task 1: Food Investigation</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> Produced ‘sugars in cakes’ experiments. Carried out food investigations into pastry Set up a range of experiments to ensure fair testing. Explored why ingredients work in certain ways. <p>Assessment Tasks: Section A – research, analysis, and hypotheses Section B – practical investigations Section C – analysis and interpretation of investigations</p>	<p>NEA Task 2: Food Preparation</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> Completion of mini NEA 2 task during Year 10. Range of practical dishes carried out Demonstrate the importance of plating techniques. Confident in the use of pictures to support making. <p>Assessment Tasks: Section A – plan and carry-out research. Analysis and evaluation of research findings. Section B – select, trial, and make a range of suitable dishes showcasing technical skill, </p>	<p>NEA Task 2: Food Preparation</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> Know how to create a dovetailed time plan. Know how to adapt and develop dishes Know how to choose a range of skills Know how to work efficiently within the time allowed. Know how to use the nutrition program to generate food labels. <p>Assessment Tasks: Section C – selecting dishes for production. Time planning. Justification of choice of final dishes Section D – prepare cook and serve three final dishes in one making session</p>	<p>Exam revision and exam preparation</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> Know the eatwell guide and healthy eating guidelines. Demonstrate the different reasons why people choose not to eat certain foods. <p>Revision of following topics and development of exam technique:</p> <ul style="list-style-type: none"> Food nutrition and health Nutritional needs and health Diet, nutritional needs, and health 	<p>Exam revision and exam preparation</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> Demonstrate safe working practise. Know the main causes of food poisoning bacteria. Explain how and where food comes from. <p>Revision of following topics and development of exam technique:</p> <ul style="list-style-type: none"> Food spoilage and contamination Food safety Factors affecting food choice 	

		creativity and practice making skills	Section E – carrying-out sensory testing, nutritional analysis, costing and evaluation	<ul style="list-style-type: none"> • Cooking of food and heat transfer • Functional and chemical properties of food 	<ul style="list-style-type: none"> • British and international cuisine • Environmental impact and sustainability of food 	
Assessment	Interim Assessment 1/ Summative GCSE Assessment: Work produced for NEA 1 assessed against AQA GCSE NEA mark scheme	Interim Assessment 2/ Summative GCSE Assessment: Work produced for NEA 2 assessed against AQA GCSE NEA mark scheme	Interim Assessment 3/ Summative GCSE Assessment: Work produced for NEA 2 assessed against AQA GCSE NEA mark scheme	Interim Assessment 4: Mock GCSE exam paper Mini assessments: Exam style questions throughout revision	Interim Assessment 5: Mock GCSE exam paper Mini assessments: Exam style questions throughout revision	