

Curriculum Overview 2025-26 KS4 AQA GCSE Food Preparation and Nutrition (8585)

Curriculum overview for Year 10

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Curriculum Content: Priority Essential knowledge and skills that will be taught.	Food nutrition and health; developing a range of technical skills. Prior Learning: - 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	Food nutrition and health; functional and chemical properties of food; developing a good level of technical practical skills. Prior Learning: - 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.	Diet, nutritional needs, and health; making creative and quality products with skill and precision. Prior Learning: - 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.	Diet, nutritional needs, and health; developing team, time, and technical skills. Prior Learning: - 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	Functional and chemical properties of food; cooking of food and heat transfer; food spoilage and contamination; technical skills with raising agents. Prior Learning: - 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.	Factors affecting food choice; British & international cuisine; environmental impact & sustainability; and research skills. Prior Learning: - 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

	cutting with sharp knives. - Know how to safely remove food from the ovens. Key Knowledge: - 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 Skills: - Showcase a range of technical skills when cooking a savoury dish - Demonstrate and apply the principles of food safety and hygiene	Key Knowledge: - 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 Skills: - 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	Key Knowledge: - Sensory testing analysis - Planning balanced meals - Dietary needs at different stages of life - Dietary needs associated with different health needs or life choices Skills: - 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 Future links: - Complete nutritional analysis	practical has been taken. Key Knowledge: - Energy needs including BMR and PAL - Relationship between diet, nutrition, and health. Major diet related diseases and how to prevent them - Exam question practice Skills: - 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,	- Explain the risks of not handling food correctly. Key Knowledge: - 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	people cant eat meat. - Know about food trends and media influences. Key Knowledge: - Lifestyle factors which influence contemporary dietary choices including social, ethical, moral, and environmental - British and International cuisine - Locally sourced ingredients and food miles Skills: - 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
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	• 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 Future links: • 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	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. Future links: • 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.	during section E of NEA 2. • Suggest improvements to dishes and ingredients. • Complete exam questions linked to dietary needs.	finishing, and presenting dishes • Further develop time management skills Future links: • 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.	• Food poisoning and bacteria Skills: • 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 Future links: • Demonstrate a range of cooking methods during NEA 2. • Potential topic for NEA1 depending on chosen theme. • Correctly carry out successful food investigations for NEA1.	advice of the Eat Well Guide • Research skills (primary and secondary sources) • Calculating dish costs, servings, and portion sizes • Producing time plans for making Future links: • 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.
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	for strong marks in the NEA2 practical exam.					
Spiritual, Moral, Social and Cultural (SMSC) development	Social: understanding the implications of diet on the health of self and others		Social: understanding the implications of dietary needs and choices of others. Being able to adapt recipes to meet the dietary needs of others			Cultural: lifestyle factors which influence contemporary dietary choices including social, ethical, moral, and environmental factors. British and International cuisines.
Assessment	Interim Assessment 1: Theoretical knowledge assessed through exam style questions: health and safety, healthy eating and dietary guidelines, proteins, carbohydrates, and fibre Practical skills: routines and execution of technical skills	Interim Assessment 2: Theoretical knowledge assessed through exam style questions: topics from HT1 and fats, vitamins, and minerals End of topic assessment: Mini NEA task - researching, planning, and making a nutritionally balanced dish/meal showcasing a range of technical skills. Marked using AQA GCSE NEA2 making criteria.	Interim Assessment 3: Theoretical knowledge assessed through exam style questions: topics from HT1 and 2, dietary needs and planning balanced meals. Practical and NEA skills: applying a variety of technical skills to make creative and quality products with skill and precision, sensory testing analysis. Mini NEA1 style task demonstrating	Interim Assessment 4: Theoretical knowledge assessed through exam style questions: topics from HT1, 2 and 3, energy needs, nutrition, diet, and health End of topic assessment: Nutritional needs, dietary needs, and health exam assessment Mock NEA2 style task using the official mark scheme. (Theme to be chosen in relation to current topic task)	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 Practical assessment task.	Interim Assessment 6: End of Year 10 Mock Exam: mock GCSE exam paper Mock NEA: Full GCSE Mock Exam paper. International cuisine – researching, planning, preparing, cooking, and serving a meal which showcases technical skills. Analysing the nutritional value of the meal.

			functional and chemical properties.			
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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
Curriculum Content: Priority Essential knowledge and skills that will be taught.	NEA Task 1: Food Investigation Prior Learning: - 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. Assessment Tasks: Section A – research, analysis, and hypotheses	NEA Task 2: Food Preparation Prior Learning: - 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. Assessment Tasks: Section A – plan and carry-out research. Analysis and	NEA Task 2: Food Preparation Prior Learning: - 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.	Exam revision and exam preparation Prior Learning: - Know the Eatwell guide and healthy eating guidelines. - Demonstrate the different reasons why people choose not to eat certain foods. Revision of following topics and development of exam technique: - Food nutrition and health - Nutritional needs and health	Exam revision and exam preparation Prior Learning: - Demonstrate safe working practise. - Know the main causes of food poisoning bacteria. - Explain how and where food comes from. Revision of following topics and development of exam technique: - Food spoilage and contamination - Food safety	

	Section B – practical investigations Section C – analysis and interpretation of investigations	evaluation of research findings. Section B – select, trial, and make a range of suitable dishes showcasing technical skill, creativity and practice making skills	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 Section E – carrying-out sensory testing, nutritional analysis, costing and evaluation	• Diet, nutritional needs, and health • Cooking of food and heat transfer • Functional and chemical properties of food	• Factors affecting food choice • British and international cuisine • Environmental impact and sustainability of food	
Spiritual, Moral, Social and Cultural (SMSC) development	Social: gathering, presenting and analysing data regarding the opinions of others related to food	Social: gathering, presenting and analysing data regarding the opinions of others related to food	Social: being able to adapt recipes to meet the dietary needs of others. Cultural: investigating and taking into consideration cultural customs and/or events when planning a menu	Social: revision - understanding the implications of dietary needs and choices of others. Being able to adapt recipes to meet the dietary needs of others	Cultural: lifestyle factors which influence contemporary dietary choices including social, ethical, moral, and environmental factors. British and International cuisines. Moral: understanding the environmental impact of food production and dietary choices	
Assessment	Interim Assessment 1/ Summative GCSE Assessment: Work produced for NEA 1 assessed	Interim Assessment 2/ Summative GCSE Assessment: Work produced for NEA 2 assessed	Interim Assessment 3/ Summative GCSE Assessment: Work produced for NEA 2 assessed	Interim Assessment 4: Mock GCSE exam paper Mini assessments:	Interim Assessment 5: Mock GCSE exam paper Mini assessments:	

	against AQA GCSE NEA mark scheme	against AQA GCSE NEA mark scheme	against AQA GCSE NEA mark scheme	Exam style questions throughout revision	Exam style questions throughout revision	
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