



		AREs
<p>Food</p> <p>Big question for scheme:</p> <p>What are the skills, cooking methods and techniques, and hygiene and safety measures I need to know in order to be successful in Food Preparation and Nutrition?</p> <p>Purpose of the unit:</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>During KS3 pupils should be taught to:</p> <ul style="list-style-type: none"> • To enable learners to understand and apply the principles of nutrition and health • To enable learners to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet • To enable learners to become competent in a range of cooking techniques (for example, selecting and preparing ingredients) • To enable learners to become competent in a range of cooking techniques for example, selecting and preparing ingredients • To enable learners to use a variety of utensils and electrical equipment • To enable learners to apply heat in different ways • To enable learners to use their awareness of taste, texture and smell to decide how to season dishes and combine ingredients, adapting and using their own recipes • To enable learners to understand the source, seasonality and characteristics of a broad range of ingredients. <p><i>FPN lesson in Year 7 & 8 will follow the NC and give a variety of learning opportunities across both years based on NC guidelines.</i></p>	<p>Food</p> <p>Learners will be given the opportunity to study and refine the basic key skills, knowledge and understanding of the core principles of food and nutrition during their 8-week carousel.</p> <p>They will focus on:</p> <p>Week 1 - Personal and kitchen hygiene; washing up and safety in a food preparation area.</p> <p>Week 2 - Basic sharp knife skills and small kitchen utensils.</p> <p>Weeks 4-8 - Key focus of correct use of a variety of small equipment; heat transference and the safe use of cookers including conduction, convection and radiation; health and safety and organisation including clearing away.</p> <p>Practical sessions:</p> <p>Week 3 - Apple crumble - sharp knife and peeling skills and rubbing in method.</p> <p>Week 4 - Fajitas - Flavour combinations and use of hob-conduction.</p> <p>Week 5 - Spring rolls - frying, seasoning and the shaping of pastry.</p> <p>Week 6 - Jam tarts - shortcrust pastry and the rolling and shaping of pastry dough - Use of oven - conduction and convection.</p> <p>Week 7 - Melting moments - the creaming method to include plasticization of fats - Use of oven convection.</p> <p>Week 8 - Evaluation of skills, knowledge and food science. Final overall evaluation before carousel rotation.</p>	<ul style="list-style-type: none"> • Cooking Ingredients • Cooking Techniques and methods • Ingredient preparation • Use of equipment • Heat transference methods



		AREs
<p>Food - Practical</p> <p>Big question for scheme:</p> <ul style="list-style-type: none"> • What is the Eatwell Guide and how does it apply to the choices I make when selecting healthy dishes? • How do the senses affect food choices? • How do different scientific principles affect food during the manufacturing processes of different dishes? <p>Purpose of the unit:</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>FPN lesson in Year 7 & 8 will follow the NC and give the following opportunities across both years:</p> <ul style="list-style-type: none"> • To enable learners to understand and apply the principles of nutrition and health • To enable learners to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet • To enable learners to become competent in a range of cooking techniques (for example, selecting and preparing ingredients) • To enable learners to become competent in a range of cooking techniques for example, selecting and preparing ingredients • To enable learners to use a variety of utensils and electrical equipment • To enable learners to apply heat in different ways • To enable learners to use their awareness of taste, texture and smell to decide how to season dishes and combine ingredients, adapting and using their own recipes • To enable learners to understand the source, seasonality and characteristics of a broad range of ingredients. <p><i>FPN lesson in Year 7 & 8 will follow the NC and give a variety of learning opportunities across both years based on NC guidelines.</i></p>	<p>Learners will be given the opportunity to study and refine a wider variety of practical skills focussing on food science and the technical skills required for GCSE level more. They will continue to understand of the core principles of food and nutrition during their 8-week carousel and will focus more on the Eatwell guide and the nutritional principles we should follow; sensory analysis of foods and how our senses determine the organoleptic qualities of foods. Learners will cook a variety of predominantly savoury meals from a variety of multicultural backgrounds and will increase their practical experiences and use of different equipment. Learners will be introduced to the food science elements of different dishes, so they better understand why things happen in recipes and the scientific causes of them during their 7-week carousel.</p> <p>They will focus on:</p> <p>Week 1 - The Eatwell guide and the functions of micro and macronutrients.</p> <p>Practical sessions:</p> <p>Week 2 - Pasta Salad - flavour combinations and the science of boiling and conduction and convection through a liquid.</p> <p>Week 3 - Bolognese - seasoning of foods and food sources and the science of simmering vs boiling - conduction and direct heat sources.</p> <p>Week 4 - Cinnamon rolls - Making bread dough and the food science of gluten in bread products.</p> <p>Week 5 - Stuffed peppers</p> <p>Week 6 - Calzone - Dough making, shaping and sealing and the use of steam as a healthier method of cooking</p> <p>Week 7 - Oaty crumble biscuits - flavours, syrup use and the melting method; shaping of a biscuit dough - food science raising agents and indirect heat and convection in the oven.</p> <p>Week 8 - Evaluation of skills, knowledge and food science. Final overall evaluation in preparation for Elective options before carousel rotation</p>	<ul style="list-style-type: none"> • Nutrition • Cooking Ingredients • Sensory Analysis • Seasoning • Understanding ingredients
<p>Food - Theory</p> <p>Big question for scheme:</p> <ul style="list-style-type: none"> • How does Food apply to the choices I make when selecting ingredients? • How do the senses affect food choices? • How does the seasonality, sustainability and provenance of different foods affect what we can buy / use? • How is the environment affected by the choices we make with food? <p>Purpose of the unit:</p> <p>As part of their work with food, pupils should be taught to understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>FPN lesson in Year 7 & 8 will follow the NC and give the following opportunities across both years:</p> <ul style="list-style-type: none"> • To enable learners to understand the source, seasonality and characteristics of a broad range of ingredients. <p>FPN lesson in Year 7 & 8 will follow the NC and give a variety of learning opportunities across both years based on NC guidelines.</p>	<p>Learners will be given the opportunity to study a variety of wider topics about the impact of food choices.</p> <p>They will focus on:</p> <p>Week 1 - Sensory analysis - focussing on the senses and how organoleptic receptors affect the way we feel and think about the foods we consume</p> <p>Week 2 - Seasonality - Looking at the different seasons in the UK and around the world and how this affects what is available to buy, how this affects the cost of food and also the nutritional qualities of foods.</p> <p>Week 3 - Selecting ingredients - Studying how different ingredients can be used to adapt the dishes we make and choose e.g. protein alternatives for Vegans; Religious and medical dietary requirements and how meals can be adapted to meet these needs</p> <p>Week 4 - Food provenance - Looking at where food comes from and how food is grown, reared or caught around the UK and the world.</p> <p>Week 5 - Sustainability-- Focussing on Food miles and the carbon footprints of food production for a variety of different products</p> <p>Week 6 - Food choices - How different factors can affect the foods we can buy including cost, where we live, the availability of foods in our area, travel access etc.</p> <p>Week 7 - The Environment - Studying how different types of weather, methods of farming and food production methods can affect the environment</p> <p>Week 8 - Final food theory assessment to retrieve the knowledge, skills and understanding in preparation for Elective option choices and carousel rotation.</p>	<ul style="list-style-type: none"> • Nutrition • Cooking Ingredients • Sensory Analysis • Seasoning • Understanding ingredients



ELECTIVES 15 WEEKS & 6 WEEKS FOR PRE-GCSE FOUNDATION COURSE

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	PQEs
<p>Food</p> <p>Big question for the scheme: How do different food cultures, festivals and cuisines meet the needs of consumers in the UK from both a multicultural and nutritional needs / suitability perspective?</p> <p>Purpose of the unit: To enable learners to become familiar with a wider variety of food cultures from around the world. To enable learners to improve, refine and master a wide variety of cooking skills and techniques in order to manufacture a range of sweet and savoury dishes. To allow learners to understand what different ingredients provide their bodies with and how this can fit into a pattern of healthier eating and allow them to follow currently dietary guidelines. To enable to learners to evaluate food in terms of its organoleptic qualities. To enable learners to be able to determine if a dish represents good value for money in an economically challenging climate.</p> <p>Food</p> <p>Learners will manufacture a range of dishes in order to learn and refine their existing food knowledge and skills in preparation for GCSE for the first half of the programme.</p> <p>After the initial sessions, learners will research a chosen country of their choice and produce a portfolio of work that demonstrates knowledge skills and understanding of that food culture.</p> <ul style="list-style-type: none"> Learners will build more independence from KS3 where they all cooked the same dish when learning a set list of skills. Learners will produce and present different dishes to show different examples of foods from different cultures Learners will be able to practise, refine and master a wide variety of cooking methods and techniques independently 						<ul style="list-style-type: none"> Cooking of a dish Understanding of ingredients Health and safety
Food Electives						
Week 1		Baseline assessment to assess where learners currently are based on pre-GCSE knowledge, skills and understanding.				
Weeks 2-6		Learners will produce a wide variety of predominantly savoury dishes focussing on the GCSE skills including dough rolling and shaping, heat transfer, knife skills, raw meat / protein preparation and fruit and vegetable skills.				
Week 7		Learners to undertake the Tunnock's teacake challenge focusing on the presentation of food in terms of creativity and flair.				
Weeks 8 -14		Learners will produce a wide variety of sweet and savoury dishes focussing on various techniques and skills including choux pastry as well as a variety of multicultural and British dishes.				
Week 15		Final assessment and pupil voice.				



CURRICULUM PLANS

FOOD PREPARATION & NUTRITION YEAR 10



Purpose of the course:

The GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full-time career in the catering or food industries

The GCSE Food Preparation and Nutrition specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The majority of the specification should be delivered through preparation and making activities.

Students must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation. Topics and themes have been grouped to teach the specification, but these are not intended as a route through the specification and can teach the content in any order.

The range of food and ingredients studied is reflective of the recommended guidelines for a healthy diet based on the main food commodity groups.

Food groups include:

- Bread, cereals, flour, oats, rice, potatoes and pasta
- Fruit and vegetables (fresh, frozen, dried, canned and juiced)
- Milk, cheese and yoghurt
- Meat, fish, eggs, soya, tofu, beans, nuts and seeds
- Butter, oil, margarine, sugar and syrup

Skills:

Twelve skill groups have been integrated throughout the specification to show how the content can be taught through practical activities. These skills are not intended to be taught separately from the main content but integrated into schemes of work.

The skill groups are indicated in the subject content, using the references S1 (Skill 1), S2 (Skill 2) etc. Students must know how and when these food preparation skills can be applied and combined to achieve specific outcomes.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Macronutrients</p> <ul style="list-style-type: none"> • Protein • Fats • Carbohydrates <p>Micronutrients</p> <ul style="list-style-type: none"> • Vitamins 	<p>Micronutrients</p> <ul style="list-style-type: none"> • Minerals • Water • NSP <p>Nutritional Needs and Health</p> <ul style="list-style-type: none"> • Making informed choices for a varied diet and health • Energy needs • Nutritional analysis • Diet, nutrition and health 	<p>Food safety</p> <ul style="list-style-type: none"> • Food spoilage and contamination • Principles of food safety <p>Food choice</p> <ul style="list-style-type: none"> • Factors affecting food choice • Food choices • Food labelling and market influences 	<p>British and international cuisines</p> <ul style="list-style-type: none"> • Food products from British tradition and two different cuisines <p>Sensory evaluation</p> <ul style="list-style-type: none"> • Sensory testing methods • How taste receptors and olfactory systems work when tasting food <p>Food Provenance and the environmental impact and sustainability of food</p> <ul style="list-style-type: none"> • Food sources • Food and the environment • Sustainability of food 	<p>Food science</p> <ul style="list-style-type: none"> • Cooking of food and heat transfer • Selecting appropriate cooking methods • Functional and chemical properties of food • Raising agents 	<p>Food processing and production</p> <ul style="list-style-type: none"> • Food production • Technological developments associated with better health and food production



CURRICULUM PLANS

FOOD PREPARATION & NUTRITION YEAR 11



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Non-exam assessment 1 Food science investigation set by AQA. Released on 1st September.</p> <p>Task 1: Food investigation (30 marks) Accounts for 15% of final GCSE grade. Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task and it should take no more than 10-15 hours in lesson time including practical investigation sessions.</p> <p>How its assessed: Written or electronic report (1,500-2,000 words) including photographic evidence of the practical investigation.</p>	<p>Non-exam assessment 2 Food preparation and assessment task set by AQA. Released on 1st November.</p> <p>Task 2: Food preparation assessment (70 marks) Accounts for 35% of final GCSE grade. Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. This should take no more than 20 hours in lessons plus practical time and further learning / intervention time.</p> <p>How its assessed: A max 20-side written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.</p>		<p>Revision undertaken to revisit theory knowledge and to ensure students are fully prepared for the written exam Examination takes place around mid-June of Year 11</p> <p>What's assessed Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • Worth 100 marks • Accounts for 50% of GCSE <p>Questions</p> <ul style="list-style-type: none"> • 20 x Multiple choice questions (20 marks) • Five questions each with a number of sub questions (80 marks) 		