



Core Concepts

Food

Curriculum Themes (these can be disciplinary/procedural or substantive/declarative)	Core concepts - How the theme is developed through the curriculum						
	Year 7 15 lessons of Practical and Theory lessons	Year 8 15 lessons of Practical and Theory lessons	Year 9 32 lessons of practical and theory lessons	Food Prep Year 10	Food Prep Year 11	Hosp Year 10	Hosp Year 11
1. Food, nutrition and health: Declarative	<p>Students learn to identify:</p> <ul style="list-style-type: none"> • The Eatwell guide, • Macro nutrients • Micro nutrients • 8 tips for healthy eating 	<p>Students build on knowledge taught in year 7 on the:</p> <ul style="list-style-type: none"> • Eatwell guide and how to analyse how well they are meeting the guidelines. • Macro nutrients and Micro nutrients - to explain the functions and sources of <p>I know that food and drinks provide energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life e.g. infant feeding</p>	<p>Students build on knowledge taught in year 7 & year 8 on the:</p> <ul style="list-style-type: none"> • Eatwell guide and how to apply this to teenage diets • Macro nutrients and Micro nutrients to understand the affects of deficiency and excess • Students can define energy balance <p>Using Nutritional software Students create a nutrition table for a product of their choice and are able to justify their food choices</p>	<p>Students are taught throughout the year about Food, nutrition and health to build on the knowledge from KS3</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Nutrient sources, functions, deficiency and excess • Protein - HBV and LBV • Fats - Saturated and unsaturated • Carbohydrates - Starch, sugars and Dietary fibre • Fat soluble Vitamins - A, D, E and K • Water soluble vitamins - B Group, C • Anti-oxidant functions of A, C and E 	<p>Students work independently to produce a concise portfolio for NEA 2</p> <ul style="list-style-type: none"> • Researching the task • Demonstrating technical skills • Planning for the final menu • Making the final dishes • Analyse and evaluate <p>Students complete their exam which has a section on Food, nutrition and health</p>	<p>Students are taught throughout the year about Food, nutrition and health to build on the knowledge from KS3</p> <p>Students will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus.</p>	<p>Students work independently to produce coursework using their knowledge of food, nutrition and health.</p> <p>Unit 2:</p> <p>2.1.1 Understanding the importance of nutrition</p> <p>2.1.2 How cooking methods can impact on nutritional value</p>
2. Functional and chemical properties of food: Declarative	<p>Students are able to identify the terms:</p> <ul style="list-style-type: none"> • Oxidisation, • Dextrinization • Coagulation 	<p>Students are able to identify and explain the terms:</p> <ul style="list-style-type: none"> • Dextrinization 	<p>Students complete a food investigation on the properties and functions of ingredients - dextrinization, coagulation</p> <p>Students recap previous knowledge taught in year 8 on gelatinisation</p>	<p>Students are taught throughout the year about functional and chemical properties of food to build on the knowledge from KS3</p> <p>Topics include:</p> <ul style="list-style-type: none"> - Cooking of food and heat transfer - Why food is cooked - how heat is transferred to food - Selecting appropriate cooking methods - Functional and chemical properties of food <ul style="list-style-type: none"> - Proteins - Carbohydrates - Fats and oils - Fruit and Vegetables - Raising agents 	<p>Students work independently to produce a concise portfolio for NEA 1</p> <ul style="list-style-type: none"> • Research • Investigation • Analysis and evaluation <p>Students complete their exam which has a section on functional and chemical properties of food</p>	N/A	N/A
3. Food safety: Declarative	<p>Students are taught the basics of food safety and hygiene to work safely and hygienically in a practical lesson:</p> <ul style="list-style-type: none"> • Washing hands • Wearing an apron • Tying hair up • The bridge technique • The Claw Technique • Using the cooker safely 	<p>Students build on knowledge taught in year 7 on the basics of food safety and hygiene to work safely and hygienically in a practical lesson:</p> <ul style="list-style-type: none"> • Washing hands • Wearing an apron • Tying hair up • The bridge technique • The Claw Technique • Using the cooker safely 	<p>Students work independent safely and hygienically in a practical lesson</p> <p>Students learn to identify:</p> <ul style="list-style-type: none"> • Food spoilage and contamination • Microorganisms and enzymes • The signs of food spoilage • Microorganisms in food production • Bacterial contamination 	<p>Students are taught throughout the year about Food safety and hygiene to build on the knowledge from KS3</p> <ul style="list-style-type: none"> - Food spoilage and contamination - The signs of food spoilage - Microorganisms in food production - Bacterial contamination - Principles of food safety - Buying and storing food - Preparing, cooking and serving food 	<p>Students work independently to produce their NEA 1 and 2 and practical outcomes using their knowledge of food safety and hygiene.</p> <p>Students complete their exam which has a section on food safety and hygiene.</p> <ul style="list-style-type: none"> • The time plan will include accurate timings, reference to food safety, relevant and accurate dovetailing. • The student followed the time plan closely using the correct sequence with excellent linking and application of food safety principles. 	<p>Students are taught throughout the year about Food safety and hygiene to build on the knowledge from KS3</p> <p>Topics include:</p> <ul style="list-style-type: none"> • food labelling laws • food safety legislation • food hygiene • health and safety • food safety 	<p>Students work independently to produce their coursework and practical outcomes using their knowledge of food safety and hygiene.</p> <p>Students complete their exam which has a section on food safety and hygiene.</p> <p>1.4.1 Food related causes of ill health</p> <p>Topics include:</p> <ul style="list-style-type: none"> • food labelling laws • food safety legislation



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4. Food choice: Declarative	Students taught to identify how lifestyle and culture can affect food choice.	Students are taught to identify and explain: <ul style="list-style-type: none"> • the factors that affect individual food choice • dietary needs of a teenager. 	Students are taught to identify the <ul style="list-style-type: none"> • Factors affecting food choice • Factors which influence food choice • Food choices • Food labelling and marketing influences 	Students are taught throughout the year about Food provenance to build on the knowledge from KS3 <ul style="list-style-type: none"> - Factors which influence food choice - Food choices - Food labelling and marketing influences - British and international cuisines - Sensory evaluation 	Students work independently to produce their NEA 2 using their knowledge of food choices. <ul style="list-style-type: none"> • Detailed review and full justification of the choice and appropriateness of the final three dishes related to the task and research eg nutrition, ingredients, cooking methods. 	Students are taught throughout the year about Food choices to build on the knowledge from KS3 <ul style="list-style-type: none"> Topics include: <ul style="list-style-type: none"> • customer requirements/needs: <ul style="list-style-type: none"> • lifestyle, • nutritional needs, • dietary needs, • time available 	Students work independently to produce their coursework using their knowledge of food choices. <ul style="list-style-type: none"> 2.2.1 Factors affecting menu planning <ul style="list-style-type: none"> • cost • portion control • balanced diets/current nutritional advice • time of day • clients/customers • require different energy requirements based on lifestyle, occupation, age or activity level • require special diets • have medical conditions; allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency • have dietary requirements, such as religious beliefs • are pescatarians, vegetarians, vegans • adults: early, middle, late (elderly) • children; babies, toddlers, teenagers.
					Students complete their exam which covers: <ul style="list-style-type: none"> • Food choices • Factors which influence food choice • Sensory evaluation • Food labelling and marketing influences 	Students complete their exam which has a section on food choices and why people have different dietary requirements. <ul style="list-style-type: none"> 1.2.3 Hospitality and catering provision to meet specific requirements <ul style="list-style-type: none"> • customer requirements/ needs: lifestyle, nutritional needs, dietary needs, time available 	
5. Food provenance: Declarative	Students cook a traditional Asian food	Students cook a traditional Mexican food	Students explain Environmental impact and sustainability and how they can analyse how they could make a positive impact.	Students are taught throughout the year about Food provenance to build on the knowledge from KS3 <ul style="list-style-type: none"> Topics include: <ul style="list-style-type: none"> - Environmental impact and sustainability of food <ul style="list-style-type: none"> - Food Sources - Food and the environment - Sustainability of food - Food processing and production <ul style="list-style-type: none"> - Food production - Technological developments associated with better health and food production 	Students work independently to produce their NEA 2 using their knowledge of food provenance. <ul style="list-style-type: none"> • Justify the appropriateness of the final dishes in terms of food provenance 	Students are taught throughout the year about Food provenance to build on the knowledge from KS3 <ul style="list-style-type: none"> Topics include: <ul style="list-style-type: none"> • seasonality • sustainability and environmental concerns: <ul style="list-style-type: none"> • reduce, • reuse, • recycle. 	Students work independently to produce their coursework using their knowledge of food provenance. <ul style="list-style-type: none"> 2.2.1 Factors affecting menu planning <ul style="list-style-type: none"> • environmental issues – conservation of energy and water – how can the production of dishes be sustainable by using less energy and reducing consumption of water? Students should know and understand the following terms: <ul style="list-style-type: none"> • reduce • reuse • recycle • sustainability • time of year – seasonality of commodities.
					Students complete their exam which has a section on food provenance. <ul style="list-style-type: none"> - Environmental impact and sustainability of food <ul style="list-style-type: none"> - Food Sources - Food and the environment - Sustainability of food - Food processing and production <ul style="list-style-type: none"> - Food production - Technological developments associated with better health and food production 	Students complete their exam which has a section on food provenance. <ul style="list-style-type: none"> 1.1.4 Contributing factors to the success of hospitality and catering provision <ul style="list-style-type: none"> Students should be aware of the importance of environmental needs and the environmental impact within the hospitality and catering industry: <ul style="list-style-type: none"> • seasonality • sustainability: reduce, reuse, recycle 	
6. Food preparation skills: Procedural	Students learn to prepare and cook a variety of predominantly savoury dishes: <ul style="list-style-type: none"> • pasta salad, • pizza toast, • fruit crumble, • veg curry, • bean burgers, • brownies 	Students learn to prepare and cook a variety of predominantly savoury dishes: <ul style="list-style-type: none"> • pasta primavera, • Fruit cobbler, • mac and cheese, • mini carrot cakes, • focaccia bread, • enchiladas, • a healthy option main meal 	Students learn to prepare and cook a variety of predominantly savoury dishes: <ul style="list-style-type: none"> • Pasta Fiorentina, • chicken chow mein, • chocolate mousse, • spring rolls, • quesadillas, • choux pastry, • pizza, • homemade pasta, • marinated burgers/kebabs, • coleslaw/mayo, • their own choice of festival food, • a celebration cake. 	Students will consider the influence of lifestyle and consumer choice when developing meals and recipes <ul style="list-style-type: none"> Some of the products made in year 10 include: <ul style="list-style-type: none"> Jambalaya, cottage pie, Carrot cake buns, Rough puff pastry, scones, muffins, ravioli, Bread, Chelsea buns, Fish Bake, mayo, quiche, Ginger bread, Swiss roll, Vegetarian lasagne, houmous, quorn bolognaise, 	Students create practical outcomes and demonstrate the technical skills listed in Food preparation skills. Students create, plan, prepare, cook and present a three dish menu to meet the needs of their chosen task and allow them to showcase their food preparation skills. Two assessment criteria give students the opportunity to gain marks for demonstrating their food preparation skills – 'demonstrating technical skills' and 'making the final dishes'.	The skills and techniques of preparation, cooking and presentation of dishes Presentation techniques and Food safety practices.	Students work independently to produce their coursework using their knowledge of food preparation skills <ul style="list-style-type: none"> 2.3.1 How to prepare and make dishes 2.3.2 Presentation techniques 2.3.3 Food safety practices