



Art
Photography
3D Design & Technology
Food Preparation & Nutrition

Food Preparation and Nutrition Curriculum Overview 2023/24

Year Group		Food, Preparation & Nutrition at KS3 is delivered on a carousel system between D&T and FOOD. The KS3 overview below is Food Practical skills and Nutrition areas of Food and Nutrition that each group will undertake on rotation during the academic year.	
7	Food preparation Skills	<p>Food preparation skills –</p> <p>Students will:</p> <ul style="list-style-type: none"> • Know a wide range of food skills for effective learning • Understand practice for food storage, handling, preparing food. • Be able to select and use an appropriate range of small hand and electrical equipment, safely and efficiently. <p>Students will:</p> <ul style="list-style-type: none"> • Know how to plan, prepare and cook dishes/menus • Understand relevant safety and hygienic practices for a healthy, varied diet. • Be able to choose and personalise choices of cooking activities, encouraging independence and decision-making skills including knife skills. 	<p>In class feedback RAG assessment against project FEEDBACK POINTS including those listed under the projects Skills and Knowledge bullet points in this table.</p> <p>DIRT tasks completed in lesson in response to feedback.</p> <p>Practical RAG assessment and H&S check.</p> <p>End of project assessment paper including multiple choice, short answer.</p>
	Food Nutrition	<p>Nutrition</p> <p>Students will:</p> <ul style="list-style-type: none"> • Know how to choose ingredients taking into account their nutritional, functional sensory properties. • Understand cost, seasonality, sustainability in selecting foods. • Be able to design a healthy product. <p>Students will:</p> <ul style="list-style-type: none"> • Know the Eatwell guide. 	<p>In class feedback RAG assessment against project FEEDBACK POINTS including those listed under the projects Skills and Knowledge bullet points in this table.</p> <p>DIRT tasks completed in lesson in response to feedback.</p> <p>Practical RAG assessment and H&S check.</p>

		<ul style="list-style-type: none"> • Understand people’s needs, to develop diets for different individuals • Be able to demonstrate using the Eatwell guide in their planning. 	<p>End of project assessment paper including multiple choice.</p>
8	<p>Food preparation Skills</p>	<p>Food preparation skills - Students will:</p> <ul style="list-style-type: none"> • Know how to make improvements to recipes to meet specific needs/requirements (such as ingredient, food skill, cooking method and portion size changes) • Understand how to broaden food experiences, such as trying new ingredients and dishes. • Be able to design a range of healthy products. <p>Students will:</p> <ul style="list-style-type: none"> • Know how and why food is cooked. • Understand the functional properties of ingredients, to build up scientific understanding that underpins key food preparation and cooking processes. • Be able to prepare a healthy product. 	<p>In class feedback RAG assessment against project FEEDBACK POINTS including those listed under the projects Skills and Knowledge bullet points in this table.</p> <p>DIRT tasks completed in lesson in response to feedback.</p> <p>Practical RAG assessment and H&S check.</p> <p>End of project assessment paper including multiple choice, short answer,</p>
	<p>Food Nutrition</p>	<p>Nutrition - Students will:</p> <ul style="list-style-type: none"> • Know how to apply the principles of nutrition. • Understand that food and drinks provide energy and nutrients in different amounts. • Be able to demonstrate a high level of competence in a wide range of food skills. 	<p>In class feedback RAG assessment against project FEEDBACK POINTS including those listed under the projects Skills and Knowledge bullet points in this table.</p> <p>DIRT tasks completed in lesson in response to feedback.</p> <p>Practical RAG assessment and H&S check.</p> <p>End of project assessment paper including multiple choice, short answer.</p>

9	Food preparation Skills	<p>Food preparation skills Students will:</p> <ul style="list-style-type: none"> • Know that nutrients have important functions in the body; and that people require different amounts during their life and the implications of dietary excess or deficiency. • Understand that food and drinks provide energy and nutrients in different amounts. • Be able to demonstrate the principles of nutrition. <p>Students will:</p> <ul style="list-style-type: none"> • Know the wide range of factors involved in food and drink choice, including influences such as preference, ethical belief, availability, season, need, cost, packaging, food provenance, culture, religion, allergy/intolerance, advertising, body image and peer pressure. • Understand that sensory perception guides the choices that people make • Be able to use a wide range of factors to design and make food products. 	<p>In class feedback RAG assessment against project FEEDBACK POINTS including those listed under the projects Skills and Knowledge bullet points in this table.</p> <p>DIRT tasks completed in lesson in response to feedback. Practical RAG assessment and H&S Passport check.</p> <p>End of project assessment paper including multiple choice, short answer,</p>
	Food Nutrition	<p>Nutrition - Students will:</p> <ul style="list-style-type: none"> • Know how to make improvements to recipes to meet specific needs/requirements (such as ingredient, food skill, cooking method and portion size changes. • Understand how a variety of ingredients are grown, reared, caught, and processed, and consider sustainability and the impact of different choices on the environment. • Be able to make informed choices achieve a healthy, balanced diet (such as by using food labels, ingredients list, nutrition information and health claims. 	<p>In class feedback RAG assessment against project FEEDBACK POINTS including those listed under the projects Skills and Knowledge bullet points in this table.</p> <p>DIRT tasks completed in lesson in response to feedback. Practical RAG assessment and H&S check.</p> <p>End of project assessment paper including multiple choice, short answer.</p>
10	Term 1	<p>Food Commodities Students will</p> <p>AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation AO3 Plan, prepare, cook and present dishes, combining appropriate techniques AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others</p>	

The range of foods and ingredients to be studied throughout the course are from the major commodity groups (as shown below) and reflect current recommended guidelines for a healthy diet, e.g. reduction of sugar intake.

- bread, cereals, flour, oats, rice, potatoes, pasta
- fruit and vegetables (fresh, frozen, dried, canned and juiced)
- milk, cheese and yoghurt
- meat, fish, poultry, eggs
- soya, tofu, beans, nuts, seeds
- butter, oils, margarine, sugar and syrup

For each food commodity learners need to know and understand:

- the value of the commodity within in the diet
- features and characteristics of each commodity with reference to their correct storage to avoid food contamination
- the working characteristics of each commodity, with reference to the skill group and techniques
- the origins of each commodity for each food commodity learners need to be able to:
- experiment with the commodity to explore physical and chemical changes that occur as a result of given actions
- consider complementary actions of a commodity in a recipe • prepare and cook dishes using the commodities

Assessment against AO1, AO1, AO3 + AO4 objectives as set by the exam board.

Project Feedback Points + Checklists, Individual Feedback and Personal Learning Checklist (PLCs) used

Mock examination 5 hours

Teacher marked and moderated followed by Exam board Moderation

Term 2

Principles of Nutrition

Students will:

AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation

AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation

AO3 Plan, prepare, cook and present dishes, combining appropriate techniques

AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others

Macronutrients and Micronutrients

know and understand:

- the definition of macronutrients and micronutrients in relation to human nutrition
- the role of macronutrients and micronutrients in human nutrition

Macronutrients are defined as a class of chemical compounds which humans consume in the largest quantities

(i) protein:

(ii) fats, oils and lipids: saturated fats, monounsaturated fats, polyunsaturated fats and essential fatty acids

(iii) carbohydrates: monosaccharides, disaccharides and polysaccharides

Micronutrients are required by humans throughout life in small quantities to facilitate a range of physiological functions.

know and understand for each named macro nutrient and micronutrient:

- the specific function
- the main sources
- dietary reference values
- the consequences of malnutrition (over and under)
- complementary actions of the nutrients

Learners need to know and understand the dietary value of: (i) water (ii) dietary fibre (NSP)

Term 3

Diet and Good Health

AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation

AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation

AO3 Plan, prepare, cook and present dishes, combining appropriate techniques

AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others

Students will:

know and understand:

- the recommended daily intake (RDI)
- a range of life-stages: toddlers, teenagers, early, middle and late adulthood
- individuals with specific dietary needs or nutritional deficiencies to include coeliac disease; diabetes (type 2 diabetes only to be considered), dental caries; iron deficiency anaemia; obesity; cardiovascular disease (CVD); calcium deficiencies to include bone health;
- nut or lactose (dairy) intolerances.
- specific lifestyle needs to include vegetarians: lacto-ovo, lacto, vegan, and those with religious beliefs that affect choice of diet, to include Hindu, Muslim, Jewish •
- how nutrients work together in the body, e.g. complementary actions • basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements Learners must have a sound awareness of other common dietary issues including coronary heart disease (CHD), cholesterol and liver disease.

Plan balanced diets

Know and understand nutrition and current nutritional guidelines to:

- recommend guidelines for a healthy diet
- identify how nutritional needs change due to age, life-style choices and state of health
- plan a balanced diet for: (i) a range of life-stages: toddlers, teenagers, early, middle and late adulthood (ii) individuals with specific dietary needs or nutritional deficiencies to include coeliac disease; diabetes (type 2 diabetes only to be considered), dental caries; iron deficiency anaemia; obesity; cardiovascular disease (CVD) calcium deficiencies to include bone health; nut or lactose (dairy) intolerances (iii) individuals with specific lifestyle needs to include vegetarians: lacto-ovo, lacto, vegan, and those with religious beliefs that affect choice of diet, to include Hindu, Muslim, Jewish

- individuals requiring high energy needs as a result of occupation or activity involvement
Learners must have a sound awareness of other common dietary issues including coronary heart disease (CHD), cholesterol and liver disease.

Term 4

The Science of food

AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation

AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation

AO3 Plan, prepare, cook and present dishes, combining appropriate techniques

AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others

Students will:

The effect of cooking a theoretical and practical working knowledge.

understand how preparation and cooking affects the sensory and nutritional properties of food.

To include:

- why food is cooked, to include, digestion, taste, texture, appearance and to avoid food contamination
- how heat is transferred to food through conduction, convection and radiation and how and why the production of some dishes rely on more than one method of heat transference
- how selection of appropriate cooking methods can: (i) conserve or modify nutritive value, e.g. steaming of green vegetables (ii) improve palatability e.g. physical denaturation of protein
- the positive use of micro-organisms such as bacteria in dairy products: cheese, yoghurt; meat products: salami, chorizo and fermentation of sugar in drinks Learners need to undertake experimental work and produce dishes by following or modifying recipes to develop and apply knowledge and understanding related to:
 - the working characteristics, functional and chemical properties of ingredients to achieve a particular result:
 1. carbohydrates – gelatinisation, dextrinization
 2. fats/oils – shortening, aeration, plasticity and emulsification
 3. protein – coagulation, foam formation, gluten formation, denaturation (physical, heat and acid) fruit/vegetables – enzymic browning, oxidation
 - reasons why particular results may not always be achieved, e.g. a sponge cake sinks, a sauce goes lumpy
 - how to remedy situations when desired results may not be achieved in the first instance.

	<p>Term 5</p> <p>The Science of food</p> <p>AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation AO3 Plan, prepare, cook and present dishes, combining appropriate techniques AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand food spoilage. • Food safety principles when buying, storing, preparing and cooking food. • How to store foods correctly: refrigeration/freezing, dry/cold storage, appropriate packaging/covering of foods • • the importance of date-marks, labelling of food products to identify storage and preparation • • the growth conditions, ways of prevention and control methods for enzyme action, mould growth and yeast production • the signs of food spoilage, including enzymic action, mould growth, yeast production and bacteria • the role of temperature, pH, moisture and time in the control of bacteria • the types of bacterial cross-contamination and their prevention • preservation/keeping foods for longer, e.g. jam making, pickling, freezing, bottling, vacuum packing Learners should know and understand the signs, symptoms, risks and consequences of inadequate/unacceptable food hygiene practices. To include: • signs, symptoms of food poisoning to include poisoning caused by salmonella, campylobacter, e-coli, staphylococcus Learners should know and understand the consequences of mishandling of food on: • food wastage: including the effect on the environment and the financial implications of waste 	
	<p>Term 6</p> <p>Where food comes from</p> <p>AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation AO3 Plan, prepare, cook and present dishes, combining appropriate techniques AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others</p> <p>Students will: Food provenance</p>	

	<ul style="list-style-type: none"> • Understand food origins to include where and how foods are grown, reared, or caught • food miles, impact on the carbon footprint, buying foods locally • impact of packaging on the environment versus the value of packaging • sustainability of food: the impact of food waste on the environment, local, global markets and communities, effect of food poverty • food security: access to safe sufficient food for all (World Health) • Understand and have knowledge of the development of culinary traditions in British and international cuisine. • know and explore knowledge of foods and recipes from at least two international countries (these countries are at the discretion of the centre and do not have to significantly differ from the UK.) • Understand the distinctive features, characteristics and eating patterns of different cuisines. • Cuisine is defined as a style characteristic of a particular country or region, where the cuisine has developed historically using distinctive ingredients, specific preparation and cooking methods or equipment, and presentation or serving techniques. • traditional and modern variations of recipes to include variations of recipes to include changing use of food commodities, changes to nutritional guidelines, and use of modern cooking methods and or equipment • meal structures: presentation of menus within different cultures Learners should have knowledge and understanding of: <ul style="list-style-type: none"> • primary stages of processing and production to include point of origin, the transporting, cleaning and sorting of the raw food • secondary stages of processing and production to include how primary products are changed into other types of products, wheat to bread; milk to cheese and yoghurt; fruit to jams, jellies and juices. • how processing affects the sensory and nutritional properties of ingredients cured meat products • technological developments that claim to support better health and food production including fortification and modified foods • the positive and negative effects of food modification on health and food production. flavour intensifiers, stabilisers, preservatives, colourings, emulsifiers the ability of additives to produce the desired effect 	
Term 1	The Food Investigation Assessment	

11		<p>NEA1 15% of total qualification</p> <p>A Food Investigation will be set that will require each learner to:</p> <ul style="list-style-type: none"> (a) research and plan the task (b) investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result (c) analyse and evaluate the task (ii) produce a report which evidences all of the above and includes photographs and/or visual recordings to support the investigation 	Evidence will be used to support Assessment against AO1, AO1, AO3 + AO4 objectives.
	Term 2	<p>Assessment 2</p> <p>The Food Preparation Assessment</p> <p>NEA2</p> <p>35% of total qualification</p> <p>This assessment is synoptic and assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking skills/techniques and the execution of practical skills.</p> <p>Two options for this assessment will be set by the exam board that will require the learners to:</p> <ol style="list-style-type: none"> 1. investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical execution of the dishes (to include trialling and testing) 	
	Term 3	<p>Assessment 2 The Food Preparation Assessment (cont)</p> <p>This assessment will require learners to</p> <p>Plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context.</p> <p>Two options for this assessment will be set by WJEC Eduqas that will require the learners to:</p> <ol style="list-style-type: none"> 2. investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical execution of the dishes (to include trialling and testing) 3. prepare, cook and present a menu of three dishes within a single session. 4. evaluate the selection, preparation, cooking and presentation of the three dishes 	<p>Preparation in lesson in response to exam board set topic, followed by Formal 10 hours practical exam.</p> <p>Project Feedback Points + Checklists, Individual Feedback and Personal Learning Checklist (PLCs) used</p>

	5. produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation and photographs and/or visual recordings which demonstrate the learner's application of technical skills and the final outcomes	Assessment against AO1, AO1, AO3 + AO4 objectives as set by the exam board.
Term 4	Exam Exam Revision	Teacher marked and moderated followed by Exam board Moderation
Term 5	Exam Principles of Food Preparation and Nutrition Written examination: 1 hour 45 minutes 50% of qualification This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content. Section A: questions based on stimulus material. Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.	
Term 6	N/A	