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Food Preparation & Nutrition

Food Preparation and Nutrition Curriculum Overview 2025/26

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.		Vocabulary mapping
7	1-3 or 4-6	**Food preparation skills and nutrition** **Why this? Why now?** KS3 is a pivotal time when students are developing independence and our KS3 food curriculum builds the skills they need to feel confident in being more self sufficient in preparing and cooking food for themselves and others. We start with preparing a range of cold snacks and dishes to build familiarity in the kitchen space and secure basic health and Hygiene routines. This builds on experiences they may have had at KS2. **The year 7 curriculum provides the foundation for future learning by** providing the opportunity for students to grasp fundamental **food preparation skills**	In class feedback H&S checks End of project assessment paper including multiple choice, short answer.	• **Ingredients** – The basic foods used to make a dish. • **Recipe** – A set of instructions for preparing a particular dish. • **Nutrition** – The study of food and how it nourishes the body. • **Carbohydrates** – Energy-providing nutrients found in foods like bread, pasta, and rice.

		such as **safe knife handling**, **basic cooking methods** (boiling and baking) and **food hygiene** practices. These basic skills are essential for more advanced techniques introduced as they progress through KS3 and into KS4 At this stage, students are introduced to **hands-on cooking** in a controlled, supportive environment, which helps them **build confidence** in their ability to prepare food. This is the right time for them to experiment and make mistakes in a safe space, learning through trial and error. Students are introduced to the importance of **healthy diet** and the basic principles of **nutrition building on their KS2 understanding of a healthy eating.** **Students will:** • Understand practice for food storage, handling, preparing food. • Know how to choose ingredients taking into account their nutritional, functional sensory properties. • Know the Eatwell guide. • Understand people's needs, to develop diets for different individuals • Know how to plan, prepare and cook dishes/menus • **Students will:** • Demonstrate relevant safety and hygienic practices for a healthy, varied diet.		• **Protein** – Nutrients that help build and repair tissues, found in meat, fish, and beans. • **Fats** – Nutrients that provide energy and support cell function, found in oils, butter, etc. • **Vitamins** – Essential nutrients for health, such as Vitamin C and Vitamin A. • **Minerals** – Elements like calcium (for bones) and iron (for blood). • **Water** – Vital for hydration and regulating body temperature. • **Fibre** – Helps with digestion and maintaining a healthy gut. • **Boiling** – Cooking food in water at 100°C. • **Baking** – Cooking with dry heat in an oven. • **Grilling** – Cooking with direct heat, either from above or below.

		• Be able to choose and personalise choices of cooking activities, encouraging independence and decision-making skills including knife skills. • Be able to select and use an appropriate range of small hand and electrical equipment, safely and efficiently • Be able to design a healthy product. • Be able to demonstrate using the Eatwell guide in their planning.		• **Frying** – Cooking food in hot oil. • **Steaming** – Cooking food by placing it over boiling water to cook with steam. • **Chop** – Cutting food into pieces. • **Slice** – Cutting food into thin pieces. • **Whisk** – To beat or stir liquids or mixtures. • **Knead** – Working dough by pressing it with hands. • **Cross-contamination** – Preventing bacteria from spreading, especially between raw and cooked food.
8	**1-3 or 4-6**	**Food preparation skills and nutrition** **Why this? Why now?** **The Year 8 curriculum revisits skills learnt in Year 7 and build on these in the use of more complex preparation and processes in cooking including working with pastry and multitasking with a variety of preparation and cooking techniques.**	In class feedback H&S check. End of project assessment paper including multiple choice, short answer,	• **Emulsify** – Mixing two liquids that usually don't combine, like oil and vinegar. • **Simmer** – Cooking food at just below boiling point. • **Sauté** – Cooking food quickly in a small

		The development of **food preparation knowledge** is structured progressively, enabling students to gain deeper understanding and confidence with each stage Students start by learning basic recipes and then gradually understand how to adjust them. They practice modifying ingredients (e.g., substituting for dietary needs like vegetarian or gluten-free), altering cooking methods or adjusting portion sizes. **Students will:** • 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. • Know how to apply the principles of nutrition. • Understand that food and drinks provide energy and nutrients in different amounts. • 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. **Students will:** • Be able to prepare a healthy product. • Be able to demonstrate a high level of competence in a wide range of food skills. • Be able to design a range of healthy products		amount of oil over high heat. • **Grate** – To shred food into small pieces using a grater (e.g., cheese, vegetables). • **Dice** – Cutting food into small, even cubes. • **Gluten** – A protein in wheat, barley, and rye that gives dough elasticity. • **Roux** – A mixture of flour and fat used as a thickening agent for sauces. • **Topping** – Ingredients added to the top of a dish for flavor or decoration. • **Reduce** – To cook a liquid to concentrate its flavor by evaporation. • **Julienne** – Cutting food into thin, matchstick-like strips.

9	1-3 or 4-6	**Food preparation skills and nutrition** In year 9 students use ingredients from various cuisines, promoting the importance of trying new ingredients. They experiment with new foods to understand how they can incorporate different flavours, textures, and cultural dishes. Students continue to develop their understanding of the **science** behind food preparation, such as the role of **starch in thickening**, how **gluten develops structure in dough**, or how **yeast** makes bread rise. Students revisit the **basic functions of nutrients**—such as proteins, carbohydrates, fats, vitamins, and minerals—and how they support the body's essential processes (e.g., energy production, growth, immunity). They also learn that **nutrient needs change** depending on factors like age, gender, and physical activity levels. **Students will:** • 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. **Students will:**	In class feedback H&S check. End of project assessment paper including multiple choice, short answer,	1. **Glaze** – Applying a shiny coating to food, usually sweet or savory. 2. **Caramelization** – The process of turning sugar into caramel through heat. 3. **Al Dente** – Describing pasta or vegetables that are cooked to be firm to the bite. 4. **Gelatinization** – The process where starches absorb water and swell when heated, forming a gel (e.g., thickening a sauce). 5. **Umami** – A savory taste often associated with proteins and fermented foods. 6. **Zest** – The outer, colored peel of citrus fruits, often used to add flavor.

		• 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. • 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. •		7. **Reduction Sauce** – A sauce made by reducing a liquid, often wine or stock, to concentrate flavors.
10	**Term 1**	**Food Commodities** **Why this? Why now?** In this unit, students build on their prior knowledge from KS3 by deepening their understanding of **food commodities**. The focus is on more advanced concepts such as nutritional analysis, food sourcing, sustainability, and how different ingredients contribute to creating balanced, culturally diverse, and nutritious meals. **Students will:** **AO1** Demonstrate knowledge and understanding of nutrition, food, cooking and preparation **AO2** Apply knowledge and understanding of nutrition, food, cooking and preparation	Assessment against AO1, AO1, AO3 + AO4 objectives as set by the exam board. Project Checklists, Individual Feedback and Personal Learning Checklist (PLCs) used Mock examination 5 hours Teacher marked and moderated followed by Exam board Moderation	• **Cereals** – Grains like wheat, rice, corn, and oats, which are staple foods providing carbohydrates. • **Dairy** – Products made from milk, such as cheese, butter, yogurt, and cream. • **Fruits** – Natural sweet or sour foods like apples, bananas, berries, and citrus, often high in vitamins.

		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 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		• **Vegetables** – Plant-based foods like spinach, carrots, and potatoes that provide fiber, vitamins, and minerals. • **Meat** – Animal-derived foods such as beef, chicken, lamb, and pork, providing protein and fats. • **Pulses** – Leguminous crops like beans, lentils, and peas, which are rich in protein and fiber. • **Fish** – Seafood like salmon, tuna, and cod, providing protein, omega-3 fatty acids, and minerals. • **Oils** – Fats in liquid form, such as olive oil, sunflower oil, and vegetable oil, used for cooking and dressing. • **Nuts** – Edible seeds from plants such as almonds, cashews, and walnuts, providing

	Term 2	**Principles of Nutrition** **Why this? Why Now?** In the **KS4 Food Curriculum**, students go deeper into the **Principles of Nutrition**, which form a crucial part of their studies in food preparation, cooking, and meal planning. By building on the foundational knowledge from KS3, students are expected to develop an advanced understanding of how nutrition plays a key role in health, wellbeing, and food choices. The **Principles of Nutrition** guide students in making healthier food choices, understanding how to balance different nutrients in a diet, and applying this knowledge when creating meals for different dietary needs and goals. In this term they will focus on micronutrients and macronutrients. **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		protein, healthy fats, and vitamins. • **Sugars** – Sweet substances such as table sugar, honey, and syrups, often used to sweeten foods and beverages. • **Carbohydrates** – Macronutrients that provide energy, found in foods like bread, rice, and pasta. • **Proteins** – Essential nutrients for growth and tissue repair, found in meat, fish, and legumes. • **Fats** – Nutrients that provide energy and support cell function, found in oils, butter, and avocados. • **Vitamins** – Organic compounds needed in small amounts for
	Term 3	**Diet and Good Health**		

		Why this? Why Now In the **KS4 Food Curriculum**, students focus on understanding the connection between **diet** and **good health**. They explore how different foods and nutrients impact overall well-being and how to make informed dietary choices. `This focus on **diet and good health** equips students with the skills to make healthier food choices and understand how nutrition directly affects their physical and mental well-being 1. **Balanced Diet** 2. **Energy Balance** 3. **Dietary Needs** 4. **Dietary Disorders** 5. **Ethical and Cultural Choices** 6. **Food Labels and Portion Control** 7. **Practical Application** **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)		health, such as Vitamin A, C, and D. • **Minerals** – Inorganic nutrients like calcium, iron, and potassium that support bodily functions. • **Fiber** – A type of carbohydrate that aids digestion and prevents constipation, found in fruits, vegetables, and grains. • **Water** – Vital for hydration, digestion, and regulation of body temperature. • **Energy** – The capacity to do work, provided by carbohydrates, fats, and proteins. • **Nutrient Density** – The amount of beneficial nutrients in a food relative to its calorie content. • **Balanced Diet** – A diet that includes a variety of foods in the right

		• 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		proportions to maintain health. • **Nutrients** – Substances in food that provide energy and support bodily functions, including vitamins, minerals, and proteins. • **Calories** – Units of energy provided by food, necessary for bodily functions and activities. • **Hydration** – The process of providing adequate water to the body to maintain health and function. • **Portion Control** – Managing the amount of food consumed to avoid overeating and maintain a healthy weight. • **Food Pyramid** – A visual guide representing the recommended proportions of different food groups in a healthy diet.

		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.		• **Macronutrients** – Nutrients required in large amounts, including carbohydrates, proteins, and fats, providing energy. • **Micronutrients** – Nutrients needed in smaller amounts, including vitamins and minerals, essential for health. • **Digestion** – The process by which the body breaks down food into nutrients that can be absorbed and used. • **Saturated Fats** – A type of fat found in animal products and some plant oils, linked to higher cholesterol levels.
	Term 4	**The Science of food** **Why this? Why now?** The **Science of Food** is an essential part of the **KS4 Food Curriculum**, as it provides students with a deeper understanding of the processes behind food preparation and nutrition. At this stage, students can explore scientific concepts in more detail, linking them to practical skills and real-world applications. This knowledge helps students develop both their scientific understanding and their ability to create informed, nutritious meals. **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		• **Maillard Reaction** – A chemical reaction

		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:		between amino acids and reducing sugars that gives browned food its distinctive flavor. • **Denaturation** – The process in which proteins lose their natural structure due to heat, acid, or mechanical action. • **Gelatinization** – The process by which starches absorb water and swell when heated, thickening a mixture. • **Emulsification** – The process of mixing two immiscible liquids, like oil and water, to form a stable mixture. • **Fermentation** – The process by which microorganisms convert sugars into alcohol or acids, commonly used in bread and beverage production.

		• 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, oxidisation • 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.		• **Enzymatic Browning** – The browning of fruits and vegetables due to the enzymatic oxidation of phenolic compounds. • **Viscosity** – The thickness or consistency of a liquid, affected by the ingredients and cooking process. • **Acidity** – The level of acid in foods, impacting flavor, preservation, and digestion. • **pH Level** – A measure of how acidic or alkaline a substance is, influencing taste and food preservation. • **Protein Coagulation** – The process where proteins change from a liquid to a solid or semi-solid state, often due to heat (e.g., in egg cooking)
	Term 5	**The Science of food continued...** **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:** • 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		
	Term 6	**Where food comes from** **Why this? Why now?** In the **KS4 Food Curriculum**, understanding **where food comes from** is a crucial aspect, helping students connect their food choices to broader **global, ethical**, and **environmental contexts**. At this stage, students are maturing in their understanding of how food systems operate and are increasingly aware of the **social, environmental**, and **economic implications** of food		

		production. This knowledge is key in developing **informed**, **sustainable**, and **ethical** food choices. **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:** **Food provenance** • 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: • 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		
11	Term 1	**Assessment 1 - The Food Investigation Assessment** **NEA1 15% of total qualification** **Food Investigation will be set that will require each learner to:** (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	**Assessment 2 - The Food Preparation Assessment** **NEA2 35% of total qualification** 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. **Two options for this assessment will be set by the exam board that will require the learners to:** 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	**Assessment 2 - The Food Preparation Assessment (cont)** **This assessment will require learners to:** Plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context. Two options for this assessment will be set by WJEC Eduqas that will require the learners to: 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 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	Preparation in lesson in response to exam board set topic, followed by Formal 10 hours practical exam. Project Checklists, Individual Feedback and Personal Learning Checklist (PLCs) used Assessment against AO1, AO1, AO3 + AO4 objectives as set by the exam board. Teacher marked and moderated followed by Exam board Moderation	
	Term 4	**Exam Revision** **Why this? Why now?** These revision topics provide a well-rounded foundation for preparing for the KS4 Food exam because they cover all the essential areas of knowledge needed for success in both theoretical and practical assessments. As students approach their exam, it's crucial to revisit and reinforce key concepts that apply to real-world food preparation, nutrition, and		

		sustainability. Mastery of these topics not only ensures solid understanding but also enables students to apply their knowledge in practical settings, addressing dietary needs, cooking methods, and food safety. Revising these topics now will help ensure a deeper understanding, retention of knowledge, and readiness to excel in the exam. 1. **Nutrients and Their Functions**: Understand the different types of nutrients (carbohydrates, proteins, fats, vitamins, minerals, and water) and their roles in the body. Know how each nutrient contributes to growth, energy, and overall health. 2. **The Eatwell Guide**: Learn the importance of a balanced diet and how the Eatwell Guide divides food groups (fruit and vegetables, carbohydrates, protein, dairy, fats, and sugars). Understand portion sizes and the role of each food group in maintaining good health. 3. **Food Hygiene and Safety**: Know the importance of food safety practices such as personal hygiene, safe food handling, preventing cross-contamination, and the correct storage temperatures for perishable foods. Be aware of foodborne illnesses and how to prevent them. 4. **Cooking Methods**: Study different cooking methods such as boiling, baking, grilling, steaming, frying, and roasting. Understand the effects of cooking on nutrients, taste, and texture, and the pros and cons of each method. 5. **The Science of Food**: Learn about the functional properties of ingredients, such as		

		how heat affects proteins, the Maillard reaction, caramelization of sugars, and the role of acids and bases in food preparation. Understand how and why food changes during cooking. 6. **Dietary Needs and Health Conditions**: Understand the nutritional needs of different groups (e.g., children, elderly, pregnant women, athletes) and common dietary conditions such as diabetes, obesity, and food allergies. Be able to adjust diets for special needs and specific health conditions. 7. **Food Commodities and Ingredients**: Study the properties and uses of various food commodities like cereals, dairy, meat, fish, fruits, vegetables, and pulses. Learn about alternative ingredients such as plant-based substitutes and gluten-free options. 8. **Food Production and Sustainability**: Understand how food is produced, processed, and transported. Learn about the environmental impact of food production, the importance of sustainable farming, food waste reduction, and ethical sourcing practices such as fair trade. 9. **Food Preparation Skills**: Learn key skills for preparing and cooking food, including knife skills, measuring ingredients, following recipes, and using equipment safely. Understand the importance of mise en place (preparation before cooking) and time management in the kitchen.		

		10. **Practical Skills and Recipes**: Focus on the ability to plan, prepare, and cook dishes according to specific dietary needs. Practice making a variety of dishes using different ingredients and cooking methods. Understand how to scale recipes and adjust portions. 11. **Food Labelling**: Understand how to read food labels, including ingredients, nutritional information, and allergens. Learn about the significance of food labels for consumers, particularly those with dietary restrictions. 12. **Food Ethics and Social Responsibility**: Study the ethical issues around food production, including animal welfare, the environmental impact of food choices, and social issues like hunger and food insecurity. Explore how food choices can reflect cultural, environmental, and ethical values. 13. **Impact of Food on Health**: Know how different food choices can affect overall health and well-being, including the risks associated with diets high in sugar, fat, and salt, and the benefits of a balanced diet for long-term health. 14. **The Role of Technology in Food Production**: Understand how technological advances are changing the food industry, including the use of genetically modified organisms (GMOs), food preservation techniques, and innovations in sustainable farming. .		

	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.		