



Academic Learning Journey - Key Stage 3 and Key Stage 4

Food Preparation and Nutrition



- **Intent :**

- Understand and apply the principles of nutrition and health
- Understand how nutritional needs vary with age and health conditions
- Understand the source, seasonality and characteristics of a broad range of ingredients
- Demonstrate a repertoire of predominantly savoury dishes as part of a healthy and varied affordable diet
- Instilling a love of cooking that leads self-sufficiency and independence
- Understand the economic, environmental, ethical, religious and socio-cultural influences on food availability, production processes, and diet and health choices
- Understand how food contributes to various religious and spiritual events and celebrations
- Explore a range of ingredients and processes from different culinary traditions
- Instilling a love of cooking that enable students to feed themselves and others
- Ensuring that students achieve their expectations in a creative and innovative way
- Demonstrate knowledge of functional chemical and nutritional properties, the sensory qualities and the microbiological considerations leading to the food preparation
- Critique, evaluate and test food and the food of others
- Apply the principles of nutrition and healthy eating in learning between subjects and beyond the classroom as understanding of nutrition and food ultimately fuels better academic success across the curriculum

GCSE Exam Board - Assessment objectives

GCSE Food Preparation and Nutrition AQA (8585)

Assessment objectives

- 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.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Food hygiene Safety Kitchen equipment Sensory analysis The Eatwell Guide and 8 tips for a healthy lifestyle Starchy carbohydrates	Energy Dairy and alternatives Proteins and alternatives	Protein Recipe modification	Meal making Presentation skills Flavouring seasoning Nutritional needs of teenagers	Healthy eating challenge: Social challenge Meals for mates	Planning a 'meal for mates' Appraising and evaluating
Year 8	Hygiene and safety The Eatwell Guide Hydration Healthy lifestyle	Nutritional analysis Protein (2 theory lessons) Seasonality and food waste	Gelatinisation Vitamins and minerals Factors that affect food choice	Carbohydrates Function of bread ingredients Breads around the world	Local and regional ingredients Cultural challenge Meal planning	Costing a recipe Nutritional analysis of the recipe Appraisal and evaluation of the learning journey during yr 8
Year 9	Food hygiene and safety The Eatwell Guide How dietary needs change through life Energy	Factors affecting food choice – religious, cultural, ethical beliefs Factors affecting food choice: special diets – vegetarian/vegans Cost and availability of food	Food labelling Food availability – food provenance Food waste	Functional and chemical properties of ingredients: butters/oils Functional and chemical properties of ingredients: Protein Why food is cooked Different methods of heat transfer	Raising agents- Chemical/biological Mechanical raising agent: Air and Steam Festival feast meal planning task	Changing food choice – meal kit task Evaluation/labelling/costing for meal kit dish made Appraisal and evaluation of the learning journey
Year 10	<u>Unit 1</u> <u>Nutrients</u> Protein Fats Carbohydrates Vitamins (water and fat soluble) Minerals Hydration <u>Unit 2 Making informed food choices for a varied and balanced diet</u> Dietary guidelines	<u>Unit 2 (contd.)</u> Meal planning – portion size and cost Planning balanced meals for different life stages: Children and teenagers Planning meals for different life stages – adults and adults Different dietary groups Energy needs and energy balance How to carry out nutritional analysis Diet, nutrition and health <u>Unit 3 Cooking of food and heat transfer</u> Why food is cooked Different methods of heat transfer	<u>Unit 3 contd.</u> Selecting appropriate cooking methods <u>Unit 4 Functional and chemical properties of food</u> Protein: Denaturation and coagulation Protein: gluten formation Protein: foams Carbohydrates: Gelatinisation Carbohydrates: Dextrinisation and caramelisation Fats: Plasticity and shortening Fats: Aeration and emulsification	<u>Unit 4 contd.</u> Raising agents: Air Raising agents: Carbon dioxide (chemical) Raising agents: Carbon dioxide (biological) Raising agents: Steam Review of topic <u>Unit 5 Food spoilage and contamination</u> Micro-organisms and enzymes Signs of food spoilage: Signs of food spoilage: moulds and yeasts Micro-organisms in food production: Bread and cheese Micro-organisms in food production: yoghurt Bacterial contamination: Food poisoning Bacterial contamination: Food poisoning: How food becomes contaminated	<u>Unit 6 Principles of Food safety</u> Buying and storing food Preparing, cooking and serving food Principles of food safety – application in time plans <u>Unit 7 Factors affecting food choice</u> Factors that may influence what we choose to eat Factors that influence food choice: costing Factors that influence food choice Food choices and religion Factors that affect food choice: religion Ethical and moral reasons for making food choices Medical reasons for making food choices Food labelling and marketing information How to interpret nutritional information on a food label	<u>Unit 8 British and international cuisine</u> Traditional British cuisine Planning British cuisine practical International cuisine (in preparation for NEA 2)

					How marketing influences food choice	
Year 11	<p><u>Unit 10 Environmental impact and sustainability</u> Food sources – crop production and organic food Food sources – Livestock production Food sources – gathering and catching food, seasonal food Food sources – genetically modified food Food and the environment</p> <p><u>Unit 11 Processing and production</u> Food production- Primary processing of food Food production: Secondary processing of food Technological developments associated with better health and food production</p> <p><u>Unit 9 Sensory evaluation</u> Sensory evaluation Sensory testing methods used to evaluate food products How to set up a food tasting panel</p> <p><u>NEA 1 Food investigation task</u> NEA 1 task (10 lessons in total)</p>	<p>NEA 1 – completion of 10 hour assessment NEA 2 Food Preparation task Introduction lesson – discussion and choice of task. Completion of NEA task 2 (20 hours: Sections A : Research Section D: Demonstration of technical skills Section C: Planning the final menu Mock exam</p>	<p>NEA 2 Food Preparation task continued Section D : 3 hour assessment Section E: Evaluation and assessment Revision/Preparation for written exam Order of topics will be prioritised by outcome of Mock exam.</p>	Revision for written exam	Revision for written exam	

