Food Department Subject Overview

- Food Preparation and Nutrition GCSE

The Appleton School

Subject: Food

Overall Curriculum **Intent** – Our Vision and Aims

Food Preparation and Nutrition is an inspiring, rigorous and practical subject. Our intent is for the students to be equipped with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating, to learn a crucial life skill that will benefit them throughout their lives.

The course will provide the opportunity for students to become more resourceful, resilient, creative and independent and finally instil a love of learning and passion for cooking. By understanding food groups, nutrients and diet - and their application in food production/ provenance/ security and sustainability, students will be able to make informed choices about their own health, as well as actively contribute to the health and well-being of those around them.

Our aim is that students' develop their critical thinking skills to consider economic, environmental, ethical, religious and socio-cultural influences on food availability and choices, as well as being encouraged to problem solve, when working independently and also in teams. They will demonstrate their innovation and resilience through a set of timed cooking trials that aim to use a wide range of ingredients, processes and specialist equipment, to produce, critique and evaluate dishes that address a broad variety of food briefs.

Overall, we guide students to become responsible young adults, developing their skills and knowledge to help make informed decisions about a wide range of further learning opportunities and career pathways, as well as develop those vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later on in life.

How is the **curriculum** delivered?

The Food curriculum is spread over 12 lessons at KS3, where basic yet fundamental practical and theory skills are being developed throughout. Due to every child's experience of being taught food at KS2 being different, the schemes of work are developed In knowledge of this, to ensure students develop the skills and knowledge required to study food safely and effectively in years 7 & 8. This continues as KS4 GCSE Food extends

KS3 learning, but in much more detail and depth to cover the skills and knowledge required to succeed in the subject. Not only this, but the subject offers and provides students with an inclusive learning experience of being taught lifelong and relevant skills, knowledge and understanding of food and to instil a passion and love of cooking. We have high expectations of all students and the curriculum allows students to challenge themselves, to develop a range of high-level skills with support and to further develop their confidence, knowledge and understanding of nutrition, healthy eating, food preparation, hygiene, cooking techniques, and sensory characteristics.
All students will have the opportunity to access learning and develop practical skills in a safe environment and to be able to use and develop the skills and knowledge within the next steps of education, but also in the world beyond.

The curriculum also supports the emotional and mental wellbeing of students by developing an understanding of how healthy eating prevents dietary related diseases such as obesity and the importance of following healthy eating guidelines. The curriculum also promotes and teaches a vital understanding of how to make affordable and nutritious meals and allows students to make informed food choices. The students are able to explore a number of multicultural perspectives concerning food, with them being able to enhance their understanding, appreciation and acceptance of people from a variety of cultural backgrounds through the preparation of food from different countries. Also, gain an understanding of British regional food and multi-cultural festivals and celebrations to encourage our students to develop an awareness and acceptance of diversity within our community.

How is the curriculum assessed?

Across all year groups, formal assessments take place at least twice throughout the year during “whole school exam weeks”, where students will be assessed and their progress will be tracked and monitored. Alongside of this, students are assessed through a range of formative and summative assessment techniques, testing the knowledge and skills that they have gained whilst studying food.

Key Stage 3 are assessed with formative techniques such as questioning, peer/self/teacher assessment and homework’s, as well as a summative end of rotation assessment to identify student progression and areas of weakness that can be developed further in year 8.

In the years students are studying Food Preparation and Nutrition GCSE, students will sit formal mock examinations in exam conditions at least twice each academic year. Furthermore, in the first year of GCSE students will complete a mock of the Non-Examination Assessment 2, including the 3 hour practical element under exam conditions, to familiarise themselves with the NEA protocol and prepare them as best as possible for these in year 11.

Through final year of completing the GCSE, students complete two Non-Examination Assessments, one based around food science and the other focusing on food preparation, both meeting a brief provided by the exam board. Both NEA's make up 50% of the student's final grade, with the outstanding 50% gained from the written exam, completed in the summer term. To ensure consistency with assessing students work, moderation takes place within the department, as well as staff attending the relevant CPD sessions with outside providers.

How is the curriculum **enriched** through speakers, visits or clubs to generate a love of learning?

At current, the Food department does not offer any opportunities for students to learn, explore and engage with the subject outside of the classroom. However, this is something that, as a department, we plan to develop in the coming year and we have outlined some of our thoughts below:

Speakers
- Practical Skills Demonstrations with chefs
- Food Presentation Workshops
- Talks on diet and lifestyle choices e.g. veganism, type 2 diabetes etc

Visits
- Local colleges or cooking schools
- Food factories, markets and producers
- Food, Nutrition and Health exhibitions
- Residential trips (UK & Abroad)

Clubs
- Year 7 Cooking Club
- GCSE Practical Skills Club
- Post 16 enrichment cooking classes

What **skills and knowledge** do students bring with them from **Key Stage Two to Year 7**?

At present, the key stage curriculum for Key Stage 2 is very minimal.
Students should be taught to:

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how ingredients are grown, reared, caught and processed.

When students come up in year 7, some may have had exceptionally limited experience, if any, of food in primary school. Therefore, it is important that students are taught on the basis that they are all at the same ability, to ensure students develop the skills and knowledge required to study food safely.

What **skills and knowledge** do students bring with them from **Year 7 into Year 8**?

When planning KS3 food lessons, they have been designed round the KS3 food curriculum:

- Understand and apply the principles of nutrition and health
- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.
- Become competent in a range of cooking techniques (for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes)
- Understand the source, seasonality and characteristics of a broad range of ingredients.

This is outlined below:

Theory	Practical
Have a good understanding of food safety and hygiene e.g. identifying hazards in the kitchen	Apply this knowledge by ensuring their work area and themselves are safe, hygienic and prepared for practical
Understand the importance of knife safety	Apply this knowledge by being able to carry and use a knife safely
Be able to identify different cooking equipment and understand how to use it safely	Apply this knowledge by being able collect and safely use different cooking equipment
Understand different elements of a cooker and know how to use it safely	Apply this knowledge by being able to use a cooker safely, especially with others around them

Have a good understanding of healthy eating (The Eatwell guide), identify what a balanced diet means and be able to accurately show and describe the Eatwell Guide	
Understand the importance of breakfast in the diet	
Have a basic understanding of nutrition	
Understand and be able to carry out a sensory analysis	Apply this knowledge by being able to accurately complete a sensory analysis on a choice of breakfast cereals in relation to specific sensory descriptors
Have a basic understanding of the functions of eggs	Apply this knowledge by being able to explain what is happening at different times of an egg being boiled and be able to explain why egg is used to glaze foods
Have a basic understanding of the uses of eggs and the difference between organic and free-range farming	Apply this knowledge when making a nutritious breakfast
Understand how seasonality contributes towards food miles and environmental impact	Apply this knowledge by using a selection of seasonal fruit and vegetables during practical's
Have a basic understanding of British Cuisines and eating patterns	Apply this knowledge by being able to explain how making scones would fit into British eating patterns.
Have a basic understanding of using fat as shortening	Apply this knowledge by being able to ensure flour is fully coated with fat to prevent gluten formation
Have a basic understanding of where our food comes from and why food provenance is important	Apply this knowledge by using a selection of locally sourced produce in practical's

What **skills and knowledge** do students bring with them from **Year 8 to Year 9**?

In addition to the previous list of skills and knowledge (which will continually be revisited and reinforced), students should also now be able to:

Theory	Practical
Have an increased understanding of food safety and hygiene	Apply this knowledge by ensuring their work area and themselves are safe, hygienic and prepared for practical
Have an understanding of food science in bread making	Apply this knowledge by the consideration of water temperature, time kneading when making bread
Have a basic understanding of the role of gluten in bread making	Apply this knowledge by ensuring bread dough is kneaded thoroughly to produce good quality bread rolls
Understand the milling process of wheat	
Have an increased understanding of nutritional value of bread	Apply this knowledge by being able to explain the difference of nutrition from using different flours to make bread rolls
Understand and be able to carry out a sensory analysis in more detail	Apply this knowledge by being able to accurately complete a sensory analysis on a selection of breads in relation to specific sensory descriptors
Have an increased understanding of nutrition and the effects on the diet	
Have a basic understanding of vegetable cutting techniques	Apply this knowledge by being able to demonstrate vegetable cutting techniques when making stir fry.
Have an understanding of international cuisines and eating patterns	Apply this knowledge by being able to explain how making a macaroni cheese relates to international cuisines and eating patterns
Have an understanding of the importance of cooking meat thoroughly, key cooking temperatures and the prevention of cross-contamination	Apply this knowledge by following the relevant food safety procedures to prevent risk of cross contamination
Have a basic understanding of food science in sauce making (gelatinisation)	Apply this knowledge by being able to successfully make a cheese sauce

What **skills and knowledge** do students bring with them from **Year 9 to Year 10**?

In addition to the previous list of skills and knowledge (which will continually be revisited and reinforced), students should also now be able to:

Theory	Practical
Be able to embed understanding of food safety	Apply this knowledge by ensuring their work area and themselves are safe, hygienic and prepared for practical
Have a basic understanding on how to complete a time plan	Apply this knowledge by being able to following completed time plans to create a recipe
Embed understanding of the importance behind cooking meat thoroughly and how to avoid cross contamination	Apply this knowledge by following the relevant food safety procedures to prevent risk of cross contamination
Have an understanding of energy balance and the importance of choosing suitable energy sources	Apply this knowledge by being able to identify energy dense and low energy dense foods and impacts on health
Have an understand of different types of pastry and the functions of ingredients	Apply this knowledge by making shortcrust pastry by hand to make into mini quiches
Have an understanding of the difference between vegetarian and vegan special diets	Apply this knowledge by using suitable alternatives when making dishes
Understand how various factors affect food choice	Apply this knowledge by creating dishes suitable for certain occasions
To have an increased understanding of where food comes from	Apply this knowledge by using seasonal produce in practical lessons

What **skills and knowledge** do students bring with them from **Year 10 to Year 11**?

In addition to the previous list of skills and knowledge, students should also now be able to:

- Be able to apply KS3 knowledge and incorporate new information to improve overall subject knowledge.
- Have a much more thorough understanding of 3 of the units on the curriculum; nutrition, food science and food safety
- Be able to show more extensive practical skills
- Work well independently, as well as in a team, to meet certain time frames
- Have a thorough understanding of all units on the curriculum; nutrition, food science and food safety, food choice and food provenance
- Understand the structure and outline of non-examination assessments to ensure they are completed to the best of their ability

- Apply more advanced practical skills to gain maximum marks in NEA's
- Identify how the range of food and ingredients studied should reflect the recommended guidelines for a healthy diet based on the main food commodity groups.
- Understand the structure of the summer exam, through completion of mock papers and practice exam questions

What will students' **study** and **when?**

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7 Students are currently taught in a 18-week rotation	Theory: Rotation 1 Food Safety and Hygiene Knife safety and skills Food Equipment How to use cooker (Including hob) safely Preparation of fruit Introduction to healthy eating The Eatwell Guide and planning a menu Practical's: • Fruit salad • Apple Crumble • Layered Pasta Salad	Theory: Macronutrients Importance of breakfast including nutritional value and how to carry out a sensory analysis Uses of eggs and the difference between organic and free-range farming Seasonality, food miles and the environment Practical's: • Cheese Straws • Cereal taste testing • Eggs and soldiers	Theory: British Cuisines and Eating Patterns Food Provenance/ Where food comes from Seasonality Introduction to bread making End of unit test Practical's: • Mini Carrots cakes • Fruit Scones • Bread rolls	Theory: Rotation 2 Food Safety and Hygiene Knife safety and skills Food Equipment How to use cooker (Including hob) safely Preparation of fruit Introduction to healthy eating The Eatwell Guide and planning a menu Practical's: • Fruit salad • Apple Crumble • Layered Pasta Salad	Theory: Macronutrients Importance of breakfast including nutritional value and how to carry out a sensory analysis Uses of eggs and the difference between organic and free-range farming Seasonality, food miles and the environment Practical's: • Cheese Straws • Cereal taste testing • Eggs and soldiers	Theory: British Cuisines and Eating Patterns Food Provenance/ Where food comes from Seasonality Introduction to bread making End of unit test Practical's: • Mini Carrots cakes • Fruit Scones • Bread rolls

Year 8 Students are currently taught in a 12-week rotation	Theory: Rotation 1 Baseline Test Food Safety and Hygiene Nutrition and the Eatwell Guide Carbohydrates Proteins Fats Practical's: • Whole meal Pasta Bake • Vegetable Frittata • Macaroni Cheese	Theory: Micronutrients Foods from around the world Commodities – Wheat into flour - Introduction of breadmaking and pasta making Practical's: • Vegetable Stir Fry • Margaritta Pizza • Homemade Pasta	Theory: Commodities – Milk into Butter, Yoghurt and Cheese How to carry out a taste test (of bread) and complete a sensory analysis End of unit test Practical's: • Dutch Apple Cake • Pancakes • Bread tasting	Theory: Rotation 1 Baseline Test Food Safety and Hygiene Nutrition and the Eatwell Guide Carbohydrates Proteins Fats Practical's: • Whole meal Pasta Bake • Vegetable Frittata • Macaroni Cheese	Theory: Micronutrients Foods from around the world Commodities – Wheat into flour - Introduction of breadmaking and pasta making Practical's: • Vegetable Stir Fry • Margaritta Pizza • Homemade Pasta	Theory: Commodities – Milk into Butter, Yoghurt and Cheese How to carry out a taste test (of bread) and complete a sensory analysis End of unit test Practical's: • Dutch Apple Cake • Pancakes • Bread tasting
Year 9 Students are currently taught in a 6 week rotation,	Theory: Rotation 1: Baseline test and food safety How to complete a time plan Energy balance	Theory: Rotation 1: Baseline test and food safety How to complete a time plan Energy balance	Theory: Rotation 1: Baseline test and food safety How to complete a time plan Energy balance	Theory: Rotation 2: Labelling Allergens and special diets How to modify a recipe in line with	Theory: Rotation 2: Labelling Allergens and special diets How to modify a recipe in line with	Theory: Rotation 2: Labelling Allergens and special diets

twice a year	Functions of ingredients used in pastry <u>Practical's:</u> • Chicken fajitas • Mini Quiche • Samosas	Functions of ingredients used in pastry <u>Practical's:</u> • Chicken fajitas • Mini Quiche • Samosas	Functions of ingredients used in pastry <u>Practical's:</u> • Chicken fajitas • Mini Quiche • Samosas	healthy eating principles <u>Practical's:</u> • Toad in the hole • Thai green curry • Burger and wedges	healthy eating principles <u>Practical's:</u> • Toad in the hole • Thai green curry • Burger and wedges	How to modify a recipe in line with healthy eating principles <u>Practical's:</u> • Toad in the hole • Thai green curry • Burger and wedges
NOTE: All topics below are combined with a number of relevant practical lessons, to teach the skills required for NEA's and further embed subject knowledge, as well as subject knowledge on a range of different food commodity groups.						
GCSE Year 1 (2 year)	Unit: 3.2 Food Nutrition and Health <u>3.2.1 Macronutrients</u> 3.2.1.1 Protein 3.2.1.2 Fats 3.2.1.3 Carbohydrates <u>3.2.2 Micronutrients</u> 3.2.2.1 Vitamins 3.2.2.2 Minerals 3.2.2.3 Water	Unit: 3.4 Food Safety <u>3.4.1 Food Spoilage and Contamination</u> 3.4.1.1 Microorganisms and enzymes 3.4.1.2 The signs of food spoilage 3.4.1.3 Microorganisms in food production	Unit: 3.3 Food Science <u>3.3.1. Cooking and heat transfer</u> 3.3.1.1. Why food is cooked and how heat is transferred to food 3.3.1.2 Selecting appropriate cooking methods	Unit: 3.5 Food Choice <u>3.5.1 Factors affecting food choice</u> 3.5.1.1 factors which influence food choice 3.5.1.2 Food Choices 3.5.1.3 Food labelling and marketing influences <u>3.5.2 British and International Cuisines</u>	Unit: 3.6 Food Provenance <u>3.6.1 Environmental impact and sustainability of food</u> 3.6.1.1 Food Sources 3.6.1.2 Food and the environment 3.6.1.3 Sustainability of food	Unit: Food skills and NEA prep including mock and food science.

	3.2.3 Nutritional needs and health 3.2.3.1 Making informed choices for a varied and balanced diet 3.2.3.2 Energy Needs 3.2.3.3 How to carry out a nutritional analysis 3.2.3.4 Diet, nutrition and health	3.4.1.4 Bacterial contamination 3.4.2 Principles of Food Safety 3.4.2.1 Buying and storing food 3.4.2.2 Preparing, cooking and serving food	3.3.2 Functional and chemical properties of food 3.3.2.1 Proteins 3.3.2.2 Carbohydrates 3.3.2.3 Fats and oils 3.3.2.4 Fruit and Vegetables 3.3.2.5 Raising Agents	3.5.3 Sensory Evaluation	3.6.2 Food Processing and Production 3.6.2.1. Food production 3.6.2.2. Technological developments associated with better health and food production	
Year 10	Unit: 3.6 Food Provenance 3.6.1 Environmental impact and sustainability of food 3.6.1.1 Food Sources 3.6.1.2 Food and the environment 3.6.1.3 Sustainability of food 3.6.2 Food Processing and Production 3.6.2.1. Food production 3.6.2.2. Technological developments associated with		Unit: Food skills and NEA prep including mock and food science. **Mock NEA 1** • Section A – Research (6) • Section B - Investigation (15) • Section C – Analyse and evaluate (9) 30 marks 1500-2000 words	Unit: 3.5 Food Choice 3.5.1 Factors affecting food choice 3.5.1.1 factors which influence food choice 3.5.1.2 Food Choices 3.5.1.3 Food labelling and marketing influences 3.5.2 British and International Cuisines 3.5.3 Sensory Evaluation Unit: 3.4 Food Safety	Unit: 3.2 Food Nutrition and Health 3.2.1 Macronutrients 3.2.1.1 Protein 3.2.1.2 Fats 3.2.1.3 Carbohydrates 3.2.2 Micronutrients 3.2.2.1 Vitamins 3.2.2.2 Minerals 3.2.2.3 Water 3.2.3 Nutritional needs and health 3.2.3.1 Making informed choices for a varied and balanced diet	Unit: Food skills and NEA prep including mock and food science. **Mock NEA 2** • Section A – Research (6) • Section B – Demonstrating technical skills (18) • Section C – Planning final menu (8) • Section D – Making the final dishes (30)

	better health and food production			3.4.1 Food Spoilage and Contamination 3.4.1.1 Microorganisms and enzymes 3.4.1.2 The signs of food spoilage 3.4.1.3 Microorganisms in food production 3.4.1.4 Bacterial contamination 3.4.2 Principles of Food Safety 3.4.2.1 Buying and storing food 3.4.2.2 Preparing, cooking and serving food	3.2.3.2 Energy Needs 3.2.3.3 How to carry out a nutritional analysis 3.2.3.4 Diet, nutrition and health	• Section E – Analyse and evaluate (8) 70 marks written portfolio including 3 hour practical
GCSE Year 2 (2 year)	Unit: NEA 1 Introduction to year 11 and NEA. Revisit 3.3 Food Science NEA1 – Food investigation 15% GCSE For Task 1, students are expected to produce a report of	Unit: NEA 2 NEA task 2 – food preparation task – Task title available 1st November 2019 Students will produce a concise portfolio. Students will prepare, cook and present a final menu of three dishes within a	Unit: NEA 2 Continuation of NEA Task 2 Section C: Planning for the final menu (8 marks) Detailed reasons for choice and appropriateness of final three dishes relating to task and research e.g.	Unit: Exam revision Revision for GCSE written exam Revisit all topics Unit: 3.2 Food Nutrition and Health 3.2.1 Macronutrients 3.2.2 Micronutrients 3.2.3 Nutritional needs and health	Unit: Exam revision Revision for GCSE written exam Revisit all topics Unit: 3.2 Food Nutrition and Health 3.2.1 Macronutrients 3.2.2 Micronutrients 3.2.3 Nutritional needs and health	Unit: Exam revision Revision for GCSE written exam GCSE exam takes place in June *General revision on all topics and past papers*

	between 1,500 and 2,000 words. Students produce an electronic report including photographic evidence. *Cooking and food preparation* *The scientific principles underlying the preparation and cooking of food:*	single period of no more than 3 hours, planning in advance how this will be achieved. On completion of the making of the final dishes, students will analyse and evaluate the outcomes through sensory testing, nutritional analysis, costing and identify improvements to their dishes. The portfolio is not to exceed 20 sides of A4 or A3 equivalent. A menu is a selection of three dishes that are produced to meet the demands of the chosen task Section A: Researching the task (6 marks) Students will research and analyse the: life stage/dietary group or culinary tradition related to the task.	nutrition, ingredients, cooking methods. Planning – students to produce a detailed, dovetailed plan including accurate timings and reference to food safety. Section D: Making the final dishes (30 marks) Students will prepare, cook and present a menu of three dishes within a single period of no more than 3 hours. To gain maximum marks they must competently execute a wide range of complex technical skills, select and use appropriate equipment with precision and accuracy, show high level of demand, complexity and challenge with all dishes, show a wide range of finishing techniques and presented to an excellent standard and show excellent time management by completing in 3 hour	Unit: 3.3 Food Science 3.3.1. Cooking and heat transfer 3.3.2 Functional and chemical properties of food Unit: 3.4 Food Safety 3.4.1 Food Spoilage and Contamination 3.4.2 Principles of Food Safety Unit: 3.5 Food Choice 3.5.1 Factors affecting food choice 3.5.2 British and International Cuisines 3.5.3 Sensory Evaluation Unit: 3.6 Food Provenance 3.6.1 Environmental impact and sustainability of food 3.6.2 Food Processing and Production *General revision on all topics and past papers*	Unit: 3.3 Food Science 3.3.1. Cooking and heat transfer 3.3.2 Functional and chemical properties of food Unit: 3.4 Food Safety 3.4.1 Food Spoilage and Contamination 3.4.2 Principles of Food Safety Unit: 3.5 Food Choice 3.5.1 Factors affecting food choice 3.5.2 British and International Cuisines 3.5.3 Sensory Evaluation Unit: 3.6 Food Provenance 3.6.1 Environmental impact and sustainability of food 3.6.2 Food Processing and Production	

		<u>Section B: Demonstrating technical skills (18 marks)</u> Students will make 3–4 dishes to showcase their technical skills. This will be done in a 1 hour and then 3 hour practical. It is important for students to push themselves to be able to demonstrate advanced technical skills at this stage.	period and follow time plan closely, adhering to food safety at all times. <u>Section E: Analyse and evaluate (8 marks)</u> Students will carry out accurate nutritional analysis relating to their chosen brief, provide a detailed sensory evaluation, cost all final dishes with analysis explaining why it related to brief and provide detailed, relevant and creative improvements suggested for final practical dishes.		*General revision on all topics and past papers*	

Why has learning been **sequenced** this way?

Year	Term 1	Term 2	Term 3
Year 7 and 8 complete a 12-week rotation which changes every term. Therefore, each term is the same regarding learning sequencing. Year 6 complete a 6-week rotation, twice a year.			
7	This rotation has been designed to progress on from the KS2 curriculum, in line with the KS3 curriculum. However, due to differences in prior knowledge for each individual student, the outline ensures all students have the same access to learning and develop the skills and knowledge required to study food safely. Challenge is able to be incorporated for all abilities, whether that is the first time a student has cooked to being able to adapt recipes to improve skill level, presentation, nutritional content etc.		
8	This rotation has been designed to delve deeper into the KS3 curriculum. We have incorporated dishes which use more extensive cooking techniques, such as use of utensils and cooking equipment, applying heat in different ways and using awareness of taste, texture and smell, thus allowing students to create more technically skilled dishes, which is a vital element of the GCSE. Furthermore, the year 8 scheme of work incorporates a deeper understanding of key principles, such as nutrition and health, that are only focused on briefly throughout year 7.		
9	This rotation has been designed to ensure students are fully prepared for KS4 and is relevant for either GCSE Food Preparation and Nutrition. Dishes have been included which challenge students cooking abilities and the year 9 scheme of work further develops students understanding of key principles. There is a considerable volume of content students are required to know by the end of the GCSE's and some elements of this can be embedded throughout earlier years, as it has become apparent that prior knowledge and understanding is imperative for success.		
Year	Term 1	Term 2	Term 3
GCSE Year 1	Nutrition and health will be covered first, focusing on all nutrients as well as nutritional needs. For the year 11 practical exam, students must have extensive knowledge of this section and therefore, this will be embedded as early as possible and revisited regularly throughout the year, through formative and summative assessments.	Term 2 will begin with food science, which students need a very good understanding of in order to complete NEA 1 to a high standard. This will be tied in through a number of relevant practical lessons, to show students visually, exactly how science works when cooking food. The final topic this term be focusing on food choice and the factors that affect it. This will	Students will begin the final term learning about food provenance. This focuses on environmental impact and sustainability, which is considered an important topic today, as a result of climate change and global warming. At the end of the summer term, students will have the chance to revisit key food science and will be given a transition task

	Food safety will then be introduced as good knowledge and understanding of food safety is critical in the students being able to keep themselves and others safe in a number of ways. This includes safety in practical lessons and how food should be stored, prepared, cooked and served safely to eliminate risk of food poisoning.	also cover food availability, as well as looking at how culture, religion and intolerances impact food choice. This unit is also important because it enables the student to understand how food labelling and marketing plays a role in the food we choose.	on food science, to complete over the summer, to ensure they are fully prepared for NEA 1. The students will also revisit key practical skills and complete a mock NEA 2, to familiarise themselves with the structure of the assessment. During this time, they will complete a 2-hour practical, off timetable, in order to understand the importance of careful planning and time management, which is marked heavily when completing in the final year.
GCSE Year 2)	Students begin this term completing NEA 1. The briefs are released by AQA on September 1st and students start this straight away, after a brief introduction to year 11. NEA 1 will be fully completed by October half term, which is worth 15% of final grade. The NEA 2 briefs are released on November 1st, allowing students to begin this on return to school. Students will have a good understanding of what is expected, due to completion of NEA 2 mock at the end of the summer term.	The first half of the term will be focusing on the completion of NEA 2. Students complete the final 3-hour practical just before February half term, allowing all sections of NEA 2 to be finalised before half term. Overall, this is worth 35% of students' final grade and therefore it is imperative that students' use the time well. Once non-examination assessments, mock exam analysis will be carried out with students to identify areas of weakness and then this time will be used to tackle these key areas or complete units. In the case that students have not completed NEA's, due to issues beyond their control) intervention programmes also run	Having now studied all of the units, completed non-examination assessments, as well as sitting mock papers, time between then and the exam is therefore set aside for revision. This is organised thoughtfully, through focusing on topics that haven't been as recently covered in depth. Teachers use trackers to identify specific areas of weakness for each class, which will then be revisited during lesson times – subsequently different classes may be revising different units depending on these weaknesses. Students will be able to focus on exam technique, particularly learning what is required to gain maximum marks on long

		during this term to ensure NEA's can be submitted for marking.	answer questions, where a large number of marks are often lost due to lack of understanding.

What **cross-curricular themes** have been identified?

Subject	How this is delivered in food across all years
Numeracy	Time management, cooking timings, temperatures, weighing, measuring, portioning, fractions, decimals, ratios, percentages, reducing & scaling up recipes, estimating, predicting
Literacy	Reading a recipe, following a method, researching science & nutrition facts & origins of ingredients (food provenance)
Science	Function & chemical structures & properties of ingredients, research, hypothesis, predictions, investigations, recording & interpretation of results, conclusions, making links across ingredients & processes, problem solving
History	Food history, origins of food, culture, traditional recipes, impact of war on food rationing, food availability
Geography	Food Provenance (where food comes from), food miles, carbon footprint, agricultural practice, primary & secondary processing, food security, animal welfare, imports, exports, economics
MFL	French & Italian key words e.g. mise en place & al dente & Latin word origins 'mono' = single, 'di' = two, 'poly' = many e.g. polysaccharide
Art/Design	Creativity, design, problem solving, techniques, colour, shape, texture, planning, evaluation, comparison, analysis
ICT	PowerPoint & Google Slide presentations, internet research, Excel & Google Sheets tables, calculations (mean), graphs, bar charts, sensory analysis radar charts
PE/Sports	Nutrition, health & wellbeing, physiology, digestion, energy metabolism
Business	Food labelling and marketing, primary and secondary research, regulations, global issues, transportation, logistics

How will each unit be **assessed** to show that students are making progress?

In addition to formal assessments which take place at least twice across the year during "whole school exam weeks", students will be assessed and their progress will be tracked and monitored in the following ways: Is this still happening?

Year	Term 1	Term 2	Term 3

7	<u>Formative Assessment</u> Understanding of progress is assessed through: - Questioning - Feedback - Peer assessment - Self-assessment - Teacher assessment - Homework tasks such as evaluations <u>Summative assessment</u> *In lessons:* In the final lesson of the rotation, students will sit a short assessment, focusing on key topics that have been covered over the rotation. This is to identify areas of weakness that can be developed further in year 8.	<u>Formative Assessment</u> Understanding of progress is assessed through: - Questioning - Feedback - Peer assessment - Self-assessment - Teacher assessment - Homework tasks such as evaluations <u>Summative assessment</u> *In lessons:* In the final lesson of the rotation, students will sit a short assessment, focusing on key topics that have been covered over the rotation. This is to identify areas of weakness that can be developed further in year 8.	<u>Formative Assessment</u> Understanding of progress is assessed through: - Questioning - Feedback - Peer assessment - Self-assessment - Teacher assessment - Homework tasks such as evaluations <u>Summative assessment</u> *Whole school assessments:* • Year 7 formal written exam – term 3 *In lessons:* In the final lesson of the rotation, students will sit a short assessment, focusing on key topics that have been covered over the rotation. This is to identify areas of weakness that can be developed further in year 8.
8	<u>Formative Assessment</u> Understanding of progress is assessed through: - Questioning - Feedback - Peer assessment	<u>Formative Assessment</u> Understanding of progress is assessed through: - Questioning - Feedback - Peer assessment	<u>Formative Assessment</u> Understanding of progress is assessed through: - Questioning - Feedback - Peer assessment

	- Self-assessment - Teacher assessment - Homework tasks such as evaluations <u>Summative assessment</u> *In lesson:* In the final lesson of the rotation, students will sit a short assessment, focusing on key topics that have been covered over the 12 lessons. This is to identify areas of weakness that can be developed further in year 9.	- Self-assessment - Teacher assessment - Homework tasks such as evaluations <u>Summative assessment</u> *Whole school assessment:* • Year 8 formal written exam – term 2 *In lesson:* In the final lesson of the rotation, students will sit a short assessment, focusing on key topics that have been covered over the 12 lessons. This is to identify areas of weakness that can be developed further in year 9.	- Self-assessment - Teacher assessment - Homework tasks such as evaluations <u>Summative assessment</u> *In lesson:* In the final lesson of the rotation, students will sit a short assessment, focusing on key topics that have been covered over the 12 lessons. This is to identify areas of weakness that can be developed further in year 9.
9	<u>Formative Assessment</u> Understanding of progress is assessed through: - Questioning - Feedback - Peer assessment - Self-assessment - Teacher assessment - Homework tasks such as evaluations <u>Summative assessment</u> *In lesson:*	<u>Formative Assessment</u> Understanding of progress is assessed through: - Questioning - Feedback - Peer assessment - Self-assessment - Teacher assessment - Homework tasks such as evaluations <u>Summative assessment</u> *Whole school assessment:*	<u>Formative Assessment</u> Understanding of progress is assessed through: - Questioning - Feedback - Peer assessment - Self-assessment - Teacher assessment - Homework tasks such as evaluations <u>Summative assessment</u> *In lesson:*

	At the end of the students 1st 6-week rotation in food, students will sit a short assessment, focusing on key topics covered so far. They will then sit a final end of unit test at the end of their full rotation. This is to identify the suitability of students opting to study food at GCSE, in terms of subject knowledge, food safety, cooking ability etc.	• Year 9 formal written exam – term 2 *In lesson:* At the end of the students 1st 6-week rotation in food, students will sit a short assessment, focusing on key topics covered so far. They will then sit a final end of unit test at the end of their full rotation. This is to identify the suitability of students opting to study food at GCSE, in terms of subject knowledge, food safety, cooking ability etc.	At the end of the students 1st 6-week rotation in food, students will sit a short assessment, focusing on key topics covered so far. They will then sit a final end of unit test at the end of their full rotation. This is to identify the suitability of students opting to study food at GCSE, in terms of subject knowledge, food safety, cooking ability etc.
GCSE Year 1 (2 year course) N/A 2022-23	<u>Formative Assessment</u> Understanding of progress is assessed through: - Teacher questioning - Multiple choice questions and short answer questions for starters and plenaries - Knowledge recall activities - Long answer questions for homework/timed period in lesson - Peer assessment - Self-assessment - Teacher Assessment - SENECA learning - Other appropriate AfL techniques	<u>Formative Assessment</u> Understanding of progress is assessed through: - Teacher questioning - Multiple choice questions and short answer questions for starters and plenaries - Knowledge recall activities - Long answer questions for homework/timed period in lesson - Peer assessment - Self-assessment - Teacher Assessment - SENECA learning - Other appropriate AfL techniques	<u>Formative Assessment</u> Understanding of progress is assessed through: - Teacher questioning - Multiple choice questions and short answer questions for starters and plenaries - Knowledge recall activities - Long answer questions for homework/timed period in lesson - Peer assessment - Self-assessment - Teacher Assessment - SENECA learning - Other appropriate AfL techniques <u>Summative Assessment</u>

	<u>Summative Assessment</u> *In lesson:* At the end of each unit (roughly 2 a term) students will sit an end of unit test to assess progress. On each end of unit test (apart from the first), a selection of questions from the previous unit, which were answered poorly, will be included to embed correct answers. As well as written exams, as a department we will incorporate practical exams, to focus on building and developing students' key skills in line with the NEA 2 grading criteria. This will take place in the first year of the GCSE course only. • Practical exam in term 1	<u>Summative Assessment</u> *In lesson:* At the end of each unit (roughly 2 a term) students will sit an end of unit test to assess progress. On each end of unit test (apart from the first), a selection of questions from the previous unit, which were answered poorly, will be included to embed correct answers.	*Whole school assessments:* • Year 10 – formal written exam in Term 3 *In lesson:* At the end of each unit (roughly 2 a term) students will sit an end of unit test to assess progress. On each end of unit test (apart from the first), a selection of questions from the previous unit, which were answered poorly, will be included to embed correct answers. As well as written exams, as a department we will incorporate practical exams, to focus on building and developing students' key skills in line with the NEA 2 grading criteria. This will take place in the first year of the GCSE course only. • Mock NEA 2 – Preparation for NEA 2 in final year, 2 hour practical session off timetable
Year 10	<u>Formative Assessment</u> Understanding of progress is assessed through: - Teacher questioning - Multiple choice questions and short answer questions for starters and plenaries - Knowledge recall activities	<u>Formative Assessment</u> Understanding of progress is assessed through: - Teacher questioning - Multiple choice questions and short answer questions for starters and plenaries - Knowledge recall activities	<u>Formative Assessment</u> Understanding of progress is assessed through: - Teacher questioning - Multiple choice questions and short answer questions for starters and plenaries - Knowledge recall activities

	- Long answer questions for homework/timed period in lesson - Peer assessment - Self-assessment - Teacher Assessment - SENECA learning - Other appropriate AfL techniques <u>Summative Assessment</u> *Whole school assessments:* Depending on what year students begin the course, this will also result in them having different whole school assessments: • Year 10 - formal written exam and a practical exam in term 1 *In lesson:* At the end of each unit recap (roughly 2 a term) students will sit an end of unit test to assess progress. On each end of unit test (apart from the first), a selection of questions from the previous unit, which were answered poorly, will be included to embed correct answers. As well as written exams, as a department we will incorporate practical exams, to focus on building and developing students' key skills in line with the NEA 2 grading	- Long answer questions for homework/timed period in lesson - Peer assessment - Self-assessment - Teacher Assessment - SENECA learning - Other appropriate AfL techniques <u>Summative Assessment</u> *Whole school assessments:* Depending on what year students begin the course, this will also result in them having different whole school assessments: • Year 10 - formal written exam and a practical exam in term 2 *In lesson:* At the end of each unit recap (roughly 2 a term) students will sit an end of unit test to assess progress. On each end of unit test, a selection of questions from the previous unit, which were answered poorly, will be included to embed correct answers. As well as written exams, as a department we will incorporate practical exams, to focus on building and developing students' key skills in line with the NEA 2 grading criteria. This will take plan in the 2nd year of the three course as well.	- Long answer questions for homework/timed period in lesson - Peer assessment - Self-assessment - Teacher Assessment - SENECA learning - Other appropriate AfL techniques <u>Summative Assessment</u> *Whole school assessments:* Depending on what year students begin the course, this will also result in them having different whole school assessments: • Year 10 – formal written exam in term 3 *In lesson:* At the end of each unit recap (roughly 2 a term) students will sit an end of unit test to assess progress. On each end of unit test, a selection of questions from the previous unit, which were answered poorly, will be included to embed correct answers. As well as written exams, as a department we will incorporate practical exams, to focus on building and developing students' key skills in line with the NEA 2 grading criteria. This will take plan in the 2nd year of the three course as well.

	criteria. This will take plan in the 2nd year of the three course as well. • Practical exam in term 1	• Mock NEA 1 – Preparation for NEA 1 in final year	• Mock NEA 2 – Preparation for NEA 2 in final year, 2 hour practical session off timetable
GCSE Year 2	<u>Formative assessment</u> Throughout the final year, students' progress will be monitored through: - AfL techniques - Teacher questions - Application of prior knowledge when completing NEA - SENECA learning <u>Summative assessment</u> *Whole school assessments:* • Year 11 – formal written exam in term 1 *In lesson:* • Completion of formal NEA, which contributes to 50% of final grade. Monitoring and tracking, will enable teachers to identify a more accurate current and forecast grade.	<u>Formative assessment</u> Throughout the final year, students' progress will be monitored through: - AfL techniques - Teacher questions - Application of prior knowledge when completing NEA - SENECA learning <u>Summative assessment</u> *Whole school assessments:* • Year 11 – formal written exam in term 2 *In lesson:* • Completion of formal NEA, which contributes to 50% of final grade. Monitoring and tracking, will enable teachers to identify a more accurate current and forecast grade.	<u>Formative assessment</u> In term 3, students will be spending lesson times completing targeted revision lessons on all key units. Progress will be monitored though: - Practice questions – multiple choice, short and longer answer questions - Teacher questioning - Knowledge recall activities - Peer/Group discussion - Group led activity work - Peer assessment - Self-assessment - Teacher Assessment - SENECA learning - Other appropriate AfL techniques <u>Summative assessment</u> *Whole school assessments:* • Year 11 – final exam term 3 <u>Summative assessment</u> Teachers will be able to combine final non-examination assessment grades, with

			average mock results to identify a more accurate final forecast grade, prior to final year 11 exam. *In lesson:* Completion of past papers
	•		

What will students be expected to **know and remember**?

Expected knowledge and skills obtained from KS3.	<u>Overall Aim by the end of KS3</u>: • For students to have the skills, knowledge and understanding to make a wide variety of foods and meals that contribute to a well-balanced diet. • For students to have a knowledge and understanding of food, including where key foods/ingredients come from, ethical issues linked to food production, economic awareness of how to achieve good value for money and the health and safety issues linked with food (buying, preparation, cooking and storage). • For students to enjoy working with food and preparing foods for themselves. • For students to have the skills and knowledge that act as a foundation for GCSE Food courses. <u>Expected knowledge and objectives in KS3:</u> • To give pupils the opportunity to explore the nutritional value of food and the sources and functions of nutrients. • For pupils to investigate how to achieve a balanced diet using ideas such as the 'eat well guide' and how to make simple adaptations to recipes to follow current dietary guidelines. • For pupils to make the links between their own food choices, diet and long-term health. • To encourage pupils to use a range of ingredients, looking more closely at sourcing, value for money, food safety, quality, ethical considerations etc to help them make informed choices as consumers. • To build on the basic practical skills and processes learnt in year 7, so that they are confident to make a range of food products including main meals.

	• To give pupils the opportunity to work independently and show initiative, as well as working with others to show exceptional teamwork and communication. • To encourage pupils to reflect on their own work, and learn from this. • To provide enjoyable and stimulating lessons in which pupils can learn effectively and engage in the subject.
Expected knowledge and skills obtained from KS4.	<u>Expected knowledge and objectives in KS4:</u> In addition to the previous list of skills and knowledge (which will continually be revisited and reinforced), students should also now be able to: <u>GCSE Food Preparation and Nutrition</u> • Demonstrate all of the below skills: - Skills: Skill 1 – general practical skills, skill 2 – knife skills, skill 3 - preparing fruit and vegetables, skill 4 – Use of the cooker, skill 5 – Use of equipment, skill 6 – Cooking methods, skill 7 – Prepare, combine and shape, skill 8 – Sauce making, skill 9 – tenderise and marinate, skill 10 – Dough, skill 11 – Raising agents, skill 12 – setting mixtures • Understand what microorganisms and enzymes are including their growth conditions, the signs of food spoilage, how microorganisms are used in food production and understand the different sources of bacterial contamination is, the main types of bacteria that lead to food poisoning, the main sources and methods of control and general symptoms of food poisoning. • Understand the food safety principles when buying and storing food and preparing, cooking and serving food • Understand the functions, sources, deficiency, excess and DRV's for protein, fat, carbs, vitamins, minerals. • Understand what macronutrients are made up of and alternatives available • Understand the importance of hydration • Understand current guidelines for health diet, portion size and costing when meal planning, how peoples nutritional needs change and how to maintain a healthy bodyweight throughout life • Understand the BMR and PAL and importance in determining energy requirements. • Know the recommended % of energy provided by protein, fat and CHO (sugar and starch) • Plan and modify how balanced meals and diets for specific dietary groups and to reflect the nutritional guidelines for a healthy diet. • Understand the relationship between diet, nutrition and health and the major diet related health risks

	• Understand why food is cooked and different heat transfer methods • Be able to select appropriate preparation, cooking methods and times to achieve desired characteristics • Understand the scientific principles when preparing and cooking food, as well as the working characteristics, functional and chemical properties of proteins fats, CHO, fruit and vegetables and raising agents. • Understand the factors affecting food choice including religion, culture, ethical, moral beliefs and medical conditions. • Understand how information about food available to consumer, including labelling and marketing, also influences food choice • Understand British and two other international cuisines • Understand sensory testing methods and be able to carry them out accurately, considering how taste and olfactory systems work when tasting foods. • Understand were and how ingredients are grown, reared and caught • Understand environmental issues associated with food • Understand the impact of food and food security on local and global markets and communities. • Understand primary and secondary stages of processing and production and how processing affects the sensory and nutritional properties of ingredients. • Understand technological development to support better health and food production