

	Autumn Term	1 Spring Term	Summer Term
7	<p>Topic: Nutrition and Health</p> <p>Subject Content: Eatwell Guide, macronutrients, fat, protein, carbohydrates, adapting recipes</p> <p>Practical Skills Bridge hold, claw grip, food safety in the kitchen, use of cooker.</p> <p>Assessment: Written assessment at end of Autumn Term. Practical assessment with a focus of organisation.</p>	<p>Topic: Provenance and international cuisine</p> <p>Subject content: Primary and secondary processing of cereals, seasonal food, food waste</p> <p>Practical skills: pastry, pasta, rice and use of spice.</p> <p>Assessment: Written assessment at end of Spring Term. Practical assessment with a focus on skills.</p>	<p>Topic: Food science</p> <p>Subject content: food safety, microorganisms, raising agents.</p> <p>Practical skills: shaping, managing high risk foods, bread making, presentation.</p> <p>Assessment: Written assessment at the end of the Summer Term. Practical assessment with a focus on food safety.</p>
	<p>Rationale: A good introduction to the importance of nutrition. Skills are carefully built up so that students gain confidence.</p>	<p>Rationale: Students will benefit from knowing the origins of common staple foods. Each practical dish will introduce students to a different international cuisine and the importance of each dish within the culture.</p>	<p>Rationale: Students will cook more complex dishes that require a deeper understanding and appreciation of food safety. A knowledge of the science of raising agents will allow students to understand how to produce successful baked goods.</p>
8	<p>Topic: Nutrition and Health</p> <p>Subject Content: Micronutrients: vitamins (A, B group, C and D), minerals (calcium, iron, sodium and fluoride). Macronutrients: fat, protein. Traffic labels.</p> <p>Practical Skills: Applying knowledge of nutrition and portion size to recipe design.</p> <p>Assessment: Written assessment at end of Autumn Term 1. Practical assessment with a focus of adapting a recipe and demonstrating secure skills.</p>	<p>Topic: Provenance</p> <p>Subject content: Farming and sustainability of a range of proteins including dairy, meat, fish and alternatives. Food waste and seasonal food.</p> <p>Practical skills: Filleting fish, deboning chicken, bread.</p> <p>Assessment: Written assessment at the end of the Spring Term. Practical assessment with a focus on food safety.</p>	<p>Topic: Food science</p> <p>Subject content: Sensory analysis, the effect of cooking on the properties and nutritional content of food, heat transfer in cooking.</p> <p>Practical skills: Sauce making, pasta and presentation skills</p> <p>Assessment: Written assessment at the end of the Spring Term. Practical assessment with a focus on skills and presentation.</p>
	<p>Rationale: Developing a secure and practical knowledge of nutrition is essential for wellbeing. Gaining experience in adapting recipes will give students the confidence to cook at home.</p>	<p>Rationale: Students develop an appreciation of where their food comes from including ethical and environmental considerations.</p>	<p>Rationale: Students will cook more complex dishes that require a deeper understanding and appreciation of food science. A knowledge of the food science will allow students to develop better cooking skills.</p>
<p>The intention is to integrate intake students at year 9. Some will have covered food and nutrition from year 7, others will come from alternative schools with relevant experience, and some will come with no experience at all. The</p>			
9	<p>Topic: Provenance</p> <p>Subject Content: The climate and food produce of Kent, production and nutrition of apples, organic farming, the climate of Ghana, production and nutrition of chocolate, Fair Trade. Students will also be issued with prior knowledge sheets which will outline basic ideas that are needed for the Y9 SOW.</p>	<p>Topic: Nutrition and health</p> <p>Subject content: Food guidelines around the world, nutritional needs of teenagers, food as medicine, careers in food.</p> <p>Practical Skills: Moving towards more complex recipes and opportunities for adaptation.</p>	<p>Topic: Food Science</p> <p>Subject content: caramelisation, dextrinization, flute, shortening, denaturation, coagulation.</p> <p>Practical skills: Moving towards more complex recipes and applying food science knowledge to achieve better results.</p>

<p>Practical Skills: Knife skills, use of hob and oven, presentation</p> <p>Assessment: Written assessment at end of Autumn Term 1. Practical assessment with a focus of adapting use of hob and presentation.</p>	<p>Assessment: Written assessment at the end of the Spring Term. Practical assessment with a focus on food safety.</p>	
<p>Rationale: Induction with existing students and sharing skills will rapidly bring them to a good level. Exploring topics through apples and chocolate themes allows content to be reviewed by students who have studied Food and Nutrition before and also be introduced to others for the first time.</p>	<p>Rationale: Allows opportunities to both introduce and develop the principles and importance of good nutrition.</p>	<p>Rationale: Students move towards GCSE level through practical participation and extending theory understanding. Allow pupils to extend and improve their practical skills by offering range of complexity to recipes.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p>Topic: Basic food safety, macronutrients</p> <p>Subject Content: Personal hygiene, preparing food safely, sensory analysis, macronutrients.</p> <p>Practical Skills: Focus on safe and organised practical work. Building competence in basic cooking skills.</p>	<p>Topic: Micronutrients, nutrition, and health.</p> <p>Subject Content: Fat soluble vitamins (A, D, E, K), water soluble vitamins (Bs, C), minerals (calcium, iron, sodium, iodine, phosphorous), healthy eating guidelines, nutritional needs for different groups</p> <p>Practical Skills: Focus on recipe adaptation for different nutritional needs</p>	<p>Topic: Food Science</p> <p>Subject Content: Why food is cooked, heat transfer, cooking methods, denaturation, coagulation, gluten formation, foam formation, gelatinisation, dextrinization, caramelisation, shortening, aeration, plasticity, emulsification, enzymic browning, oxidation, raising agents</p> <p>Practical Skills: Focus on applying food science knowledge to improving practical skills and outcomes.</p>	<p>Topic: Food Safety</p> <p>Subject Content: Microorganisms in food spoilage, microorganisms in food production, bacterial contamination.</p> <p>Practical Skills: Focus on dovetailing and preparing high risk foods.</p>	<p>Topic: Food choice and provenance</p> <p>Subject Content: Factors that affect food choice including religion, culture, ethical and moral beliefs and medical conditions. Food labelling, marketing, British and international cuisines. Environmental impact and sustainability of food.</p> <p>Practical Skills: Focus on building skills repertoire.</p>	<p>Topic: Investigation and practical skills</p> <p>Subject Content: Building skills in preparation for NEA1 and NEA2</p> <p>Practical Skills: embed sensory testing and fair test; food investigation task and food preparation task</p>
	<p>Rationale: Nutrition underpins everything we do; students have basic understanding and now need in depth nutritional knowledge and how to apply it. they must develop excellent time management, practical organisational and safety protocols.</p>	<p>Rationale: Students should understand Have confidence when choosing ingredients, processes, cooking methods and be able to review and make beneficial improvements to their food choices.</p>	<p>Rationale: Understanding of safe production of food and how to prepare, serve and store food hygienically and safely.</p>	<p>Rationale: students should understand the influence of lifestyle, consumer choice nutritional needs and culinary traditions relating to the food they eat. Be aware of economic and sustainable food production.</p>	<p>Rationale: Must understand the skills required to complete the NEA modules of the course (worth 50% of the total grade) The practice NEA2 will be used to form the basis of the Mock Examination three hour practical examination in Autumn 2 of year 11</p>	
11	<p>Topic: NEA2 Food Preparation Task. <i>Mock Section B- skills</i></p> <p>Subject Skills: NEA2 Section B Mock. Selecting and making dishes to demonstrate complex technical skills</p> <p>Learner Skills; presentation of technical skills through preparation of four dishes, developing high level presentation and finishing ideas, compiling coursework evidence; practice for practical during mock examination.</p>	<p>Topic: NEA2 Food Preparation Task</p> <p>Subject Skills; NEA2 Planning for final menu, making final dishes in three hour practical examination</p> <p>Learner Skills; Integrated time plan, conducting fair sensory testing, organisation of three hour practical examination, presentation of coursework. Application of learned strategies during 3 hour practical</p>	<p>Topic: NEA2 Food Preparation Task. <i>Preparation for Mock 3 hour practical examination.</i></p> <p>Subject Skills; NEA2 completion and presentation of Task</p> <p>Learner Skills: Applying skills to present Preparation Task for submission to exam board.</p>	<p>Topic: revision exercises for written paper</p> <p>Subject Skills: exam technique and strategies</p> <p>Learner Skills: answering analytical, data response, free response and structured exam questions, understand exam command words</p>	<p>Year 11 Exams:</p>	

<p>Rationale: Students must be aware of practical examination requirements. Section B can be difficult for students to understand and access the higher marks so this practice will be invaluable.</p>	<p>Rationale: Provide sound basis for final three hour practical examination to maximise grade opportunity</p>	<p>Rationale: Allow students maximum opportunity to submit high quality presentation of task. 50% final grade</p>	<p>Rationale: preparation for written examination 50% of final grade</p>	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p>Topic: Food, nutrition and health; Food science</p> <p>Subject Skills: Practical skills including; knife skills, meat, fruit and vegetable preparation; use of cooker, equipment and different cooking methods; prepare, combine and shape.</p> <p>Learner Skills: Macro and Micronutrients, hydration; individual nutritional needs and health, nutritional analysis ; select appropriate nutritional dishes for different groups of people.</p>	<p>Topic: Food, nutrition and health; Food science</p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p>Subject Skills: Practical skills & Focus skills</p> <p>Learner Skills: Life stage and life style needs, energy needs, diet related illness. Why food is cooked, selecting appropriate cooking methods, Functional and chemical properties of food groups</p>	<p>Topic:3.Food safety; Food Science</p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p>Subject Skills: Practical skills& Focus skills</p> <p>Learner Skills: Food spoilage and contamination, micro-organisms and enzymes, micro-organisms in food manufacture, pathogens, signs of food spoilage Food investigation skills.</p>	<p>Topic: Food safety; Food Science</p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p>Subject Skills: Practical skills & Focus skills</p> <p>Learner Skills: Cross contamination, principles of food safety, buying and storage, food packaging and labelling extending shelf life, food labelling and the law preparing cooking and serving food, sensory testing and fair test</p>	<p>Topic: 4.Food choice; Food provenance</p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p>Subject Skills: Practical skills& Focus skills</p> <p>Learner Skills: Factors affecting good choice, ethical, economic, moral, cultural, lifestyle and life stage, traditional cuisines, marketing influences, food provenance, sustainability and food security</p>	<p>Topic: Non Examined Assessments (NEA) – practice coursework (1) and (2)</p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p>Subject Skills: NEA1 Food Investigation and NEA2 Food Preparation Task – practice assignments</p> <p>Learner Skills; embed sensory testing and fair test; food investigation task and food preparation task</p>
	<p>Rationale: Nutrition underpins everything we do; students have basic understanding and now need in depth nutritional knowledge and how to apply it. they must develop excellent time management, practical organisational and safety protocols.</p>	<p>Rationale: students should understand Have confidence when choosing ingredients, processes, cooking methods and be able to review and make beneficial improvements to their food choices.</p>	<p>Rationale: Understanding of safe production of food and how to prepare, serve and store food hygienically and safely.</p>	<p>Rationale: students should understand the influence of consumer choice and manufacturing influence. Have confidence when choosing ingredients, and understand the function of the ingredients they use.</p>	<p>Rationale: students should understand the influence of lifestyle, consumer choice nutritional needs and culinary traditions relating to the food they eat. Be aware of economic and sustainable food production. Be able to give fair judgement, evaluation and testing of recipes. Understand time management, costing and procurement.</p>	<p>Rationale: Must understand the skills required to complete the NEA modules of the course (worth 50% of the total grade) The practice NEA2 will be used to form the basis of the Mock Examination three hour practical examination in Autumn 2 of year 11</p>
11	<p>Topic: NEA1 Food Investigation Task</p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p>Subject Skills: NEA1 research and evaluation. Planning for investigations, investigation and</p>	<p>Topic: NEA2 Food Preparation Task. <i>Mock three hour practical examination will be held here</i></p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p>Subject Skills: NEA2 research of chosen task, gathering ideas,</p>	<p>Topic: NEA2 Food Preparation Task</p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p>Subject Skills; NEA2 Planning for final menu, making final dishes in three hour practical examination</p>	<p>Topic: NEA2 Food Preparation Task. <i>Preparation for Mock 3 hour practical examination.</i></p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p>Subject Skills; NEA2 completion and presentation of Task</p>	<p>Topic: revision exercises for written paper</p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p>Subject Skills: exam technique and strategies</p> <p>Learner Skills: answering analytical, data response, free</p>	<p>Year 11 Exams:</p>

<p>analysis of results. Drawing conclusions</p> <p>Learner Skills: presentation of data, identification of relevant investigative exercises. How to conduct a food investigation, how to ensure fair testing and recording of accurate results, presentation of investigations for NEA1.</p>	<p>Selecting and making dishes to demonstrate complex technical skills</p> <p>Learner Skills; presentation of technical skills through preparation of four dishes, developing high level presentation and finishing ideas, compiling coursework evidence; practice for three hour practical during mock examination.</p>	<p>Learner Skills; Integrated time plan, conducting fair sensory testing, organisation of three hour practical examination, presentation of coursework. Application of learned strategies during 3 hour practical</p>	<p>Learner Skills: Applying skills to present Preparation Task for submission to exam board.</p>	<p>response and structured exam questions, understand exam command words</p>	
<p>Rationale: Provide sound basis for food investigations task to maximise grade opportunity 15% final grade</p>	<p>Rationale: students must be aware of practical examination requirements.</p>	<p>Rationale: Provide sound basis for final three hour practical examination to maximise grade opportunity</p>	<p>Rationale: Allow students maximum opportunity to submit high quality presentation of task. 35% final grade</p>	<p>Rationale: preparation for written examination 50% of final grade</p>	

