

Curriculum Intent: Food Preparation and Nutrition

Key Stage 4 Intent/Design of Curriculum:

Y10 and Y11 have two 75-minute lessons every week throughout the year. Everything taught at KS3 is developed further at KS4.

Food Preparation and Nutrition will encourage learners to:

- demonstrate effective and safe cooking skills by planning, preparing, and cooking using a variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition, and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes and diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking, and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire latest ideas or modify existing recipes.

Y10

The main aim in Y10 is for students to develop their practical skills and confidence within the kitchen. We aim to cook regularly, displaying a range of different dishes, recipes, and skills. All of this is done to prepare students for NEA (Non-Examined Assessments). Skills, techniques, knowledge of the methodology, sensory analysis and evaluation underpin each topic. As well as the focus on practical all the examined content is taught in Y10. This is taught either alongside the practical to demonstrate and put into practice the theory or as stand-alone lessons. Key words are a feature of the learning and are reinforced and recalled ensuring understanding. Detailed class note and information is collated by the students each lesson, they can use this to reflect upon for NEA and revise from for the exam. Below are the main topic areas:

- The major commodity groups [The Eatwell Guide and Resources | Food Standards Agency](#)
- The relationship between diet and health
- Nutritional and dietary needs of different groups of people
- Nutritional needs when selecting recipes for different groups of people
- Energy Balance
- Macronutrients: Carbohydrates, Protein and Fat
- Micronutrients: Vitamins and Minerals
- The importance of Fibre and Water
- Nutritional content of the main commodity groups
- FOOD PROVENANCE: Food source and supply
- Food processing and production
- Food Security

	<ul style="list-style-type: none"> • Technological developments to support better health and food production • Development of culinary traditions (learners must study British cuisine and a minimum of TWO international cuisines) • Factors influencing food choice • Food Science • Sensory properties • Food safety
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Y11	<p>The focus in Y11 is NEA and preparing for the exam. There are two NEAs (Non-Examined Assessments): Investigation and Practical. These NEAs are board-set and not released until the 1st of September and November in Y11. Students should use those skills and theory learned in Y10 to aid them with these. Throughout the NEA, teachers will recap and revisit helpful topics from Y10. Towards the end of the Spring term into the summer term the examined topics from Y10 are revised.</p>
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Key terms and definitions for students

[food-and-nutrition_key-terms-and-definitions-v2_1.pdf \(foodafactoflife.org.uk\)](#)

Key Stage 3 Intent/Design of Curriculum:

Y7, Y8 and Y9 lessons are on a rotation. There are 3 classes for each year group on at any one time. The rotation spends 18 lessons on each subject area (which is a quarter of the year). The frequency of lessons is two, 75-minute lessons per week.

Progression / Links to GCSE All of the work/tasks undertaken during Key Stage 3 link nicely to those skills and techniques required at GCSE. The aim of this course is to develop and build on the basics and enable students to have a flavour for the GCSE allowing students to make better progress later on.

Y7	<p>Each student will come to King Edward V1 School with different experiences of Food, Nutrition and Cooking. Some will have cooked at their primary school; some will cook frequently at home, and some will regularly observe their parents cooking in contrast to those that have experienced little.</p> <p>The aim of this rotation is to ensure all students feel comfortable in the kitchen environment and build their skills and cooking knowledge as the lessons progress. Each student will gain in independence, confidence and learn the basics. These will underpin everything we do and will continue to be reinforced throughout Key Stage 3. We aim to set out clear routines in the classroom and kitchen area, to embed safety, hygiene, organisation, time management and cooker management as well as being able to develop several skills including following instructions on a recipe, weighing/measuring out ingredients and evaluating the work.</p> <ul style="list-style-type: none"> • Benchmark
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	<ul style="list-style-type: none"> • Getting to know the kitchen / developing essential skills / establishing routines in the kitchen / safety and hygiene / equipment – demonstration & practical 1 Couscous Salad • Where does food come from? Field to fork, import / export, grown / caught / reared • Making a meal: Goujons – demonstration and practical 2. Food safety / developing skills • Cooker challenge: looking at the areas of a cooker: hob, grill, and oven. Cooking methods and transference of heat. Cooker safety, overcoming fears, becoming independent. Demonstration only: Crumble • Skills and time management: demonstration and practical 2 Mini Pizzas • Food investigation: Making an edible product from a crop. Preparing for NEA. • Food investigation: Enzymic browning. Preparing for NEA. • Eatwell Guide. • Making a main meal: demonstration and practical 3 Stir Fry. Food from around the world / knife skills / using a range of vegetables / colours / vitamins and minerals • Weights and Measures: Practical 4 Cookies. • Importance of breakfast: demonstration and practical 5 Muesli Bars.
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<p>Y8</p>	<p>Following on from the building blocks of the rotation last year, Y8 students will feel confident in the Food and Nutrition rooms and will be able to develop their skills and techniques as well as gain in their independence within the kitchen. The foundations for clear routines in the classroom and kitchen area have been set out and will be continued throughout Key Stage 3 embedding safety, hygiene, organisation, time management and cooker management as well as being able to develop several skills including following instructions on a recipe, weighing/measuring out ingredients and evaluating the work.</p> <p>The Eatwell guide features in this scheme, looking at the main foods groups from each section and reviewing our own diets at those of others. Key commodities from the guide will also feature when looking at where ingredients come from. Protein foods including milk, eggs and cheese, Carbohydrates including bread, rice and pasta and protein meat and fish. Using these commodities in the recipes and continuing to underpin weights and measures throughout the practical lessons, as well as safe and hygienic practices.</p> <p>There are two food science investigations, one linking with making bread, looking at yeast production and other making all-in-one and/or a roux sauce focusing on gelatinisation.</p>
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<p>Y9</p>	<p>The Eatwell guide provides a foundation for topics in Year 9, building and consolidating on previous years. Students require skills, techniques, and confidence to be able to provide for themselves in the future and be able to cook themselves and their families a nutritious meal. A project based on 'Field to Fork' is completed in Year 9.</p>
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It is important that we provide opportunities for students to experience different foods and ingredients as well as developing their understanding of healthy eating including energy balance. We really want to give students a taste of what they could be making at GCSE as well as enjoying the making and eating the recipes offered. Some students will not opt for GCSE Food and Nutrition; therefore, the recipes and theory must be varied, engaging, and sparking interest to sustain their focus towards the end of the year.

By the end of this rotation in Year 9 students should be able to cook a range of recipes and be able to develop their recipes to suit personal preferences and/or dietary requirements. Of course, safety and hygiene are paramount throughout this rotation.