

## Food Preparation and Nutrition – Key Stage 3

### **Intent:**

At the Featherstone Academy we have a Food and Nutrition Curriculum that aims to develop not only a love of cooking but also the essential understanding of how food is produced and the vital role it plays in lifelong health and wellbeing.

As a team we aim to arm the students with the skills required to confidently create and produce high quality, exciting and nutritionally balanced meals that are well presented. Our approach is holistic in that we teach the students about the journey of the food they eat food from farm to plate – and all the stages in-between.

The Food curriculum aims to extend the food knowledge of students, to encourage them to always try new and exciting dishes, understand eating for good health and have solid knowledge foundations for further study and careers in the Food Production and Preparation Industries.

Be assured all food needs of our students are considered and alternative ingredients are offered where dietary needs become a factor. For example – Nut free environment - whole class nut free cooking will be maintained if required. Gluten dairy and meat free can all be managed on an individual basis when requested.

We have safe food storage facilities for incoming ingredients and high risk finished products.

### **Implementation:**

In Y7 we start from scratch – introducing students to kitchen hygiene and safety, the basic food groups, and planning and preparing dishes from fresh ingredients along with the skills needed to cook them well. For many of our students this is a brand-new experience.

In Y8 we build on Y7 practical Food Prep knowledge, and we introduce Food Provenance and Food Science. Experimenting with foods is usually challenging but always fun for the students .

Our Y9 Pre GCSE curriculum is once again very practical based with an in depth focus on the Science of how ingredients work in a recipe. This ingredient knowledge extends prior nutrition learning and begins to prepare students for the academic rigour of the GCSE written exam paper.

We deliver the AQA Food preparation and Nutrition GCSE. This course has a high practical element – including a Masterchef style practical exam where students plan, prepare and present 3 dishes – with a high octane 3-hour session to complete the chosen dishes.

Term	Year 7			Year 8			Year 9		
	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment
Term 1	<b>Personal and Kitchen Safety.</b> <b>Use of the oven</b>	- Personal hygiene for cooking -Identifying basic equipment -Kitchen safety -Self Evaluation -Introduction to basic food groups - the Eatwell plate -Introduction to methods of heat transfer (radiation/convection /conduction). -Food miles and seasonal ingredients.	-The use of the oven for baking - Safe knife work (basic bridge / claw) -Grilling – pizza toast. - Use of hob – pasta salad -Rubbing method for incorporating fats - Fruit Crumble.	<b>Nutrition, Food Provenance and Choice</b>	-A recap of the basic food groups -Introduction to macro and micro nutrients. -Diet at different life stages. -Importance of fibre -Food provenance (where our food comes from) -allergies and intolerance. -Vegetarianism -Food safety – rice high risk food.	-Review food handler hygiene -Fibre – flapjack (hob/oven) -Vegetarianism – savoury rice (hob). -Raspberry buns (oven/portion control). -Chocolate chip cookies (oven/portion control)	<b>Food preparation expectations</b> <b>Food poisoning prevention</b> <b>Food science: Gelatinisation, Dextrinization, Shortening</b>	Reinforce – hygiene and safety principles. Science of rubbing in – shortening gluten – scones/pastry  Science of – yeast – biological rising agent in bread.  Detailed planning of a practical session.	-Written work to include consequences of poor kitchen hygiene. (Cook, Cool, Clean, Cross contamination)  Core practical skills: Bread making, Sauce making (béchamel/sweet and sour) Pastry making (shortcrust and rough puff) ,  Via a student choice of products.
	<b>Introduction to the causes and prevention of Food Poisoning</b>  <b>DT IS TAUGHT FOR THE REMAINDER OF Y7.</b>	-The 4 C's – bacteria and safe storage and practices, avoiding cross contamination -understand high / low risk foods -safe food storage - Why do we cook food -Fair trade and types of farming (free range V's intensive)	-Portion control – breakfast muffins (oven).	<b>Food Needs and Specialist Diets</b>  <b>DT IS TAUGHT FOR THE REMAINDER OF Y8.</b>	-Reasons for specialist diets -Health v choice  CHD, Diabetes, Intolerances, Religion and mental health and food.  Marketing and food labelling	-Chocolate chip cookies (oven/portion control)	<b>Egg theory – Production (animal welfare) Functions in products</b>  <b>Food Provenance: British foods project.</b>	Students investigate egg production methods.   Students research the history of food in the UK. Investigate PDO foods e.g Melton Mowbray pork pie.	Practical skills: Aeration – Swiss roll.  Coagulation- Quiche/ Custard tart  Emulsification Mayonnaise  Plan prepare and present 3 dishes from the British cuisine.

Term 3

<p><b>Completion of the British foods project.</b></p>	<p>Final outcome will be an assessed portfolio style project.</p>	<p>Extend practical skills – Practice - Plan Prepare and Present a 2 course meal in a double lesson.</p>
<p><b>Food Science</b></p>	<p>Introduce a science based food study.</p> <p>Investigate the impact of different chemical raising agents on a product.</p> <p>Design and conduct a series of experiments.</p>	<p>Learn the science behind baking powder and other raising agents. The impact they have on products and investigate and conclude how best to use them.</p>

## Food Preparation and Nutrition – Key Stage 4

### **Intent:**

**At KS4 students, now equipped with solid foundations of the tools for success in the Food Preparation kitchen, are given the opportunity to choose to study AQA Food Preparation and Nutrition GCSE. We believe this specification gives our students the best opportunity to learn and demonstrate solid practical skills alongside the knowledge application for life and further study.**

**Within this learning context we promote the role of Food in the world of work and show the impact they have on the economy and exciting future learning and career opportunities to be had.**

### **Implementation:**

**Students are guided in a bespoke fashion to build portfolios of their work and to talk with pride about their produce and love of Food.**

**We have a 1 year GCSE Qualification open to Y10 and Y11 students - 6 lessons per week.**

**The structure will be: NEA 1 – Food Science Investigation 15% of final grade**

**NEA 2 – Food Prep and Nutrition student led project – including 3 hour practical exam. 35% of Final grade**

**Externally set terminal exam paper. 50% of final grade.**

**NOTE: AT THIS DATE THIS DOCUMENT WILL BE UPDATED FOR EXAM BOARD CHANGES REVISION / EXAM PREP PURPOSES.**

Term	Year 10/11 – One Year GCSE - Food Preparation and Nutrition		
	Topic	Knowledge	Skills/Assessment
Term 1	<b>Food Preparation Skills</b>	<p>Safe food handling will be re- capped and written assessment will take place.</p> <p>Students will be introduced to the 12 key skills of food Prep. Be able to explain them and identify where they are used in a dish.</p>	<ul style="list-style-type: none"> <li>- Ensuring students have a solid understanding of safe food practices.</li> <li>- Demonstrate solid skills in the kitchen. Produce dishes demonstrating key food prep skills:</li> <li>- Bread, pastries, pasta, cake, sauces. Prepping vegetables, safe use of meat and some high level skills – e.g skinning and deboning fish and chicken, fresh pasta, puff pastry. The opportunity to learn and practice these skills will be given.</li> </ul>
	<b>NEA1 - Food Investigation task.</b> <b>30 Marks</b>	<p>AQA release the titles of the assessment 1<sup>st</sup> Sept.</p> <p>Students have 4 weeks to produce a 2000 word portfolio of evidence answering the task.</p>	<ul style="list-style-type: none"> <li>- Students will research the task and write conclusions to the research.</li> <li>- Design 4 experiments with sound hypothesis to test</li> <li>- Undertake the experiments and write their conclusions</li> <li>- Submit their final NEA1 portfolio for assessment.</li> </ul>
	<p>Re-cap the skills of presenting research, planning and evaluating dishes.</p>	<ul style="list-style-type: none"> <li>- Taught input via a mini mock research task – designing nutritional meals for children.</li> <li>- 2 weeks to present research and 2 dishes</li> </ul>	<p>The project will be assessed using NEA2 criteria to raise the skill levels of students prior to undertaking NEA2.</p>
	<b>NEA 2- Food Preparation Assessment</b> <b>70 Marks</b>	<p>Titles of projects are released 1 November. Students produce a 20 page portfolio of evidence. Including:</p> <ul style="list-style-type: none"> <li>- Research</li> </ul>	<p>Students will have access to ICT resources to produce the best evidence they can for submission to the Exam Board.</p>
	<b>MOCK WRITTEN EXAM</b>	<p>Time will be set aside for formal revision for the first mock exam paper.</p>	<p>Formal assessment according to Academy Calendar.</p>

Term 2	<p>NEA 2 ctd</p>	<ul style="list-style-type: none"> <li>- 4 Skills based dishes will be presented and documented</li> <li>- Planning and Preparation for final dishes</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence the skills of evaluating, understanding the provenance, function and nutritional values of the ingredients used.</li> </ul>
	<p><b>PRACTICAL EXAM</b> 30 Marks</p>	<p>The final Practical exam. Prepare and Present 3 dishes in 3 hours.</p> <p>Written evaluation of final dishes and conclusion to the NEA.</p>	<ul style="list-style-type: none"> <li>- Assessed using AQA criteria. Photographic evidence used in portfolio.</li> <li>-</li> </ul> <p>Maximum 20 pages submitted for assessment.</p>
Term 3	<p>Food Theory for the Written exam.</p>	<p>Knowledge organisers and practice questions in the following subject areas:</p> <ul style="list-style-type: none"> <li>- Food Nutrition and health</li> <li>- Food science</li> </ul>	<p>Key questions, research tasks, text book and teacher input will be used. Alongside homework tasks and online learning via the Seneca learning platform.</p> <p>Including: Nutritional needs and health, functions of nutrients, lifelong dietary requirements, nutritional analysis, current guidelines.</p> <p>Key functions: Why food is cooked, heat transfer, cooking methods, chemical properties of foods</p>
	<p>Theory Course Completion</p>	<ul style="list-style-type: none"> <li>- Food Safety</li> <li>- Food choice</li> <li>- Food Provenance</li> <li>- Food Prep and Cooking techniques</li> </ul>	<p>Including: spoilage and contamination, safe food storage, risk</p> <p>Including: factors effecting choice - PAL, enjoyment, income, time, skill to prepare Physical and psychological needs through life.</p> <p>Food sources, organic, free range intensive farming. Seasonal availability and sustainability. Environmental impact – carbon footprint and food charities.</p> <p>New technologies, spotting and correcting errors in cooking processes and outcomes.</p>

**Revision and further exam Prep.**

**NOTE: The Food Prep exam is usually very late in the exam series and during the June half term break.**