

Food and Nutrition curriculum map

Curriculum narrative: The intent of the Food curriculum and Gosford Hill School is not only to prepare students with the building blocks of knowledge to access the Food Preparation and Nutrition GCSE but also to provide each student with the skills and knowledge to lead a healthy life.

- The KS3 curriculum supports students in gaining confidence with a range of cooking skills and equipment, how to buy, store and prepare food safely and exposure to a range of healthy, nutritious and adaptable recipes that will enable them to feed themselves and their families.
- The KS4 curriculum follows the AQA Specification for Food Preparation and Nutrition. The intended outcomes are to embed knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

The majority of the curriculum will be delivered through preparation and making activities. Students will be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

Topics covered include:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

Curriculum content aims

KS4 curriculum is designed to meet the assessment objectives of AQA Food Preparation and Nutrition. KS4 will address the following objectives through practical and theory based lessons:

- 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.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	3.4 Food safety	3.1 Practical skills and the function of ingredients	3.2 Food, nutrition, and health	3.3 Food science	Practise food preparation assessment 3.5 Food	3.6 Food provenance

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					choice, 3.2 Food, nutrition, and health	
	Students will revisit and secure knowledge of food safety principles when preparing, cooking, and serving food. Students will understand how to buy and store food safely. They will learn about bacterial growth, risk and contamination. This will link to understanding the main causes of food poisoning, signs of food spoilage and contamination. Students will demonstrate knowledge of how microorganisms are used in food production to increase shelf life and diversity in the diet.	Students will investigate why food is cooked, and learn the different methods of heat transfer. Students will select appropriate preparation, cooking methods and times to achieve desired characteristics. Students will investigate the working characteristics, functional and chemical properties of raising agents and the scientific principles underlying these processes when preparing and cooking food.	Students will learn: The functions, main sources effects of deficiency and excess related dietary reference values of macro and micronutrients, fibre and water. The percentage of recommended energy sources from nutrients will be taught. Students will revisit the current guidelines for a healthy diet, understand the relationship between energy balance and health explore, BMR and BMI. Practical opportunities will consider portion size and cost. Students will consider how peoples' nutritional needs change and how to plan a balanced diet for different life stages.	This term requires students to demonstrate their knowledge and understanding of scientific principles underlying these processes when preparing and cooking food, the working characteristics, functional and chemical properties of proteins, carbohydrates and fats. Students will be competent with, protein denaturation, protein coagulation, gluten formation, foam formation, gelatinisation, dextrinization, caramelisation, shortening, aeration, plasticity and emulsification.	This term, students will prepare, cook and present a final menu of two dishes to meet the needs of a teenager that also contains fibre. Students must select appropriate technical skills and processes and create 2 dishes to showcase their skills. They will then produce their final menu within a single period of no more than 3 hours, planning how this will be achieved. Students must work independently e.g., making their own judgements about cooking methods and making changes to recipes to improve palatability. Students must work safely and hygienically. It is compulsory that students will always adhere to food safety principles throughout this assessment.	This term requires students to demonstrate their knowledge and understanding of: where and how ingredients are grown, reared, and caught. the environmental issues associated with food. the impact of food and food security on local and global markets and communities. primary and secondary stages of processing and production. how processing affects the sensory and nutritional properties of ingredients.

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Throughout the year 3.1 Food preparation skills and 3.7 Food preparation and cooking techniques will be integrated within the SOW. Students will experience the twelve skill groups and be given the opportunity to judge/suggest/recommend how and when these food preparation skills can be applied and combined to achieve specific outcomes.						
Assessments	Food Safety written assessment	Practical assessment: Kiev	Nutrition written assessment	Food science- snapshot assessment	Practice NEA2 Written Mock	Online homework assessment
Possible Recipes	Chicken skewers – cross contamination awareness Cheesecake – setting by gelatine, chilling Scotch egg – enrobing, using a food probe Pork risotto - simmering, testing for readiness, heat management Chelsea Buns- Dough, function of ingredients Halloween bake off – design and make to a theme, presentation	Apple Tarte Tatin - caramelization, using hob and oven Chicken Kiev – portioning a chicken, filling, enrobing, advanced knife skills Chicken Chasseur – deboning a chicken, browning, seasoning, stewing, reducing food waste, different cuisines Fish cake – fillet a fish, mashing, enrobing, deep fat frying, oven bking Free choice raising agent challenge – research and practise NEA skills. Christmas star bread – shaping forming, filling,	Profiteroles – roux, steam rising, bain-marie, piping filling, coating Salmon skewers and flat bread or salmon tart and mayonnaise – sustainability, omega 3, marinade, handling and cooking fish, dough or pastry work Chicken or alternative pie/slice – protein complementation, combining skills, pasty, roux Lasagne – pasta making, roux, ragu, layering	Buttermilk scones – emulsion, shaping and forming Swiss roll – aeration, fatless sponge, shaping, rolling Rough puff sausage plait – Pastry, lamination, shaping forming, design work, glazing Thai green curry – reduction (perfect rice, gelatinisation) Hot cross buns – proving, kneading, shaping forming, glazing	2 x Trial dishes for NEA – free choice Practice exam (three-hour cooking exam) – free choice	Jam – setting, using temperature control, preservation, seasonality Mini decorated-cake challenge

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		raising agents, proving, flavouring				
Year 11	NEA1: 4.3.5.1 Food Investigation Assessment Students will investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They will produce a report which will include research into 'how ingredients work and why'. Outcome: Written or electronic report including photographic evidence.	NEA2 4.3.6.1 Food Preparation Assessment Students will plan, prepare, cook, and present a final menu of three dishes to meet the needs of a specific context. Students must select appropriate technical skills and processes and create 3– 4 dishes to showcase their skills. They will then produce their final menu within a single period of no more than 3 hours, planning how this will be achieved. Students will evaluate their outcome using nutritional analysis, sensory analysis, costing and evaluation skills. Outcome: Written or electronic report including photographic evidence.	NEA2 4.3.6.1 Food Preparation Assessment Students will plan, prepare, cook, and present a final menu of three dishes to meet the needs of a specific context. Students must select appropriate technical skills and processes and create 3– 4 dishes to showcase their skills. They will then produce their final menu within a single period of no more than 3 hours, planning how this will be achieved. Students will evaluate their outcome using nutritional analysis, sensory analysis, costing and evaluation skills. Outcome: Written or electronic report including photographic evidence.	Exam preparation: AO1-AO3 Students' prior knowledge, mocks, assessments will be analysed, and personalised revision themes will be implemented until study leave. All areas from the specification will be considered. Students will recall, retrieve, and gain knowledge on exam topics. Students will learn how to present their knowledge in a range of methods, with a particular focus on long answer questions.	Study leave	N/A

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Assessments	NEA1 15% TOTAL GCSE	Written mock NEA2 35% TOTAL GCSE			Exam June
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