Food Preparation & Nutrition Curriculum Map

Intent – The Food Technology curriculum aims to give students the knowledge and skills to lead a healthy lifestyle. The curriculum teaches students to prepare food following health and safety procedures whilst developing menus and meal plans for a range of dietary requirements. Students develop life skills of selecting ingredients based on a budget and are taught how to navigate providing nutritious meals in a world which is becoming ever more reliant on processed foods. Students analyse the advantages and disadvantages of ultra processed foods and the impact of these on a market where raw goods are increasing in cost. The Food Technology course also teaches students about the cultural, historical, social, environmental and economic factors influencing global cuisines and food choices. As students grow in confidence and skill in the kitchen, they are given the opportunity to create their own innovative and nutritious dishes. All our students will gain a deep understanding of the principles of nutrition, food science, and culinary skills. They will aspire to explore the cultural, social and economic factors that influence food choices and practices, while developing the ability to create innovative and nutritious meals. The aim is to enhance practical cooking skills, mastering techniques that will enable our students to prepare a variety of dishes while considering dietary needs and preferences. At Conisborough College we share a commitment to understanding food safety, hygiene and sustainability, recognizing the importance of responsible sourcing and waste reduction. Through this course students will cultivate a passion for food that empowers them into making informed decisions, inspire others and contribute positively to their community's well-being.

Year 7 Food – Cooking & Nutrition	Year 8 Food – Cooking & Nutrition	Year 9 Food Cooking & Nutrition
Discover the Food Technology Project, where you'll master essential kitchen skills through delicious hands-on experiences! Learn to create mouth watering fruit salads, pitta pizzas, fruit crumbles, and cupcakes while exploring innovative cooking techniques. Join us and elevate your culinary skills to new heights! **Nutrition** • Eat well Guide **Food Provenance** • Seasonality **Health & Safety – How will my child be safe in a kitchen?** • Personal Hygiene • Cross-contamination? • Knife safety • Cooker safety (Oven & Hob) In this unit, students learn professional hygiene standards that will teach them to prepare food safely for others to consume. These fundamental skills are knife and cooker safety and washing hygiene. In their first lesson, students will learn how to wash and clean up in a professional kitchen. This is vital so that students can produce food which is edible and free from contamination. Subsequently, students learn through preparing a fruit salad, students learn the fundamentals of knife safety. To develop understanding of cooker safety, students are taught to make a pitta pizza. As students develop in confidence in these skills, they combine the three fundamentals to create a fruit crumble and cupcakes. These skills set the students up for continuing the Food Preparation and Nutrition in KS3 and KS4. **Cooking skill and Techniques – what will my child make?** • Fruit Salad • Pitta Pizza • Fruit Crumble • Cupcakes Cooking skills needed to prepare and make these dishes are transferable to many other dishes that are in line with the "Eat well guide". The dishes were designed to cover the	Step into the world of baking with the Year of Food Technology Project! Master essential skills as you explore the art of bread-making, learn about yeast, and create delicious focaccia from scratch. Elevate your culinary expertise and enjoy the rewarding experience of baking your own bread! **Nutrition** • Macro-nutrients and Micro-nutrients **Food Provenance** • Food Miles • Food Waste **Health & Safety** • Dietary Choices and Religion • Food Storage • Introduction to Bacteria Students learn how the Food industry impacts us locally, regionally and globally leading to informed decisions on how food is consumed. Furthermore, students explore how choices they make about food can change the way ingredients and preparation affect the outcome and final product. The students will experiment and develop recipes over the 8 weeks to produce a wide range of dishes that explore Macro- nutrients and Micro-nutrients and how they can change the final dish. Considering how these changes and developments can be a positive outcome for anyone with allergies or intolerances. In addition, these skills can then be transferred to many other dishes, providing the skills of catering for a range of dietary needs from the professional kitchen, and form the basics of GCSE (both food safety and allergy & intolerance). In this unit student learn safe food storage and develop further understanding of food safely for others to consume. The use of different ingredients provides fundamental skills of producing safe food for allergies and intolerances such as gluten, lactose and celiacs. Subsequently, students learn through experimenting with yeast and exploring how this can affective the stomach. This also provides understanding of how it can aggravate allergies and intolerances. Students then move onto to producing a basic bread recipe and building the essential knowledge of how and why yeast is used. As students develop confidence in this skill, they begin to explore how substituting and additional ingredients	Take your cooking skills to the next level with the Year of Food Technology Project! Discover how to create flavorful chicken wraps, delightful apple Dutch cake, crispy veggie spring rolls, and vibrant street food dishes. Join us for a culinary adventure that will inspire your creativity in the kitchen! **Nutrition** • Macro-nutrients and Micro-nutrients **Food Provenance** • Fair Trade • Labelling • Packaging **Health & Safety** • Bacteria • Contamination • Food Related Ill Health Students were introduced to bacteria in Year 8 and will continue to develop their understanding of bacteria, contamination and food related ill health can be avoided in a professional kitchen. Furthermore, students will continue to develop their understanding of dietary choices and how it impacts the consumer by investigating Fair trade and how labelling and packaging play a crucial role in making ethical choices in the Food industry. Students will create challenging dishes that are designed to test their knowledge and understanding of food hygiene and safety. Demonstrating how they can avoid food contamination, cross contamination, store food safely, knife skills, cooker safety (including frying and boiling) and then use these skills further to finally design and make a dish of their choice. In this unit students transition from cooks to chefs that can demonstrate Hygiene, Safety and Complex dishes that are safe for others to consume. Subsequently, students learn through complex dishes how to safely avoid contamination, use knife skills across a range of produce, skills that use every component of a cooker and Hygiene and Safety across timely practicals. Starting with the chicken wraps students learn how to avoid cross-contamination through the preparation of chicken. Students then explore this further with the Apple Dutch Cake and eggs. For the next practical students then turn to the food storage and cooker safety skills with Veggie Spring Rolls,

key skills needed during their GCSE assessment and dishes that enjoyable, appealing and a great way to show off the skills students have learned.	can develop a dish that is accessible to people with special dietary requirements. These skills set students up for continuing the Food Preparation and Nutrition in KS3 & KS4. **Cooking Skill and Techniques** • Yeast Experiment • Basic Bread • Focaccia • Pizza Design skills needed to prepare and make these dishes are transferable to many other dishes that are in line with the "Eat well guide" and beyond. The practical lessons were designed to cover the key skills needed during their GCSE assessment and experiments that enjoyable, appealing and a great way to show off the skills students have learned.	where they will produce a complex dish with time constraints. This further demonstrates professionalism and safety. Finally, students will then design their own "Street Food" dish, that they will submit for assessment to ensure the level of challenge is in line with where we expect our GCSE students to be. Once this is approved, students will then demonstrate the independence and professionalism expected at GCSE to produce a final dish. **Cooking Skill and Techniques** • Chicken Wrap • Apple Dutch Cake • Veggie Spring Rolls • Street Food Skills needed to prepare and make these dishes are developed from previous learning across Year 7 and 8 with students demonstrating knife skills across many different ingredients, Food Hygiene and Safety across all Nutrients groups from the eat-well guide (including contamination and safe storage) and cooker skills by using the hob and oven to boil, fry and bake. All of this prepares our students to transition from KS3 into Ks4 and successfully complete The Food Preparation and Nutrition GCSE.

Food Preparation and Nutrition

Implementation - *How is the curriculum being delivered? How are ideas, concepts and knowledge sequenced and revisited to ensure that learning is committed to long-term memory? Why are topics taught and why at that point in the curriculum? How do you ensure that Key Stage 3 serves as a preparation for further study but also provides a secure understanding for students who don't continue with individual subjects beyond KS3?*

	Food, Nutrition and Health	Food Science	Food Safety	Food Choice	Food Provenance
Year 10	• Macronutrients: Protein, Fats, Carbohydrates • Micronutrients: Vitamins, Minerals, Water In this unit Students will to learn in greater depth about how Macro-nutrients and Micro-Nutrients help contribute to making informed choices through exploring food content and analysis students can evaluate the nutritional values and how ingredients build a diet and furthermore, what creates a healthy diet. This will provide building blocks for the NEA (Non-Exam Assessment) and exam topics.	• Cooking of food and heat transfer: Why food is cooked and how heat is transferred to food, selecting appropriate cooking methods, In this unit Students will explore how heat is used to cook food. Looking at various cooking methods and how this can change the nutritional value of food. Further to this student will investigate chemical, characteristics and functional properties of the different food groups to further expand understanding of a healthy diet, as well as preparing food safely for others to consume. This skill of selecting the appropriate cooking technique and justification will support decision making for the NEA 2 component and is an exam topic.	• Food spoilage and contamination: Microorganisms and enzymes, The signs of food spoilage, Microorganisms in food production, Bacterial contamination Students revisit Bacteria, Contamination and food ill health to explore in-depth how and which foods are at risk of spoilage. Furthermore, investigating the way individual foods are stored (including temperature, moisture and water availability). When and how foods are stored is also an extremely fundamental skill to develop in both life and a professional kitchen. Students will look at cooling times, refrigeration (including freezing) and what temperatures Bacteria responds and thrives. Students will further develop understanding of Contamination that's builds on storing food and gives them the independence to safely store food before and after preparation. A key skill during the NEA completion and safely preparing food for others to consume.	• Factors affecting food choice: Factors which influence food choice, Food choices, Food labelling and marketing influences Students will recap on labelling, packaging and regional foods to explore how food is marketed, British and international cuisines and sensory evaluation. Students will gain greater understanding of food choices and food labelling and how they are influenced. This develops a skill for life beyond education to give students the ability to look beyond suggestive marketing and be able to evaluate diet choices that improve and maintain health for everyone they prepare food for.	• Environmental impact and sustainability of food: Food sources, Food and the environment, Sustainability of food This final topic will further build on how the food industry impacts on the environment. Looking at food processing and production in depth to identify how they impact on our environment locally, nationally and globally. This will give students the skills to identify food that is sustainably, ethically and fair trade sourced and the importance of decision making when selecting food. Students will consider technology developments in food processing and production to explore cost effective alternatives and how this can economically assist dishes that are created.
Year 11	**NEA 1:15%:** **Term 1 & 2** 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 and investigation findings into 'how ingredients work and why'.				

	NEA 2: 35% **Term 2 & 3** In this task, students will 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 in advance how this will be achieved. AQA GCSE Food Preparation and Nutrition 8585. GCSE exams June 2018 onwards. Version 1.1 21 January 2019 Visit aqa.org.uk/8585 for the most up-to-date specification, resources, support and administration 41 Students must work independently e.g. making their own judgements about cooking methods and making changes to recipes to improve palatability.
	Exam: 50% **Term 4 - In all lessons, students focus on exam practise by revising vocabulary across all topics through recall tasks and completing exam-style questions across all exam papers.** What's assessed Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 (1. Food, nutrition and health 2. Food science 3. Food safety 4. Food choice 5. Food provenance.) How it's assessed • Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE Questions • Multiple choice questions (20 marks) • Five questions each with a number of sub questions (80 marks)

Impact: Formative assessment is embedded across the Food Preparation and Nutrients curriculum to allow teachers to access student progress and respond accordingly. At KS3 students develop their ability to independently access the professional kitchen and improve skills that allow them to safely produce food for consumption. Students will also develop their ability to peer assess work with staff providing regular feedback on both written and practical tasks. At KS4, students complete post-learning checks after each unit of study which both teachers and students use to identify gaps in knowledge and understanding, ensuring that these are addressed in subsequent lessons. There will be regular feedback given on the progress made in the four main skills: reading, listening, writing and producing. The impact of the curriculum in developing students who have an appreciation of different foods, cultures and the way food is designed, produced and presented across different cultures is accessed through willingness to participate is every lesson, as well as potential interest in other industries linked to food, such as hospitality and agriculture. Enthusiasm for learning about others will also be measured by the uptake at GCSE and interest in continuing with Food Preparation and Nutrients studies in 6th form and Higher Education.