



FOOD PREPARATION AND NUTRITION CURRICULUM MAP

Intent:

Food is a vital part of our daily lives and is essential for life. As our students become adults and have busy lives, it is easy to choose food which has been ready prepared. However, it is more nutritious and often cheaper to cook simple, delicious food. At Rainham Mark Grammar School students will develop their knowledge and understanding of nutrition, healthy eating, food preparation, hygiene, cooking techniques, sensory characteristics, food choice and food waste.

We aim to;

- Give our students vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.
- Encourage the development of high skills and resilience in a safe environment, allowing students to demonstrate commitment and act on feedback.
- Empower students to enable them to follow a recipe and substitute ingredients and cooking methods as appropriate, demonstrating an understanding of food choices e.g. veganism, allergies and healthy eating.
- Develop understanding that will allow students to become discriminating consumers of food products, enabling them to participate in society in an active and informed manner.
- Engage with students to encourage them to understand the environmental factors which affect the inequalities in food distribution on a global scale and give them an understanding of the need to minimise 'food waste' starting with their own practise.
- Allow students to explore a number of multicultural perspectives concerning food. Students will enhance their understanding, appreciation and acceptance of people from a variety of cultural backgrounds through the preparation of food from different countries. (Empathy)
- Encourage our students to develop an awareness and acceptance of diversity within our community.
- Our hope is that through Food Technology, students are provided with a context through which to explore the richness, pleasure and variety that food adds to life.

At KS4 the scheme of work follows the guidelines given in the AQA Food preparation and Nutrition specifications with recipes modelled on those used from the recommended Illuminate publishing full course guide.

The schemes of work from year 8 through to year 11 are designed to lead to the assessment objectives of the 9-1 grading system. The Food Preparation and Nutrition curriculum as a cohesive 4-year curriculum with themes and experiences that build and extend on prior learning. The constant evaluation, modification and improvement of our provision is intended to keep up with the ever-changing food science developments and trends.

Key Stage 3

YEAR 8	Food Preparation and Nutrition Introduction: Health and Safety, Food Groups Eatwell Plate, Nutrition, and Food Waste
Key Knowledge	<p>Nutrition and Food Waste Health and Safety in the kitchen Knife Skills Food safety Eatwell Guide Hydration Carbohydrates Protein Fats Food waste and preventing food waste commercially and on a household scale</p>
Key Subject Skills	<p>Practical lessons and focus: One pot chorizo pasta dish: Knife skills, Use of the hob Sweet, fruit or cheese scones: Rubbing in Method, shaping and forming, Use of the oven Lemon Drizzle cupcakes: Creaming method, use of the oven portioning. Keema Curry: Knife skills, use of the hob Vegetable Cous Cous: Knife skills, Macaroni cheese: Roux sauce, boiling pasta</p>
Personal development: <ul style="list-style-type: none"> • RSE • Online safety • Enrichment 	<p>Safe searching websites and use of computers when booked to use the computer rooms.</p> <p>Healthy eating theme. Looking at the eat well plate, food labelling and portion size</p>
Connections with careers	<p>Baker, Chef, Food factory worker, Food manufacturing inspector, Food packaging operative, , Nutritionist,</p>
Home support	<p>Weighing and measuring ingredients at home ready for practical lessons. Students responsibility. Practice washing drying and putting equipment away at home. Practice knife skills and peeling potatoes</p>

YEAR 9	Food Choice, Consequences of a poor diet and Food Science
Key Knowledge	<p>Factors affecting Food Choice:</p> <p>Health and safety recap Eat well guide recap Shortening food science Nutrition through life Hidden sugars in food How and why we chose food Common labels and their meanings: Vegetarians and vegans, red lion egg symbol, fair trade, organic, red tractor Food labelling Consequences of a poor diet</p>
Key Subject Skills	<p>Practical lessons and focus:</p> <p>Pastry topped apple pie: Sweet shortcrust pastry Kofta kebabs and wedges: Shaping forming and using the oven Paneer curry: Vegetarian meals and using the hob Swiss roll: Aeration, rolling and finishing Spring rolls, shaping and glazing Pizza: Dough making.</p>
Personal development: <ul style="list-style-type: none"> • RSE • Online safety • Enrichment 	<p>Safe searching websites and use of computers when booked to use the computer rooms.</p> <p>Explore how a range of beliefs influence food choice and habit Look at the benefits of organic food. Discuss dietary beliefs, such as kosher and vegetarianism</p>
Connections with careers	Agricultural engineer, Baker, Chef, Farmer, Food factory worker, Food manufacturing inspector, Food packaging operative, Food scientist, Nutritionist, Packaging technologist, Street food trader
Home support	Weighing and measuring ingredients at home ready for practical lessons. Students responsibility. Practice washing drying and putting equipment away at home. Practice peeling and knife skills as well as presentation of food.

Key stage 4: GCSE

YEAR 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Key Knowledge</p>	<p>Nutrients Macro and Food Science Course introduction NEA task explanation Nutrients introduction Eatwell guide recap Proteins nutrition Proteins food science Carbohydrates nutrition Carbohydrates food science Fibre Fats nutrition</p>	<p>Nutrients Macro and Micro and Food Science Fats food science. Raising agents' characteristics Raising agent's food science Micro nutrients – vitamins Micronutrients minerals Hydration</p>	<p>Food Safety, Food Poisoning buying and storing food, bacteria Temperatures Food poisoning, Food Safety Types of bacterial contamination. Food Spoilage Enzymic Browning. Buying, preparing and storing food Reheating, thawing and preparing food</p>	<p>Cooking of food and heat transfer Making informed food choices Why food is cooked and how heat is transferred to food. Selecting appropriate cooking methods Dietary guidelines The government's guidelines for a healthy diet Dietary needs for different stages of life Food allergies and intolerances The dietary reference values (DRVs) Factors which influence food choice Energy Nutritional analysis. Major diet related health issues</p>	<p>International cuisine Factors affecting food choice, labelling and marketing British and international cuisines Distinctive features and characteristics of cooking Food choice, religion, culture, ethical and moral beliefs medical conditions. Food labelling and marketing influences: Traffic light labelling lesson law and non-law identifying requirements on labels- Sensory testing Sensory analysis of food products Fair testing Setting up a tasting panel</p>	<p>End of year Exam Environmental impact and sustainability Food Sources- grown, reared and caught. Environment and food sustainability. local foods and supporting farmers food miles. seasonal foods sustainability organic foods, food waste Sustainability of food- climate change Availability of food, Fairtrade Food processing and production fortification additives Genetically Modified (GM) foods. Mini NEA1 investigation writes up</p>

						Mini NEA2 Italian Cuisine
Key Subject Skills	Nutrients Macro and Food Science Practical assessment Scrambled eggs on toast Practical assessment Lemon Flan Practical assessment Shaped Bread Practical assessment Chocolate orange cake	Nutrients Macro and Micro and Food Science Practical assessment Homemade pasta and fresh bechamel sauce Practical assessment Vegetable flan, own shortcrust pastry Practical assessment Patterned swiss roll or yule log Practical assessment	Food Safety, Food Poisoning buying and storing food, bacteria Temperatures Practical assessment Choux pastry profiteroles or eclairs Practical assessment Chicken portioning served with naan bread and salad Practical assessment Vegetable soup assessment	Cooking of food and heat transfer Making informed food choices Practical assessment Chelsea buns Practical assessment Lemon meringue pie with homemade sweet shortcrust pastry, homemade lemon curd and homemade meringue Practical assessment	International cuisine Factors affecting food choice, labelling and marketing Practical assessment Chelsea buns Practical assessment Homemade lasagne with own roux, pasta, and bolognaise. DOVETAILING Practical assessment Seasonal fruit strawberry cheesecake set with Gelatine or vegetarian alternative	Environmental impact and sustainability Practical assessment Homemade Burgers, with homemade, buns and wedges. Practical assessment MOCK NEA 1 Practical assessment Cupcake investigation: Group work, fat flour or sugar variables. Mock 2 hour NEA2 Italian cuisine, two complex dishes in two hours.
Personal development:	<ul style="list-style-type: none"> • RSE • Online safety • Enrichment 	<ul style="list-style-type: none"> • Safe searching websites and use of computers when booked to use the computer rooms. • Informing and encouraging discussion around the topic of healthy 	<ul style="list-style-type: none"> • Safe searching websites and use of computers when booked to use the computer rooms. • Developing knowledge of cooking for other to minimise risks. 	<ul style="list-style-type: none"> • Safe searching websites and use of computers when booked to use the computer rooms. • Nutrient requirements for different groups of people e.g. babies 	<ul style="list-style-type: none"> • Safe searching websites and use of computers when booked to use the computer rooms. • British Values- Themed recipes from around the world. • Explore how culture 	<ul style="list-style-type: none"> • Safe searching websites and use of computers when booked to use the computer rooms. • Meal planning for different needs

	to make them healthier	eating for a healthy lifestyle.		and toddlers, pre-schoolers, children, teenagers, older people, active people, those with lactose intolerance, those with nut allergy, those with coronary heart disease	influences cooking skills and the variation around the world; links to Describe cooking skills.	
Connections with careers	<p>Studying food preparation and nutrition can lead to exciting and well paid career options. Consumers are becoming increasingly reliant on the food industry to develop solutions for their nutritional needs. This course could lead you into roles such as a Chef, Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspectors, Nutritionists, Dieticians, Quality Managers, Teacher, Food Engineer, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Microbiologist, working in food magazines, radio and television – for more information on food careers please visit www. http://tastycareers.org.uk/</p> <p>Think: Joe Wickes, Jamie Oliver, W. K. Kellogg, Louis Pasteur, Maureen Storey, George Crum, Nicolas Appert, Dr. John Stith Pemberton. Look them up if you don't know who they are!</p>					
Home support	Weighing and measuring ingredients at home ready for practical lessons. Students responsibility.	Weighing and measuring ingredients at home ready for practical lessons. Students responsibility. Practice peeling potatoes and other vegetables to improve pace.	Weighing and measuring ingredients at home ready for practical lessons. Students responsibility. Practice other food preparation techniques Practice washing up and drying up correctly at home. Cleaning kitchen after cooking	Weighing and measuring ingredients at home ready for practical lessons. Students responsibility Start cooking main meals and learning about timings at home. Practice washing up and drying up correctly at home.	Weighing and measuring ingredients at home ready for practical lessons. Students responsibility Students to practice increasingly complex dishes at home, main meals or baked products Practice washing up and drying up correctly at home.	Weighing and measuring ingredients at home ready for practical lessons. Students responsibility Student to experimenting with cooking two dishes at once and dovetailing the recipes, e.g. a starter and a main, or main and dessert whist also

				Cleaning kitchen after cooking	Cleaning kitchen after cooking	demonstrating high level skills such as portioning a chicken. Use timings.
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YEAR 11	Term 1	Term 2	Term 3	Term 4
Key Knowledge	<p>NEA1 Sections A,B,C 1st September release (15% Final GCSE 30 Marks max) Choice of three investigations Research, investigation (x3) Analysis and Evaluation</p> <p>Theory of Food Preparation and Nutrition Recap and links to NEA1</p> <p>Food Preparation Skills Food, Nutrition & Health Macronutrients Micronutrients Nutritional Needs & Health</p> <p>Food Science Cooking of Food & Heat Transfer Functional & Chemical Properties of Food</p>	<p>NEA2 Sections A,B, 1st November release (35% Final GCSE 70 Marks max) Choice of three Research Demonstrating technical skills</p> <p>Mock Exam</p> <p>Theory of Food Preparation and Nutrition Recap and links to NEA2</p> <p>Food Safety Food Spoilage & Contamination Principles of Food Safety</p> <p>Food Choice Factors Affecting Food Choice British & International Cuisines Sensory Evaluation</p> <p>Food Provenance Environmental Impact & Sustainability of Food Food Processing & Production</p>	<p>NEA2 Section C,D,E</p> <p>Planning the final menu Making the final dishes 3-hour practical exam Analysis and evaluation</p> <p>Final submission of NEA1 and NEA2</p> <p>Theory of Food Preparation and Nutrition Revision gaps in learning</p>	<p>Theory Food of Food Preparation and Nutrition Revision for final exam.</p> <p>Techniques, multiple choice long answer questions</p>

Key Subject Skills	<p>Cooking food and heat transfer. Functional and chemical properties of food. Sensory testing, Investigation work Hypothesis planning Concise and detailed portfolio work Use of power point to complete NEA1</p>	<p>High level practical skills demonstrating all or most of the following: Skill 1: General practical skills Skill 2: Knife skills Skill 3: Preparing fruit and vegetables Skill 4: Use of the cooker Skill 5: Use of equipment Skill 6: Cooking methods Skill 7: Prepare, combine and shape Skill 8: Sauce making Skill 9: Tenderise and marinate Skill 10: Dough Skill 11: Raising agents Skill 12: Setting mixtures</p>	<p>High level practical skills demonstrating all or most of the following: Skill 1: General practical skills Skill 2: Knife skills Skill 3: Preparing fruit and vegetables Skill 4: Use of the cooker Skill 5: Use of equipment Skill 6: Cooking methods Skill 7: Prepare, combine and shape Skill 8: Sauce making Skill 9: Tenderise and marinate Skill 10: Dough Skill 11: Raising agents Skill 12: Setting mixtures</p>	<p>Through practical work at home understand about cooking food and heat transfer and functional and chemical properties of food.</p>
Personal development: <ul style="list-style-type: none"> • RSE • Online safety • Enrichment 	<p>Safe searching websites and use of computers when booked to use the computer rooms.</p>	<p>Safe searching websites and use of computers when booked to use the computer rooms.</p>	<p>Safe searching websites and use of computers when booked to use the computer rooms.</p>	<p>Safe searching websites and use of computers when booked to use the computer rooms.</p>
Home support	<p>Weighing and measuring ingredients at home ready for practical lessons. Students responsibility Student to cook at least once a week demonstrating complex dishes.</p>	<p>Weighing and measuring ingredients at home ready for practical lessons. Students responsibility Student to cook at least once a week demonstrating complex dishes linking to their chosen NEA2 task.</p>	<p>Weighing and measuring ingredients at home ready for practical lessons. Students responsibility Student to cook at least once a week and practice at least once for their final exam, dovetailing three complex dishes in three hours</p>	<p>Seneca learning, Collins revision book AQA</p>