

Food Preparation & Nutrition

Theme/ Concept	KS2	Year 7	Year 8	Year 9	Year 10	Year 11	Post-16
Nutrition & Health	<i>understand and apply the principles of a healthy and varied diet. What are the 5 nutrients. What are the 5 food groups on the Eatwell guide.</i>	Macronutrients: Carbohydrates – starches. Sugar and the effects on health. Dietary fibre and its importance. 5-A-Day Recipe modification The nutrient hand	Micronutrients: Calcium Vitamin A (loss of through cooking) Essential fatty acids – Omega 3 Eat well guide Protein 8 tips for healthy eating.	Saturated fat Trans-fats	Macronutrients Protein Carbohydrate Fibre / Fats Micronutrients Vitamins / Minerals Water Impact of food on health (diet related disease) Body mass index Physical activity level Glycemic index	NEA 2 Researching nutrition, the eat well guide and healthy eating guidance. Analysis of dishes produced evaluating nutritional values and impact on health.	<i>Doctor, dietician, Chiropractor, nutritionist, nurse, child welfare, social services, childcare...</i>
Choice	<i>Making healthy choices when selecting foods. Eat more fruit and vegetables linked to '5-A-Day'.</i>	Vegetarianism Veganism (adaptation to practical products) Fair trade	Cultural and religious choice including kosher, halal, Rastafarianism Cultural and religious events including Christmas, Easter, Eid, Passover Food labelling (traffic lights)	Pork Lactose intolerance Coeliac disease Convenience foods Novel foods (protein alternatives)	Food choice based on: Health Religion Marketing Cost / Income Skill (competence) Confidence Culture Types of cuisine Italian British Japanese	NEA 2 Analysing dishes made and how food choice would impact potential consumers. pupils may also specifically target foods at particular special diets. Adaptations of recipes to suit particular diets.	<i>Dietician, nutritionist, travel agent, Food taster</i>

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Sensory analysis	<i>investigate and analyse a range of existing products</i>	Senses Simple sensory analysis	Taste test Use of star diagram	Sensory analysis Group analysis following practical	Food experimentation & sensory analysis Preference and ranking	NEA 2 Evaluate with star diagram	<i>Sensory analysis</i>
Science	<i>Photosynthesis. How plants/ foods grow.</i>	Raising agents Enzymic browning	Cooking methods Heat transference Growing food - photosynthesis Gelatinisation Caramelisation Basic shortening	Gluten Fermentation Denaturation Coagulation Chemical raising agents Food science experiment (eggs) Emulsion Shortening	Changing properties of Protein Carbohydrate Fat Cooking methods Heat transfer Food experimentation & sensory analysis.	NEA 1 pupils investigate the functional and chemical properties of specified foods/ ingredients through research and experiments.	<i>Food scientist, Dietician, Nutritionist, Biology, Doctor, nurse, chef, food developer</i>
Provenance	<i>Climate effecting land and food production. Droughts and floods and their impact on food.</i>	Origins of dried fruits Grown foods Reared foods Origins of cocoa Origins of sugar Fair trade products	Cheese – origins, how it is made Organic farming Intensive farming GM food production. Caught food Spices	Wheat flour Yeast Processed foods Origin of chicken Protein alternatives (TVP, tofu, soya, microprotein) Simple food security	Global Food production Primary processing Secondary processing Food security	NEA 2 Investigation of task 2 cuisine Ingredients Cooking methods Environmental impact of foods made Air miles Carbon footprint	<i>Food factory, farmer, climate scientist, food scientist, Public health inspector.</i>

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Safety	<i>Basic hygiene procedures like hand washing. Highlighting dangers in a kitchen like sharp tools and hot equipment.</i>	Introduce safe working practices- safety and hygiene. Key temperatures Safe storage of foods Food poisoning and bacteria Chopping boards Cross contamination	Embed safe working practices. Key temperatures Safe storage of foods Salmonella food poisoning Correct chopping boards Cross contamination	Best practice safe working practices Bacteria related to food poisoning	Types of food poisoning. good practice Storing Handling Preparing Cooking HACCP Cross contamination	NEA 1 & NEA 2 Safe working practices in a kitchen. Personal and working hygiene	<i>Food standards inspector, chef, researcher,</i>
Preparation Skills	<i>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i>	Knife techniques – bridge and claw Chopping and slicing Peeling Correct and safe use of hob Correct and safe use of Oven Rubbing in method Handling meat Shaping Melting method	Bridge and claw - Dicing - Julienne of veg - Slicing - Crushing garlic - Jardinière of veg - Shredding Sauté Preparing chicken Use of spices/seasonings Correct and safe use of grill Shortcrust pastry Roux sauce	Making bread Kneading Rolling Spreading Grating Shortcrust pastry Blind baking Sauce (reduction) Flaky pastry	Portioning chicken Scale and fillet fish Types of pastry - shortcrust - flaky - choux Making a sauce Reduction Roux Starch based Different breads Knife skills Meringue Coating Range of cooking methods	NEA 1 & NEA 2 4 science experiments investigating set task 1 investigating the chemical and functional properties of food. Demonstrating skills – three practical dishes based on a task selected by pupils. Final practical exam – three dishes produced over three hours based on task selected by pupils.	<i>Catering and hospitality, chef, baker, patisserie chef, home maker, child care, waiter, bar staff, café worker, Barista, Sommilier</i>

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Products & Assessment		Fruit Salad Pasta Salad Scones Apple crumble Burger Patty Scone based pizza Knowledge Test	Greek Salad Mince Pies Stir Fry Tuna pasta bake Fajitas Chilli con carne Knowledge Test	Bread Pizza Cheese Flan (Quiche) Curry & Naan Bread Sausage Rolls Lemon Drizzle Cake Knowledge Test	Lamb ragu and focaccia Jambalaya Apple Crumble Profiteroles Lemon Meringue Pie	Pupils produce 3 separate 'Demonstrating Skills' practical dishes. They then do a controlled assessment where they produce 3 separate dishes in 3 hours. All dishes are selected by the pupils.	