

Subject Curriculum Information Pack



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Curriculum Intent



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Curriculum statement: Food Preparation and Nutrition

Intent

Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

Implementation

Our curriculum will provide students with opportunities to:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

Assessment is carried out throughout the year through regular and timely formative assessments in class as well as summative assessments linked to the unit of study and exam paper.

Impact- by the end of the course:

Food Preparation and Nutrition builds on subject content which is taught at Key Stage 3 and provides a suitable foundation for the study with sixth form providers at Level 3 or A Levels in Food, Science and Nutrition, and other food-related courses at either AS or A level. In addition, this course provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject. Food Preparation and Nutrition will enable learners to make informed decisions about a wide range of further learning opportunities and career pathways.

Year 10 Curriculum Assessment Map



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Curriculum Assessment Map: Year 10 Food Preparation and Nutrition

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Fruit and Vegetables	Dairy	Cereals	Meat, poultry and Fish	Fats and Sugars	NEA2 Practice
Key Learning & Skills	<p>Weekly Practical's: Vegetable cuts Soup making Vegetable samosas Cauliflower/broccoli cheese Lemon Meringue Pie Homemade Jam</p>	<p>Weekly Practical's: Mini Quiches Panna Cotta Halloumi Skewers Chilled cheesecake Yoghurt flatbreads</p> <p><u>Food Investigations:</u> Types of milks Milks used in drinks</p>	<p>Weekly Practical's: Chelsea Buns Tortilla Wraps Jambalaya Fresh Pasta</p> <p><u>Food Investigations:</u> The gelatinisation of starch cells in sauces using risotto or rice pudding</p>	<p>Weekly Practical's: Goujons Beef burgers Scotch Egg Fish Cakes Chicken Kiev Marinade chicken</p>	<p>Weekly Practical's: Shortbread Spring celebration cakes Fats experiment (NEA1 practise) Butter cream Piping as a finishing technique</p>	<p>Introduction to the NEA2 assessment for GCSE. Students will be given a theme and be given time to research and prepare dishes to cook as a final exam.</p>
End points	<p>To understand the provenance, science, uses and importance of Fruits and Vegetables to a diet and meal design.</p> <p>Core skills: Time management, organisation, use of the hob, oven and knife skills.</p>	<p>To understand the provenance, science, uses and importance of dairy and dairy alternative products to the diet and to meal design.</p> <p>Core skills: mastering previous units' skills and building in setting a mixture, making a dough and food presentation.</p>	<p>To understand the provenance, science, uses and importance of cereals to the diet and to meal design.</p> <p>Core skills: To be confident in the skills from first term and to learn to make and shape a dough and to make carbohydrate foods from scratch.</p>	<p>To understand the provenance, science, uses and importance of meat, poultry and fish to the diet and to meal design.</p> <p>Core skills: To have confidence in practical skills learnt so far and master the most recent skills. Students will now focus on preparation and use of meat and fish and the health and safety implications of this.</p>	<p>To understand the provenance, science, uses and importance of fats and sugars to the diet and to meal design.</p> <p>Core skills: To have mastered confidence in the 20 skills relevant for the exam board and be able to recognise skills that need improvement.</p>	<p>To understand the course expectations and transition as students move into Year 11. Students will be able to state areas of the Non-Examined Assessments and have a good understanding of what is expected of them in this in the following year.</p>
Informal (formative) Assessment	<p>Weekly practical's with photographic evidence of the dishes created. Dish evaluations including sensory, presentation and self-reflection.</p>	<p>Weekly practical's with photographic evidence of the dishes created. Dish evaluations including sensory, presentation and self-reflection.</p>	<p>Weekly practical's with photographic evidence of the dishes created. Dish evaluations including sensory, presentation and self-reflection.</p>	<p>Weekly practical's with photographic evidence of the dishes created. Dish evaluations including sensory, presentation and self-reflection.</p>	<p>Weekly practical's with photographic evidence of the dishes created. Dish evaluations including sensory, presentation and self-reflection.</p>	<p>Weekly practical's with photographic evidence of the dishes created. Dish evaluations including sensory, presentation and self-reflection.</p>
Formal (summative) Assessment	<p>Written examination: Preparation and Nutrition of fruit and vegetables.</p>	<p>Written examination: Preparation and Nutrition of dairy.</p>	<p>Written examination: Preparation and Nutrition of cereals.</p>	<p>Written examination: Preparation and Nutrition of meat, fish and poultry.</p>	<p>Written examination: Preparation and Nutrition of Fats and Sugars.</p>	<p>NEA2 Practise: A: Research and Plan B: Preparation of food C: Analyse and evaluate</p>

Year 11 Curriculum Assessment Map



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Curriculum Assessment Map: Year 11 Food Preparation and Nutrition

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1
Topic	NEA1: Food Science	NEA2: Food Preparation	NEA2: Food Preparation	Core theory revision:	Core theory revision:
Key Learning & Skills	<p>Plan, research and carry out a food science investigation in response to a question.</p> <p>Section A: Research and plan the task. Section B: Investigate Section C: analyse and evaluate the task.</p> <p>Core theory revision weekly in preparation for written examination.</p>	<p>Section A: Investigate and plan a three-course meal with the set theme. Section B: Prepare, cook and present a three-course meal. Section C: Evaluation.</p> <p>Core theory revision weekly in preparation for written examination.</p>	<p>Section A: Investigate and plan a three-course meal with the set theme. Section B: Prepare, cook and present a three-course meal. Section C: Evaluation.</p> <p>Core theory revision weekly in preparation for written examination.</p>	<p>Core theory revision:</p> <ul style="list-style-type: none"> • Food, Nutrition and Health • The Science of Food • Food Spoilage 	<p>Core theory revision:</p> <ul style="list-style-type: none"> • Where Food Comes From • Factors Affecting Food Choice • Preparation and Cooking Techniques
End points	Students to have completed NEA1 and continued building on revision with core knowledge.	To have started NEA2 research and preparation. Students will be continuing their core knowledge revision in preparation for the exam.	To complete the NEA2 practical and written assignment. Students will then be focusing on revision and regular exam practise and technique.	To be confident in the above areas of the GCSE course and developing confidence in their exam technique.	To continue core knowledge revision in lesson time and after school catch up (where necessary). Students to complete the summer exam in June.
Informal (formative) Assessment	<p>Practical lessons conducting trial dishes. Exam practise during lesson time. Verbal feedback and questioning every lesson.</p>	<p>Practical lessons conducting trial dishes. Exam practise during lesson time. Verbal feedback and questioning every lesson.</p>	<p>Practical lessons conducting trial dishes. Exam practise during lesson time. Verbal feedback and questioning every lesson.</p>	<p>Exam practise during lesson time. Cold calling, spelling tests. Verbal feedback and questioning every lesson.</p>	<p>Exam practise during lesson time. Cold calling, spelling tests. Verbal feedback and questioning every lesson.</p>
Formal (summative) Assessment	NEA1 Research, investigate and write up.	NEA2 Practical Mock and written examination mock	NEA2 Practical Exam and evaluation: 50% of GCSE Grade	Written examination mock: 50% of GCSE grade	Written examination: 50% of GCSE grade



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