



KS4 – Year 10 Food Preparation and Nutrition Long Term Mapping

Subject Intent/ Aims:

The GCSE in Food Preparation and Nutrition at St Philip Howard is designed for learners 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, and sound knowledge of the nutritional content of food and drink.
- Understand the relationship between diet, nutrition, 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.

Two non-examined assessments (NEAs) form part of the GCSE.

Non-Examination Assessment 1 (NEA1): The Food Investigation Assessment is worth 15% of the qualification or 30 marks. This is a scientific investigation into an area of food. Students investigate the different methods or ingredients used to make food. This involves planning experiments, making a prediction about what will happen, conducting the experiments, drawing conclusions about what happened and evaluating the method and prediction.



Non-Examination Assessment 2 (NEA2): The Food Preparation Assessment is worth 35% of the qualification or 70 marks. The NEA2 is the food preparation assessment and represents 35% of the qualification. In this assignment students will be given a choice of two tasks. Once the task has been chosen students **will** need to investigate and plan the task, select a final menu that showcases their skills and produce a plan as to how the dishes will be cook on the assessment day

<p><u>ADVENT- Key Concepts:</u></p> <p>Principles of nutrition Diet and good health Cooking and food preparation</p>	<p><u>LENT- Key Concepts:</u></p> <p>Food Safety The science of food Food provenance and food waste Cooking and food preparation</p>	<p><u>PENTECOST- Key Concepts:</u></p> <p>Food commodities Cultures and cuisines Technological developments Factors affecting food choice. Cooking and food preparation</p>
<p><u>Edquas Coverage:</u></p> <p>Macronutrients and Micronutrients Energy requirements of individuals</p>	<p><u>Eduqas Coverage:</u></p> <p>The effect of cooking on food</p>	<p><u>Eduqas Coverage:</u></p>



<p><u>Components</u> <u>(Key Content):</u></p>	<p><u>HO Knowledge:</u></p>	<p><u>Components (Key Content/ Knowledge)</u></p>	<p><u>Components (Key Content/ Knowledge)</u></p>
<p>Principles of Nutrition Students will learn about the nutrients the body requires and functions of macro and micronutrients. Prepare and cook Chicken and vegetable soup.</p> <p>Students know the nutritional requirements for specific dietary groups. Prepare and cook Focaccia bread.</p> <p>Diet and good health. Know about the recommended daily intake (RDI) and the percentage energy values of protein, fat and carbohydrates, vitamins, and minerals, for: individuals with specific dietary and lifestyle needs.</p> <p>Prepare a batch of Mini Carrot Cake</p>	<p>Transfer knowledge about Nutritional requirements when planning meals.</p> <p>Appraise daily reference values For the main nutrients.</p> <p>Modify dishes</p>	<p>Food Spoilage Understand how to keep food safe when buying, storing, preparing, and cooking food, to reduce the growth of pathogenic bacteria in food.</p> <p>Know the signs, symptoms, risks, and consequences of inadequate food hygiene practices.</p> <p>To know what the signs and symptoms of food poisoning are, includes poisoning caused by salmonella, campylobacter, e-coli, staphylococcus.</p> <p>The reasons why we cook food.</p> <p>Know how heat is transferred to food through conduction, convection and radiation and how and why making some dishes rely on more than one method of heat transference.</p> <p>Know how microorganisms can be used in a positive way to manufacture certain food products.</p>	<p>Understand how sensory perception guides the choices that people make, and how taste receptors and olfactory systems work.</p> <p>To know how to set up tasting panels for preference testing.</p> <p>To know about the range of factors that influence food choices.</p> <p>To know how to make informed choices about food and drink to achieve a varied and balanced diet.</p> <p>Students will learn about British and international cuisine.</p> <p>knowledge and understanding of the primary and secondary stages of processing. how primary products are changed into other types of products. Appreciate how the manufacturing process affects the sensory and nutritional properties of ingredients.</p>



<p>Make Cottage Pie safely and successfully.</p> <p>Blondies safely and successfully.</p> <p>Different life stages To have knowledge of how nutrients work together in the body, e.g. complementary actions. Prepare a batch of Jamaican Beef Patties.</p> <p>To know how important basal metabolic rate (BMR) and physical activity level (PAL) are in determining energy requirements. Prepare Katsu Chicken Curry safely and successfully.</p> <p>Plan and prepare a Stir Fry to meet a</p>	<p>made.</p> <p>Justify why people have different basal metabolic and Physical activity levels.</p>	<p>Understand the scientific principles of raising agents (steam/biological/chemical/ mechanical) and how different raising agents work in different recipes.</p> <p>To understand how the working, chemical and functional properties of ingredients used in foods in relation to: Carbohydrates, Fats/oils, Protein, Fruit, and vegetables.</p> <p>Students will learn the origins of food products and the issues affecting food supply in different regions of the world.</p>	<p>Know about technological developments that claim to support good health and food production including fortification and modified foods. Understand what the positive and negative effects of food modification on health and food production e.g. flavour intensifiers, stabilisers, preservatives, colourings, emulsifiers.</p>
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<p>chosen group's individual energy needs.</p> <p>Prepare Spaghetti Carbonara successfully.</p> <p>To have sound knowledge of common dietary issues including coronary heart disease (CHD), cholesterol and liver disease.</p> <p>Prepare Sticky Toffee Pudding successfully.</p>			
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<p><u>Generic Composite Skills:</u></p> <p>Learn about the different cooking methods.</p>	<p><u>HO Composites:</u></p> <p>Design a dish using different cooking methods.</p> <p>Appraise the effectiveness of different cooking methods.</p>	<p>Students describe the various cooking methods and identify common ingredients made.</p> <p>Students discuss why food is cooked and identify why each specific food is cooked, for example meat is cooked to destroy harmful bacteria.</p> <p>Produce Chicken and vegetable stir fry to reinforce theory work on cooking methods that conserve nutritive value.</p> <p>Complete a selection of past examination questions on heat transfer.</p> <p>Practical cooking Minestrone Soup</p>	<p><u>Composite Skills:</u></p> <p>Students work in groups to research the following topics, and present to the class.</p> <ol style="list-style-type: none"> 1.food origins to include where and how foods are grown, reared, or caught. 2.Food miles, impact on the carbon footprint, buying food locally 3.impact of packaging on the environment versus the value of packaging 4.sustainability of food: the impact of food waste on the environment, local, global markets and communities, effect of food poverty 5.Food security: access to safe sufficient food for all (World Health) <p>Students choose one country. Create poster about a country with a map of 10 dishes to present in group display. Discussion about similarities and differences between cultures investigated.</p> <p>Choose a dish from that country to cook.</p>
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<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice</u>
<p>To motivate and inspire pupils.</p> <p>Develop technical skills through practical and experimental work.</p> <p>Learners to develop sound technical skills whilst exploring and consolidating knowledge and understanding relating to food preparation and nutrition.</p> <p>Good knowledge of the nutritional properties of food and the working and chemical structure of food</p>	<p>To motivate and inspire pupils.</p> <p>Develop technical skills through practical and experimental work.</p> <p>Learners to develop sound technical skills whilst exploring and consolidating knowledge and understanding relating to food preparation and nutrition.</p> <p>Good knowledge of the nutritional properties of food and the working and chemical structure of food</p>	<p>To motivate and inspire pupils.</p> <p>Develop technical skills through practical and experimental work.</p> <p>Learners develop sound technical skills whilst exploring and consolidating knowledge and understanding relating to food preparation and nutrition.</p> <p>Good knowledge of the nutritional properties of food and the working and chemical structure of food</p>



<p><u>Assessment/s (Formative and Summative):</u></p> <p>End of unit tests</p> <p>RRR- All questions link to prior learning</p> <p>Exam question practice</p> <p>Self and peer assessment of dishes made.</p> <p>Mock examination in June of each academic year</p>	<p><u>Assessment/s (Formative and Summative):</u></p> <p>End of unit tests</p> <p>RRR-All questions to link to prior learning.</p> <p>Exam question practice</p> <p>Self and peer assessment of dishes made.</p> <p>Mock examination in June.</p>	<p><u>Assessment/s (Formative and Summative):</u></p> <p>End of unit tests</p> <p>RRR-All questions to link to prior learning.</p> <p>Exam question practice</p> <p>Self and peer assessment of dishes made.</p> <p>Mock examination in June.</p>
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<p><u>Key Terms:</u></p> <p>Five a day Eat Well Guide Estimated Average Requirements (EARs) Dietary Reference Values (DRVs) Coeliac Disease Lactose Intolerant Saturated Fat4 Polyunsaturated Fat Monounsaturated Fats</p>	<p><u>Key Vocabulary:</u></p> <p>Micronutrients Macronutrients Deficiency Excess Monosaccharide Disaccharide Polysaccharide Vegetarian Energy Requirement</p>	<p><u>Key Terms:</u></p> <p>High risk Food Hazard Analysis Cross Contamination Critical Control Points (HACCP) Convection Conduction Radiation Food Spoilage Danger Zone Non-enzymic browning. Raising agent Jam Making Ph Use by date. Best Before Date</p>	<p><u>Key Vocabulary:</u></p> <p>Storage Preservation Refrigeration Pathogenic Freezing Canning Pickling Bottling Gelatinization Dextrinization Shortening Aeration Oxidisation Plasticity Vacuum Packing</p>	<p><u>Key Terms:</u></p> <p>Carbon footprint Food choice Food Poverty Food Security Food Wastage Food Miles Food modification Primary Processing Secondary Processing</p>	<p><u>Key Vocabulary:</u></p> <p>Sustainability Ethical Religion Security Preference Techniques Preparation Cuisine International Culture Preservatives Stabilisers Colourings Emulsifiers</p>
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<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>	<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>	<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>
<p>Literacy: Reading recipes, reading from PowerPoint and workbooks.</p> <p>Numeracy: Eat Well Guide is based on proportions and percentages.</p> <p>Science-Nutrients and food sources based on living things plants and animals.</p>	<p>Literacy: Introduction to new vocabulary</p> <p>Numeracy: Critical temperature and binary fission for</p> <p>Science -Heat transfer conduction, convection, and radiation</p>	<p>Literacy: Reading for research and oratory during presentations</p> <p>Numeracy: Air Miles and use of numbers to rate sensory attributes during sensory testing</p> <p>Science-The five senses and the olfactory glands.</p>
<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>
<p>Social -An understanding of the nutrients required for a healthy diet. knowledge of, and respect for, different people's faiths, feelings, and values</p> <p>Moral- understanding of the consequences of lifestyle choices in relation to a healthy lifestyle.</p>	<p>Social- Investigating and offering reasoned views about moral and ethical issues regarding food poverty, food waste and the impact of air miles on the environment.</p> <p>Moral-Students encouraged to reflect on the ethical issues around food such as price, income, fair trade, and sustainability. Opportunities are provided to appreciate the views of others.</p>	<p>Social- use of a range of social skills in different contexts, for example working and socializing with other pupils, including those from different religious, ethnic, and socio-economic backgrounds.</p> <p>Moral- Promoting participation and teamwork in practical cooking lessons.</p>



<p>Spiritual- Acknowledging and exploring government guidelines for healthy eating and dietary requirements to make healthy life choices.</p> <p>Cultural-Jamaican Beef Patties made in October to celebrate Black History month other dishes include Katsu Chicken Curry, and Focaccia bread.</p> <p>British Values- The eat well guide is the method for illustrating dietary advice by the Public Health England.</p>	<p>Spiritual- Both classroom and practical based lessons in Food offer pupils the opportunity to reflect on their experiences, use their imagination and creativity when cooking.</p> <p>Cultural- Pupils learn to cook a variety of recipes including traditional British foods.</p> <p>British Values- Responsibility and Contribution to Society: Discussions around food safety, ethical sourcing, and sustainability encourage responsible behavior.</p>	<p>Spiritual- Pupils will explore how a range of beliefs influences food choice and habits as well as using a range of equipment.</p> <p>Cultural- Pupils encouraged to research and explore culinary habits and traditions and how we have become more multi-cultural.</p> <p>British Values- Food experiences are not just about sustenance; they're also about pleasure. Students develop a sense of humour and joy in cooking, appreciating the cultural significance of food.</p>
<p><u>Adapted Curriculum Content</u></p> <p>Differentiated reduced word worksheets.</p> <p>Market Place activity for nutrition</p> <p>Debate and discussion on Environmental and Sustainability issues.</p> <p>Groupwork for practical lessons</p> <p>Short answer quizzes.</p> <p>Scaffolded learning</p> <p>Board game style activities to aid recall and retention</p>	<p><u>Adapted Curriculum Content</u></p> <p>Differentiated reduced word worksheets.</p> <p>Market Place activity for nutrition</p> <p>Debate and discussion on Environmental and Sustainability issues.</p> <p>Groupwork for practical lessons</p> <p>Short answer quizzes.</p> <p>Scaffolded learning</p> <p>Board game style activities to aid recall and retention</p>	<p><u>Adapted Curriculum Content</u></p> <p>Differentiated reduced word worksheets.</p> <p>Market Place activity for nutrition</p> <p>Debate and discussion on Environmental and Sustainability issues.</p> <p>Groupwork for practical lessons</p> <p>Short answer quizzes.</p> <p>Scaffolded learning</p> <p>Board game style activities to aid recall and retention</p>



<p><u>Adaptive Curriculum Practices</u></p> <p>One-to-one support in practical lessons Pictorial step by step method sheet Use of Teaching assistant support E-revision computer packages allow one to differentiate the work according to the predicted grade.</p>	<p><u>Adaptive Curriculum Practices</u></p> <p>One-to-one support in practical lessons Pictorial step by step method sheet Use of Teaching assistant support E-revision computer packages allow one to differentiate the work according to the predicted grade.</p>	<p><u>Adaptive Curriculum Practices</u></p> <p>One-to-one support in practical lessons Pictorial step by step method sheet Use of Teaching assistant support E-revision computer packages allow one to differentiate the work according to the predicted grade.</p>



St Philip Howard Catholic Voluntary Academy



Department Planning 25-26

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CATHOLIC VOLUNTARY ACADEMY