

 <b>Food Preparation &amp; Nutrition</b>	<b>Intent</b> The aim of GCSE Food Preparation is to develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. There is a strong focus on nurturing students' practical cookery skills to give them a strong understanding of meal preparation and producing nutritious meals. Knowledge is categorised into 5 core topics: Food, nutrition and health, Food science, Food safety, Food choice and Food provenance. It encourages students to cook, enables them to make informed decisions about food and allows them to acquire knowledge in order to feed themselves and others affordably and nutritiously, now and later in life. Through two Non-Examination style skills-based projects in year 11, students will get the opportunity to build and apply a repertoire of knowledge, understanding and skills to design and make high-quality products for a wide range of users.				
Year 10	Unit 1 (September - October) Principles of Nutrition & Food Science	Unit 2 (October - December) Principles of Nutrition & NEA 1 Practise	Unit 3 (January-February) Food Choice & Food Preparation	Unit 4 (February – April) Food Provenance & Practical Skills	Unit 5 (April – July) Higher Skills and NEA 2 Practise
<b>Knowledge</b> (facts, information, concepts and key terminology)	<ul style="list-style-type: none"> <li>Function of macronutrients – including sources and effects of excess or deficiency.</li> <li>Function of micronutrients – including sources and effects of excess or deficiency.</li> <li>Health and safety in a kitchen/food room.</li> <li>Food Science – carbohydrates – key terms and practical examples (Written and practical knowledge).</li> <li>Food Science – proteins – key terms and practical examples (Written and practical knowledge).</li> <li>Key practical skills.</li> </ul>	<ul style="list-style-type: none"> <li>Eatwell Guide – current dietary guidelines</li> <li>Life stages – nutritional requirements at different stages through life</li> <li>Research techniques &amp; analysis</li> <li>Working properties and function of ingredients.</li> <li>Raising agents – mechanical, chemical and biological.</li> <li>Conducting practical investigations</li> <li>Record the results of scientific investigations</li> <li>Evaluating information and presenting conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Revise food hygiene and safety to ensure all dishes are safe for the consumer.</li> <li>How to make food more appealing to the consumer (Food Plating and Presentation).</li> <li>Food Choice – special dietary needs.</li> <li>Budgeting – how finances can affect food choice.</li> <li>Nutritional Guidelines – making healthy choices on a low income.</li> <li>Cooking methods – how different methods affect taste, texture, appearance.</li> </ul>	<ul style="list-style-type: none"> <li>Producing a time plan – why instructions need to be specific.</li> <li>Where food comes from – sustainability.</li> <li>Food production methods – farming.</li> <li>High level practical skills – portioning a chicken and filleting fish.</li> <li>Sauce making – reduction, starch based and emulsion.</li> <li>Dough making – bread, pastry, pasta.</li> </ul>	<ul style="list-style-type: none"> <li>Use primary and secondary research data to identify an intended user/client to ascertain needs &amp; requirements.</li> <li>Summarise findings to identify a range of suitable dishes that will demonstrate the 12 key practical areas.</li> <li>Using a time plan to meet specific time limits.</li> <li>Communicate, record, and justify food products including material &amp; component selection.</li> </ul>
<b>Understanding</b> (ability to connect and synthesise knowledge within a context)	<ul style="list-style-type: none"> <li>The role of macronutrients and micronutrients in the body and which foods will provide these.</li> <li>Use specialist equipment and techniques to make various dishes.</li> <li>Assess safety in a practical room and apply/follow procedures.</li> <li>The function of ingredients to determine the outcome of a product.</li> <li>Evaluate their work as it develops to meets the requirements of the context/user.</li> <li>Increase independence.</li> </ul>	<ul style="list-style-type: none"> <li>How to apply the current dietary guidelines to a given group/life stage.</li> <li>How to conduct research techniques and which ones to use for the best results.</li> <li>Use specialist product tools and equipment to conduct practical investigations.</li> <li>Evaluate their work as it develops suggesting any elements that could affect results and identifying how to control these.</li> <li>Increase independence.</li> </ul>	<ul style="list-style-type: none"> <li>Apply food hygiene &amp; safety knowledge in a practical situation.</li> <li>Apply a variety of plating techniques to appeal to consumers.</li> <li>Apply knowledge of dietary needs when selecting &amp; adapting dishes so they are suitable.</li> <li>Using different cooking methods to affect the sensory appeal of an ingredient.</li> </ul>	<ul style="list-style-type: none"> <li>How to produce a detailed time plan that could be used by someone else to successfully make and present a dish.</li> <li>Different farming methods and how they affect sustainability - how to discuss this when identifying suitable dishes.</li> <li>Use specialist equipment and techniques to make a range of dishes.</li> <li>Increase independence.</li> </ul>	<ul style="list-style-type: none"> <li>How to respond to a design task through focused analysis.</li> <li>Summarise findings of primary &amp; secondary research and using the information to identify suitable practical dishes.</li> <li>Assess own ability level and apply information when using a time plan.</li> <li>Evaluate their work as it develops to ensure their product meets the requirements of the context/user.</li> </ul>
<b>Skills</b> (successful application of knowledge and understanding to a specific task)	<ul style="list-style-type: none"> <li>Apply nutritional knowledge to examination style questions.</li> <li>Identify the correct hygiene and safety procedures in a practical sessions.</li> <li>Accurate and correct use of subject specific equipment and techniques.</li> <li>Apply knowledge of the function of ingredients and chemical properties when producing a dish.</li> <li>Test and evaluate practical work as it develops and review success &amp; areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Analysing information related to current dietary guidelines.</li> <li>Planning practical investigations independently – stating an aim and working out the best way to test it.</li> <li>Be able to match the correct definition to subject specific terminology/processed.</li> <li>Show accurate and correct use of subject specific equipment.</li> <li>Applying knowledge of function of ingredients and properties of ingredients.</li> <li>Test, evaluate and refine ideas and investigational work as it develops and review success &amp; areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify the correct hygiene and safety procedures in a practical session.</li> <li>Use research to generate ideas on food plating.</li> <li>Independently, select appropriate cooking methods to alter the sensory aspects of an ingredient/dish.</li> <li>Work independently selecting appropriate equipment and using it correctly and safely to make a range of dishes.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a detailed time plans identifying relevant hygiene and safety procedures.</li> <li>Work independently selecting appropriate equipment, using it correctly &amp; safely to produce dishes.</li> <li>Portion a chicken and use all the pieces to ensure no wastage.</li> <li>Fillet a fish with no wastage.</li> <li>Sauce making skills – combine with portion a chicken/filleting a fish.</li> <li>Producing sensory analysis data and evaluating this to test.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the design context and primary &amp; secondary research to identify dishes that are fit for purpose.</li> <li>Create a range of dishes that will be assessed to help plan 3 final dishes.</li> <li>Apply knowledge of nutrition and functional properties of ingredients to develop a final menu.</li> <li>Demonstrate the 12 practical skills groups across a range of dishes.</li> <li>Test, evaluate and refine ideas as it develops and review success &amp; areas for improvement.</li> </ul>
<b>Formal Assessments</b> (those done by all/vast majority of the cohort)	Written tests will take place for: <ul style="list-style-type: none"> <li>Macronutrients</li> <li>Micronutrients</li> <li>Carbohydrate dish</li> <li>Protein dish</li> </ul>	Teacher assessment (written & verbal) will take place during and following the completion of the practice NEA 1: <ul style="list-style-type: none"> <li><b>AO2:</b> Apply knowledge and understanding of nutrition, food, cooking and preparation.</li> <li><b>AO4:</b> Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.</li> </ul>	A unit test will take place at the end of each topic. This will be in the format of examination style questions.	Teacher assessment (written & verbal) will take place for key practical skills: <ul style="list-style-type: none"> <li>Portioning a Chicken/Filleting a fish</li> <li>Sauce making</li> <li>Dough making</li> </ul>	Teacher assessment will take place following the completion of both the written and practical element of an NEA 2.
<b>By the end of the year students on course for at least a grade 5 in Food Preparation and Nutrition will...</b> <ul style="list-style-type: none"> <li>Demonstrate and apply mostly accurate knowledge and understanding of nutrition, food, cooking and preparation in familiar and unfamiliar situations.</li> <li>Demonstrate a good command of all 12 practical skill areas when preparing, cooking and presenting a range of dishes. Working independently, following a time plan.</li> <li>Select the correct equipment and use it safely and correctly in the production of a range of dishes.</li> <li>Apply appropriate technical language and subject specific terminology when discussing the functions and properties of ingredients.</li> <li>Analyse and evaluate information to draw plausible conclusions supported by some evidence.</li> </ul>					

