



## Food Nutrition and Preparation - Curriculum Map

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Year 10</b>	<p>Learners will develop a range of skills and knowledge to help them to become confident and independent in GCSE Food Preparation and Nutrition Students will develop their practical skills from KS3 to be able to produce dishes safely, confidently and independently</p> <p>Topic 1 – Nutrients</p> <ul style="list-style-type: none"> <li>. Macronutrients</li> <li>. Micronutrients</li> <li>. Water &amp; Fibre</li> </ul>	<p>Learners will develop a range of skills and knowledge to help them to become confident and independent in GCSE Food Preparation and Nutrition Students will develop their practical skills from KS3 to be able to produce dishes safely, confidently and independently Students begin to develop an understanding of how food science works during practical lessons</p> <p>Topic 2 – Nutritional needs, diet and health</p> <ul style="list-style-type: none"> <li>• Digestion</li> <li>• Nutritional needs</li> <li>• Health issues</li> <li>• Energy needs</li> </ul>	<p>Learners will develop a range of skills and knowledge to help them to become confident and independent in GCSE Food Preparation and Nutrition Students will develop their practical skills from KS3 to be able to produce dishes safely, confidently and independently Students continue to develop an understanding of how food science works during practical lessons</p> <p>Topic 3 – Food safety</p> <ul style="list-style-type: none"> <li>• Food hygiene</li> <li>• Food spoilage</li> <li>• Microorganisms</li> <li>• Food poisoning</li> </ul>	<p>Learners will develop a range of skills and knowledge to help them to become confident and independent in GCSE Food Preparation and Nutrition Students will develop their practical skills from KS3 to be able to produce dishes safely, confidently and independently. Students continue to develop an understanding of how food science works during practical lessons</p> <p>Students undertake a Mock NEA1 (food science investigation) to help them prepare for NEA1 in Y11</p>	<p>Learners will develop a range of skills and knowledge to help them to become confident and independent in GCSE Food Preparation and Nutrition Students will develop their practical skills from KS3 to be able to produce dishes safely, confidently and independently Students continue to develop an understanding of how food science works during practical lessons</p> <p>Topic 4 – Food Choice</p> <ul style="list-style-type: none"> <li>• Factors affecting food choice</li> <li>• Religion and food choices</li> <li>• British and international cuisines</li> <li>• Allergies</li> <li>• Food labelling</li> </ul>	<p>Learners will develop a range of skills and knowledge to help them to become confident and independent in GCSE Food Preparation and Nutrition Students will develop their practical skills from KS3 to be able to produce dishes safely, confidently and independently Students continue to develop an understanding of how food science works during practical lessons</p> <p>Topic 6 – Food provenance</p> <ul style="list-style-type: none"> <li>• Food security</li> <li>• Food miles</li> <li>• GM food</li> <li>• Seasonal food</li> <li>• Grown, reared and caught food</li> <li>• Food miles</li> </ul>



					<ul style="list-style-type: none"><li>• Sensory testing Students undertake a Mock NEA2 (Food preparation) to help them to prepare for NEA2 in Y11.</li></ul>	<ul style="list-style-type: none"><li>• Food fortification and processing</li><li>• Food waste.</li></ul>
<b>Impact</b>	<p>Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment</p> <p>Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks</p> <p>Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health</p> <p>Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices</p> <p>Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food</p> <p>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.</p> <p>It aims to develop students' curiosity and understanding of the world around them through the products they use and the food they eat. The 'hands-on' practical aspects of the course serve to develop our students' skills and confidence using kitchen equipment. They find how to use equipment safely and appropriately and how to select materials or ingredients according to their specific properties and uses.</p> <p>My aim is for students to understand how simple it is to prepare their own food and to understand the impact good food choices can make on health and lifestyle. They learn about all the main food groups and their nutritional value towards a healthy lifestyle. They learn about food storage and hygiene and to think about food provenance e.g. how and where it is produced. They develop a wide range of practical skills in the kitchens preparing, cooking and presenting savoury and sweet dishes. The dishes chosen also reflect the cultural diversity found in the UK but also dishes students will be less familiar with from different cultures and countries around the world.</p>					



	<b>AUTUMN TERM 1</b>	<b>AUTUMN TERM 2</b>	<b>SPRING TERM 1</b>	<b>SPRING TERM 2</b>	<b>SUMMER TERM 1</b>	<b>SUMMER TERM 2</b>
<b>Year 11</b>	<p>Students will begin NEA1 when the brief is released.</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Designing an experiment</li> <li>• Conducting the experiment</li> <li>• Analysing and evaluation</li> </ul>	<p>Students will begin NEA2 when the brief is released (1st November)</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Demonstrating technical skills</li> </ul>	<p>NEA 2 continues</p> <ul style="list-style-type: none"> <li>• Planning for final dishes</li> <li>• 3 hour practical exam</li> </ul> <p>Evaluate and analysis</p>	<p>Additional time for NEA2 if needed</p> <p>Exam preparation and revision CORE and SPECIALIST.</p>	<p><b>Exam preparation and revision CORE and SPECIALIST.</b></p>	<p><b>Exam</b></p>
<b>Impact</b>	<p>To bridge the gap between the mock NEA in Year 10 to the NEA tasks in Year 11 and teach the specific skills and knowledge they will need to succeed in NEA 1 and 2 based on the information received from AQA. A thorough understanding of what is required in the NEA tasks. Confident and competent practical skills demonstrated individually. A clear understanding of how scientific principles can be identified in the cooking process. A clear understanding of the transferrable skills required to complete the NEA 1 in Year 11. Confident and competent practical skills demonstrated as a group. A clear understanding of how cuisine can be used to inspire food outcomes. A clear understanding of the transferrable skills required to complete the NEA 2 in Year 11. Confident and competent practical skills demonstrated individually and independently. A thorough understanding of concepts in the GCSE specification leading to increased understanding of the written paper. Confident and articulate written answers that are structured well and convey meaning which accumulates examination marks. Evidence of purposeful revision.</p>					



Core vocabulary linked to the specification outlined here: <https://www.aqa.org.uk/resources/food/gcse/foodpreparation-and-nutrition/teach/subject-specificvocabulary>

AQA GCSE Food Preparation and Nutrition, Revision guide for AQA GCSE Food Preparation and Nutrition, BBC GCSE Bitesize revision- Food