

# KS4 GCSE Food Prep and nutrition – Scheme of Learning

Year	Autumn	Spring	Summer
10	<p><b>Food commodities.</b></p> <p>The value of the commodity within the diet • features and characteristics of each commodity with reference to their correct storage to avoid food contamination • the working characteristics of each commodity • the origins of each commodity.</p> <p><b>Assessment:</b> Exam style questions – Knowledge organizer,</p> <p><b>Practical tasks:</b></p> <ul style="list-style-type: none"> <li>• Cooking is every other lesson and is used to consolidate Practical and technical ability alongside application of theoretical knowledge.</li> </ul>	<p><b>The principles of nutrition.</b></p> <ul style="list-style-type: none"> <li>• the definition of macronutrients and micronutrients in relation to human nutrition • the role of macronutrients and micronutrients in human nutrition.</li> </ul> <p><b>Diet and good health.</b></p> <p>Adapt meals to suit a range of life-stages.</p> <p>Adapt diets for specific medical conditions using key nutrient synergies.</p> <p>Respect religious and lifestyle choices while maintaining nutritional adequacy.</p> <p>Plan balanced meals to prevent chronic illnesses like obesity and CVD.</p>	<p><b>Where food comes from.</b></p> <p>Understand food origins and sustainability, focusing on carbon footprints and global food security.</p> <p>Explore British and international cuisines through traditional methods and modern recipe variations.</p> <p>Learn how primary and secondary processing change raw ingredients into nutritious food products.</p> <p>Evaluate food technologies and additives for their impact on health and global production.</p> <p><b>Assessment:</b> Exam style questions – Knowledge organizer,</p> <p><b>Practical task:</b></p> <p>Planning, cooking, and evaluating dishes students will learn food provenance.</p>

		<p><b>Assessment:</b> Exam style questions – Knowledge organizer,</p> <p><b>Practical tasks:</b></p> <ul style="list-style-type: none"> <li>• Through adaptation of recipes, planning and cooking students apply the principles of nutrition and the science of food.</li> </ul>	
Y11	<p><b>NEA 1 (15 % of the GCSE grade)</b></p> <p><b>The food investigation.</b></p> <p>A Food Investigation will be conducted that will require each learner to:</p> <p>(a) research and plan the task (b) investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result (c) analyze and evaluate the task (d) produce a report which evidences all the above and includes photographs and/or visual recordings to support the investigation</p>	<p><b>NEA 2 (35% of the GCSE grade)</b></p> <p><b>The food preparation assessment.</b></p> <p>This assessment is synoptic and assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking skills/techniques and the execution of practical skills.</p> <p>This assessment will require learners to: Plan, prepare, cook, and present a selection of dishes, to meet requirements such as a dietary need, lifestyle choice, or specific context.</p>	<p><b>NEA 2 (35% of the GCSE grade)</b></p> <p><b>The food preparation assessment.</b></p> <p>This assessment is synoptic and assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking skills/techniques and the execution of practical skills.</p> <p>This assessment will require learners to: Plan, prepare, cook, and present a selection of dishes, to meet requirements such as a dietary need, lifestyle choice, or specific context.</p>

	<b>Assessment:</b> NEA - formative feedback	<b>Assessment:</b> NEA - formative feedback	<b>Assessment:</b> NEA - final assessment
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