



## CHS Curriculum Intent

**SUCCESSFUL:** Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

**CREATIVE:** Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

**HAPPY:** Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

## CHS Curriculum Area Framework for Learning – Food Preparation and Nutrition – Year 9

<b>SUBJECT</b>	<b>GCSE Food Preparation and Nutrition (AQA)</b>
<b>INTENT</b>	<p style="text-align: center;">“To eat is a necessity, but to eat intelligently is an art.” <b>La Rochefoucauld</b></p> <p>Food Preparation and Nutrition at Chorlton High school inspires students to develop and understand the relevance and importance of healthy eating in order to contribute to a healthy future.</p> <p>The food and drink industry are the UK's largest manufacturing sector and a vital part of the UK economy. It is a diverse, vibrant, innovative and exciting industry, offering employment to people with a wide array of skills and talent.</p> <p>Studying Food preparation and Nutrition will enable students to acquire a wide range of specialist skills covering problem solving, creativity, logical thinking, an analytical approach, good communication, and teamwork. These skill sets are highly sought after by employers transferable across all industries. In studying this curriculum, we equip students both personally, preparing them for their understanding of food and nutrition but also within their potential future careers.</p> <p>Food Preparation and Nutrition provides progression to A Level, further education or onto an apprenticeship as well as supplementing as a building block to a future career in the Food and Hospitality sector.</p>

**Department: Computing & Technology 2021 - 2022**

**Subject: Food Preparation and Nutrition**

<b>Year Group</b>	<b>Year 9</b>
<b>Rationale/ Narrative</b>	<p>Year 9 Food Preparation and Nutrition is used as a knowledge building and skills-based year. During the first half term students will gain an insight into the Food Preparation and Nutrition course through a foundations scheme of work aimed at developing students key understanding of the broader topic in the subject.</p> <p>Beyond Autumn 1 and throughout the course of the year students will have the opportunity to develop skills and knowledge gained in Key Stage 3 as well as having the opportunity to practice and enhance various practical skills required as part of the GCSE course. Furthermore, students will have the opportunity to develop their knowledge in the key areas of Food Preparation and Nutrition such as Food, Nutrition and Health, Food Safety, Food Science, Food Choice and Food Provenance. Expanding their knowledge and understanding in these areas to give will give students an insight into the fundamentals of the GCSE course preparing them for Year 10 which aims to develop this knowledge, recall key information from Year 9 and aim to build students confidence prior to NEA tasks being started in Year 11.</p>





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	<ul style="list-style-type: none"> <li>Identify, select, break down and summarise key information.</li> <li>Recognise key terminology, define, utilize and embed in written work.</li> <li>Reflect, analyse (sensory), plan and improve through practical evaluation.</li> <li>Analyse and practice exam technique including how to produce extended responses.</li> </ul> <p><b>Practical Skills:</b> Throughout the term students will have the opportunity to practice and hone various practical skills including:</p> <ul style="list-style-type: none"> <li>General practical skills (weighing, measuring, testing, cooking times)</li> <li>Knife skills- basic knife cuts</li> <li>Preparing fruit and vegetables- blanching.</li> <li>Use of the cooker- hob and oven</li> <li>Cooking methods- water and fat based cooking methods</li> <li>Use of equipment- use of specialist equipment</li> <li>Dough- bread and pastry.</li> </ul> <p><b>Other skills students will develop are:</b></p> <ul style="list-style-type: none"> <li>Quality Control</li> <li>Time Management</li> <li>Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>Identify, select, break down and summarise key information.</li> <li>Recognise key terminology, define, utilize and embed in written work.</li> <li>Reflect, analyze (sensory), plan and improve through practical evaluation.</li> <li>Analyse and practice exam technique including how to produce extended responses.</li> </ul> <p><b>Practical Skills:</b> Throughout the term students will have the opportunity to practice and hone various practical skills including:</p> <ul style="list-style-type: none"> <li>General practical skills (weighing, measuring, testing, cooking times)</li> <li>Knife skills- chopping boards/portioning a chicken (high risk food)</li> <li>Use of the cooker- hob and oven</li> <li>Cooking methods- water fat-based cooking methods, dry methods</li> <li>Dough- bread</li> <li>Sauce making- reduction</li> </ul> <p><b>Other skills students will develop 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fat-based cooking methods, dry methods</li> <li>Raising agents- aeration</li> </ul> <p><b>Other skills students will develop are:</b></p> <ul style="list-style-type: none"> <li>Quality Control</li> <li>Time Management</li> <li>Teamwork</li> <li>Organization</li> </ul>	<ul style="list-style-type: none"> <li>Identify, select, break down and summarise key information.</li> <li>Recognise key terminology, define, utilize and embed in written work.</li> <li>Reflect, analyze (sensory), plan and improve through practical evaluation.</li> <li>Analyse and practice exam technique including how to produce extended responses.</li> </ul> <p><b>Practical Skills:</b></p> <ul style="list-style-type: none"> <li>General Practical skills.</li> <li>Use of equipment- electric whisks</li> <li>Use of cooker-oven and grill.</li> </ul> <p><b>Other skills students will develop are:</b></p> <ul style="list-style-type: none"> <li>Quality control</li> <li>Team work</li> <li>Initiative and independence.</li> 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<b>ASSESSMENTS</b>	<p><b>Key Assessment Task:</b> Assessed class piece- Condensed Food Science report on Gluten formation and development.</p> <p><b>Baseline assessment</b> - end of topic assessment on the 5 key topic areas learnt throughout the half term. This will 'test' student's knowledge and understanding gained from this half term.</p>	<p><b>Key Assessment Task:</b> Assessed class piece - Exam style question on bacterial contamination and prevention.</p> <p><b>Food Progress checkpoint:</b> students will complete a checkpoint to assess their knowledge and understanding of the topics covered thus far in the year.</p>	<p><b>Key Assessment Task:</b> Assessed class piece - Practical evaluation and reflection piece</p> <p><b>End of topic assessment-</b> end of topic assessment on the aspects of Food, nutrition and health taught in this half term. This will 'test' student's knowledge and understanding of this topic area.</p>	<p><b>Key Assessment Task:</b> Assessed class piece-food science report (investigation findings and evaluation)</p> <p><b>Food Progress Checkpoint:</b> students will complete a checkpoint to assess their knowledge and understanding of the topics covered thus far in the year.</p>	<p><b>Key Assessment Task:</b> Assessed class piece - Costing recipes piece of work - calculations and explanation</p> <p><b>End of topic assessment</b> end of topic assessment on the aspects of Food Choice taught in this half term. This will 'test' student's knowledge and understanding of this topic area.</p>	<p><b>Key Assessment Task:</b> Assessed class piece - Discussion piece on sustainable farming methods of choice</p> <p><b>Food Progress checkpoint:</b> students will complete a checkpoint to assess their knowledge and understanding of the topics covered thus far in the year.</p>