



CHORLTON HIGH SCHOOL: CURRICULUM

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 – Year 10

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| SUBJECT | Food Preparation and Nutrition (Eduqas/AQA) |
| INTENT | GCSE Food Preparation and Nutrition will prepare students with fundamental life skills that they will continue to grow and develop throughout their lives. Students will gain an awareness and learn about the impact of diet on health and well-being. Social, Moral and Environmental impacts on food choice and the scientific principles surrounding ingredients and how they work in a food product. This will allow students to explore their curiosity, practice and develop different skills practically and theoretically allowing them to grow in confidence and independence. |

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| Year Group | 10 | | | | | |
| Rationale/ Narrative | Year 10 Food Preparation and Nutrition is used to prepare students for the forthcoming year of NEA and examination. This year will be used to enhance student's practical skills and work on their independence to prepare them for the final practical in year 11. As well as this student will explore the science behind food in more detail, this will involve practicing how to write a hypothesis and the structuring of the Food investigation task as well as the other key topic areas for example food provenance and nutrition, diet and health. | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| KNOWLEDGE | Food Science Due to Covid- the following areas need to be recovered: Food Science <ul style="list-style-type: none"> Cooking of food and heat transfer Why food is cooked. | | Nutrients Recap the different Macronutrients; carbohydrates, protein and fat (foods, why we need them, different types) | Micronutrients continued: Minerals and water <ul style="list-style-type: none"> Calcium, iron, sodium, fluoride, iodine and phosphorus (DRV's, function, sources and deficiencies) | British and International Cuisine <ul style="list-style-type: none"> Develop traditional and modern variations of recipes. | Food processing and production <ul style="list-style-type: none"> Primary processing related to the: rearing, fishing, growing, harvesting and cleaning of the raw food material. |



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| | <ul style="list-style-type: none"> • How heat is transferred to food (conduction, convection and radiation). • Selecting appropriate cooking methods • Water based, dry methods and fat based cooking methods and effects on sensory appeal and nutritional value. • Blanching – Enzymic browning • Food Processing: milk, cheese etc. <p>Functional and chemical properties of food in relation to:</p> <ul style="list-style-type: none"> • Proteins - Denaturation, coagulation and gluten formation. Scientific principles when preparing and cooking food. • Carbohydrates- gelatinisation, dextrinization, aeration and caramelisation. Scientific principles when preparing and cooking food. • Fats and Oils- shortening, aeration, plasticity, emulsification. Scientific principles when preparing and cooking food. • Raising agents: types, their working characteristics, functional and chemical properties. | <ul style="list-style-type: none"> • Effects on health of deficiency and excess of nutrients. • Related dietary reference values for each. • The percentage of recommended energy sources from nutrients (protein 15%, fat 35%, and carbs 50%) <p>Micronutrients</p> <ul style="list-style-type: none"> • Water and fat soluble vitamins (DRV's, function, sources and deficiencies) • Nutritional properties effects of preparation and cooking. • The role of antioxidants. | <ul style="list-style-type: none"> • Importance of water and hydration on the body, how much is needed, deficiency and excess. <p>Factors affecting Food Choice Recap PAL, healthy eating/diet related health problems, special diets and lifestyles.</p> <p>Technological Developments</p> <ul style="list-style-type: none"> • Nutritional modification/fortification • Enriched foods • Food additives • GM foods (advantages and disadvantages associated with each) | <ul style="list-style-type: none"> ▪ Select the correct cooking equipment and methods explaining reasons for choice. ▪ Show awareness of eating patterns and presentation styles used by different cultures. <p>How to carry out nutritional analysis</p> <ul style="list-style-type: none"> • How to use current nutritional information and data e.g. food tables, nutritional analysis software to calculate energy and nutritional value. <p>Sensory Evaluation</p> <ul style="list-style-type: none"> ▪ Understand the difference between sensory analysis methods. Selecting appropriately. ▪ How to test sensory qualities of a wide range of foods and combinations <p><i>Students will complete a mini Food Preparation NEA linked to British and international cuisines. Students will also make links to special diets and age ranges. Students will look at food processing and production during the skills development sections of the NEA. Here</i></p> | <ul style="list-style-type: none"> • Secondary processing related to: how the raw primary processed ingredients are processed to produce a food product. <p>Due to covid- these areas need to be covered as revision:</p> <p>Environmental issues associated with food</p> <ul style="list-style-type: none"> • the 6 R's. • Seasonal foods- advantages and disadvantages. • The Red Tractor Food Assurance Scheme. • RSPCA Assured. • Free Range. • Transportation of food. • organic foods. <p>Environmental issued related to packaging</p> <ul style="list-style-type: none"> • improvements in packaging. • how to reduce packaging waste. • storing foods correctly. • carbon footprint. <p>Due to covid- these areas need to be covered as revision:</p> <p>Sustainability of food</p> <ul style="list-style-type: none"> • Availability of food, assess to food, use of food, stability of the supply. The types of food insecurity (short-term and long-term) |
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| | | | | <p><i>they will trial a number of high and medium level skills as a class, before then cooking their final dishes.</i></p> | <ul style="list-style-type: none"> • The distribution of food to the developed and developing world. • Environmental changes associated with food supply. • The measures you can take to support local and global markets and communities. <p>Intervention/ revision for any knowledge gaps due to distanced learning.</p> |
| <p>SKILLS</p> | <p>Theoretical Skills:</p> <ul style="list-style-type: none"> • identify, select and break down key information. • Evaluation skills, analyse (sensory), reflect, plan and improve. • Exam skills: exam technique and how to produce a piece of extended writing. <p>SKILLS:</p> <ul style="list-style-type: none"> • General practical skills (weigh and measure, prepare ingredients and equipment, cooking times, test for readiness, judge and modify sensory properties). • Knife Skills (fruit and vegetables and meat fish or alternatives) (Links to vitamins and minerals and proteins.) • Preparing fruit and vegetables (Links to vitamins and minerals, effects of preparation on foods e.g. nutritional loss, sensory appeal). • Use of the cooker including grill and oven. (effect of cooking on food products e.g. proteins.) • Use of equipment including electrical. • Cooking methods: Water based using the hob and dry heat and fat based methods using the hob. (effect of cooking on nutrients in foods.) • Prepare, combine and shape. • Sauce making including starch bases, emulsion and reduction. (gelatinization theory taught through practical.) • Tenderise and marinate. | <p>Theoretical Skills:</p> <ul style="list-style-type: none"> • identify, select and break down key information. • Evaluation skills, analyse (sensory), reflect, plan and improve. • Exam skills: exam technique and how to produce a piece of extended writing. <p>SKILLS:</p> <ul style="list-style-type: none"> • General practical skills (weigh and measure, prepare ingredients and equipment, cooking times, test for readiness, judge and modify sensory properties) • Knife Skills (fruit and vegetables and meat fish or alternatives). (links to vitamins and minerals and proteins.) | <p>Theoretical Skills:</p> <ul style="list-style-type: none"> • Exam skill practice with exam style questions linked to the topic being studied. <p>Students will learn exam technique e.g. how to plan an extended answer questions.</p> <p>SKILLS:</p> <ul style="list-style-type: none"> • General practical skills. • Knife Skills (fruit and vegetables and meat fish or alternatives) (food production, links to vitamins and minerals and proteins). • Preparing fruit and vegetables (vitamins and minerals, balanced diets) • Use of the cooker including grill and oven. • Use of equipment including electrical (equipment choice and reasons). • Cooking methods: Water based using the hob and dry heat and fat based methods using the hob. (nutrient loss.) | <p>Theoretical Skills:</p> <ul style="list-style-type: none"> • Students will have the opportunity to showcase a range of skills in relation to their chosen brief as part of their sample NEA (research, plan, evaluate, analyse) • Skills will vary depending on students chosen task, final dishes chosen and target grade. <p>SKILLS:</p> <ul style="list-style-type: none"> • General practical skills (food production) • Knife Skills (food production, links to vitamins and minerals and proteins) • Preparing fruit and vegetables (vitamins and minerals, balanced diets) • Use of the cooker including grill and oven. | <p>Theoretical Skills:</p> <ul style="list-style-type: none"> • identify, select and break down key information. • Evaluation skills, analyses (sensory), reflect, plan and improve. • Exam skills: exam technique and how to produce a piece of extended writing. <p>SKILLS:</p> <ul style="list-style-type: none"> • General practical skills (food production) • Knife Skills (food production/seasonality, links to vitamins and minerals and proteins.) • Preparing fruit and vegetables (vitamins and minerals, balanced diets, seasonality) • Use of the cooker including grill and oven. • Use of equipment including electrical |



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| | <ul style="list-style-type: none"> Dough including making a variety of doughs (bread, pastry and pasta) and shaping and finishing. (links to shortening, development of gluten.) Raising agents: eggs as a raising agent; chemical raising agents; steam as a raising agent and biological raising agents. (Functions of eggs taught through practical e.g. aeration.) Setting mixtures including removal of heat and use of protein. (links to coagulation.) | | <ul style="list-style-type: none"> Preparing fruit and vegetables (vitamins and minerals including loss of them, balanced diets.) Use of the cooker including grill and oven. Use of equipment including electrical Cooking methods: Water based using the hob and dry heat and fat based methods using the hob. (nutrient loss.) Prepare, combine and shape Sauce making including starch bases, emulsion and reduction. Tenderise and marinate (effects on meat fibres.) | | <ul style="list-style-type: none"> Prepare, combine and shape. Sauce making Tenderise and marinate (effects on meat fibres.) Dough Raising agents Setting mixtures | | <ul style="list-style-type: none"> Use of equipment including electrical (equipment choice and reasons) Cooking methods. (nutrient loss) Prepare, combine and shape Sauce making Tenderise and marinate (effects on meat fibres) Dough Raising agents Setting mixtures | | <p>(equipment choice and reasons)</p> <ul style="list-style-type: none"> Cooking methods: (nutrient loss.) Prepare, combine and shape. Sauce making including starch bases, emulsion and reduction. Tenderise and marinate (effects on meat fibres) Dough. Raising agents Setting mixtures | |
| <p>ASSESSMENTS</p> | <p>1. Protein exam question.</p> <p>Feedback workshop</p> | <p>2. Practice exam paper.</p> <p>3. Evaluation of practical/ further research and investigation into a chosen functional and chemical property of food</p> <p>Feedback Workshop</p> | <p>1. Vitamins excess and deficiency task</p> <p>Feedback workshop</p> | <p>2. Practice Exam paper</p> <p>3. Exam question on the role of minerals in children/teenagers diets.</p> <p>Feedback workshop</p> | <p>1. Timeplan and evaluation of one dish.</p> <p>Feedback workshop.</p> | <p>2. Practice exam paper</p> <p>3. Exam question on moral, ethical and environmental impact of farming.</p> <p>Feedback workshop</p> | | | | |