



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 10

SUBJECT	GCSE Food Preparation and Nutrition (AQA)
INTENT	<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 is 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

Year Group	Year 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, building on the foundations they have acquired in year 9. As well as this student will explore the science behind food in more detail, examining how and why our food is cooked. Students will apply their knowledge of how ingredients work through practicing how to write a hypothesis and the structuring of the Food investigation task as well as this students will also explore the other key topic areas Food Provenance, Food choice, Food Safety, Food Nutrition and Health. Finally, students will explore British and International cuisines to gain a knowledge and understanding of different recipes and ingredients.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<u>Food Preparation Skills- British and International Cuisine</u>	<u>Food Safety and Preparing for assessment</u>	<u>Food, Nutrition and Health</u>	<u>Food Choice/Nutritional Needs</u>	<u>Food Provenance</u>	<u>Food Science and Assessment prep</u>



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	<p>During this half term students will be reminded of the expectations of the course, structure, and post 16/career links. As well as this, students will have the opportunity to practice and establish food preparation skills through the exploration of British and International Cuisine. They will focus on the following areas:</p> <ul style="list-style-type: none"> • British and International Cuisine- Practical link • The practice and logging of different skills • Sensory Evaluation 	<p>During this half term students will have the opportunity to practice exam technique developing this from year 9, as well as having the opportunity to study food safety in more detail with a particular focus on:</p> <ul style="list-style-type: none"> • Microorganisms, Enzymes and Food Spoilage- knowledge retrieval • Microorganisms used in food production- practical link cheese making. • Food Poisoning bacteria- knowledge retrieval and extension • Food Probes-Practical link 	<p>During this half term students will have the opportunity to study Food Nutrition and health in more detail building on the foundations from Ks3 and year 9, looking at the following areas:</p> <ul style="list-style-type: none"> • Recap Macronutrients • Micronutrients- sources, function, deficiency, and excess • Relationships between diet, nutrition, and health (obesity, type 2 diabetes). Practical link: balanced meal/low fat/sugar • Recap-Energy (PAL/BMR) • Nutritional Analysis- practical link nutritional analysis of dish 	<p>During this half term students will have the opportunity to study Food Choice in more detail building on the foundations from Ks3 and year 9, as well as exploring nutritional needs of groups focusing on the following areas:</p> <ul style="list-style-type: none"> • Recap- factors that affect food choice • Meal planning-cost and portion size • Meal Planning- Nutritional need of age groups- practical link adolescent/elderly meal • Meal Planning-Special diets 	<p>During this half term students will have the opportunity to study different aspects of Food Provenance in more detail and be introduced to new elements building on the foundations from year 9. The areas they will focus on are:</p> <ul style="list-style-type: none"> • Technological developments (fortified, additives, Gm foods) • Recap-primary and secondary processing • Environmental issues associated with food production- Practical link local produce • Sustainability and sustainable farming- Practical link organic sensory analysis 	<p>During this half term students will have the opportunity to practice exam technique developing this from year 9, as well as having the opportunity to study Food science in more detail developing their skills of Food investigations. The areas they will focus on are:</p> <ul style="list-style-type: none"> • Recap-Heat transfer methods- knowledge retrieval lesson • Proteins- denaturation and coagulation- • Carbohydrates- gelatinization, dextrinization- Food link Investigation • Fats- shortening, emulsification. - Practical link- summary of macronutrient science e.g quiche • Raising agents- knowledge retrieval and extension
SKILLS	<p>Theoretical skills: Throughout the term students will have the opportunity to:</p> <ul style="list-style-type: none"> • Identify, select, break down and summarise key information. • Recognise key terminology, define, utilize and embed in written work. • Reflect, analyse (sensory), plan and improve through practical evaluation. • Analyse and practice exam technique 	<p>Theoretical skills: Throughout the term students will have the opportunity to:</p> <ul style="list-style-type: none"> • Identify, select, break down and summarise key information. • Recognise key terminology, define, utilize and embed in written work. • Reflect, analyse (sensory), plan and improve through practical evaluation. • Analyse and practice exam technique 	<p>Theoretical skills: Throughout the term students will have the opportunity to:</p> <ul style="list-style-type: none"> • Identify, select, break down and summarise key information. • Recognise key terminology, define, utilize and embed in written work. • Reflect, analyse (sensory), plan and improve through practical evaluation. • Analyse and practice exam technique 	<p>Theoretical skills: Throughout the term students will have the opportunity to:</p> <ul style="list-style-type: none"> • Identify, select, break down and summarise key information. • Recognise key terminology, define, utilize and embed in written work. • Reflect, analyse (sensory), plan and improve through practical evaluation. • Analyse and practice exam technique 	<p>Theoretical skills: Throughout the term students will have the opportunity to:</p> <ul style="list-style-type: none"> • Identify, select, break down and summarise key information. • Recognise key terminology, define, utilize and embed in written work. • Reflect, analyse (sensory), plan and improve through practical evaluation. • Analyse and practice exam technique 	<p>Theoretical skills: Throughout the term students will have the opportunity to:</p> <ul style="list-style-type: none"> • Identify, select, break down and summarise key information. • Recognise key terminology, define, utilize and embed in written work. • Reflect, analyse (sensory), plan and improve through practical evaluation. • Analyse and practice exam technique



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	<p>including how to produce extended responses.</p> <p>Practical Skills: Throughout the term students will have the opportunity to practice and hone various practical skills including:</p> <ul style="list-style-type: none"> • General practical skills (weighing, measuring, testing, cooking times) • Knife skills- Julienne/macedoine/jardiniere/brunoise • Preparing fruit and vegetables • Use of the cooker- hob and oven • Cooking methods • Use of equipment- use of specialist equipment. • Prepare, combine and Shape • Sauce making. • Dough- pasta/bread <p>Other skills students will develop are:</p> <ul style="list-style-type: none"> • Quality Control • Time Management • Teamwork • Organization • Initiative and independence. 	<p>including how to produce extended responses.</p> <p>Practical Skills: Throughout the term students will have the opportunity to practice and hone various practical skills including:</p> <ul style="list-style-type: none"> • General practical skills (weighing, measuring, testing, cooking times) • Knife skill • Use of the cooker- hob and oven • Cooking methods • Use of equipment- use of specialist equipment. • Prepare, combine and Shape • Sauce making <p>Other skills students will develop are:</p> <ul style="list-style-type: none"> • Quality Control • Time Management • Teamwork • Organization • Initiative and independence. 	<p>including how to produce extended responses.</p> <p>Practical Skills: Throughout the term students will have the opportunity to practice and hone various practical skills including:</p> <ul style="list-style-type: none"> • General practical skills (weighing, measuring, testing, cooking times) • Knife skills • Use of the cooker • Cooking methods • Use of equipment- use of specialist equipment. • Prepare, combine and Shape • Sauce making. • Setting mixtures <p>Other skills students will develop are:</p> <ul style="list-style-type: none"> • Quality Control • Time Management • Teamwork • Organization • Initiative and independence. 	<p>including how to produce extended responses.</p> <p>Practical Skills: Throughout the term students will have the opportunity to practice and hone various practical skills including:</p> <ul style="list-style-type: none"> • General practical skills (weighing, measuring, testing, cooking times) • Knife skills- Julienne/macedoine/jardiniere/brunoise • Preparing fruit and vegetables • Use of the cooker • Cooking methods • Use of equipment- use of specialist equipment. • Sauce making. • Dough <p>Other skills students will develop are:</p> <ul style="list-style-type: none"> • Quality Control • Time Management • Teamwork • Organization • Initiative and independence. 	<p>including how to produce extended responses.</p> <p>Practical Skills: Throughout the term students will have the opportunity to practice and hone various practical skills including:</p> <ul style="list-style-type: none"> • General practical skills (weighing, measuring, testing, cooking times) • Knife skills- Julienne/macedoine/jardiniere/brunoise • Preparing fruit and vegetables- blanching. • Use of the cooker • Cooking methods • Use of equipment- use of specialist equipment. • Sauce making. • Raising agents <p>Other skills students will develop are:</p> <ul style="list-style-type: none"> • Quality Control • Time Management • Teamwork • Organization • Initiative and independence. 	<p>including how to produce extended responses as well as NEA 1 report.</p> <p>Practical Skills: Throughout the term students will have the opportunity to practice and hone various practical skills including:</p> <ul style="list-style-type: none"> • General practical skills (weighing, measuring, testing, cooking times) • Knife skills • Use of the cooker • Cooking methods • Sauce making- gelatinisation • Dough- pastry • Raising agents • Setting mixtures <p>Other skills students will develop are:</p> <ul style="list-style-type: none"> • Quality Control • Time Management • Teamwork • Organization • Initiative and independence.
<p>ASSESSMENTS</p>	<p>Key Assessment Task: Assessed class piece - Food Practical write-up British or international dish.</p> <p>Baseline assessment - end of topic assessment on the key topic areas learnt</p>	<p>Key Assessment Task: Assessed class piece - Exam question on Food Safety practices (extended response)</p> <p>Food Progress checkpoint: students will complete a checkpoint to assess their</p>	<p>Key Assessment Task: Assessed class piece - case study on Diet related health problem- analysis and evaluation</p> <p>End of topic assessment- end of topic assessment on the aspects of Food,</p>	<p>Key Assessment Task: Assessed class piece - Meal planning task with justification</p> <p>Food Progress checkpoint: students will complete a checkpoint to assess their knowledge and</p>	<p>Key Assessment Task: Assessed class piece - extended response exam question on sustainable farming</p> <p>End of topic assessment- end of topic assessment on the aspects of Food,</p>	<p>Key Assessment Task: Assessed class piece - Food investigation write-up (investigation analysis)</p> <p>Food Progress checkpoint: students will complete a checkpoint to assess their knowledge and</p>



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	throughout the half term. This will 'test' student's knowledge and understanding gained from this half term.	knowledge and understanding of the topics covered thus far in the year	nutrition and health taught in this half term. This will 'test' student's knowledge and understanding of this topic area.	understanding of the topics covered thus far in the year	nutrition and health taught in this half term. This will 'test' student's knowledge and understanding of this topic area.	understanding of the topics covered thus far in the year
HOME LEARNING	<p>1 piece every two weeks:</p> <p>Home learning 1: Research into a cuisine from selection</p> <p>Home learning 2: Practical skills quiz</p> <p>Home Study - Ongoing: Students will be encouraged to use independent study techniques to support learning in preparation for End Point Assessments in Food Preparation and Nutrition.</p>	<p>1 piece every two weeks:</p> <p>Home Learning 1: Top trump cards on food poisoning bacteria</p> <p>Home Study - Ongoing: Students will be encouraged to use independent study techniques to support learning in preparation for End Point Assessments in Food Preparation and Nutrition.</p>	<p>1 piece every two weeks:</p> <p>Home Learning 1: Information leaflet on Type 2 diabetes/obesity.</p> <p>Home Learning 2: Practice using nutritional analysis program analyse a dish you have made</p>	<p>1 piece every two weeks:</p> <p>Home Learning 1: meal planning research- recipes with justification of choice.</p> <p>Home Study - Ongoing: Students will be encouraged to use independent study techniques to support learning in preparation for End Point Assessments in Food Preparation and Nutrition.</p>	<p>1 piece every two weeks:</p> <p>Home Learning 1: Supermarket research organic/wonky/value-country of origin, price comparison etc.</p> <p>Home Learning 2: SENECA Quiz/GCSE pod</p>	<p>1 piece every two weeks:</p> <p>Home Learning 1: SENECA/forms quiz</p> <p>Home Study - Ongoing: Students will be encouraged to use independent study techniques to support learning in preparation for End Point Assessments in Food Preparation and Nutrition.</p>
READING, WRITING, TALK	<p>Reading: Strategies that students will use during the course of the term will be:</p> <ul style="list-style-type: none"> Break down information- students will be required to read text related to a topic and summarise this to aid their understanding Learn new vocabulary- SEEC will encouraged for some tier 3 words as well as embedding them in an exam response. Form opinions- topics such as British and international cuisine will allow for students to form opinions and share their ideas. Infer- inference will be required when attempting exam style questions in order to formulate a response Relate to own experience- when studying British and international cuisine students will be able to relate and share their own experiences. Ask questions- students will be encouraged to ask questions on specific topics during discussions and throughout. <p>Writing skills will be developed in lesson and through home learning. There will be focused opportunity for</p>	<p>Reading: Strategies that students will use during the course of the term will be:</p> <ul style="list-style-type: none"> Break down information- students will be required to read text related to a topic and summarise this to aid their understanding Learn new vocabulary- SEEC will encouraged for some tier 3 words as well as embedding them in an exam response. Form opinions- topics such as relationships between diet, nutrition and health will allow for students to form opinions and share their ideas. Infer- inference will be required when attempting exam style questions in order to formulate a response Ask questions- students will be encouraged to ask questions on specific topics during discussions and throughout. Relate to own experience- when studying relationships between diet and health and nutritional needs students will be able to relate and share their own experiences. 	<p>Reading: Strategies that students will use during the course of the term will be:</p> <ul style="list-style-type: none"> Break down information- students will be required to read text related to a topic and summarise this to aid their understanding Learn new vocabulary- SEEC will encouraged for some tier 3 words as well as embedding them in an exam response. Form opinions- topics such as food provenance will allow for students to form opinions and share their ideas. Infer- inference will be required when attempting exam style questions in order to formulate a response Ask questions- students will be encouraged to ask questions on specific topics during discussions and throughout. <p>Writing skills will be developed in lesson and through home learning. There will be focused opportunity for extended writing tasks through exam style questions and practical reflections as well as practice opportunities for NEA 1</p>			



	<p>extended writing tasks through exam style questions, practical reflections as well as practicing elements of NEA 2.</p> <p>Talking protocols will be encouraged in each lesson with ample opportunity for students to discuss and formulate opinions on topics. Time will be embedded in lessons for students to share their ideas and thoughts verbally in both theory and practical lessons, with the opportunity to peer critique.</p>		<p>Writing skills will be developed in lesson and through home learning. There will be focused opportunity for extended writing tasks through exam style questions and practical reflections.</p> <p>Talking protocols will be encouraged in each lesson with ample opportunity for students to discuss and formulate opinions on topics. Time will be embedded in lessons for students to share their ideas and thoughts verbally in both theory and practical lessons, with the opportunity to peer critique.</p>		<p>Talking protocols will be encouraged in each lesson with ample opportunity for students to discuss and formulate opinions on topics. Time will be embedded in lessons for students to share their ideas and thoughts verbally in both theory and practical lessons, with the opportunity to peer critique.</p>	
TIER 3 VOCAB	<p>Tier 3 – Subject-specific academic vocabulary:</p> <ul style="list-style-type: none"> • Cuisine • Traditional • Sensory analysis • Julienne • Jardiniere • Macedoine • Bruniose 	<p>Tier 3 – Subject-specific academic vocabulary:</p> <ul style="list-style-type: none"> • Pathogenic • ‘best before’ • ‘use by’ • Disinfect • Temperature danger zone Spore-forming bacteria 	<p>Tier 3 – Subject-specific academic vocabulary:</p> <ul style="list-style-type: none"> • Vitamin • Mineral • Phosphorus • Iodine • Diabetes type 2 • Obesity • Balanced • deficiency 	<p>Tier 3 – Subject-specific academic vocabulary:</p> <ul style="list-style-type: none"> • portion • diverticular disease • osteoporosis • energy-dense • vegan • non-haem iron • Lactase • Iron deficiency anaemia 	<p>Tier 3 – Subject-specific academic vocabulary:</p> <ul style="list-style-type: none"> • Fortified • Additive • Genetically modified • Organic • Sustainability • Carbon footprint 	<p>Tier 3 – Subject-specific academic vocabulary:</p> <ul style="list-style-type: none"> • Denaturation • Coagulation • Dextrinization • Shortening • Gelatinisation • Emulsification Raising agent- biological, chemical, mechanical
PSPSMC, BRITISH VALUES	<p>Personal –Embedding routines in the Food Preparation classroom for both theory and practical, understanding how to work safely in a new environment due to lack of practical in year 9 (Covid 19).</p> <p>Physical – Students physical well-being will be encouraged through the application of cooking skills – specific skills - fine motor – using equipment safely</p> <p>Spiritual – students will develop an understanding of global citizenship, poverty and privilege through the teaching of various topics.</p> <p>Cultural – Cultural – Throughout the year students will cook dishes that originate from different countries and cultures, learning the process of making as well as discovering different ingredients and seasonings encouraging student’s curiosity.</p> <p>British values- Students will explore the law regarding food safety as well as the use of British ingredients and equipment</p>		<p>Personal - How to eating well, the role of different food in a healthy body.</p> <p>Social- working harmoniously to formulate opinions and arguments on various topics. Producing food for people with varying needs.</p> <p>Physical – Students physical well-being will be encouraged through the application of cooking skills – specific skills - fine motor – using equipment safely Students will build up their resiliency when practising new skills as well as curiosity of exploring new equipment.</p> <p>Spiritual – students will develop an understanding of global citizenship, poverty, and privilege through the teaching of various topics.</p> <p>Moral- Students will have the opportunity of the moral implications of the food choices consumers and manufacturers make.</p> <p>Cultural – Throughout the year students will cook dishes that originate from different countries and cultures, learning the process of making as well as discovering different ingredients and seasonings encouraging student’s curiosity.</p>		<p>Personal –Embedding routines in the Food Preparation classroom for both theory and practical, continuing to work safely throughout. Physical – Cooking skills – fine motor – using equipment safely.</p> <p>Social – working harmoniously to formulate opinions and arguments on various topics.</p> <p>Cultural – cooking dishes from other countries and cultures. Gaining an understanding of ingredients form other cultures and how they are used. Foods to avoid or include for others</p> <p>Moral- exploring sustainability and food processing methods examining their ethical and moral implications</p> <p>British values- foods that are fortified and agricultural methods of farming (red tractor etc) as well as the import and export of foods in the in UK- BREXIT/covid</p>	



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Conscious Curriculum	Through the cooking of foods from British and international cuisines students will experience and consider a variety of seasonings related to other cultures. Links will also be made to influential chefs from around the world that specialise in these different cuisines.	Through the study of preparing meat safely and hygienically students will be introduced to the methods of how different religions and cultures prepare meat. Links to influential chefs from around the world.	British values – the law on food labelling. Students will have the opportunity to explore diets of different ethnic communities from around the world discussing the health benefits and implications of these diets as well as gaining awareness of the different eating practices from around the world.		Through the study of religious and cultural reasons of food choice as well as medical reasons students will be exposed to various religious backgrounds and their eating and food preparation practices. Studying this will give students insight into the potential requirements of their peers. Studying nutritional needs of age groups and individuals will create an awareness of the opposite sex and their varying needs.	Exploring sustainable farming and manufacturing will provide students with insights into food practices in different countries and cultures including fair trade and palm farming. The differences between farming practices across the world and their implications on the environment.	Students will be encouraged to explore different food scientists during the study of this topic particularly those from different ethnic groups whom dominate this field.
CEIAG (Links to Post 16) KS4 Subjects only)	During the initial lessons students will be able to reflect on the course expectations and post 16 opportunities as well as potential careers in the food and hospitality industry.	Students will explore potential careers and professions in the hospital and catering industry with a particular focus on hygiene expectations and roles within this industry.	Students will explore potential careers and professions in the food industry with a particular focus on jobs within the nutrition sector as well as STEM links. (science and maths)	Students will explore potential careers and professions in the food industry with links made to the nutrition and medical sector and the hospitality and catering sector	Students will explore potential careers and professions in the food industry with particular focus on agriculture, environmental science (geography links) and food manufacturing (STEM Links- science)	Students will explore potential careers and professions in the food industry with a particular focus on jobs within the food science and food development industry as well as STEM links (science)	