



FRAMEWORK FOR LEARNING

CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

FOOD PREPARATION AND NUTRITION

INTENT

“To eat is a necessity, but to eat intelligently is an art.” - **La Rochefoucauld**

Food Preparation and Nutrition at CHS South inspires students to develop and understand the relevance and importance of healthy eating to contribute to a healthy future. 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. 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 personally, preparing them for their understanding of food and nutrition, but also within their potential future careers. 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.



YEAR GROUP

YEAR 11

RATIONAL / NARRATIVE

Year 11 will see students complete their NEA Food Preparation Task during which they will have the opportunity to research their chosen area, select and justify recipes, plan, prepare and cook a variety of dishes showcasing a vast selection of different skills as well as enhancing their time management. Year 11 will allow students to grow in independence as they will have a choice of tasks and so NEAs will be individualized. Students will also spend year 11 preparing for the written exam. This will provide students with the opportunity to explore the science of ingredients, aspects of food provenance, factors influencing food choice, food safety and diet, nutrition and health, applying their knowledge to a variety of tasks.

TERM

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

KNOWLEDGE

NEA 1: Food Investigation
(30% of coursework grade)

NEA 2: Food Preparation Assessment
(70% of coursework grade)

Exam Preparation

NEA 1 Food Science task

During this NEA task Students' will evidence their understanding of the working characteristics, functional and chemical properties of ingredients.

This task links to Food Science (studied in Year 10)

Cooking of food and heat transfer

- Why food is cooked and how heat is transferred to food
- Selecting appropriate cooking methods

Functional and chemical properties of food Proteins

- protein denaturation
- protein coagulation
- gluten formation
- foam formation

Carbohydrates

- gelatinisation

Exam Preparation and Mock Examinations and Assessment

Students will be completing the first of their Year 11 mock exam assessments. These assessment papers are exam board papers designed to assess students' knowledge and understanding form across the course and from prior learning.

Topics include:

- Food, nutrition and health – Macro Nutrients, Micronutrients, Nutritional Needs and Health.
- Food science – Cooking of food, Heat Transfer and the Functional and Chemical Properties of Food.

NEA 2: Food preparation task

During this NEA task Students' will evidence knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. *Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.*

This task evidences student's food preparation and nutrition skills covered throughout their practical lessons.

Skills: Students must know how and when these food preparation skills can be applied and combined to achieve specific outcomes.

Skill 1: General practical skills

- Weigh and measure
- Prepare ingredients and equipment
- Select and adjust cooking times
- Test for readiness
- Judge and modify sensory properties

Skill 2: Knife skills

- Fruit and vegetables
- Meat, fish or alternatives

Skill 3: Preparing fruit and vegetables

Study Skills for Food Preparation and Nutrition

Food Nutrition and Health

- Macronutrients (fats, protein, carbohydrates)
- Micronutrients: Vitamins (fat soluble, water soluble, antioxidant functions). Minerals (calcium, iron, sodium, fluoride, iodine, phosphorus)
- Water
- Nutritional needs and health
- Making informed choices for a varied and balanced diet
- Energy needs
- Nutritional analysis
- Diet, nutrition and health

Food Science

- Cooking of food and heat transfer



- dextrinisation
- caramelisation

Fats and oils

- shortening
- aeration
- plasticity
- emulsification

Fruit and Vegetables

- enzymic browning
- oxidation

Raising agents

- chemical (baking powder, bicarbonate of soda, self-raising flours which produce carbon dioxide)
- mechanical (whisking, beating, folding, sieving, creaming and rubbing in – all incorporate air into the mixture)
- steam is produced when the water in any moist mixture reaches boiling point
- biological (yeast)

Contexts released September for NEA 1

Section A: Research (6 marks)
Students carry out research into the ingredients to be investigated. The research will demonstrate how ingredients work and why. The outcome of the research should clearly inform the nature of the practical investigation and

- Food safety – Food Spoilage, Contamination and the Principles of Food Safety.
- Food choice – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing.
- Food provenance – Environmental Impact and Sustainability of Food, Food Processing and Production.

Demonstrate knowledge and understanding of business concepts and issues.

AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.

AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.

AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.

AO4: Analyse and evaluate different aspects of nutrition, food, cooking and

- Preparing fruit and vegetables

Skill 4: Use of the cooker

- Using the grill
- Using the oven

Skill 5: Use of equipment

- Using equipment

Skill 6: Cooking methods

- Water based methods using the hob
- Dry heat and fat-based methods using the hob

Skill 7: Prepare, combine and shape

- Prepare, combine and shape

Skill 8: Sauce making

- Starch based
- Reduction
- Emulsion

Skill 9: Tenderise and marinate

- Tenderise and marinate

Skill 10: Dough

- Making a dough (bread, pastry, pasta)
- Shaping and finishing

Skill 11: Raising agents

- Eggs as a raising agent
- Chemical raising agents
- Steam as a raising agent
- Biological raising agent

Skill 12: Setting mixtures

- Removal of heat

Use protein

Contexts released November/December for NEA 2

During their NEA task students should be able to:

- demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of

- Functional and chemical properties of food (proteins, carbohydrates, fats, fruit and vegetables, raising agents)

Food Safety

- Food spoilage and contamination
- Principles of food safety

Food Choice

- Factors affecting food choice
- Food choices
- Food labelling and marketing influences
- British and International cuisines
- Sensory evaluation

Food Provenance

- Environmental impact and sustainability of food.

Food Processing and production

Demonstrate knowledge and understanding of business concepts and issues.

AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.

AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.



be used to establish a hypothesis or prediction for the food investigation task.

Students should:

- analyse the task, explaining the background research
- carry out secondary research, using different sources, focusing on the working characteristics, functional and chemical properties of the ingredients
- analyse the research and use the findings to plan the practical investigation
- establish a hypothesis/predict an outcome as a result of the research findings. The hypothesis should be a statement which may be proved or disproved.

Section B: Investigation (15 marks)

Students carry out practical investigations, related to the hypothesis or prediction, which demonstrate understanding of how ingredients work and why. Students will record the results of the practical investigation.

Students should:

preparation including food made by themselves and others.

food commodities, cooking techniques and equipment

- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- 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.

Skills which should be evidenced throughout Practical examination include:

Skill 1: General practical skills

Skill 2: Knife skills

Skill 3: Preparing fruit and vegetables

Skill 4: Use of the cooker

Skill 5: Use of equipment

Skill 6: Cooking methods

Skill 7: Prepare, combine and shape

Skill 8: Sauce making

Skill 9: Tenderise and marinate

Skill 10: Dough

Skill 11: Raising agents

Skill 12: Setting mixtures

Section A: Researching the task (6 marks)

Students will research and analyse the: life stage/dietary group or culinary tradition related to the task.

Students should:

- analyse the task by explaining the research requirements
- carry out relevant research and analysis related to the: life stage, dietary group or culinary tradition

AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.

AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.



- Investigate and evaluate how ingredients work and why through practical experimentation. Each investigation should be related to the research and have a clear aim which can then be concluded.
- The number of investigations will be determined by the complexity of the investigations.
- A range of appropriate testing methods should be identified and carried out to record the results e.g. annotated photographs, labelled diagrams, tables, charts, sensory testing methods, viscosity tests.

Section C: Analysis and evaluation (9 marks)
Students will analyse and evaluate the results of the investigation and reflect upon their findings. Explanations will demonstrate how the results can be applied in practical food preparation and cooking.

Students should:

- analyse and interpret the results of the investigative work. The results will be linked to the research

- identify a range of dishes e.g. by mind-mapping, or using annotated images
- select and justify a range of technical skills to be used in the making of different dishes.

Section B: Demonstrating technical skills (18 marks)

Students will make 3–4 dishes to showcase their technical skills.

Students should:

- demonstrate technical skills in the preparation and cooking of three to four dishes. Refer to the Food preparation skills (page 9) section of the specification.
- select and use equipment for different technical skills in the preparation and cooking of selected dishes. Food safety principles should be demonstrated when storing, preparing and cooking.
- identify the technical skills within each dish. Photographic evidence will be needed to authenticate the technical skills.
- allow them to showcase their technical skills to make for their final menu. The final dishes will relate to the task and research and be dishes that have not been made previously.

Section C: Planning for the final menu (8 marks)

As a result of demonstrating technical skills, students will provide explanation for the final three dishes related to e.g., ingredients, processes, technical skills, nutrition, food provenance, cooking methods and portion size. A time plan will be produced for the final three dishes demonstrating dovetailing of different processes.

Students should:

- justify the appropriateness of the final dishes in terms of e.g., technical skills, nutrition, ingredients, cooking methods, food provenance, sensory properties and portion size
- produce a detailed time plan for the production of the final three dishes including appropriate techniques. Within the plan, food safety principles will be demonstrated when storing, preparing, cooking and presenting the final dishes



- and data explaining the working characteristics, functional and chemical properties of the ingredient(s)
- evaluate the hypothesis/prediction with justification explain how the results/findings can be applied in practical food preparation and cooking.

- demonstrate appropriate use of the three hours to dovetail tasks to prepare, cook and present the final three dishes
- not repeat any dishes from the 'demonstrating technical skills' stage when making their final menu.

Section D: Making the final dishes (30 marks)

Students will prepare, cook and present a menu of three dishes within a single period of no more than three hours.

Students should prepare, cook and present the final dishes, demonstrating:

- selection and use of equipment for different technical skills in the preparation and cooking of the final three dishes
- knowledge and application of food safety principles (including temperature control) when storing, preparing, cooking and presenting the final three dishes
- selection, knowledge and use of ingredients when producing different dishes
- appropriate use of the three hours to demonstrate: technical skills, processes and the use of equipment
- execution of a range of technical skills with accuracy
- good judgement with regard to cooking times and methods and the sensory properties of
- each dish
- organisation and good planning using the time plan and linking tasks within the 3 hours
- a range of finishing techniques to produce a high standard of presentation of the final dishes.

Section E: Analyse and evaluate (8 marks)

Students will carry out sensory evaluation and record the results for all of their practical dishes. For the final dishes, students will carry out and record nutritional analysis, costing and identify improvements to their dishes.

Students should:

- record and analyse the sensory properties (taste, texture, aroma and appearance) of the three final practical dishes



SKILLS

- General practical skills
- Knife
 - Preparing fruit and vegetables
 - Use of the cooker
 - Use of equipment including electrical.
 - Cooking methods
 - Prepare, combine and shape
 - Sauce making
- Theoretical skills
- Exam technique- how to tackle a big question
 - Costing, nutritional analysis and detailed, relevant and creative improvements.
 - Factors affecting food choice
 - Planning a meal for a given dietary need.
 - Sensory evaluation
 - Food spoilage and contamination
 - Principles of food safety

- Skills**
- Exam technique- how to tackle a big question.
 - Time management in an exam.
 - Understand how to critically analyse a chart, table or food product
 - Understand the context of an exam question
 - Analysing a task
Conducting relevant research into chosen task area, linking to prior knowledge

- carry out nutritional analysis of the three final dishes
 - analyse the cost of the three final dishes.
- Skills will vary depending on students chosen task, technical skills they will showcase and target grade**
- General practical skills
- Knife
 - Preparing fruit and vegetables
 - Use of the cooker
 - Use of equipment including electrical.
 - Cooking methods
 - Prepare, combine and shape
 - Sauce making
 - Tenderise and marinate
 - Dough
 - Raising agents
 - Setting mixtures
 - Theoretical skills
 - Consolidating research.
 - Analysing research and plan relevant dishes.
 - Appropriate sensory recording of practical dishes results.
 - Justify the appropriateness of the final dishes.
 - Produce a detailed time plan that includes well thought through dovetailing and accurate timings

- Skills**
- Exam technique- how to tackle a big question.
 - Time management in an exam.
 - Understand how to critically analyse a chart, table or food product
 - Understand the context of an exam question
 - Analysing a task
Conducting relevant research into chosen task area, linking to prior knowledge

ASSESSMENT

Food Preparation and Nutrition Baseline assessment: At the start of the autumn term students will complete a baseline assessment for GCSE Food Preparation and Nutrition that covers the course content across all 6 units of the course (including practical skills). This will help identify areas/topics of strength

College Entry Mock examination: Students will have a Mock exam during the exam window for Year 11 students. They will have 1 assessment paper, that reflect the Paper format for the summer examination.
Feedback will be generated from these two

Spring Mock examination: Students will have a Mock exam during the exam window for Year 11 students. They will have 1 assessment papers, that reflect format for the summer examination. Feedback will be generated from these two assessments to enable students to develop their

NEA 2 Assessment:
The students will complete their NEA 2 assessment. This will be assessed throughout the coursework task and cover the 5 marking points/sections:

- Section A: Researching the task

Students will prepare for their final summer examination **50% of the final grade for the students.**

Each assessment paper will consist of multiple-choice questions, 4, 6, 9 and 12 mark responses to case study information



HOME LEARNING

READING, WRITING, TALK, NUMERACY

<p>and areas for development as we continue to pursue learning in Year 11.</p> <p>NEA Assessment: The students will complete their NEA 2 assessment. This will be assessed throughout the coursework task and cover the 5 marking points/sections:</p> <ul style="list-style-type: none"> Section A: Researching the task Section B: Investigation Section C: Analysis and Evaluation <p>NEA makes up 15% of the final grade.</p>	<p>assessments to enable students to develop their skills, knowledge and understanding with assessments.</p>	<p>skills, knowledge and understanding with assessments.</p> <p><i>The focus here will be to see how student have developed their assessment practice since November to support for their Summer exams.</i></p>	<ul style="list-style-type: none"> Section B: Demonstration of technical skills Section C: Planning for the final menu Section D: Making the final dishes Section E: Analyse and evaluate <p>NEA makes up 35% of the final grade.</p>	
<p>Home learning 1: Evaluation of given task</p> <p>Home Learning 2: Mini time plan</p> <p>Home Study - Ongoing: Students will be expected to use independent study techniques to support learning in preparation for the mock exam in Food Preparation and Nutrition.</p>	<p>Home learning 1: Complete SENECA learning task</p> <p>Home Learning 2: Research for NEA task</p> <p>Home Study - Ongoing: Students will be expected to use independent study techniques to support learning in preparation for the mock exam in Food Preparation and Nutrition.</p>	<p>Home Learning 1: Time plan completion</p> <p>Home Learning 2: Preparing for practical exam.</p> <p>Home Study - Ongoing: Students will be expected to use independent study techniques to support learning in preparation for the mock exam in Food Preparation and Nutrition.</p>	<p>Home Learning 1: Sensory analysis of final dishes.</p> <p>Home Study - Ongoing: Students will be expected to use independent study techniques to support learning in preparation for the final exam in Food Preparation and Nutrition.</p>	<p>Home Study - Ongoing: Revision in preparation for the final exam in Food Preparation and Nutrition. Multiple choice section Practise exam questions PIXL Past Exam papers</p>
<p>Reading: Students will be expected to read a variety of resources including information particularly when selecting research to include in the Food Investigation Task. They will also be required to</p>	<p>Reading: Students will be expected to read a variety of resources including information particularly when selecting research to include in the Food Preparation Task. This can be research found online</p>	<p>Reading: Students will be expected to read a variety of resources these can be from the AQA textbook, or resources found online, recipes to include in the Food Preparation Task. They will also be</p>	<p>Reading: Students will be expected to read a variety of resources including information particularly when selecting information to include in revision notes and when</p>	<p>Reading: Students will be expected to read a variety of resources including: their own books, textbooks and online research information particularly when selecting information to include in</p>



TIER 2 VOCABULARY

<p>read information in order to complete investigations and combine results. Such as: AQA Food and Nutrition textbook, Clear revise AQA Food and Nutrition.</p> <p>Writing: Students will be expected to write a 1500-2000 word report to showcase the results of their NEA. This will include analysing tables etc. and reflecting on experiments.</p> <p>Talk: Students will have the opportunity to discuss their findings from their investigations. Discuss their choice of hypothesis to aid further understanding.</p>	<p>or information from the AQA textbook. They will also be required to read information in order to complete skills and write up findings.</p> <p>Writing: Students will be expected to write up their findings from their research, as well as picking dishes and providing justified reasons for choice.</p> <p>Talk: Topics will be discussed whole class and in smaller groups encouraging students to put forward their opinions and answers.</p>	<p>required to read information to complete investigations and combine result</p> <p>Writing: Students will be expected to write up the results of their practical tasks, justifying whether they met the brief and how their dishes came out.</p>	<p>exploring new topic areas.</p> <p>Writing: Students will be expected to write responses to exam questions, analysing recipes and modifying them with justified reasons.</p> <p>Talk: Mixed groups and talk trios will allow students to communicate with a variety of peers. Discussion of sensory analysis reflecting on their findings and improvements they could make, with peer suggestions.</p>	<p>revision notes and when exploring new topic areas.</p> <p>Writing: Students will be expected to respond to exam questions, understanding how to formulate answers and write responses appropriately.</p> <p>Talk: Topics will be discussed whole class and in smaller groups encouraging students to put forward their opinions and answers. Mixed groups will also allow students to communicate with a variety of peers.</p>
<ul style="list-style-type: none"> • Nutrients • Analyse • Balance • Vitamins • Minerals • Benefit • Apply • Available • Choose • Comment • Complementmentation • Compare • Consider • Discuss • Explain • Essential 	<ul style="list-style-type: none"> • Non-essential • Give • Function • Evaluate • Excessive • Identify • Justify • Principle • Process • Role • Section • Source • Suggest • Soluble • Trends • Dietary • Requirement 	<ul style="list-style-type: none"> • Analyse • Argue • Assess • Calculate • Comment • Compare • Complete • Consider • Contrast • Criticise • Debate • Deduce • Define • Describe • Develop • Discuss • Estimate • Evaluate • Examine • Explain 	<ul style="list-style-type: none"> • Analyse • Argue • Assess • Calculate • Comment • Compare • Complete • Consider • Contrast • Criticise • Debate • Deduce • Define • Describe • Develop • Discuss • Estimate • Evaluate • Examine • Explain 	<ul style="list-style-type: none"> • Analyse • Argue • Assess • Calculate • Comment • Compare • Complete • Consider • Contrast • Criticise • Debate • Deduce • Define • Describe • Develop • Discuss • Estimate • Evaluate • Examine • Explain



TIER 3 VOCABULARY

PSPSMC, BRITISH VALUES AND DIVERSITY

		<ul style="list-style-type: none"> • Explore • Give • Identify • Illustrate • Interpret • Justify • Name • Outline • Prove • Relate • Review • State • Suggest • Which 	<ul style="list-style-type: none"> • Explore • Give • Identify • Illustrate • Interpret • Justify • Name • Outline • Prove • Relate • Review • State • Suggest • Which 	<ul style="list-style-type: none"> • Explore • Give • Identify • Illustrate • Interpret • Justify • Name • Outline • Prove • Relate • Review • State • Suggest • Which
<p>literacy linked to the unit of study:</p> <ul style="list-style-type: none"> • Research • Investigation • Analysis and evaluation <p><i>When writing their NEA portfolio students should be able to use and recall their prior learning terminologies as part of their communication through the folder. This will be personalised and specific to students learning and context chosen. RWCN strategies will be taught to support student progress.</i></p>	<p>Tier 3 Disciplinary literacy linked to the unit of study:</p> <ul style="list-style-type: none"> • Recall • Identify • Assess • Describe • Explain • Discuss • Evaluate • Mark scheme 	<p>Tier 3 Disciplinary literacy linked to the unit of study:</p> <ul style="list-style-type: none"> • Research • Investigation • Analysis and evaluation <p><i>When writing their NEA portfolio students should be able to use and recall their prior learning terminologies as part of their communication through the folder. This will be personalised and specific to students learning and context chosen. RWCN strategies will be taught to support student progress.</i></p>	<p>Tier 3 Disciplinary literacy linked to the unit of study:</p> <ul style="list-style-type: none"> • Research • Investigation • Analysis and evaluation <p><i>When writing their NEA portfolio students should be able to use and recall their prior learning terminologies as part of their communication through the folder. This will be personalised and specific to students learning and context chosen. RWCN strategies will be taught to support student progress.</i></p>	<p>Tier 3 Disciplinary literacy linked to the unit of study:</p> <ul style="list-style-type: none"> • Recall • Identify • Assess • Describe • Explain • Discuss • Evaluate • Mark scheme
<p>Personal: Establish routines for work and expectations in the classrooms and kitchen environment. Creating a positive atmosphere. Effective use of employability skills such as creative thinking, effective participation,</p>	<p>Personal: Embed Routines and expectations. Effective use of employability skills such as creative thinking, effective participation, group work, independent work and confidence with</p>	<p>Physical: Student's physical wellbeing will be utilised through the use of practical activities and engagement with practical tasks and topics. Cultural: Cooking dishes from other cultures. Gaining an understanding of ingredients form other</p>	<p>Moral: Sustainability, fair trade, free range, farm assured, environmental impact of food choices. Cultural: Gaining an understanding of ingredients from other cultures and foods to avoid or include for others.</p>	<p>Cultural: Cooking dishes from other countries and cultures. Gaining an understanding of ingredients from other cultures and how they are used. Foods to avoid or include for others. British Values: Democracy, the rule of</p>



group work, independent work and confidence with unknown topics and activities.

Social: During the topics covered social links will be made through looking at the social impact of nutrition and diet related issues.

Moral: Moral implications of food science/use of chemicals in foods.

Cultural/diversity: Exploring cultural influences on food products. E.g., breads from around the world and their raising agents/methods of making.

unknown topics and activities.

Social: Producing food for people with different dietary or religious needs.

Spiritual: Developing an understanding of global citizenship, poverty and privilege.

Moral: Environmental impact of food choices. Exploring the effect of Food Labelling and advertising on consumer choice.

cultures and special diets and how they are used.

British Values: Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Exploring how religion and other factors influence food choices.

British values: Will be introduced and explored in different ways depending on what students choose for their NEA task 2.

British Values:

Democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Exploring how different factors influence food choice and availability.

Diversity: Exploring a diverse range of cultures, cuisines, and cooking methods

law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Exploring different factors that influence food choice and availability.