Subject	Food & Nutrition	Year group	7

Scheme title	Getting started - Foundations & Basic Skill Development
Purpose of scheme	Year 7 introduces pupils to Food & Nutrition at Parklands. The pupils will be given the opportunity to demonstrate their prior knowledge whilst developing new knowledge and skills throughout the carousel. Pupils will discover where their food comes from and build on their KS2 knowledge of the differences between grown, reared and caught foods. They'll also look into the reasons why we choose the foods we do, why we cook them and how we know they are safe to eat. An introduction to food science helps pupils to recognise how food works and how to rectify things that go wrong. Pupils will explore healthy lifestyles enabling them to see why we need variety in our diet, what nutrients are, what they do and how to make healthier choices. Pupils will be taught a range of skills to develop their ability in practical lessons. As the curriculum progresses, pupils strengthen these skills and gain greater confidence in their ability. Year 7 aims to build upon knowledge gained at KS2 whilst introducing new concepts - Making healthier choices using the eatwell guide and knowing the different grown reared and caught foods in each season.
Knowledge in sequence	• What is Food & Nutrition? • Preparing for practical lessons • Principles of Food safety • What is food spoilage? • Why do we cook food? • Food Provenance • What are food miles? • Factors that influence our food choice • What is seasonality? • What is enzymic browning? Why do some fruits and vegetables go brown? • The senses • Healthy lifestyles • What is a nutrient?
Practical	Pupils will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge. Practicals are progressional - learning new skills, refining and developing existing skills in order to give pupils confidence cooking for themselves. In In year 7, pupils will be introduced to equipment that they haven't used before and they'll learn how to use sensory properties to judge and adapt dishes. By the end of year 7 they should have a collection of dishes that they can cook confidently.
Skills	Problem solving, evaluation, decision making, critical thinking, analytical, teamwork, investigative skills,application,practical skills
Key words	Microorganism, enzymes, nutrient,function, source, cross contamination, pathogenic, unpalatable, cooking, reared, arable, provenance, seasonality, abundance, fortified
End point	By the end of this topic pupils should know how to check that food is safe to eat. They'll understand why food spoils, be able to explain where food comes from and what influences our choice of foods. Pupils will know what seasonality is and be able to explain the advantages of it. They'll understand why fruits and vegetables go brown and will be able to demonstrate how to slow down the process. Pupils will be able to explain the role of taste buds and how the perception of food influences us. They'll understand what is meant by a healthy lifestyle and be able to demonstrate how we can improve our choice of foods.
Assessment Methods	Regular knowledge checks Practical assessment theme 'Eatwell Guide' Practical assessment focussing on skill development End of unit assessment via google forms

Subject	Food & Nutrition	**Year group**	8

Scheme title	Levelling up - Growing Understanding & Skill Progression
Purpose of scheme	In year 8, pupils continue with the adventure they started in year 7 and develop their knowledge further. Following on from food provenance and food miles, pupils look more closely at food waste and the impact it has. They'll look more deeply into how temperature affects bacteria and what contaminants are . Pupils will discover how sensory qualities and cost affect a person's food choice and they'll learn how to plan a meal on a budget. Pupils will discover how we cook food through different methods of heat transfer, putting their knowledge to practise in a practical environment. The journey into understanding the functional & chemical properties of ingredients continues with food science investigations based around gluten formation and shortening**.** Pupils will explore nutrients in more depth concentrating on the job carbohydrates, proteins and fats (macronutrients) have and the deficiencies related to them. They'll also continue looking at healthy lifestyles and the importance of energy balance, through this they'll discover the energy requirements for different groups of people and how to calculate energy in meals. Pupils will be taught a range of skills to develop their ability in practical lessons. As the curriculum progresses, pupils strengthen these skills and gain greater confidence in their ability.
Knowledge in sequence	• Dangerzone • What is a contaminant? • How do we cook food? Methods of heat transfer • Gluten formation. • Shortening : Why are biscuits crunchy? • The senses 2: Sensory qualities • Is it impossible not to waste food? • Planning a meal on budget • Energy in food (chemical energy) • What is a Macronutrient?
Practical	Pupils will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge. Practicals are progressional - learning new skills, refining and developing existing skills to give pupils confidence cooking for themselves and adapting recipes to fit their own personal requirements. Practicals include elements from the food science investigations that the pupils have conducted.
Skills	Analytical, research skills, investigative skills, evaluation, decision making, numeracy and budgeting, independence and practical
Key words	Contaminant, conduction, convection, radiation, shortening, sensory descriptors, dormant, carbon emissions, disposable income, , deficiency, surplus, deficit, expenditure
End point	By the end of year 8 pupils will be able to identify 4 different types of contaminants and describe the potential consequences of each. They'll be able to give reasons why so much food is wasted and come up with suggestions to reduce this. Pupils will demonstrate their ability to cook a meal on a budget and will be able to identify the cost per portion. They'll understand why certain flour is best for making bread and will be able to explain why biscuits are crunchy. Pupils will be able to explain why energy balance is important as well as the role of macronutrients and what might happen if we lacked them in our diet.
Assessment Methods	Regular knowledge checks Practical assessment focussing on skill progression Practical assessment theme 'Budget meal' End of unit assessment via google forms

Subject	Food & Nutrition	**Year group**	9

Scheme title	Taking charge - Application Through Independent Practice
Purpose of scheme	In year 9, pupils begin to extend their knowledge further and delve deeper into various topics. They'll continue learning about food safety principles, concentrating on pathogenic bacteria, ways we can control them and what's classed as a high risk food. Food science investigations become more challenging as pupils gain knowledge into how food products rise. They'll continue to look into reasons why we choose the food we do, concentrating on moral and ethical beliefs, alternative protein sources and Japanese cuisine. Further links with prior learning will be made when pupils consider the sustainability of food and the impact packaging of food has. Pupils will extend their knowledge of nutrition and healthy lifestyles whilst looking into vitamins and minerals (micronutrients), their function and deficiencies. They'll consider the issues surrounding unhealthy lifestyles and what can be done to combat this. Pupils will be taught a range of skills to develop their ability in practical lessons. As the curriculum progresses, pupils strengthen these skills and gain greater confidence in their ability.
Knowledge in sequence	• How can we control bacteria? • Aeration: raising agents • Moral and Ethical beliefs • Alternative protein sources What is Entomophagy? • Sustainability of food. • Impact of packaging • Carbon footprint • Japanese cuisine • What is a micronutrient? • Diet related health problems
Practical	Pupils will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge. Practicals are progressional - learning new skills, refining & developing existing skills to give pupils confidence cooking for themselves and adapting recipes to fit their own and others dietary requirements. Practicals include elements from the food science investigations that the pupils have conducted. In year 9, the emphasis is on skills development and how to combine a wider range of skills within a single dish to prepare and cook dishes that are classified as high level complex dishes.
Skills	Analysis, research skills, teamwork, communication, investigative skills, empathy, application,evaluation, practical skills
Key words	Dormant, sustainability, entomophagy, micronutrient, biodegradable, mycoprotein, aeration, perishable, cultivable, impermeable, dextrinisation, oxidation , morals, renewable, chronic, micronutrient
End point	By the end of this topic, pupils will have a greater understanding of the food safety principles and they should be able to explain the 6 ways we can control bacterial growth and understand why certain foods are classed as 'high risk'. Pupils will consider moral and ethical food choices and will be able to discuss how various factors influence what a person chooses to eat. They will be able to use their knowledge of food provenance to explain why eating alternative protein sources might be more sustainable and whether packaging of food is necessary. Pupils will be able to demonstrate their knowledge of food science through practical investigations relating to chemical, biological and mechanical raising agents and the production of dishes made. They will be able to apply their knowledge of nutrition by planning a dish for someone with a diet related health problem.
Assessment Methods	Regular knowledge checks Practical assessment theme 'Diet related health' Practical assessment focussing on skill application End of unit assessment via google forms

Subject	Food & Nutrition	**Year group**	10	**GCSE specification**	Eduqas Food Preparation and nutrition

Sharpening skills - Secure understanding and skill refinement	Autumn	Spring 1	Spring 2	Summer 1	Summer 2
Scheme title	Principles of Nutrition [1.2]	Diet and good health [1.3]	Food provenance [1.5]	Commodities [1]	Food science [1.41]
Purpose of scheme	Eduqas GCSE Food preparation & Nutrition specification	Eduqas GCSE Food preparation & Nutrition specification		Eduqas GCSE Food preparation & Nutrition specification	
Knowledge in sequence	• What is the difference between a macro and micronutrient? • What is the role of macronutrients and micronutrients in human nutrition? • Protein • Carbohydrates • Fats • Fat soluble vs water soluble vitamins - *(A&D, B1,2,3, 12, 9 & C)* • Minerals - *(calcium, iron, potassium & magnesium)* • What is a trace element? - *(iodine & fluoride*) • Fibre • All about water… • A good match (complementary actions)	• Factors affecting nutrition requirements • Life stages • Special diets • Food Labelling • Marketing and advertising • Calculating energy and nutritional values of recipes,meals and diets	• Intensive vs organic farming • Factory farming vs free range • GM / GMO foods • Impact of food waste • Effects of food poverty • Food security (world health) • Technological developments - claiming to support better health and food production • Positive and negative effects of food modification • Additives - the desired effect Guidelines for a healthy diet	• How can cooking affect nutritive value and palatability? • What is a commodity? • Primary and secondary processing of commodities • Pupils will experiment with the commodities below to explore physical and chemical changes that occur as a result of given actions • Meat,fish,poultry and eggs • Denaturation, coagulation and foam formation • Butter, oils and margarine • Plasticity and emulsification • Sugar and syrup - caramelisation • Flour - gelatinisation and dextrinisation • Sugar vs sweetener • Mini NEA 1 (thickening of a sauce?	
Practical	Pupils will produce a variety of dishes that correlate with their theory lessons. Practical dishes will become gradually harder as the challenge increases over time and pupils begin to produce more complex meals. Pupils will have the opportunity to experiment with each commodity and conduct a series of food science investigations, embedding previous knowledge of how foods work.				
Skills	Analysis, research skills, teamwork, communication, investigative skills, empathy, application, evaluation, judgement, extended writing, practical skills				
Key words	Amino acids, antioxidants, atherosclerosis, cholesterol, deficiency, excess, function, source, monosaccharide, disaccharide, polysaccharide, free radicals, high/low biological value (HBV/LBV), hydrogenation, nutrient, haemoglobin, dietary reference value (DRV), reference intake (RI), omega 3, saturated /unsaturated fat, trans fats, triglycerides, spina bifida, soluble and insoluble fibre, empty calories, intrinsic sugar, extrinsic sugar, non starch polysaccharide (NSP), kwashiorkor, hyponatremia, anthocyanins, carotenoids	Diet, undernutrition, overnutrition, malnutrition, metabolism, Dietary reference value (DRV), Estimated average requirement (EAR), Reference nutrient intake (RNI), Physical activity level (PAL), Basal metabolic rate (BMR), primary dentition, nutritional requirements, decalcification	Provenance, origin, food chain, carbon footprint, traceability, biodegradable, organic, intensive, factory farmed, free range, genetically modified (GM), hydroponics, climate change, sustainability, greenhouse gas, fairtrade, red tractor, additives, recycling, bovine spongiform encephalopathy (BSE),	Connective tissue,collagen, elastin,reticulin,gelatine,maillard reaction, marinading, myoglobin, invert sugars, polyols,	Coagulate,denature, plasticity, emulsion, gelatinisation, caramelise, stabilise, lecithin, syneresis, hygroscopic, hydrophilic, hydrophobic , colloid foam
End point	To have a secure knowledge of the structure, function, source and dietary reference value of macro and micronutrients. Pupils will have a deeper understanding of the consequences of malnutrition (over and under) and the complementary actions of nutrients.	Pupils will use nutritional information/data to determine why, when and how to make changes to a recipe,meal or diet . Pupils will have secure knowledge in identifying how nutritional needs change due to age, lifestyle choices and state of health and will be able to confidently plan a balanced diet for this.	To have a secure knowledge of where food comes from and a more in depth understanding on the sustainability of food in relation to the impact of food waste on the environment and local / global communities.	To have a secure knowledge of the working characteristics, functional and chemical properties of ingredients to achieve a particular result. Pupils will have a deeper understanding of the value of each commodity within the diet.	
Assessment Methods	Regular knowledge checks Exam practice questions Practical assessment 2: theme 'Increased fibre' KAP 1	Regular knowledge checks Exam practice questions Practical assessment 2: theme 'Special diets or food scraps' KAP 2		Regular knowledge checks Exam practice questions Practical investigation assessment (Mini NEA 1) Mock exam (KAP3)	

Subject	Food & Nutrition	Year group	11	GCSE specification	Eduqas Food Preparation and nutrition

Owning it - Mastery	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Scheme title	Food Science [1.42]	Food science investigation NEA1 [2.1]	Food preparation assessment NEA 2 [2.2]	Revision	GCSE Examination
Purpose of scheme	Eduqas GCSE Food preparation & Nutrition specification		Eduqas GCSE Food preparation & Nutrition specification	Eduqas GCSE Food preparation & Nutrition specification	
Knowledge in sequence	Signs of food spoilage, including enzymic action, mould growth, yeast production and bacteria • The growth conditions, ways of prevention and control methods for enzyme action, mould growth and yeast production. • Food poisoning - salmonella, campylobacter, e-coli, staphylococcus • HACCP • How can we make food last longer? • Uses of microorganisms in food	• Research and plan the task • Investigate the working characteristics, functional and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result • Analyse and evaluate the task	• Plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context. • Investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical execution of the dishes (to include trialling and testing) • Prepare, cook and present a menu of three dishes within a single session. • Evaluate the selection, preparation, cooking and presentation of the three dishes	Recap previous topics Exam technique and practice	GCSE Examination 1 paper - 1hr 45mins
Skills	Analysis, research skills, teamwork, communication, investigative skills, empathy, application, evaluation, judgement, extended writing, practical skills	A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.	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		
Key words	Anaerobic , spore, toxins, reconstituted, danger zone, perishable foods, onset time, ambient, binary fission, moulds, enzymes, microorganisms, starter culture, probiotic, prebiotic, fermentation, direct / indirect contamination, pathogen,preservation, HACCP (Hazard analysis critical control point), acidic, alkaline	Hypothesis, control, fair test, working characteristics, functional and chemical properties, evaluate, caramelisation, dextrinisation, coagulation, denaturation, aeration, plasticity, gelatinisation, gluten formation, oxidation, shortening, viscosity	Trialling, dovetailed, sequence of work, accompaniments, food styling, complex, evaluate, sensory properties, timeplan, mise en place, multitask		
End point	To have secure theoretical and practical working knowledge and understanding of sound microbiological food safety principles.	Successful completion of NEA 1 15 % of final grade Produce a report which evidences all of the above and includes photographs and/or visual recordings to support the investigation	Successful completion of NEA 2 - 35% of final grade Produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation and photographs and/or visual recordings which demonstrate the learner's application of technical skills and the final outcomes	To enable pupils to feel confident in their acquired knowledge and allow recap and revisiting of individual areas of weakness	
Assessment Methods	Regular knowledge checks Exam practice questions Practical assessment : theme 'HACCP' - incorporation of timeplan End of topic assessment	NEA 1 marking criteria	NEA 2 marking criteria		