



Food Preparation and Nutrition

Aims:

- To demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- To understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices.
- To demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.
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Content:

This programme of study has been designed to build upon prior knowledge in Years 7 and 8 and will enable students to make connections between theory and practice, so that they are able to apply their understanding of food science and nutrition to practical cooking. Students will develop a greater understanding of nutrition, food provenance and the working characteristics of food materials. Food preparation skills are integrated throughout the course and students will appreciate the science behind food and cooking.

Curriculum Map

Year	Term	Curriculum	Assessment
9	Term 1	Principles of nutrition – Are we what we eat? We will review and consider the importance of healthy and safety practices in the kitchen. The main focus areas of study will be macronutrients and micronutrients and we will investigate the functions in the body and sources in food. You will further your understanding of the Eatwell Guide and be able to relate this to nutrients, to identify dietary needs in groups of different people. Students will carry out practical sessions and cook a predominant repertoire of savoury dishes demonstrating knife skills, starch-based sauces and aeration.	Theory - knowledge and understanding will be tested using a selection of appropriate BASE(O) theory questions. Food skills - Demonstration of a good range of specific practical skills. Practical Portfolio – Portfolio includes dishes relating to nutrient knowledge and application of key skills. Testing and Evaluation – Sensory testing quality of food and evaluation of working practices.
	Term 2	Factors affecting food choice We will develop our understanding of factors which affect or influence food choices. Students will consider the difference between intolerance and allergy. This topic provides opportunities for sensory analysis, food tasting and understanding product labelling to develop evaluation skills. Students will use their persuasion skills in a vegan related project. We will consider the influence of British and International cuisine and the impact on the meals we cook at home. Students will research, prepare and cook a dish that could be served on a themed menu.	Theory - knowledge and understanding will be tested using a selection of appropriate BASE(O) theory questions. Food skills - Demonstration of a good range of specific practical skills. Practical Portfolio – Portfolio includes dishes relating to nutrient knowledge and application of key skills. Testing and Evaluation – Sensory testing quality of food and evaluation of working practices.



	Term 3	Food provenance – Where does food come from? We will investigate food provenance and consider the environmental impact and sustainability of food, and food processing and production.	Theory - knowledge and understanding will be tested using a selection of appropriate BASE(O) theory questions.
		Students will develop their practical skills in making a variety of dishes and apply their knowledge to adapt recipes to meet different needs and preferences. We will understand the functional and chemical properties of food, both in theory and in practical lessons.	Food skills - Demonstration of a good range of specific practical skills. Practical Portfolio – Portfolio includes dishes relating to nutrient knowledge and application of key skills. Testing and Evaluation – Sensory testing quality of food and evaluation of working practices.

Assessment:

Within each term students will be assessed in three main areas including: 1. Knowledge and understanding, 2. Planning and product evaluation, 3 Practical skills with students documenting learning within books and photographic evidence.

Extended Learning:

Students will deepen knowledge and understanding further through focussed research, pre-learning activities, retrieval practice, routine sample theory questions and presentation rehearsal. This extended learning will enhance the students learning portfolio.

Connection to the JTFS Approach

Whole School Theme	How does Food and Nutrition support this?
STRIPE	Students will need to be responsible to obtain ingredients, cook in a tidy workspace and be resilient in tackling tricky theory content. Students will have opportunity to be creative and to innovate their own product.
STEAM	Students will understand the science of food functions and the chemical properties of ingredients to achieve a particular result.
Literacy	Students will develop their oracy skills through presentations, discussing their work with others in detail. Students will also build on technical vocabulary and use it frequently within written work. In addition, instructional texts will be developed for production plans. Sensory analysis and descriptive language will form the basis for all evaluations.
Numeracy	Students will implement a range of numeracy skills during production including weights and measures, calculations of RIs, BMI, BMR, PAL and nutritional analysis. Students will also calculate percentages, ratio and costing.
SMSC, British Values and Citizenship	Student will understand the nutritional needs of others, taking account of varying age groups and culture. Furthermore, students will understand the impact of global food production in our world, consider sustainability and food waste.