

Longcroft School departmental curriculum overview  
*Food Preparation and Nutrition*

**Key subject skills**

AO1	AO2	AO3	AO4
Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.	Apply knowledge and understanding of nutrition, food, cooking and preparation.	Plan, prepare, cook and present dishes, combining appropriate techniques.	Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.

**Building on prior learning:**

Students will build upon their knowledge of healthy eating to understand and apply the principles of nutrition and health. They will extend their practical skills by learning to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. They will become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] and understand the source, seasonality and characteristics of a broad range of ingredients.

**What can students do by the end of KS2?**

Understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

**What are the skills gaps?**

Facilities for practical cooking at primary schools vary enormously so students experience of practical cooking varies greatly, therefore there are gaps in using food preparation equipment and food preparation skills. Cooking is often completed as a paired or group activity at KS2, often with component ingredients so there are gaps in independent working, organisational skills and working within time constraints.

**Baseline expectations**

Use basic food preparation and cooking equipment safely. Basic practical skills. Know the origin and simple functions of ingredients; basic healthy eating and The Eatwell Guide; reasons for food choice and awareness that food needs change and that some people eat or avoid certain foods, e.g. allergy/intolerance or religious belief. Knowledge, understanding and skills needed to engage in an iterative process of designing and making in a range of contexts, such as the home, school and culture.

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Key Stage 3	Year 10	Year 11
<p><b>Students can:</b></p> <p>Recall and apply the principles of The Eatwell Guide and relate this to diet through life.</p> <p>Name the key nutrients, sources and functions.</p> <p>Discuss energy and how needs change through life.</p> <p>List and explain the dietary needs throughout life stages.</p> <p>Identify how and why people make different food and drink choices.</p> <p>Investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food certification and assurance schemes and animal welfare.</p> <p>Explain the characteristics of ingredients, where they come from and how they are used in cooking.</p> <p>Adapt and follow recipes to prepare and cook a range of predominately savoury dishes.</p> <p>Demonstrate a range of food skills and techniques.</p> <p>Understand and demonstrate the principles of food hygiene and safety in a range of situations.</p> <p>Investigate and discuss new food trends.</p> <p>Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making.</p> <p>Apply a knowledge and understanding of food science.</p>	<p><b>Students can:</b></p> <p>Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment</p> <p>Show knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks</p> <p>Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health</p> <p>Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices</p> <p>Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food</p> <p>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.</p>	<p><b>Students can:</b></p> <p>Demonstrate effective and safe high level cooking skills by planning, preparing and cooking a variety of food commodities for a specific brief whilst using different cooking techniques and equipment to a high standard.</p> <p>Apply knowledge and understanding of the functional properties and chemical characteristics of food to investigate a specific brief as well as a good knowledge of the nutritional content of food and drinks</p> <p>Understand and explain the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health</p> <p>Understand and explain the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices</p> <p>Apply knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food for a specific brief.</p> <p>Describe a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes and demonstrate this through their planning, preparing and making.</p>

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Year	Autumn				Spring				Summer			
	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links
KS3	<b>Health and safety:</b> <ul style="list-style-type: none"> <li>- layout of the food room and locate the tools and equipment in the food room.</li> <li>- food hygiene and safety practices.</li> <li>- Safe practical skills</li> </ul>	End of topic test	A01	KS2 DT	<b>Nutrition:</b> <ul style="list-style-type: none"> <li>- Water in the diet</li> <li>- Energy Balance</li> <li>- Proteins including structure, types, sources, functions and related food science.</li> </ul>	End of topic test	A01	Basic nutrition from KS2	<b>Diet and good health:</b> <ul style="list-style-type: none"> <li>- Nutritional needs through life.</li> <li>- Diet related health issues.</li> <li>- Allergies and intolerances.</li> <li>- Food labelling and consumer information.</li> </ul>	End of topic test	A01	KS2 Study of the Eatwell guide.
		Practical Assessment	A02 A03 A04			Hygiene, safety and practical skills that will be used throughout KS3 and at GCSE.	Practical Assessment			A02 A03 A04	Key concepts that will be studied in more detail at GCSE.	
<b>Eatwell Guide and healthy eating guidelines:</b> <ul style="list-style-type: none"> <li>- the principles of The Eatwell Guide and relate this to their own diet.</li> <li>- name the key nutrients provided by The Eatwell Guide food groups.</li> <li>- To explain and apply the 8 tips for healthy eating, the 5 A Day message and portion size.</li> </ul>	End of topic test	A01 A02 A03	KS2 Study of the Eatwell guide.	<b>Nutrition:</b> <ul style="list-style-type: none"> <li>- Micronutrients vitamins and minerals, sources and functions</li> </ul>	End of topic test		A01 A02 A03	KS2 Basic nutrition	<b>Adapting and modifying Recipes:</b> <ul style="list-style-type: none"> <li>- Research, plan, make and evaluate a recipe</li> <li>- World food and festival project.</li> </ul>	Practical Assessments x2		A01 A02 A03
	Practical Assessment	A04			Key concepts that will be studied in more detail at GCSE.	<b>Factors Affecting Food Choice</b> <ul style="list-style-type: none"> <li>- Individual energy and nutrient needs,</li> <li>- Diet and health,</li> <li>- Religion and culture,</li> <li>- Cost of food,</li> <li>- Food availability, Time of day and occasion,</li> <li>- Food preferences,</li> </ul>	Practical Assessment			A04	Key concepts that will be studied in more detail at GCSE	End of year /KS3 test



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	<ul style="list-style-type: none"> <li>- To compare and evaluate existing products.</li> <li>- Investigate some food commodities including how and where they come from, sensory and functional properties, nutritional values and uses.</li> </ul>				<ul style="list-style-type: none"> <li>- Social considerations,</li> <li>- Environmental considerations,</li> <li>- Advertising and other point of sale information.</li> </ul>							
10	<p><b>Commodity: Fruit and vegetables</b>, including potatoes (fresh, frozen, dried, canned and juiced)</p> <ul style="list-style-type: none"> <li>- Preparation and practical cooking of commodity</li> <li>- Provenance</li> <li>- How commodity is grown/reared and processed</li> <li>- Classification</li> <li>- Nutritional values (include sources, functions, deficiencies, excess, daily requirements)</li> <li>- Dietary considerations</li> <li>- Food science</li> <li>- NEA Assessment 1 practise investigation</li> <li>- Food hygiene and safety</li> <li>- Storage</li> </ul> <p><b>Commodity: Milk, cheese and yoghurt</b></p>	<p>End of topic test</p> <p>Practical Assessment/ Mock NEA2</p> <p>Practice NEA1</p> <p>Recipes: Vegetable Soup Ratatouille Apple Turnovers Potato Dauphinoise Cauliflower and broccoli cheese Own choice fruit or veg based dish.</p>	<p><b>A01</b></p> <p><b>A02</b></p> <p><b>A03</b></p> <p><b>A04</b></p>	<p>KS2 and KS3 - where food comes from</p> <p>Links to other commodity groups, nutrition and NEAs.</p>	<p><b>Commodity: Soya, tofu, beans, nuts, seeds</b></p> <ul style="list-style-type: none"> <li>- Preparation and practical cooking of commodity</li> <li>- Provenance</li> <li>- How commodity is grown/reared and processed</li> <li>- Classification</li> <li>- Nutritional values (include sources, functions, deficiencies, excess, daily requirements)</li> <li>- Dietary considerations</li> <li>- Food science</li> <li>- NEA Assessment 1 practise investigation</li> <li>- Food hygiene and safety</li> <li>- Storage</li> </ul> <p><b>Commodity: Meat, fish, poultry, eggs</b></p> <ul style="list-style-type: none"> <li>- Preparation and practical</li> </ul>	<p>End of topic test</p> <p>Practical Assessment/ Mock NEA2</p> <p>Practice NEA1</p> <p>Recipes: Chilli Beans Sesame Chicken or tofu Lentil Dhal Bakewell Tartlets Bean Burgers Own choice alternative protein practical.</p> <p>Recipes: Chicken in velouté sauce Lamb Kofta Toad in the hole</p>	<p><b>A01</b></p> <p><b>A02</b></p> <p><b>A03</b></p> <p><b>A04</b></p>	<p>KS2 and KS3 - where food comes from</p> <p>Links to other commodity groups, nutrition and NEAs.</p>	<p><b>Commodity: Cereals</b> (including flours, breakfast cereals, bread and pasta)</p> <ul style="list-style-type: none"> <li>- Preparation and practical cooking of commodity</li> <li>- Provenance</li> <li>- How commodity is grown/reared and processed</li> <li>- Classification</li> <li>- Nutritional values (include sources, functions, deficiencies, excess, daily requirements)</li> <li>- Dietary considerations</li> <li>- Food science</li> <li>- NEA Assessment 1 practise investigation</li> <li>- Food hygiene and safety</li> <li>- Storage</li> </ul>	<p>End of topic test</p> <p>Practical Assessment/ Mock NEA2</p> <p>Practice NEA1</p> <p>Mock written Exam</p> <p>Recipes: Bread Rolls Chelsea Buns Fresh filled pasta Choux Buns Risotto Own choice pasta/rice dish</p> <p>Recipes: Sausage Rolls</p>	<p><b>A01</b></p> <p><b>A02</b></p> <p><b>A03</b></p> <p><b>A04</b></p>	<p>KS2 and KS3 - where food comes from</p> <p>Links to other commodity groups, nutrition and NEAs.</p>



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	<ul style="list-style-type: none"> <li>- Preparation and practical cooking of commodity</li> <li>- Provenance</li> <li>- How commodity is grown/reared and processed</li> <li>- Classification</li> <li>- Nutritional values (include sources, functions, deficiencies, excess, daily requirements)</li> <li>- Dietary considerations</li> <li>- Food science</li> <li>- NEA Assessment 1 practise investigation</li> <li>- Food hygiene and safety</li> <li>- Storage</li> </ul>	<p>Recipes: Cheese Straws Panna cotta and coulis Korma and Naan Bread Halloumi Fries Lemon Tart Own choice Dairy practical</p>			<ul style="list-style-type: none"> <li>- cooking of commodity</li> <li>- Provenance</li> <li>- How commodity is grown/reared and processed</li> <li>- Classification</li> <li>- Nutritional values (include sources, functions, deficiencies, excess, daily requirements)</li> <li>- Dietary considerations</li> <li>- Food science</li> <li>- NEA Assessment 1 practise investigation</li> <li>- Food hygiene and safety</li> <li>- Storage</li> </ul>	<p>Fish goujons Egg custard or quiche Own choice meat/fish 'ready meal' dish</p>			<p><b>Commodity: Butter, oils, margarine, sugar and syrup</b></p> <ul style="list-style-type: none"> <li>- Preparation and practical cooking of commodity</li> <li>- Provenance</li> <li>- How commodity is grown/reared and processed</li> <li>- Classification</li> <li>- Nutritional values (include sources, functions, deficiencies, excess, daily requirements)</li> <li>- Dietary considerations</li> <li>- Food science</li> <li>- NEA Assessment 1 practise investigation</li> <li>- Food hygiene and safety</li> <li>- Storage</li> </ul>	<p>Homemade mayonnaise (made into coleslaw or potato salad) Lemon Meringue Pie Swiss Roll Brownies Victoria Sandwich Savoury muffin deign and make challenge.</p>		
11	<p><b>NEA Assessment 1</b></p> <p>Recap on key principles of how to conduct NEA - ensure learners are familiar with the mark scheme and how to be successful in NEA. NEA Assessment 1 research, planning, completing practical assessment, evaluation. <b>Preparation for NEA Assessment 2</b> Recap on key principles of how to</p>	<p>NEA Tasks Sections A, B and C marked according to Eduqas markscheme.</p> <p>Recipes: Range of practicals so that learners are familiar with the skills/commodity focus and expectations before they are officially given the formal assessment.</p>	<p>AO1 AO2 AO3</p> <p>Year 10 practice NEA1</p> <p>AO4 Further independent study in Food or other subject areas.</p>	<p><b>NEA Assessment 2</b></p> <p>Recipe trialling, final choices, planning, NEA2 3 hour practical, Evaluation.</p>	<p>NEA Tasks Sections A, B and C marked according to Eduqas markscheme.</p>	<p>AO1 AO2 AO3</p> <p>AO4</p>	<p>Links to prior learning: Assessed practical tasks in KS3 and year 10.</p> <p>Ability to continue study at level 3 in Hospitality and Catering or Food Science and Nutrition.</p>	<p><b>Exam Revision</b></p> <p>Content dependent on areas not covered sufficiently in year 10 and will vary</p> <p>Areas of Content: 1. Food commodities 2. Principles of nutrition 3. Diet and good health 4. The science of food 5. Where food comes from 6. Cooking and food preparation.</p>	<p>Component 1 Written exam.</p> <p>Recipes: Related to basic techniques: Breadmaking Pastry Cake methods Sauces</p>	<p>AO1 AO2 AO3</p> <p>AO4</p>	<p>Revision of topics learnt throughout the course.</p> <p>Ability to continue study at level 3 in Hospitality and Catering or Food Science and Nutrition.</p>	

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	<p>conduct NEA - ensure learners are familiar with the mark scheme and how to be successful in NEA Assessment 2 <b>NEA Assessment 2</b> Analyse the Brief, write Plan of Action, Research, recipe trial.</p>	<p>Practicals must not directly mirror the NEA brief.</p>										
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