



FOOD NUTRITION & PREPARATION CURRICULUM AREA STAFF 23- 24

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FNP CURRICULUM INTENT

As part of their work with food, our students will be taught how to cook and apply the principles of food science, nutrition, and healthy eating. We endeavour to instilling a love of cooking that will open the door for our students to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables students to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously , now and in later life.

Our curriculum creates a balance between practical and theoretical knowledge and understanding. By studying food preparation and nutrition our students will:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.
- develop 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.
- 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, 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.

FNP CURRICULUM OVERVIEW

Year 10: GCSE FNP		
Autumn Term	Spring Term	Summer Term
Autumn 1	Spring 1	Summer 1
<p>TOPIC: 3.2 - Food, nutrition and health</p> <p>3.2.1 Macronutrients</p> <ul style="list-style-type: none"> • 3.2.1.1 Protein • 3.2.1.2 Fats • 3.2.1.3 Carbohydrates <p>3.2.2 Micronutrients</p> <ul style="list-style-type: none"> • 3.2.2.1 Vitamins • 3.2.2.2 Minerals • 3.2.2.3 Water <p>WEEKS: 6 (L1-6)</p>	<p>TOPIC: 3.3 Food science</p> <p>3.3.1 Cooking of food and heat transfer</p> <ul style="list-style-type: none"> • 3.3.1.1 Why is food cooked and how is heat transferred • 3.3.1.2 Selecting appropriate cooking methods <p>3.3.2 Functional and chemical properties of food</p> <ul style="list-style-type: none"> • 3.3.2.1 Proteins • 3.3.2.2 Carbohydrates • 3.3.2.3 Fats and oils • 3.3.2.5 Raising agents (mechanical, chemical and biological raising agents) <p>WEEKS: 6 (L13-18)</p>	<p>TOPIC: 3.4 Food safety and 3.5 Food choice</p> <p>3.4.2 Principles of food safety</p> <ul style="list-style-type: none"> • 3.4.2.2 Preparing, cooking and serving food <p>3.5.1 Factors affecting food choice</p> <ul style="list-style-type: none"> • 3.5.1.1 Factors which influence food choice • 3.5.1.2 Food choices • 3.5.1.3 Food labelling and marketing influences <p>3.5.2 British and international cuisine (1)</p> <p>WEEKS: 6 (L25-30)</p>

KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<ul style="list-style-type: none"> Features of the GCSE AQA FNP course (the 12 practical skills, course assessment, NEA – food investigation 15%, food preparation task 35%, final exam 50%) <p>Protein</p> <ul style="list-style-type: none"> Explain the functions of protein in the body Describe the terms low and high biological value proteins and protein complementation Identify main sources of protein and protein alternatives e.g. textured vegetable protein (TVP), soya, mycoprotein and tofu Explain the effects of protein deficiency and excess Recall the main DRVs (dietary reference values) for protein <p>Fats</p> <ul style="list-style-type: none"> Explain the functions of fat in the diet. Name the main food sources of fat in the diet. 	<p>Practical assessment -</p> <p>Protein Baked egg custard Citrus marinade Soya Mince Spaghetti Bolognese</p> <p>Fats Quiche Spring rolls</p> <p>Carbohydrates Bread rolls Chocolate blancmange</p> <p>Antioxidant vitamins Egg and walnut salad</p> <p>Minerals Lasagne</p>	<p>Why food is cooked and how heat is transferred to food</p> <ul style="list-style-type: none"> State the reasons why food is cooked: <ul style="list-style-type: none"> make food safe to eat develop flavours improve texture improve shelf life give variety in the diet <p>Explain how preparation and cooking affect the appearance, colour, flavour, texture, smell and palatability of food.</p> <ul style="list-style-type: none"> Identify the three different ways in which heat is transferred And explain how heat is transferred to food through: <ul style="list-style-type: none"> conduction convection radiation. Identify some differences between the three methods and named at least one food cooked by each method 	<p>Practical assessment -</p> <p>MID-YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</p> <p>Selecting appropriate cooking methods Steamed jam pudding</p>	<p>Food safety - preparing, cooking and serving food.</p> <p>Know the importance of personal hygiene when preparing food.</p> <p>Know the general principles of food safety when preparing and cooking food to avoid food poisoning:</p> <ul style="list-style-type: none"> personal hygiene when you need to wash your hands clean work surfaces separate raw and cooked foods and use of separate utensils correct cooking times appropriate temperature control including: defrosting and reheating appropriate care with high risk foods the ‘Danger zone’ correct use of food temperature probes <p>Factors which influence food choice</p>	<p>Practical assessment -</p> <p>The food safety principles when preparing, cooking and serving food.</p> <p>Baked falafels Burgers Chorizo chicken Meatballs Chelsea buns</p> <p>Summative Assessment: Buying, preparing and cooking food (30 minute test)</p> <p>Factors which influence food choice Samosas</p>

<ul style="list-style-type: none"> Describe the terms saturated fat, monounsaturated fat and polyunsaturated fat. Recall the maximum amount of fat recommended in the diet to stay healthy (DRVs for fat) Describe the effects of a deficiency and excess of fats. <p><u>Carbohydrates</u></p> <ul style="list-style-type: none"> Explain the functions of carbohydrate in the body. Name the main food sources of carbohydrates. Name the different groups of carbohydrate to include sugar, starch and dietary fibre. Name the different types of carbohydrates: monosaccharides – glucose and fructose; disaccharides – sucrose, maltose and lactose; and polysaccharides – starch and dietary fibre. Describe the effects of deficiency and excess of carbohydrates. Recall the recommended DRVs for carbohydrate <p><u>Vitamins</u></p> <ul style="list-style-type: none"> Name Fat soluble vitamins: A, D, E and K and Water soluble vitamins: B1 (thiamin), B2 (riboflavin), B3 	<p><u>Water</u> <u>Carrot and fresh coriander soup</u></p>	<p><u>Selecting appropriate cooking methods</u></p> <ul style="list-style-type: none"> Identify the different types of cooking methods which can conserve or modify nutritive value or improve palatability: <ul style="list-style-type: none"> water based: steaming, boiling, simmering, blanching, poaching, braising dry methods: baking, roasting, grilling, dry frying fat based: shallow frying, stir fry Understand how the methods of cooking affect the nutrients and sensory qualities of food (i.e. appearance, colour, flavour, texture, smell and overall palatability of food eg the use of marinades to denature protein) <p><u>Functional and chemical properties of food - Proteins</u></p> <p>Explain the scientific principles of:</p> <ul style="list-style-type: none"> denaturation. coagulation. gluten formation. foam formation 	<p><u>Steamed salmon</u> <u>Yule log</u></p> <p><u>Functional and chemical properties of food - Proteins</u> <u>Cauliflower</u> <u>Cheese</u></p> <p><u>Functional and chemical properties of</u></p>	<p>Identify and explain the factors that may influence food choice. (why we choose the food we eat):</p> <ul style="list-style-type: none"> physical activity level (PAL) celebration/occasion cost of food preferences enjoyment food availability healthy eating income lifestyles seasonality time of day time available to prepare/ cook. <p><u>Factors affecting food choice related to religion, culture, ethical and moral beliefs and medical conditions.</u></p> <p>Explain how food choices are influenced by religion and culture:</p> <ul style="list-style-type: none"> Buddhism Christianity Hinduism Islam Judaism Rastafarianism Sikhism 	<p><u>Factors affecting food choice – Food labelling and marketing influences</u></p> <p><u>Spicy lentil and vegetable casserole</u> <u>Mixed vegetable soup (fat and salt free)</u> <u>Raspberry mousse</u></p> <p><u>Food choice - British and international cuisine</u> <u>Trifle</u> <u>Mini carrot cakes</u> <u>Savoury palmiers</u> <u>Savoury wholemeal muffins</u> <u>Swiss rolls</u></p>
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<p>(niacin), folic acid, B12 and vitamin C (ascorbic acid).</p> <ul style="list-style-type: none"> • Explain the functions of the fat and water soluble vitamins in the body. • Name the main food sources of fat and water soluble vitamins in the diet. • Understand the effects of deficiency and excess of the fat and water soluble vitamins. • Recall the DRVs for the fat and water soluble vitamins. • Explain the ways food preparation and cooking affect the loss vitamin content of foods (B group and Vitamin C) <p><u>Antioxidant functions of vitamins (A, C and E) and Water</u></p> <ul style="list-style-type: none"> • Explain the functions of antioxidant vitamins in the body in protecting body cells from damage. • Understand the benefits of diets high in antioxidant vitamins. • Explain the effects of deficiency and excess of antioxidant vitamins. • Name food sources of the antioxidant vitamins. • Know the related dietary reference values of antioxidants 		<p>Explain how heat affects different protein foods</p> <p><u>Functional and chemical properties of food – Carbohydrates</u></p> <ul style="list-style-type: none"> • Describe the process of dextrinisation, caramelisation and gelatinisation • Describe what happens to starch during dextrinisation, caramelisation and gelatinisation <p><u>Functional and chemical properties of food – Fats and oils</u></p> <ul style="list-style-type: none"> • Explain the term shortening. • Explain the term aeration (by creaming). • Explain the term plasticity. • Explain the term emulsification. <p><u>Functional and chemical properties of food – mechanical, chemical and biological raising agents</u></p> <ul style="list-style-type: none"> • Describe what is meant by the term raising agent. 	<p><u>food – Carbohydrates</u> French onion soup (caramelising sugar)</p> <p><u>Functional and chemical properties of food – Fats and oils</u> Fruit tartlets, made with pate sucre, crème patisserie and decorated with fresh fruit</p> <p><u>Functional and chemical properties of food – mechanical and chemical raising agents</u></p>	<p>Justify why food choices are made for ethical and moral reasons: animal welfare</p> <ul style="list-style-type: none"> • fairtrade • local produce • organic • Genetically Modified (GM) foods <p>Describe the medical conditions/ intolerances that affect food choices:</p> <ul style="list-style-type: none"> • food intolerances (gluten and lactose) • allergies: nuts, egg, milk, wheat, fish and shellfish. <p><u>Factors affecting food choice – Food labelling and marketing influences</u></p> <p>Identify and explain what is meant by all the information on a food label and the List the information that is required by law on a label</p> <ul style="list-style-type: none"> • mandatory information included on food packaging in accordance with current European 	
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<p><u>Minerals - calcium, iron, sodium, fluoride, iodine and phosphorus.</u></p> <ul style="list-style-type: none"> • Explain the functions and uses of the minerals in the body. • Understand the effects of deficiency and excess of minerals. • Name the main food sources of minerals in the diet • Recall the DRVs for the minerals. <p><u>Water</u></p> <ul style="list-style-type: none"> • Explain the importance of hydration and the functions of water in the diet to eliminate waste from the body, cooling and for digestion, and • Explain how it is lost from the body. • Know the related dietary reference values of how much water/fluid is needed each day. • Recall occasions when extra water is needed in the diet. 		<ul style="list-style-type: none"> • Explain how chemical raising agents (baking powder, bicarbonate of soda, self-raising flours which produce carbon dioxide) work in food products. • Explain how mechanical raising agents mechanical (whisking, beating, folding, sieving, creaming and rubbing in – all incorporate air into the mixture) work in food products. • Know steam is produced when the water in any moist mixture reaches boiling point • Explain how biological raising agents (yeast) work in food products • Understand the conditions needed for yeast to ferment. • Describe the differences between the flavour, texture and aroma of sour dough bread and bread 	<p>American style pancakes Irish soda bread Savoury scone rounds Bread rolls Stollen</p>	<p>Union and Food Standards Agency (FSA) legislation</p> <ul style="list-style-type: none"> • non-mandatory information: provenance, serving suggestions <p>Identify and explain what is meant by the nutritional information on a food label. Explain why the information is useful to the consumer</p> <p>Describe how food marketing can influence food choice eg:</p> <ul style="list-style-type: none"> • buy one get one free, • special offers, • meal deals, • media influences, • advertising, • point of sales marketing. <p><u>Food choice - British and international cuisine (1)</u> Define cuisine:</p> <p><i>'a style characteristic of a particular country or region where the cuisine has developed historically using distinctive ingredients, specific preparation and cooking methods or equipment, and</i></p>	
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				<p><i>presentation or serving techniques’.</i></p> <p>Explain some features of British cuisine and two other international cuisines (a choice from: Spain, Italy, India and China):</p> <ul style="list-style-type: none"> • distinctive features and ingredients • the food products • specific preparation and cooking methods used • equipment • eating patterns • presentation or serving styles • traditional and modern variations of recipes. 	
SKILLS		SKILLS		SKILLS	
<p>Protein</p> <ul style="list-style-type: none"> • Modify recipes for vegetarian diets. • Knife skills – meat, fish or their alternatives (S2). 		<p><u>Why is food cooked and how heat is transferred to food</u></p> <p>For sauce make:</p> <ul style="list-style-type: none"> • How conduction and convection work to cook a source and the 		<p><u>The food safety principles when preparing, cooking and serving food.</u></p> <ul style="list-style-type: none"> • Plan, prepare, make and present a high-quality savoury dish using a range of psychomotor skills 	

<ul style="list-style-type: none"> • How acids denature and coagulate protein (S9). • Make a Bolognese sauce using meat or a meat alternative such as soya (S8). <p>Fats</p> <ul style="list-style-type: none"> • Make a pastry, shape and finish a pastry (S10). • Use food processor to make pastry (S5). • Adapt methods of cooking to reduce fat, eg grilling instead of frying, baking instead of roasting (S4). • Modify a recipe to reduce total fat. <p>Carbohydrates</p> <ul style="list-style-type: none"> • Use starch to set a mixture (S12). • Demonstrate proving to make bread rolls using high fibre flour (S10). • Modify a recipe to increase fibre. <p>Fat soluble vitamins</p> <ul style="list-style-type: none"> • Knife skills – fillet and slice fish and/or fruits and vegetables (S2). <p>Water soluble vitamins</p> <ul style="list-style-type: none"> • Cooking methods – water based using the hob – steaming, boiling, simmering and poaching (S6). 		<p>need for agitation (S6)</p> <ul style="list-style-type: none"> • How radiation works using the grill for a range of food such as vegetables, meat, fish or alternatives such as nuts, halloumi, to char, toast and grill. <p>Selecting appropriate cooking methods</p> <ul style="list-style-type: none"> • Water cooking methods to conserve nutritive value e.g. steaming (S6) • General practical skills – the awareness of the effect of preparation and cooking on the sensory characteristics of food – appearance, flavour, colour, texture, taste, and season adding herbs and spices (S1) <p>Functional and chemical properties of food - Proteins</p> <ul style="list-style-type: none"> • Demonstrate how starch gelatinisation works by making the correct consistency all in one 		<ul style="list-style-type: none"> • use a temperature probe correctly. • Practise making an enriched dough • Shape and roll bread dough • Make bread dough which is well risen and the right soft stretchy consistency • Make shapes which are a tight swirl • Make decisions about when to take bread out of the oven – checking the bread sounds hollow and is well risen and golden brown • Knife skills – preventing cross contamination (S2) • Preparing, combining and shaping, for example falafels, fish cakes etc) whilst demonstrating technical skills of preventing cross contamination and handling high risk foods correctly (S7) • General practical skills – test for readiness. Use a temperature probe, knife/ skewer, finger or poke test, ‘bite’ visual colour check or sound to establish whether an ingredient or recipe is ready, to ensure the food is safe to eat. (S1) 	
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<ul style="list-style-type: none"> Knife skills – cut fruit and vegetables into even size pieces (ie batons, julienne) (S2). <p><u>Antioxidant functions of vitamins and Water</u></p> <ul style="list-style-type: none"> Preparing fruit and vegetables eg making different salads inclusive of vegetables, nuts or eggs which contain antioxidant vitamins (S2/S3). Preparing vegetables, meats or alternatives which are high in iron (S2). Preparing dairy foods, which are high in calcium, for example when making a white sauce (S8). Reducing the salt in recipes e.g. when tasting and seasoning, replace salt with herbs and spices. <p><u>Minerals - calcium, iron, sodium, fluoride, iodine and phosphorus.</u></p> <ul style="list-style-type: none"> Preparing vegetables, meats or alternatives which are high in iron (S2). Preparing dairy foods, which are high in calcium, for example when making a white sauce (S8). 		<p>cheese sauce – no lumps, smooth and glossy – to demonstrate how liquid/starch ratios affect viscosity (S8)</p> <p><u>Functional and chemical properties of food – Carbohydrates</u> Caramelisation of vegetables (S6)</p> <p><u>Functional and chemical properties of food – Fats and oils</u></p> <ul style="list-style-type: none"> Practise how to make the pastry dough to the correct consistency -shortening and plasticity (S10) Make 12 identically sized pastry cases, well-shaped, the thickness of a pound coin and baked until golden brown Make the correct consistency the crème patisserie which is evenly divided between the 12 cases Arrange the fruit delicately and carefully <p><u>Functional and chemical properties of food – mechanical, chemical and biological raising agents</u></p>		<p><u>Factors which influence food choice</u> Calculate the cost of a recipe. Demonstrate how a recipe can be modified to alter the cost. Demonstrate skills in handling filo pastry:</p> <ul style="list-style-type: none"> Make samosas which are golden brown Handle their filo pastry carefully so it does not dry out Make accurate triangle shapes <p><u>Factors affecting food choice related to religion, culture, ethical and moral beliefs and medical conditions.</u></p> <ul style="list-style-type: none"> Investigate the acceptability of a gluten free product. Select, modify and make recipes for different religions, cultures and dietary groups. 	
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<ul style="list-style-type: none"> Reducing the salt in recipes e.g. when tasting and seasoning, replace salt with herbs and spices. <p><u>Water</u></p> <ul style="list-style-type: none"> Preparing fruit and vegetables, for example in soup making – scissor snip, crush, grate, peel. Make juices and smoothies (S3) 		<ul style="list-style-type: none"> Using biological raising agents like yeast in bread making (S4 and S10) how to make the correct consistency dough (– not too wet or dry) and how to knead successfully (S4 and S10) Use fine motor skills by shaping bread into four different shaped rolls (S4 and S10) 		<p><u>Factors affecting food choice – Food labelling and marketing influences</u></p> <p>how to interpret nutritional labelling</p> <p>Demonstrate skills in handling gelatine and making a mousse:</p> <ul style="list-style-type: none"> dissolved their gelatine correctly, whipped their cream until soft peak stage, folded the ingredients in correctly so that their mousse sets <p><u>Food choice - British and international cuisine (1)</u></p> <ul style="list-style-type: none"> Demonstrate relevant practical skills in food preparation and cooking recipes from Britain: Trifle Demonstrate skills in making crème patisserie (Make a trifle which has custard of the correct consistency, arrange the fruit attractively and neatly piped rosettes) 	
Autumn 2		Spring 2		Summer 2	

<p>TOPIC: 3.2 Food, nutrition and health</p> <p>3.2.3 Nutritional needs and health</p> <ul style="list-style-type: none"> 3.2.3.1 Making informed choices for a varied and balanced diet (healthy eating, portion sizes and costing of recipes) 3.2.3.2 Energy needs 3.2.3.3 How to carry out a nutritional analysis 3.2.3.4 Diet, nutrition and health <p>WEEKS: 6 (L7-12)</p>		<p>TOPIC: 3.4 Food safety</p> <p>3.4.1 Food spoilage and contamination</p> <ul style="list-style-type: none"> 3.4.1.1 Micro-organisms and enzymes 3.4.1.2 The signs of food spoilage and contamination (<i>also covers the Functional and chemical properties of food – 3.3.2.4 Fruit and vegetables</i>) 3.4.1.3 Microorganisms in food production 3.4.1.4 Bacterial contamination <p>3.4.2 Principles of food safety</p> <ul style="list-style-type: none"> 3.4.2.1 Buying and storing food (temperature control) <p>WEEKS: 6 (L19 – 24)</p>		<p>TOPIC: 3.5 Food choice AND 3.6 Food provenance</p> <p>3.5.2 British and international cuisine (2)</p> <p>3.5.3 Sensory evaluation</p> <p>3.6.1 Environmental impact and sustainability</p> <ul style="list-style-type: none"> 3.6.1.1 Food sources 3.6.1.2 Food and the environment 3.6.1.3 Sustainability of food <p>WEEKS: 6 (L31-36)</p>	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<p><u>Making informed choices for a varied and balanced diet</u></p> <ul style="list-style-type: none"> Describe the current guidelines for a healthy diet e.g. the Eatwell Plate Explain why portion size is important when serving meals to different target groups. Explain how peoples’ nutritional needs change for the following life stages: young children, teenagers, adults and the elderly. Explain how to plan a balanced diet for different life stages above 	<p>Practical assessment -</p> <p><u>Making informed choices for a varied and balanced diet</u></p> <p>Pancakes stuffed with fresh fruit</p> <p>Scotch eggs</p>	<p><u>Micro-organisms and enzymes</u></p> <ul style="list-style-type: none"> Know that bacteria, yeasts and moulds are microorganisms that can spoil food Know which foods are high risk for the growth of microorganisms: ready to eat moist foods, usually high in protein that easily support the growth of pathogenic bacteria and do not require any further heat treatment or cooking 	<p>Practical assessment -</p> <p><u>Food spoilage and contamination – Micro-organisms and enzymes</u></p> <p>Juicy fruit salad</p>	<p><u>Food choice - British and international cuisine cont.. (2)</u></p> <p>As above</p> <p><u>Food choice - Sensory evaluation</u></p> <p>Identify reasons why sensory testing is carried out on food products.</p> <p>Know the 4 important senses we use when making food choices: sight, taste, touch and aroma</p>	<p>Practical assessment -</p> <p><u>Food choice - British and international cuisine cont.. (2)</u></p> <p>Chicken chow mein</p> <p>Naan bread</p>

<ul style="list-style-type: none"> Explain how to plan a balanced meal for specific dietary groups: vegetarian and vegan, coeliac, lactose intolerant and high fibre diets Explain how to maintain a healthy body weight throughout life. <p><u>Energy needs in the diet</u></p> <ul style="list-style-type: none"> The factors which affect the basal metabolic rate (BMR), such as age, gender and physical activity level (PAL) and their importance in achieving energy balance the percentage of recommended energy sources from nutrients: <ul style="list-style-type: none"> protein 15% fat 35% or less carbohydrate 50% (of which 45% from starches, lactose in milk and fruit sugars and a maximum of 5% from free sugars). <p><u>How to carry out nutritional analysis</u></p> <ul style="list-style-type: none"> How to plan and modify recipes, meals and diets to reflect the nutritional guidelines for a healthy diet. how to use current nutritional information and data, eg food 	<p>Spicy lentil and vegetable casserole Curried chicken with grapes Fishcakes Fruit flan with arrowroot glaze Thai green curry</p> <p><u>Energy needs</u> Pizza</p> <p><u>The major diet related health risks – obesity, coronary heart disease (CHD) and high blood pressure</u> Lemon Meringue crunch or Lemon Meringue Pie</p>	<ul style="list-style-type: none"> Know growth conditions for microorganisms: role of temperature, moisture, food and time Know how to stop/control microorganism growth: temperature control, pH, water availability <p><u>The signs of food spoilage (also covers the Functional and chemical properties of food – 3.3.2.4 Fruit and vegetables)</u></p> <ul style="list-style-type: none"> Know that enzymes are biological catalysts usually made from protein. Explain the role of enzymes in food spoilage: : ripening of bananas, browning of some fruits Explain how to control/prevent food spoilage through enzymic browning action: blanching of vegetables before freezing, use of acids to prevent enzymic browning. Explain how yeast and mould can grow on foods (conditions required and recognise the signs of mould and yeast growth) and affect them (mould growth: eg on 	<p><u>Food spoilage and contamination – The signs of food spoilage</u> Very easy mango chutney Very easy raspberry jam</p>	<p>Explain how taste receptors and smell (olfactory) receptors work when you eat/ taste food. Explain the differences between the sensory testing methods that can be used:</p> <ul style="list-style-type: none"> preference tests: paired preference, hedonic discrimination tests: triangle grading tests: ranking, rating and profiling <p>Explain the rules on how to carry out sensory testing</p> <ul style="list-style-type: none"> how to set up a taste panel controlled conditions required for sensory testing <p><u>Food provenance - Environmental impact and sustainability AND Food and the environment (1 and 2) AND Food Sources</u></p> <p>Know where and how ingredients are grown, reared and caught.</p> <ul style="list-style-type: none"> grown ingredients: fruits, vegetables and cereals reared ingredients: meat and poultry caught ingredients: fish <p>Identify the environmental issues associated with food:</p> <ul style="list-style-type: none"> using less energy 	<p><u>Food choice - Sensory evaluation</u> Bolognese sauce</p> <p><u>Food provenance - Environmental impact and sustainability AND Food and the environment (1 and 2) AND Food Sources</u> fishcakes Trifle Mini pavlovas</p> <p><u>Environmental impact and sustainability - Sustainability of food</u> Sweetcorn and haddock chowder</p>
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<p>tables, nutritional analysis software to calculate energy and nutritional value.</p> <p><u>The major diet related health risks – obesity, coronary heart disease (CHD) and high blood pressure</u></p> <ul style="list-style-type: none"> Describe the terms obesity, cardiovascular disease and high blood pressure. Explain how these health conditions may be prevented by suitable lifestyle choices. Describe the health risks associated with these health conditions. Justify planning balanced and appropriate meals suitable for obesity, cardiovascular disease and high blood pressure. <p><u>The major diet related health risks – bone health (rickets and osteoporosis) and dental health</u></p> <ul style="list-style-type: none"> Recall the nutrients needed for healthy bone and teeth development. Describe the terms rickets and osteoporosis. Name and describe the symptoms of the health conditions caused by a lack of calcium and/or vitamin D in adults and children. 	<p><u>The major diet related health risks – bone health (rickets and osteoporosis) and dental health</u> Cauliflower cheese Salmon fingers with a creamy dip</p> <p><u>The major diet related health risks – iron deficiency anaemia and Type 2 diabetes</u> Braised beef Microwave sponge pudding Minestrone soup Rice pudding</p>	<p>bread and cheese. Yeast action on fruits eg grapes, strawberries and tomatoes)</p> <p><u>Micro-organisms in food production</u> Identify which organisms are used in food production:</p> <ul style="list-style-type: none"> moulds in the production of blue cheese yeasts to raise bread bacteria in yoghurt and cheese production. <p>Describe how microorganisms are used in yoghurt and cheese production</p> <p><u>Bacterial contamination</u> Identify the main bacteria which cause food poisoning Identify the different sources of bacterial contamination:</p> <ul style="list-style-type: none"> other contaminated foods including the following raw foods: meat, poultry, eggs, seafood and vegetables work surfaces and equipment the people cooking pests waste food and rubbish campylobacter 	<p><u>Food spoilage and contamination – Micro-organisms in food production</u> Crème brûlée Chelsea buns</p> <p><u>Food spoilage and contamination – Bacterial contamination</u> Braised rice Easy chicken tagine Viennese biscuits</p> <p><u>Principles of food safety –</u></p>	<ul style="list-style-type: none"> reducing the consumption of water avoiding waste and recycling and reusing as much as possible. The management of waste (rubbish) To think carefully about the way we shop, consume and live in order to sustain the environment. <p>Explain how each environmental issue may influence food choice, including:</p> <ul style="list-style-type: none"> seasonal foods sustainable methods of farming (organic vs conventional farming, free range production vs intensive farming, sustainable fishing) transportation of food and food miles organic food the reasons for buying locally produced food environment issues related to food packaging carbon footprint. food waste in the home/food production/retailers 	<p>END OF YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</p>
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<ul style="list-style-type: none"> Describe how to look after teeth and gums. Explain the link between free sugars and tooth decay. <p><u>The major diet related health risks – iron deficiency anaemia and Type 2 diabetes</u></p> <ul style="list-style-type: none"> Describe the terms iron deficiency anaemia and Type 2 diabetes. Recall the causes of iron deficiency anaemia. Name foods high in iron. Describe the risk factors and lifestyle choices that increase the risk of Type 2 diabetes. Explain how anaemia and Type 2 diabetes may be prevented. 		<ul style="list-style-type: none"> e-coli salmonella listeria staphylococcus aureus. <p>Describe the main types of bacteria that cause food poisoning. Describe how to control the different types of food poisoning bacteria – how to stop you getting food poisoning Identify the general symptoms of food poisoning.</p> <p><u>Buying and storing food</u></p> <p>Identify the key temperatures in food safety in the refrigerator and freezer:</p> <ul style="list-style-type: none"> freezing: -18°C chilling: 0 to below 5°C danger zone: 5 to 63°C cooking: 75°C reheating: 75°C <p>Explain their relevance to the control of bacteria in food Understand the term ‘The Danger Zone’. Describe the food safety principles when storing food in a refrigerator and in the freezer:</p>	<p><u>Buying and storing food (temperature control)</u></p> <p>Shepherd’s pie</p>	<p>Explain ways in which food wastage can be avoided in the home, in food production and by retailers.</p> <p>Explain what free range production is.</p> <p>Explain what genetically modified food is</p> <p>Identify the advantages and disadvantages of using locally produced foods, seasonal foods, Genetically Modified (GM) foods, and free-range food</p> <p><u>Environmental impact and sustainability – Sustainability of food</u></p> <p>Explain the food security (i.e., insecurity) problem on local and global markets and communities. <i>‘how to meet the challenge to provide the world’s growing population with a sustainable, secure supply of safe, nutritious and affordable high-quality food without having a negative effect on the environment.’</i></p> <p>Identify and explain the different types of food insecurity.</p>	
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		<ul style="list-style-type: none"> • ambient storage • temperature danger zone • correct use of domestic fridges and freezers • date marks • 'best before' and 'use by' dates • covering foods. 		<p>Explain the challenges to providing the world's growing population with a sustainable, secure, supply of safe, nutritious and affordable high quality food:</p> <ul style="list-style-type: none"> • climate change • global warming • sustainability of food sources • insufficient land for growing food • availability of food • fairtrade • problems of drought and flooding • Genetically Modified (GM) foods • food waste. <p>Describe the measures you can take to support local and global markets and communities.</p>	
SKILLS		SKILLS		SKILLS	
<p><u>Making informed choices for a varied and balanced diet</u></p> <ul style="list-style-type: none"> • Costing a recipe/ when meal planning/ planning a balanced diet for different life stages 		<p><u>The signs of food spoilage</u></p> <ul style="list-style-type: none"> • Reduce excess liquid through simmering • When preparing fresh fruits, preventing enzymic browning by using lemon juice (S2) and (S3) 		<p><u>Food choice - British and international cuisine cont.. (2)</u></p> <ul style="list-style-type: none"> • Demonstrate relevant practical skills in food preparation and cooking recipes from Britain and other cuisines. 	

<ul style="list-style-type: none"> Nutritional analysis – analyse the nutrients in a recipe using computer software. Consideration of the nutritional needs and food choices when selecting recipes, including when making decisions about the ingredients, processes, cooking methods and portion sizes. To apply principles of healthy eating and portion sizes when planning, preparing, cooking, modifying, and serving dishes/meals to meet different dietary groups and life stages. <p><u>Energy needs in the diet</u></p> <ul style="list-style-type: none"> general practical skills (S1). demonstrate portion sizes according to life stage/PAL level. justify planning balanced meals for specific dietary groups: vegetarian and vegan, coeliac, lactose intolerant and high fibre diets. <p><u>How to carry out nutritional analysis</u></p> <ul style="list-style-type: none"> how to use current nutritional information and data, eg food tables, nutritional analysis software 		<ul style="list-style-type: none"> Preparing fruit which sustains yeast and could growth, wash and chill to prevent their growth Prepare a high-risk food following correct hygiene guidelines Work safely and hygienically avoiding cross contamination <p><u>Micro-organisms in food production</u></p> <ul style="list-style-type: none"> Demonstrate skills in making crème patisserie - a filling which has gelatinised and is the correct thick consistency Use the grill safely to make caramelised sugar topping which is golden brown – not burnt or pale golden <p><u>Bacterial contamination</u></p> <p>Practise the creaming method and piping a mixture when making high quality Viennese biscuits</p> <p><u>Buying and storing food</u></p> <ul style="list-style-type: none"> Make a meat sauce which is the correct consistency 		<ul style="list-style-type: none"> Practice cutting vegetables into Julienne strips Handle a high-risk food appropriately Use the hob safely Make a stir fry which is have been cooked safely by regulating the hob Follow the correct safety procedures if using chicken Demonstrate practical skills of Indian bread making (Make a dough of the correct consistency – slightly sticky. Make a dough which is smooth when kneaded. Make 4 –6 naan bread, each the same size and shape <p><u>Food choice - Sensory evaluation</u></p> <ul style="list-style-type: none"> Demonstrate how to carry out sensory testing to test sensory qualities of a wide range of foods and combinations. Plan, prepare and cook a dish that illustrates how sensory properties can be manipulated through the 	
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<p>to calculate energy and nutritional value.</p> <p><u>The major diet related health risks – obesity, coronary heart disease (CHD) and high blood pressure</u></p> <ul style="list-style-type: none"> • Demonstrate your skills in gelatinisation and aeration <p><u>The major diet related health risks – obesity, coronary heart disease (CHD) and high blood pressure</u></p> <ul style="list-style-type: none"> • Justify planning balanced and appropriate meals suitable for obesity, cardiovascular disease and high blood pressure. • Select and adjust the cooking process to match the recipe and take account of a dietary groups. E.g. grill meant rather than fry to reduce the fat content as a high saturated fat intake is a risk factor for CHD (S1) <p><u>The major diet related health risks – bone health (rickets and osteoporosis) and dental health</u></p> <ul style="list-style-type: none"> • Demonstrate skills in preparing vegetables – diced 		<ul style="list-style-type: none"> • Make mashed potato will be smooth and lump free and piped neatly • To apply food safety considerations when preparing, storing and cooking 		<p>use of herbs and spices and reduction.</p> <ul style="list-style-type: none"> • General practical skills – judge and manipulate sensory properties. How to taste and season during the cooking process. Change the taste and aroma through the use of infusion, herbs, spices, past, jus and reduction (S1) • Evaluate how senses guide • Evaluate a wide range of ingredients and food from Britain and other countries <p><u>Food provenance - Environmental impact and sustainability AND Food and the environment (1 and 2) AND Food Sources</u></p> <p>Plan, prepare and cook a savoury dish that uses leftovers.</p> <p>Plan, prepare and cook a sweet dish that uses leftovers.</p> <ul style="list-style-type: none"> • Practise the whisking method of cake making 	
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<ul style="list-style-type: none"> • Demonstrate skills in adjusting the hob to make the sauce the correct consistency • Make a successful sauce 				<ul style="list-style-type: none"> • Make a cake mixture of the correct consistency, so it rises evenly. • Correctly grease the tin so that sponge turns out whole • Arranged the fruit neatly • Decorate the trifle <p>Investigate whether there is a difference in free range eggs and caged eggs by making meringues.</p> <p><u>Environmental impact and sustainability – Sustainability of food</u></p> <p>Plan, prepare and cook a dish that uses fish from a sustainable source independently</p>	
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Year 11: GCSE FNP

Autumn Term		Spring Term		Summer Term	
Autumn 1		Spring 1 and 2		Summer 1	
<p>TOPIC: 3.6 Food provenance</p> <p>3.6.2 Food processing and production</p> <p>3.6.2.1 – Food production (wheat, flour and pasta) 3.6.2.1 – Food production (flour and bread) 3.6.2.1 - Food production (milk, yoghurt and cheese) 3.6.2.1 – Food production (how processing affects the sensory and nutritional properties of ingredients) 3.6.2.2 - Technological development associated with better health and food production</p> <p>WEEKS: 6 (L31-36)</p>		<p>TOPIC: NEA 2: The food preparation task</p> <p>WEEKS: 6</p>		<p>TOPIC: Exam Preparation and revision</p> <p>WEEKS: 6</p>	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE and SKILLS	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<p><u>Food production (wheat, flour and pasta)</u></p> <ul style="list-style-type: none"> Know and explain the terms primary and secondary processing - <i>Primary processing is the conversion of raw materials into food commodities – for example, milling wheat into flour. Secondary processing is when the primary product is changed to another product – for example, turning wheat flour into bread.</i> Describe how wheat is milled. 	<p>Practical assessment -</p> <p><u>Food production (wheat, flour and pasta)</u> Pasta dough and tomato sauce</p> <p><u>Food production</u></p>	<p><u>NEA 2: The food preparation task:</u> 20 hours</p> <p><i>Food preparation task, section A (Researching the task)</i></p> <ul style="list-style-type: none"> Plan and carry out research into chosen life stage, dietary group or culinary tradition. Develop research skills to gather and use primary and 	<p>Practical assessment - Exam dishes</p>	<p><u>Revision:</u></p> <ul style="list-style-type: none"> Food nutrition and health Nutritional needs and health Diet, nutrition and health Cooking of food and heat transfer Functional and chemical properties of food Food spoilage and contamination Principles of food safety 	

<ul style="list-style-type: none"> Explain the secondary processing of flour into bread and flour into pasta. <p><u>Food production (flour, bread and fruit into jam)</u></p> <ul style="list-style-type: none"> Describe the commercial bread making process. Identify and explain the differences between different types of bread. Describe the secondary process of how fruit is made into jams <p><u>Food production (milk, yoghurt and cheese)</u></p> <ul style="list-style-type: none"> Identify the nutrients in milk. Describe what is meant by pasteurisation and homogenisation. Explain the three ways in which milk is heat treated – Pasteurisation, UHT, sterilised and micro-filtered milk Describe how milk is secondary processed into cheese and yoghurt. <p><u>Food production (how processing affects the sensory and nutritional properties of ingredients)</u></p>	<p><u>(flour and bread)</u> Roly poly bread</p> <p><u>Food production (milk, yoghurt and cheese)</u> Savoury scone rounds</p> <p><u>Food production (how processing affects the sensory and nutritional properties of ingredients)</u> American style pancakes</p> <p><u>Technological developments associated with better health and food production</u></p>	<p>secondary sources of information.</p> <ul style="list-style-type: none"> Develop analysis and evaluation skills and explain how findings will influence practical investigations. Present research in a concise and effectively communicated portfolio of work. Plan relevant and appropriate practical activities. <p><i>Food preparation task, section B (Demonstrating Technical Skill)</i></p> <ul style="list-style-type: none"> Understand the assessment criteria for the technical demonstration. Make a range of suitable dishes (3 or 4) showcasing technical skill, creativity and practice making skills. Demonstrate a good understanding of ingredients and making processes. Work with confidence, independence and accuracy. Work safely and hygienically at all times. 		<ul style="list-style-type: none"> Factors affecting food choice British and international cuisine Environmental impact and sustainability of food 	
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<ul style="list-style-type: none"> • Explain how vitamins are lost through food processing through heating and drying • Describe the effect of heating on the sensory characteristics of milk. • Describe the sensory qualities of milk. <p><u>Technological developments associated with better health and food production</u></p> <ul style="list-style-type: none"> • Describe the role of cholesterol-lowering spreads. • Health benefits of fortification/ Explain why vitamins and minerals are added to flour, breakfast cereals, margarine, fats and low fat spread. E.g. fortified foods like: <ul style="list-style-type: none"> ➤ thiamin, niacin, calcium, and iron added to white flour ➤ folic acid and iron added to breakfast cereals ➤ vitamins A and D added to fats and low fat spreads. • Explain nutritional modification and why food additives are used. • The positive and negative aspects of the use of additives: colourings, emulsifiers and stabilisers, flavourings, and preservatives 	<p>Bread and butter pudding or Cheese souffle</p>	<ul style="list-style-type: none"> • Present dishes with a good level of technical skill and with a suitable level of finish and decoration for serving. • Carry out sensory analysis of all the dishes to determine final choice of menu. • Evaluate and determine the final menu dishes. 			
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<ul style="list-style-type: none"> Describe what is meant by genetically modified (GM) foods. The positive and negative aspects of GM foods 					
SKILLS				SKILLS	
<p><u>Food production (wheat, flour and pasta)</u> Demonstrate their practical skills by making pasta and a tomato sauce</p> <p><u>Food production (flour and bread)</u></p> <ul style="list-style-type: none"> Design and make a bread-based product. Describe the sensory qualities of bread. <p><u>Food production (milk, yoghurt and cheese)</u></p> <ul style="list-style-type: none"> Describe the sensory qualities of cheese. Plan, prepare and cook a dish that uses cheese or yoghurt. <p><u>Food production (how processing affects the sensory and nutritional properties of ingredients)</u></p> <ul style="list-style-type: none"> Plan, prepare and cook a dish that uses milk. 				<p><u>Exams preparation - exam technique and practice questions</u></p> <ul style="list-style-type: none"> how the written exam is organised how to prepare for the written exam the command words used in written exam the types of questions that will be asked in a written exam including: <ul style="list-style-type: none"> multiple choice data response structured question open-ended response questions or free response questions. 	
Autumn 2	Spring 2		Summer 2		

TOPIC: NEA 1: Food Investigation Assessment		TOPIC: NEA 2: The Food Preparation Task		TOPIC:	
WEEKS: 6		WEEKS: 6		WEEKS:	
KNOWLEDGE and SKILLS	ASSESSMENT	KNOWLEDGE and SKILLS	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<p>Understand the requirements of the Year 11 course including:</p> <ul style="list-style-type: none"> • NEA1 - food investigation task • NEA2 - food preparation task • Final exam. <p><u>NEA 1 Food Investigation Assessment – 10 hours</u></p> <p><i>The food investigation, section A (Research)</i></p> <ul style="list-style-type: none"> • Research, plan and carry out an investigation into the working characteristics, functional and chemical properties of ingredients. • Develop research skills to gather and use primary and secondary sources of information. • Develop analysis and evaluation skills and explain how findings will influence practical investigations. • Write a hypothesis or prediction based upon research findings. Plan relevant and appropriate 	<p>MOCK EXAM 1 WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</p>	<p><u>NEA 2: The food preparation task continued:</u> 20 hours</p> <p><i>Food preparation task, section C (– Planning for final menu)</i></p> <ul style="list-style-type: none"> • Select suitable final dishes to make for the three-hour making session. • Produce a three-hour time plan that includes food safety. • Justify reasons for choice of final dishes and menu with reference to skills, ingredients, nutrition, cooking methods, costs, provenance, sensory properties and portion size. <p><i>Food preparation task, section D (Making the final menu)</i></p> <ul style="list-style-type: none"> • Prepare, cook and serve three final dishes in one three-hour making session demonstrating some complexity and challenge. 	<p>MOCK EXAM 2 WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</p>		

<p>practical investigations referring to research findings and hypothesis</p> <p><i>The food investigation, section B (Investigation)</i></p> <ul style="list-style-type: none"> • Carry out a range of practical investigations into the working characteristics, functional and chemical properties of ingredients as identified in research findings. • Identify essential controls when carrying out a food investigation. • Record results from investigation using charts, graphs, tables, sensory testing and annotated photographs. • Explain how results of each investigation should be used to form the next stage of investigation with reasoning. <p><i>The food investigation, section C (Analysis and Evaluation)</i></p> <ul style="list-style-type: none"> • Analyse and interpret the results of investigative work. • Link the results to research explaining the working characteristics, functional and chemical properties of ingredients tested. 		<ul style="list-style-type: none"> • Execute a range of technical skills with confidence, precision and accuracy. • Select and use appropriate equipment accurately. • Demonstrate a range of appropriate finishing techniques and presentation techniques. • Demonstrate evidence of effective organisational skills and time management. • Produce all three dishes successfully within the three-hour period following the time plan. • Correctly sequence all making activities with effective dovetailing of tasks. • Work independently demonstrating good personal hygiene application of food safety. • Garnish and decorate final dishes with suitable level of finish and decoration. <p><i>Food preparation task, section E (Analyse and Evaluate)</i></p>			
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<ul style="list-style-type: none"> • Write a conclusion to the hypothesis/prediction with reasons and justifications. • Explain how results can be applied into practical food preparation and cooking. 		<ul style="list-style-type: none"> • Carry out sensory testing of the final dishes. • Carry out nutritional analysis of final dish. • Compare nutritional profile of dish against Dietary Reference Values for target group. • Cost the final dishes. • Evaluate the success of the dishes and identify improvements. 			
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FNP CURRICULUM SEQUENCING

Students will build upon and apply previous learning from KS3, in particular, the subject content of cooking and nutrition. They will enhance their knowledge and understanding of what constitutes a healthy, balanced diet and good nutrition. This includes the Eatwell Guide, energy balance and the role of nutrients in a balanced diet. Before the start of the course, they should already have developed a range of different practical skills and made a repertoire of predominantly savoury products which meet current guidelines for healthy eating. Food hygiene and safety is to be taught as an integral part of every lesson when preparing, cooking and serving foods.

Students begin Year 10, learning about Food Nutrition and health. Nutrition is taught at the start of the course as it is the corner stone of food education. To have an understanding of why we need different nutrients in the diet will influence recipe choices in practical lessons. Aspects of this topic will be interleaved with other topics as the year progresses to show an understanding of how nutritional needs change with different end users.

We then move onto to the topic of Food Science to understand the scientific principles underlying the cooking of food. Students need to understand why foods react as they do during cooking. These scientific principles will allow them to develop complex practical food products and also enable them to rectify

mistakes when they happen. The understanding of the science of ingredients is also a key aspect of the NEA1 which will be completed in the second year of the course.

Food Safety and understanding the food safety principles when buying and storing, preparing, cooking and serving food is studied next. It is essential that all students know how to ensure that all their products are safe for others to eat. This is taught at the start of the course to ensure that students can work independently to produce good quality, safe food.

Food Choice and International cuisine and understanding how different staple food are used around the world links to many of the topics within this course. It is also important to learn about foods eaten around the world to give breadth to their food choices. Information learnt throughout this topic will help students to make choices when they work on their NEA2.

Understanding the environmental impact of food and food security on local and global markets, sustainability, and food provenance about where and how ingredients are grown, reared and caught; gives our students an awareness of the wider picture of food production. In understanding the different issues relating to food choice they can make valued judgements when choosing their own ingredients.

In Year 11, we complete the theoretical aspects of the FNP course with a study on methods of food production. This is taught to give the students an understanding of where their food comes from. It also gives them more choice of processes that they can use during the production of their food products.

In addition, in Year 11, students consolidate and apply their learning from Year 10 through a series of written and practical tasks. The two NEA tasks, allow students research, investigate, demonstrate technical skills, plan, make, analyse and evaluate around their choice of topic released by the exam board.

NEA 1 allows the students to show their understanding of the scientific principles underlying the cooking of food.

NEA 2 allows the students to show their understanding of nutrition and meal planning and to display their practical skills.

On completion of the NEA's students will review all information completed through the course to revise for the external examination.

EXAM INFORMATION FOR GCSE QUALIFICATIONS IN THIS SUBJECT AREA

Click each link below to view the full specification:

[AQA](#) | [GCSE](#) | [FNP](#) | [Specification at a glance](#)