



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

First teaching from September 2024

Year 7: FNP					
Autumn Term		Spring Term		Summer Term	
Autumn 1		Spring 1		Summer 1	
TOPIC: Food and Cooking WEEKS: 3		TOPIC: Food and Cooking WEEKS: 3		TOPIC: Food and Cooking WEEKS: 3	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<ul style="list-style-type: none"> • The layout of the food room and to recognise, name and locate the tools and equipment in the food room. • Describe the expectations for working in the food room including food hygiene (4C's - Cleaning, Cooking, Chilling and Cross-contamination) kitchen safety 	<p>Practical assessment - Deli Salad</p> <p>Knowledge Quizzes</p>	<ul style="list-style-type: none"> • Explain where dairy and alternatives come from and how consumer demand influences availability, e.g. lower fat dairy products. • Explain where beans, pulses, fish, eggs, meat and other proteins come from and their importance in the diet. 	<p>Practical assessment - Pizza Toast</p> <p>Knowledge Quizzes</p> <p>MID-YEAR EXAM</p>	<ul style="list-style-type: none"> • Investigate some of the factors that affect food choice. • Investigate ways in which food can be made appetising, including seasoning, flavouring, visual appearance, presentation. • Investigate the nutritional requirements for 	<p>Practical assessment - Stir fry and Vegetable Curry</p> <p>Knowledge Quizzes</p>

<ul style="list-style-type: none"> • How to wash up and the correct order for washing up • High risk foods, date marks, pathogenic bacteria - Campylobacter. • Define the senses, how they are used in tasting food and drink and develop descriptive vocabulary. • Describe sensory evaluation and list the sensory descriptors for a salad. • Diet - describe the principles of <i>The Eatwell Guide</i> (nutrition, energy balance, quality eating, fibre, water, salt and snacking) and relate this to their own diet. • Name the key nutrients provided by <i>The Eatwell Guide</i> food groups. • Explain and apply the 8 tips for healthy eating, the 5 A Day NHS guidelines for healthy eating and portion size. 		<ul style="list-style-type: none"> • List the food choices available for vegetarians and explain how their dietary needs are met. • Know the characteristics of beans, pulses, fish, eggs, meat and other proteins foods in cooking 	WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT	<p>teenagers and plan a suitable main meal dish.</p>	
SKILLS		SKILLS		SKILLS	
<ul style="list-style-type: none"> • Demonstrate knife skills and using small equipment to prepare and make a deli salad. 		<ul style="list-style-type: none"> • Compare and evaluate a range of dairy and alternative products using 		<p>Demonstrate knife skills, mixing, using the hob (stir-frying, boiling and simmering), and draining (if</p>	

<ul style="list-style-type: none"> • Demonstrate the principles of food hygiene and safety focusing on using knives, the kettle (if using), grater, peeler and other small equipment. • Compare and evaluate existing products. 		<p>food labels and sensory evaluation</p> <ul style="list-style-type: none"> • Demonstrate weighing, measuring, grating, slicing, spreading and using the grill to prepare and cook pizza toast. • Demonstrate the principles of food hygiene and safety, focusing on using knives, grating and the grill. • Compare the ingredients, cost and portion size of their pizza toast with restaurant /takeaway pizza. 		<p>using dried noodles) to prepare and cook a stir-fry.</p> <p>Demonstrate the principles of food hygiene and safety, focusing on using knives, handling and cooking raw poultry (if using), the hob and draining.</p> <p>Calculate the energy and nutrients provided by the dish (stir fry)</p> <p>Demonstrate measuring, knife skills and using the hob (frying, boiling and simmering) to prepare and cook a vegetable curry.</p> <p>Demonstrate the principles of food hygiene and safety, focusing on using knives and the hob.</p> <p>Calculate the energy and nutrients provided by the dish (vegetable curry)</p>	
Autumn 2		Spring 2		Summer 2	
TOPIC: Food and Cooking WEEKS: 3		TOPIC: Food and Cooking WEEKS: 3		TOPIC: Food and Cooking WEEKS: 3	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<ul style="list-style-type: none"> • Explain where potatoes, bread, rice, pasta and other starchy carbohydrates come from and why they are important in the diet. • Know energy and energy balance. 	<p>Practical assessment - Vegetable soup and Savoury Crumble</p>	<ul style="list-style-type: none"> • Ways in which recipes can be modified. • Investigate and write a recipe for fruit or savoury breakfast muffins. 	<p>Practical assessment - Lemon and herb goujons (or spicy bean burgers) and</p>		<p>Practical assessment - Lamb or vegetarian koftas.</p>

<ul style="list-style-type: none"> Identify how lifestyle and culture can affect food choice. 	Knowledge Quizzes		breakfast muffins.		Cook a main meal dish suitable for a teenager
SKILLS		SKILLS	Knowledge Quizzes	SKILLS	
<ul style="list-style-type: none"> Demonstrate knife skills and using the hob (frying, boiling and simmering) to prepare and cook a vegetable soup. Demonstrate the principles of food hygiene and safety, focusing on using knives, the kettle (hot water), and the hob. Investigate and evaluate the effects of cooking vegetables. Investigate what happens to starchy foods when heat is applied. Demonstrate weighing and measuring, grating, knife skills, rubbing-in, mixing and stirring, assembling and layering, and using the oven (baking) to prepare and cook a savoury crumble. Demonstrate the principles of food hygiene and safety, focusing on using knives, grating, rubbing-in (personal hygiene) and the oven. Calculate the cost of their savoury crumble. 		<ul style="list-style-type: none"> Demonstrate knife skills, using small equipment, portioning and dividing, coating and using the oven (baking) to prepare and cook lemon and herb goujons (or spicy bean burgers). Demonstrate the principles of food hygiene and safety, focusing on knife skills, handling and cooking fish (if using), and using the oven. Perform simple product analysis, including an overview of the functional properties of the ingredients, and sensory evaluation. Demonstrate weighing and measuring, peeling, grating, mixing, folding, dividing a mixture, and using the oven to prepare and cook breakfast muffins. 		<ul style="list-style-type: none"> Demonstrate weighing and measuring, peeling, cutting, blitzing, dividing, forming and shaping and using the grill to make lamb or vegetarian koftas. Demonstrate the principles of food safety and hygiene, focusing on using knives, handling and cooking raw meat (if using), small electrical equipment and the grill. Demonstrate food preparation skills when preparing and cooking a main meal dish suitable for a teenager, e.g. knife skills, mixing and combining, forming and shaping, assembling and layering, and using the hob, grill or oven. Demonstrate the principles of food hygiene and safety, focusing on, for example, using knives, 	<p>Knowledge Quizzes</p> <p>END OF YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</p>

		<ul style="list-style-type: none"> Demonstrate the principles of food hygiene and safety, focusing on knives (if using), the grater, handling eggs, and the oven. 		<p>small electrical equipment, handling and cooking raw meat, poultry and/or fish (if using), the hob, oven or grill.</p> <ul style="list-style-type: none"> Evaluate their dish and the practical activity. Calculate the energy and nutrients provided by their dish. Evaluate their learning journey. Evaluate their practical cooking experiences. 	
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Year 8: FNP

Autumn Term		Spring Term		Summer Term	
Autumn 1		Spring 1		Summer 1	
TOPIC: Diet and Health WEEKS: 3		TOPIC: Diet and Health WEEKS: 3		TOPIC: Diet and Health WEEKS: 3	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<ul style="list-style-type: none"> Recall the principles of <i>The Eatwell Guide</i> and relate it to their own diet. List and explain the main nutrients provided by a healthy diet. 	<p>Practical assessment - Savoury rice</p> <p>Knowledge Quizzes</p>	<ul style="list-style-type: none"> Explain the term 'seasonality' and how to reduce the waste of fruit, vegetables and bread in the home and at school. Name the key micronutrients and state 	<p>Practical assessment - Fruit scones tuna pasta bake (or vegetarian alternative).</p>	<ul style="list-style-type: none"> Describe the functions of ingredients used in bread making. Identify varieties of bread and bread products available to the consumer. 	<p>Practical assessment - Pizza wheels</p> <p>Knowledge Quizzes</p>

<ul style="list-style-type: none"> • Explain the importance of hydration. • Describe energy and explain why it is needed. • Identify sources of energy in the diet. • Describe how energy needs change throughout life. • Define energy balance and relate the consequences of imbalance. 		<p>why they are needed in the diet.</p> <ul style="list-style-type: none"> • Explain the sources, types and functions of vitamins A, D, B-group (Thiamin, Riboflavin and Niacin) and C. • Explain the sources, types and functions of calcium, iron and sodium. • Explain the process of gelatinisation in sauce making. 	<p>Knowledge Quizzes</p> <p>MID-YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</p>	<ul style="list-style-type: none"> • Explain the sources, types and functions of carbohydrate (including fibre). • To describe the dietary recommendations for carbohydrate (including fibre) and how it relates to their diet. • Investigate the availability, benefits and drawbacks of locally or regionally sourced food/dishes and/or ingredients. 	
<p>SKILLS</p>		<p>SKILLS</p>		<p>SKILLS</p>	
<ul style="list-style-type: none"> • Demonstrate measuring, knife skills, and using the hob (boiling and simmering) to prepare and cook savoury rice. • Demonstrate the principles of food hygiene and safety, focusing on rice, using knives, the kettle (hot water), and the hob. 		<ul style="list-style-type: none"> • Demonstrate knife skills, rubbing-in, forming and shaping a dough, and using the oven (baking) to prepare and cook fruit scones. • Demonstrate the principles of food hygiene and safety, focusing on using knives, grating and the oven. • Demonstrate knife skills, using the hob (boiling and simmering), the all-in-one sauce method, and using the grill to prepare and cook tuna pasta bake (or vegetarian alternative). 		<ul style="list-style-type: none"> • Demonstrate knife skills, forming, kneading and shaping yeast dough, and using the oven (baking) to prepare and cook pizza wheels. • Demonstrate the principles of food hygiene and safety, focusing on handling a dough, using knives and the oven. • Modify a recipe to create a healthier option. • Plan and create a recipe for a healthier main meal to be served in a leisure venue. 	

		<ul style="list-style-type: none"> • Demonstrate the principles of food hygiene and safety, focusing on using knives, the hob, draining boiling water and the grill. • Calculate the nutritional profile and compare the effect of using alternative ingredients. 			
Autumn 2		Spring 2		Summer 2	
TOPIC: Diet and Health WEEKS: 3		TOPIC: Diet and Health WEEKS: 3		TOPIC: Diet and Health WEEKS: 3	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<ul style="list-style-type: none"> • Explain the sources, types and functions of protein. • Describe the dietary recommendations for protein and how it relates to their diet. • Define protein complementation. • Describe the functions of eggs in cooking. 	Practical assessment - Mini carrot cakes and Frittata Knowledge Quizzes	<ul style="list-style-type: none"> • Identify and explain the factors that affect individual food choice. • Investigate the dietary needs of young people • Summarise the actions in the school food standards related to school lunches. Note: School food standards are currently under review (April 2020). • Consider ways recipes can be modified to meet the nutritional needs of young people. 	Practical assessment - Chilli con carne (or vegetarian alternative) and Rogan josh (or vegetarian alternative). Knowledge Quizzes	<ul style="list-style-type: none"> • How and why food is wasted; suggest ways in which food waste can be reduced. • The considerations necessary for preparing and serving their dish in a leisure venue. • Appraise and evaluate their learning journey. 	Practical assessment - Turkey burgers (or vegetarian alternative) and Fajitas (or vegetarian alternative) that contains protein, carbohydrate and at least 2–3 portions of your 5 a day.

SKILLS		SKILLS		SKILLS	Knowledge Quizzes
<ul style="list-style-type: none"> • Demonstrate measuring, knife skills, grating, cake making, and using the oven (baking) to prepare and cook mini carrot cakes. • Demonstrate the principles of food hygiene and safety, focusing on handling eggs, using small pieces of electrical equipment and the hob/oven. • Calculate the nutritional content information for a recipe and create a food label for a dish. • Demonstrate knife skills, grating and using the oven (baking) to prepare and cook frittata. • Demonstrate the principles of food hygiene and safety, focusing on handling eggs, using knives, grating and the oven. 		<ul style="list-style-type: none"> • Demonstrate knife skills, using the hob (frying, boiling and simmering) to prepare and cook chilli con carne (or vegetarian alternative). • Demonstrate the principles of food hygiene and safety, focusing on handling and cooking raw meat, using knives, the kettle (boiling water) and the hob. • Demonstrate preparation and cooking of raw meat, knife skills, and using the hob (frying, boiling and simmering) to prepare and cook Rogan josh (or vegetarian alternative). • Demonstrate the principles of food hygiene and safety, focusing on handling and cooking raw meat, using knives and the hob. 		<ul style="list-style-type: none"> • Demonstrate knife skills, handling and cooking raw turkey, mixing, portioning, shaping, and using the grill to prepare and cook turkey burgers (or vegetarian alternative). • Demonstrate the principles of food hygiene and safety, focusing on handling and cooking raw turkey, using knives and the grill. • Consolidate and demonstrate knife skills, mixing, using the hob (frying), and assembling to prepare and cook fajitas (or vegetarian alternative). • Consolidate and demonstrate the principles of food hygiene and safety, focusing on handling raw chicken, using knives and the hob. • Demonstrate the use of a marinade to enhance the flavour of a dish. 	<p>Knowledge Quizzes</p> <p>END OF YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</p>

				<ul style="list-style-type: none"> Evaluate their practical cooking experiences. 	
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Year 9: FNP					
Autumn Term		Spring Term		Summer Term	
Autumn 1		Spring 1		Summer 1	
TOPIC: Making choices WEEKS: 3		TOPIC: Making choices WEEKS: 3		TOPIC: Making choices WEEKS: 3	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<ul style="list-style-type: none"> Describe and apply the principles of The Eatwell Guide and relate this to diet through life. Outline why dietary needs change throughout life stages. Describe the main dietary requirements in each key life stage. Investigate diet related health issues. List and explain the dietary needs of children and young people. 	<p>Practical assessment - Mushroom risotto</p> <p>Knowledge Quizzes</p>	<ul style="list-style-type: none"> Investigate the information and guidance available to the consumer regarding availability, traceability, food certification and assurance schemes, and animal welfare. Identify and explain food certification and assurance schemes. Explain the characteristics of a range of ingredients and how they are used in cooking. Research and explain different cooking methods. 	<p>Practical assessment - Samosas</p> <p>Knowledge Quizzes</p> <p>MID-YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</p>	<ul style="list-style-type: none"> Investigate the factors to be considered when planning and preparing food to be sold and eaten at a festival. Investigate the food hygiene and safety requirements for selling food at a festival. Investigate food choice, meal options and recipe-kits available in supermarkets or for home delivery. 	<p>Practical assessment - Festival food – group choice</p> <p>Knowledge Quizzes</p>

<ul style="list-style-type: none"> Investigate the relationship between physical activity and energy balance. 					
SKILLS		SKILLS		SKILLS	
<ul style="list-style-type: none"> Secure and demonstrate knife skills and using the hob (frying, boiling and simmering) to prepare and cook a mushroom risotto. Secure and demonstrate the principles of food hygiene and safety, focusing on rice, using knives, the kettle (hot water), and the hob. Investigate rice types and what happens when rice is cooked. Compare and evaluate different types of pasta (dried, and fresh) and pasta sauces (chilled, jar, long life, homemade). 		<ul style="list-style-type: none"> Secure and demonstrate knife skills, using the hob (frying, boiling and simmering), draining, portioning, forming and shaping, and using the oven (baking) when preparing and cooking samosas. Develop and demonstrate the principles of food hygiene and safety, focusing on using knives, handling and cooking raw meat (if using), the hob, and the oven. Produce a recipe card with top tips, suggesting how to include food certification and assurance scheme ingredients. Carry out practical tests to demonstrate the characteristics of ingredients. 		<ul style="list-style-type: none"> Create and plan a menu suitable for serving at a festival. Calculate the cost of the dish and/or menu items they will be making. Secure and demonstrate food preparation skills, e.g. knife skills, mixing and combining, forming and shaping, assembling and layering, and using the hob, grill or oven, to make a dish suitable to be served at a festival. Secure and demonstrate the principles of food hygiene and safety focusing on, for example, using knives, small electrical equipment, handling and cooking raw meat/poultry/fish (if using), and the hob, oven or grill. Produce key information to help festival-goers make choices, e.g. 	

				nutritional profile, allergen information, consumer information. <ul style="list-style-type: none"> Write a plan for a recipe-kit to meet a specified need. 	
Autumn 2		Spring 2		Summer 2	
TOPIC: Making choices WEEKS: 3		TOPIC: Making choices WEEKS: 3		TOPIC: Making choices WEEKS: 3	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<ul style="list-style-type: none"> Identify different special dietary needs (including food allergens, food intolerance, and religious/cultural needs). Investigate and identify the information that is provided on food packaging. 	Practical assessment - Pasta Fiorentina. Knowledge Quizzes	<ul style="list-style-type: none"> Explain the science of shortening and coagulation. Explain the science of aeration. Explain the science of gelatinisation. 	Practical assessment - Savoury tart Dutch apple cake Lasagne Knowledge Quizzes	<ul style="list-style-type: none"> Evaluate the planning and making of their recipe-kit dish. Appraise and evaluate their learning journey. Evaluate their practical cooking experiences. Review the opportunities for future courses and career options and consider how their study of food can help them live healthier lives. 	Practical assessment - Thai green curry with rice Recipe-kit dish – group choice Knowledge Quizzes END OF YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT
SKILLS		SKILLS		SKILLS	
<ul style="list-style-type: none"> Secure and demonstrate knife skills, grating, using the hob (frying, boiling and simmering), draining and using the grill to prepare and cook a pasta Fiorentina. 		<ul style="list-style-type: none"> Secure and demonstrate weighing and measuring, knife skills, grating, rubbing-in, forming and shaping, rolling out, and using the oven (baking) to 		<ul style="list-style-type: none"> Secure, consolidate and demonstrate knife skills, using the hob (frying, boiling, simmering) to prepare and cook a Thai green curry with rice. 	

<ul style="list-style-type: none"> Secure and demonstrate the principles of food hygiene and safety, focusing on using knives, the hob, draining and the grill. Calculate the cost of the dish and compare with a readymade version. Modify a dish for a person with a specific dietary need. Create a food label for the modified dish. 		<p>prepare and cook a savoury tart.</p> <ul style="list-style-type: none"> Secure and demonstrate the principles of food hygiene and safety, focusing on using knives, the grater, rolling-out (clean surfaces), and the oven. Secure and demonstrate weighing and measuring, knife skills, creaming, folding, preparing baking tins, and using the oven (baking) to prepare and cook a Dutch apple cake. Secure and demonstrate the principles of food hygiene and safety, focusing on handling eggs, using knives, small pieces of electrical equipment, and the oven. Secure and demonstrate knife skills, using the hob (frying, boiling, simmering), assembling and layering, and using the oven to prepare and cook a lasagne. Secure and demonstrate the principles of food hygiene and safety, 		<ul style="list-style-type: none"> Secure, consolidate and demonstrate the principles of food hygiene and safety, focusing on using knives, handling and cooking raw poultry (if using), cooling and storing rice, and the hob. Create a practical plan for the preparation and cooking of a recipe-kit dish to be made next lesson. Secure, consolidate and demonstrate food preparation skills when making a recipe-kit dish of their choice, e.g. knife skills, mixing and combining, forming and shaping, assembling and layering, and using the hob, grill or oven. Secure, consolidate and demonstrate the principles of food hygiene and safety, focusing on, for example, using knives, small electrical equipment, handling and cooking raw meat, poultry and/or fish (if using), and the hob, oven or grill. 	
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		focusing on using knives, handling and cooking raw meat (if using), the hob, and the oven.			
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FNP CURRICULUM SEQUENCING

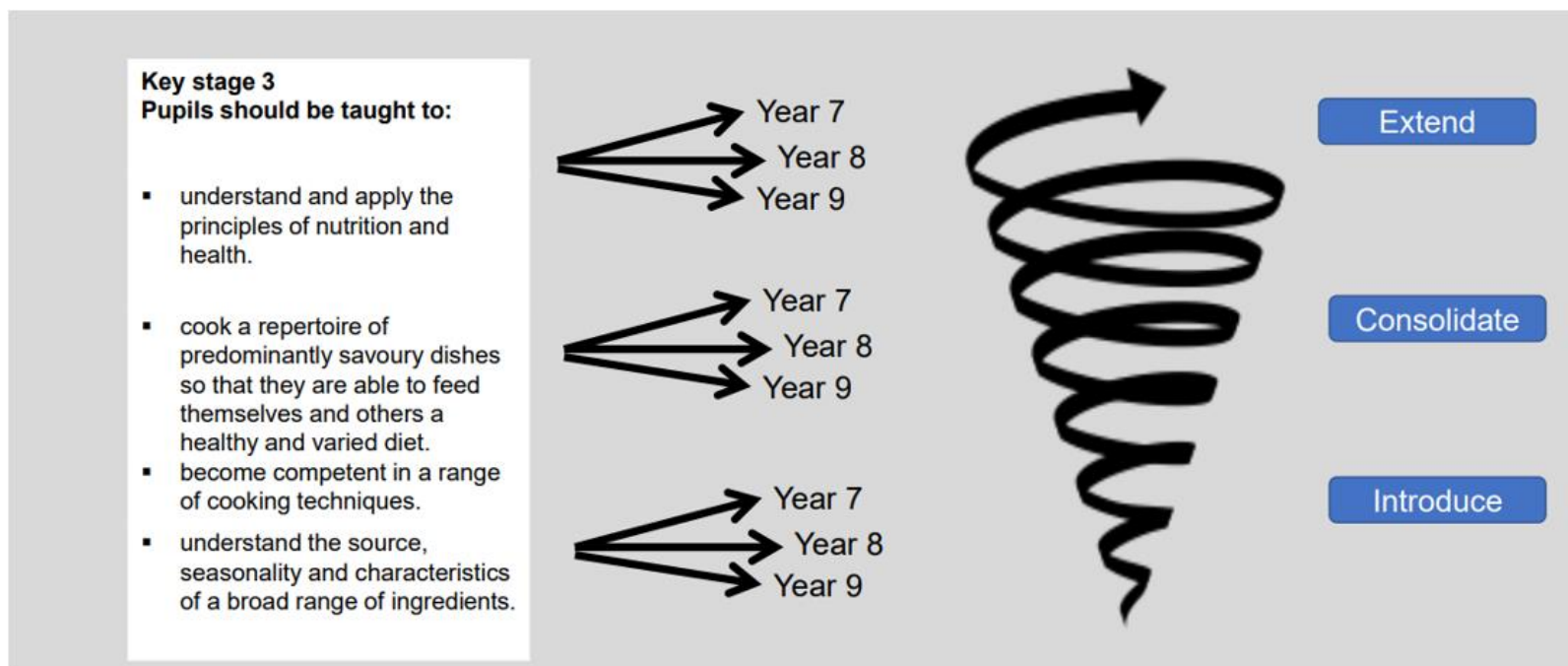
The KS3 Food curriculum takes account of the National Curriculum, the core competencies and the need to prepare students for the GCSE Food Preparation and Nutrition specification. However, the rationale behind the curriculum is driven by a vision of what all students should know, understand and be able to do by the end of key stage 3, given that for 70% of the cohort this will be the end of their formal Food education

In years 7, 8, and 9 we offer a broad and balanced, knowledge-rich curriculum that gives our students a strong academic and practical grounding in preparation for GCSE or equivalent study. The core concepts around which the food curriculum are designed in KS3 are: Nutrition (including applied nutrition with meal planning), Food hygiene and safety, Food Science and Food preparation. Students' knowledge and skills will develop both cumulatively building and expanding on previous learning and also spirally by revisiting previous learning and adding new knowledge that is age or stage appropriate.

The main aim in Year 7 is for students to gain introductory knowledge and skills of **food and cooking**: where food comes from (food provenance); how to cook a range of dishes safely and hygienically; and to apply their knowledge of nutrition and healthy eating.

The aim in Year 8 is for students to consolidate and deepen their knowledge about **diet and health**: the working characteristics functional and chemical properties of ingredients in addition to building their practical cooking and food skills and techniques with increasing in complexity and accuracy; to cook a range of dishes, safely and hygienically; develop and to apply their knowledge of nutrition, diet, health, and food provenance. In addition, they will consider the factors that affect food choice, food availability and food waste.

In Year 9 students will focus extending their knowledge and skills on the concept of **making choices** which gives students the ability to apply the principles of food science, nutrition and dietary needs building on their prior learning. Students will secure, extend and demonstrate a range of food skills, with increasing in complexity and accuracy and to cook a wider range of dishes, safely and hygienically and with the opportunity for a more experimental and challenging approach to cooking; learning high level practical skills and more complex products; and to apply their knowledge of nutrition and food provenance. In addition, they will consider consumer issues, food and its functions and new trends in food.



Our key stage 3 FOOD curriculum aims to ensure that KS3 students will have gained the following knowledge and skills by the end of KS3:

- All students should have the skills, confidence and resilience to undertake preparing and cooking a range of nutritionally balanced dishes independently, hygienically, and safely. [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]

- All students should have some understanding of how the food they consume will impact on the health of their body and mind, both now and in the future.
- All students should understand the source, seasonality and characteristics of a broad range of ingredients and that ingredients have specific functions in recipes and be beginning to understand the principles of food science.
- All students should understand some of the impact that growing, rearing and processing foods can have on people and planet.
- All students should have some understanding of their choices as consumers.

Throughout the order of work and KS3 course students' performance will be measured for competence, accuracy, independence and confidence. This will enable them to move forward onto the Food Preparation and Nutrition GCSE course as they will have learnt, developed and mastered the knowledge and built-up skills required and which cover the five strands of conceptual theory within the specification (Food, Nutrition and Health/Food science/Food safety/Food choice/Food provenance).