

Shoreham Academy Food and Nutrition department: 7 year curriculum map

Year 7	<p>Hygiene and safety in the kitchen; the Eatwell guide; seasonal, organic and Fairtrade foods; the sensory properties that ingredients add and an introduction to nutritional information of food labelling.</p> <p><u>Practical skills:</u> Knife skills; use of oven and grill; rubbing in method; bread making and handling raw meat safely. (There are always alternatives to cooking with meat).</p> <p><u>Links to:</u> GCSE Food and Nutrition - food preparation skills and cooking techniques; nutrition and health; food provenance and food choice.</p>
Year 8	<p>Cross contamination and the risks of food poisoning; food miles; farm assured foods; genetically modified food; nutrients found in foods and their role in the body and in-depth knowledge of food labelling.</p> <p><u>Practical skills:</u> Preparing and cooking meat on the hob; cooking a dish for specific target groups; working with pastry and sauce making. (There are always alternatives to cooking with meat).</p> <p><u>Links to:</u> GCSE Food and Nutrition - food preparation skills and cooking techniques; food safety; nutrition and health; food provenance and food choice.</p>
Year 9	<p>Macro and micronutrients; where ingredients come from and how they are processed; raising agents used in cooking and British and International cuisine.</p> <p><u>Practical skills:</u> Using different raising agents to cook dishes; cooking dishes following a time plan; continued practice of working with pastry and raw meat; cooking using a hob and oven and cooking British and international dishes. (There are always alternatives to cooking with meat).</p> <p><u>Links to:</u> GCSE Food and Nutrition - food preparation skills and cooking techniques; food safety; nutrition and health; food provenance; food choice and food science. Elements of the NEA.</p>

KS4 GCSE Food and Nutrition

KS4	Autumn term	Spring term	Summer term
Year 10	In-depth knowledge of macro and micronutrients including the effects of excess and deficiency and the DRVs for each life stage. Knowledge and understanding of special dietary needs. Mini investigations of ingredients to gain	<p>Knowledge and understanding of BMR and PAL and the relationship between diet, nutrition and health. Micro-organisms and food spoilage. Different cooking methods. Start of mock NEA 1</p> <p>Food investigation – context set by school.</p> <p>Section A research</p>	<p>Food preparation independent project – context set by school. Students use designing and making principles learnt to complete an independent project from start to finish focused on three areas:</p> <p>Section A researching the task</p> <p>Section B demonstrating technical skills</p>

	<p>experience of completing NEA 1 Food investigation.</p> <p><i>Practical skills:</i> General practical skills; knife skills; preparing fruit and vegetables; use of the cooker; use of equipment; cooking methods; prepare, combine and shape; sauce making and dough making. Hygiene and safety skills applicable to all food preparation.</p> <p><i>Links to:</i> WJEC Level 3 Diploma Food Science and Nutrition – unit 1 meeting nutritional needs of specific groups, unit 2 ensuring food is safe to eat and unit 3 experimenting to solve food production problems.</p>	<p>Section B investigation Section C analysis and evaluation</p> <p><i>Practical skills:</i> General practical skills; knife skills; preparing fruit and vegetables; use of the cooker; use of equipment; cooking methods; prepare, combine and shape; sauce making, and dough making.</p> <p><i>Links to:</i> WJEC Level 3 Diploma Food Science and Nutrition - unit 1 meeting nutritional needs of specific groups, unit 2 ensuring food is safe to eat and unit 3 experimenting to solve food production problems.</p>	<p>Section C planning for the final menu Section D making the final dishes Section E analyse and evaluate</p> <p><i>Practical skills:</i> General practical skills; knife skills; preparing fruit and vegetables; use of the cooker; use of equipment; cooking methods; prepare, combine and shape; sauce making, tenderise and marinate, dough making; raising agents and setting mixtures.</p> <p><i>Links to:</i> WJEC Level 3 Diploma Food Science and Nutrition - unit 1 meeting nutritional needs of specific groups.</p>
Year 11	<p>Non-exam Assessment 1 (NEA) NEA 1 Food investigation context set by exam board. Section A research. Section B investigation. Section C analysis and evaluation.</p> <p>Non-exam Assessment 2 (NEA) NEA 2 food preparation assessment Section A researching the task Section B demonstrating technical skills</p> <p><i>Practical skills:</i> General practical skills; Knife skills; Preparing fruit and vegetables; use of the cooker; use of equipment; cooking methods; prepare, combine and shape; sauce making, tenderise and marinate, dough making; raising agents and setting mixtures.</p> <p><i>Links to:</i> WJEC Level 3 Diploma Food Science and Nutrition - unit 3 experimenting to solve food production problems</p>	<p>Non-exam Assessment 2 (NEA) Continuation of NEA 2. Section C planning for the final menu. Section D making the final dishes. Section E analyse and evaluate.</p> <p><i>Practical skills:</i> General practical skills; Knife skills; Preparing fruit and vegetables; use of the cooker; use of equipment; cooking methods; prepare, combine and shape; sauce making, tenderise and marinate, dough making; raising agents and setting mixtures.</p> <p><i>Links to:</i> WJEC Level 3 Diploma Food Science and Nutrition - unit 1 meeting nutritional needs of specific groups.</p>	<p>The environment, food production, food sources and sustainability. British and international cuisine. Factors affecting food choice. Raising agents. Recap knowledge taught in year 10 and reteaching of elements identified through AfL to close the gaps in student’s knowledge and skills.</p> <p><i>Practical skills:</i> General practical skills; Knife skills; Preparing fruit and vegetables; use of the cooker; use of equipment; cooking methods; prepare, combine and shape and raising agents.</p>

KS5 Level 3 Diploma in Food Science and Nutrition

	Autumn term	Spring term	Summer term
Year 12	<p><i>Unit 1 Meeting nutritional needs of specific groups.</i> LO1 understand the importance of food safety. LO2 understand properties of nutrients. LO3 understand the relationship between nutrients and the human body. LO4 be able to plan nutritional requirements LO5 be able to plan production of complex dishes LO6 be able to cook complex dishes</p> <p><i>Practical tasks:</i> Nutritional meal for a teenager, buffet for the elderly group task and individual advanced preparation and cooking tasks.</p>	<p><i>Unit 1 Meeting nutritional needs of specific groups.</i> Unit 1 internal assessment – context set by school. LO1 understand the importance of food safety. LO2 understand properties of nutrients. LO3 understand the relationship between nutrients and the human body. LO4 be able to plan nutritional requirements LO5 be able to plan production of complex dishes LO6 be able to cook complex dishes</p> <p><i>Practical tasks:</i> Student choice of mock unit 1 and actual unit 1 dishes to match context given and individual advanced preparation and cooking tasks.</p>	<p><i>Unit 1 Meeting nutritional needs of specific groups.</i> Completion of Unit 1 internal assessment. Recap knowledge taught in autumn and spring term and reteaching of elements identified through AfL to close the gaps in student’s knowledge and skills focused on the following areas: LO1 understand the importance of food safety. LO2 understand properties of nutrients. LO3 understand the relationship between nutrients and the human body. LO4 be able to plan nutritional requirements</p> <p><i>Practical tasks:</i> Student choice of actual unit 1 dishes to match context given and individual advanced preparation and cooking tasks.</p>
Year 13	<p><i>Unit 2 ensuring food is safe to eat.</i> LO1 understand how micro-organisms affect food safety. LO2 understand how food can cause ill health. LO3 understand how food safety is managed in different situations.</p> <p><i>Unit 3 experimenting to solve food production problems.</i> Mock Unit 3 assessment – context set by school LO1 understand the scientific properties of food. LO2 be able to scientifically investigate changes to food. LO3 be able to solve food production problems.</p> <p><i>Practical tasks:</i> Chosen by student based on independent project they are completing. Unit 3 context, experimenting with ingredients and</p>	<p><i>Unit 2 ensuring food is safe to eat.</i> Mock Unit 2 assessment – context set by school LO1 understand how micro-organisms affect food safety. LO2 understand how food can cause ill health. LO3 understand how food safety is managed in different situations.</p> <p><i>Unit 3 experimenting to solve food production problems.</i> LO1 understand the scientific properties of food. LO2 be able to scientifically investigate changes to food. LO3 be able to solve food production problems.</p> <p><i>Practical tasks:</i> Chosen by student to fit actual Unit 3 context and experimenting with ingredients.</p>	<p><i>Unit 2 ensuring food is safe to eat.</i> Actual Unit 2 assessment – context set by exam board. LO1 understand how micro-organisms affect food safety. LO2 understand how food can cause ill health. LO3 understand how food safety is managed in different situations.</p> <p><i>Unit 3 experimenting to solve food production problems.</i> Completion of actual Unit 3 assessment. LO1 understand the scientific properties of food. LO2 be able to scientifically investigate changes to food. LO3 be able to solve food production problems.</p>

	individual advanced preparation and cooking tasks.		
--	--	--	--