



CURRICULUM PLAN

D&T FOOD PREPARATION & NUTRITION

BRAMHALL HIGH SCHOOL

Curriculum Intent

YEAR 10

The Food Preparation and Nutrition qualification aims to equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The qualification will encourage learners to cook and make informed decisions about a wide range of further learning, opportunities and career pathways as well as develop life skills that enable learners to feed themselves and others affordably, now and in later life.

The heart of our qualification is the development of strong practical cookery skills and techniques as well as a good understanding of nutrition. We believe that learners who learn to cook well are more likely to make better food choices and understand healthy eating. Learners will discover the essentials of food science, nutrition alongside learning how to cook. In addition to this, learners will understand the huge challenges that we face globally to supply the world with nutritious and safe food. This qualification is another step towards creating a healthier society and improving the nation's cooking skills as well as setting some learners on the path to careers in the food and hospitality industries.

YEAR 11

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Academic Year: 2023-2024

Review Date: September 2024

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YEAR 10

| Term | Programme of Learning | Links to the National Curriculum / Specification / Additional | Assessments | What extra learning opportunities are planned? | Disciplinary Literacy |
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| Term 1a | <p>The importance of a healthy diet</p> <p>How to use the major commodity groups to make a balanced food choice</p> <p>The application of the eight tips for healthy eating</p> <p>Diet-related diseases and conditions: obesity (weight loss and gain), cardiovascular, coronary heart disease (CHD), diabetes, diverticulitis, bone health (osteoporosis), dental health, anaemia and high blood pressure</p> <p>Balanced combinations of food, nutrients and correct portion sizes for babies, toddlers, pre-school children, school-aged children, adolescents, adults, older people, pregnant and lactating women</p> <p>Foods that may cause an allergic reaction</p> <p>Food intolerance: lactose and gluten (coeliacs) Recommended daily amounts of macro and micro nutrients and energy</p> <p>Plan recipes, meals and diets based on nutritional analysis</p> <p>Altering or substituting ingredients,</p> | <p>A 1.1</p> <p>A 1.2 A 1.3</p> <p>A 2.1</p> <p>A 2.2 A 2.3</p> <p>A3</p> | <p>Theory CPR assessment: Healthy Eating GCSE revision question</p> <p>Theory CPR assessment: Stage of life information leaflet</p> | <p>PE: Eatwell Guide and Diets Macronutrients Micronutrients</p> <p>English: descriptive adjectives of sensory analysis and evaluation</p> <p>Mathematics: Measurement Ratio/Fractions</p> <p>Geography: Foods are grown and harvested</p> <p>Art and Design: Presentation and decoration</p> | <p>Balanced diet Commodity</p> <p>Cardiovascular</p> <p>Malnutrition</p> <p>Intolerance</p> <p>Modification</p> |

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| | <p>changing the method of cooking or process and changing the portion size</p> <p>Basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements Recommended percentage of daily energy intake Sources of energy: protein, fat, carbohydrate and alcohol</p> <p>Units (kcal and kJ) for measuring energy Gender, life stage, pregnancy/lactation, size/body weight, genetics, occupation and lifestyle</p> <p>Protein: Types and structure: High biological value (HBV) and low biological value (LBV), Functions and deficiency Animal and vegetable</p> <p>Fat: Types and structure: fats and oils (saturated, unsaturated and polyunsaturated) Functions and deficiency. Animal and vegetable: visible and invisible</p> <p>Carbohydrates: Sugar: monosaccharides, disaccharides, starch: complex carbohydrates and fibre</p> | <p>A 4.1</p> <p>A 4.2</p> <p>A 4.3</p> <p>A5</p> <p>A6</p> <p>A7</p> | <p>Practical CPR assessment: Making Lasagna, skills focus</p> | <p>Science: Functional and chemical properties of carbohydrates – starch/gelatinisation /gelation Biological raising – fermentation</p> | <p>Energy Balance</p> <p>Deficiency</p> <p>Saturated fat</p> <p>Monosaccharide</p> |
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| | Functions and deficiency Sugar, starch and fibre | | | | |
| Term 1b | <p>Vitamins: Fat soluble vitamins: A (retinol and carotene), D, E, K Water soluble vitamins: B1 (thiamine), B2 (riboflavin), B3 (niacin), B9 (Folate/Folic acid), B12 (cobalamin), C (ascorbic acid) Functions and deficiency. Food sources of vitamins</p> <p>Minerals: Calcium, iron, sodium, fluoride, iodine, phosphorus. Functions and deficiency. Foods that supply minerals</p> <p>Water: Functions and deficiency. Recommended guidelines for daily intake of water Sources and foods that give us water.</p> | <p>A8</p> <p>A9</p> <p>A 10</p> | <p>Practical CPR assessment: : Chicken Portioning and associated dish</p> <p>Theory CPR assessment: Macronutrients test</p> <p>Practical CPR assessment: Pastry making (shortcrust focus)</p> <p>Theory CPR assessment: Micronutrients test</p> | <p>PE: Micronutrients & hydration</p> | <p>Micronutrients Vitamin Deficiency</p> <p>Mineral</p> <p>Hydration</p> |

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| <p>Term 2a</p> | <p>Nutritional content of each commodity group</p> <p>Advantages and disadvantages of locally produced and seasonal foods Where and how they are grown: organic and non- organic farming</p> <p>Classification of fruits and vegetables Where and how they are reared: intensive farming methods, free-range products, rearing of the animals</p> <p>Classification of meat, poultry and game</p> <p>Where and how they are caught: sustainable fish supply Classification of fish</p> | <p>A 11</p> <p>B 1.1</p> <p>B 1.2</p> <p>B 1.3</p> <p>B 1.4</p> <p>B 1.5</p> <p>B 1.6</p> <p>B 1.7</p> <p>B 1.8</p> | <p>Practical CPR assessment: Fishcakes & H/M mayo- Focus on time management/ time plan</p> <p>Theory CPR assessment: Nutrients in food GCSE revision question</p> | | <p>Seasonal</p> <p>Organic</p> <p>Intensive</p> <p>Sustainable</p> |
| <p>Term 2b</p> | <p>How wheat is milled and processed to produce flour Heat treatment of milk The processes that raw food undergoes to transform it into a food product</p> <p>How milk is processed to produce butter, cream, yoghurt and cheese How flour is used to produce bread and</p> | <p>B 2.1</p> <p>B 2.2</p> <p>B 2.3</p> | <p>Practical CPR assessment: NEA2 practice making End of unit practical</p> | | <p>Processing</p> <p>Emulsion</p> |

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| <p>pasta</p> <p>High temperatures: pasteurisation, sterilisation (ultra heat treated (UHT) and canning)</p> <p>Cold temperatures: chilling, freezing, cook-freeze/blast chilling and accelerated freeze-drying (AFD) Drying and smoking Using acids, salt and sugar</p> <p>Controlled atmosphere packaging (CAP)/modified atmosphere packaging (MAP) and vacuum packing The availability of food, the access to food, the individual's ability to utilise food</p> <p>Moral issues: how Fairtrade affects food producers and workers Ethical issues: relating to the development of genetically modified (GM) food</p> <p>Environmental issues: food waste Carbon footprint and the transportation of materials and goods Sustainability of resources</p> | <p>B 3.1</p> <p>B 3.2</p> <p>B 3.3</p> <p>B 3.4</p> <p>B 3.5</p> <p>B 3.6</p> | <p>Theory CPR assessment</p> | <p>Fairtrade Week</p> | <p>Sterilisation Pasteurisation</p> <p>Preservation</p> <p>Availability Accessibility Fairtrade Genetically modified</p> <p>Environment</p> |
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| Term 3a | The advantages and disadvantages of fortification | B 4.1 | | Science: Functional and chemical properties of carbohydrates, proteins, fats, oils, acids, alkalis, enzymes, heat transfer | Fortification |
| | Additives: Preservatives, colourings, flavourings and sweeteners, emulsifiers and stabilisers and thickeners, antioxidants | B 4.2 | | | Additive |
| | Probiotics and prebiotics | B 4.3 | | | |
| | Recognise traditional ingredients | B 5.1 | | | Functional foods |
| | Understand religious or cultural factors affecting the cuisine | B 5.2 | | | Traditional |
| | Understand traditional cooking methods, presentation and eating patterns | B 6.1 | | | Cultural |
| | Recognise how the traditional recipes have been adapted to suit today's society | B 6.2 | | | |
| | Food choice can be affected by cost, enjoyment, preference, seasonality, availability, time of day, activity, celebration or occasion | B 6.3 | | | Cuisine |
| | Food choice can be affected by related beliefs of major religions: Buddhism, Hinduism, Islam, Judaism, Rastafarianism and Sikhism | B 6.4 | | | |
| | | C1 | | | |
| | | | Mathematics : Measurement Ratio/Fractions | | |
| | | | Geography: Foods are grown and harvested | | |
| | | | PE: Eatwell Guide and Diets Macronutrients Micronutrients Art and Design: | Ethical | |

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| | <p>Vegetarians (lacto-ovo, lacto, ovo and vegans), animal welfare, local produce, organic food</p> <p>Foods Science: Making food safe to eat Making food more digestible/palatable</p> | | | Presentation and decoration | Bacteria |
| Term 3b | <p>Foods Science: Conduction, convection and radiation Enrichment/loss, increase/reduce calorific value, vitamin losses Texture, flavour, appearance, aroma</p> <p>Carbohydrates: gelatinisation, dextrinization, caramelisation</p> <p>Fats/oils: shortening, aeration, plasticity, emulsification</p> <p>Protein: coagulation, foam formation, gluten formation, acid denature</p> <p>Fruit and vegetables: enzymic browning/oxidisation Raising agents: yeast, chemical agents, air and steam</p> | <p>C 1.1 C 1.2 C 1.3 C 1.4 C 1.5 C 1.6 C 1.7 C 1.8</p> | <p>Practical CPR assessment:</p> <p>Theory CPR assessment: GCSE question- Food safety extended writing question</p> | <p>Competition: Tunnock Teacake challenge</p> <p>Young Chef, and competitions promoted by the food industry such as Future Chef</p> | <p>Heat transference</p> <p>Gelatinisation</p> <p>Aeration</p> <p>Coagulate</p> |

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| Term 1a | Changes that happen when food is cooked: texture, appearance, colour taste, sound and aroma | C 2.1 C 2.2 | Theory CPR assessment | Intervention Club Homework drop in | Organoleptic |
| | The importance of the senses of sight, taste, touch, smell and hearing and how they work when making food choices | C 2.3 | | | Sensory |
| | The five basic tastes recognised by receptors (sweetness, sourness, bitterness, saltiness and umami) | C 3.1 C 3.2 | | | Preferential |
| | How to set up a testing panel Styles and forms of rating, ranking and profiling systems with the use of appropriate descriptive terminology | C 3.3 C 3.4 C 3.5 | | | |
| | The role of time, temperature, moisture and food availability | C 3.6 C 3.7 | | | Bacterial growth |

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| | <p>Natural decay, enzyme action and yeast production Types of micro-organisms and key points</p> <p>Labelling and date marks Visual checks Reputable supplier Types of storage and how to store foods correctly Preventing cross contamination and food poisoning: direct and indirect methods</p> <p>High-risk foods, critical temperatures</p> <p>CONTROLLED ASSESSMENT</p> | NEA1 | <p>NEA 1: Research & Planning 9marks</p> <p>NEA 1: Investigation 21marks</p> | <p>Teflon TM Diamond Standard Cookery Awards, The Rotary Club</p> | <p>Micro-organisms Danger zone</p> <p>Spoilage</p> <p>Contamination</p> <p>Cross contamination</p> |
| Term 1b | CONTROLLED ASSESSMENT | <p>NEA1</p> <p>NEA2</p> | <p>NEA 1:Evaluation</p> <p>Year 11 Mock Exams 1:30min</p> <p>NEA2 PLAN & RESEARCH</p> | | |

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| Term 2a | CONTROLLED ASSESSMENT | NEA2 | NEA2 PLAN & RESEARCH NEA2 TIMEPLAN NEA2 MAKING NEA2 EVALUATION | | |
| Term 2b | Revision | | 1. GCSE revision question | | |
| Term 3a | Revision Yr11 have tailored revision lessons to prepare them for their exam whilst exploring gaps in learning | | | | |