



# Willington

COMMUNITY SCHOOL

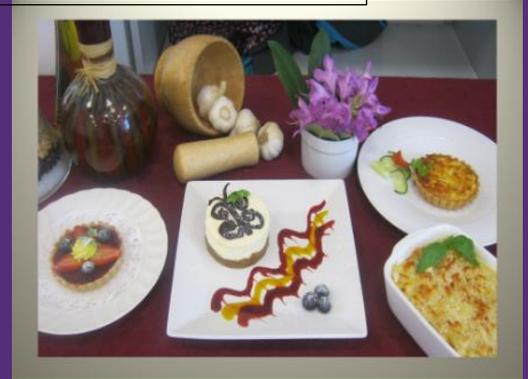
CURRICULUM BOOKLET

September 2021

# Food Preparation & Nutrition

# Innovation by Design

## Our School Curriculum Vision



To provide a curriculum fit for our students' future, building on the successes of their past (ready for post 16 and life). This allows our students to be safe, happy, well informed global citizens who have experienced a five - year progressive and dynamic curriculum where they have the opportunity to aspire and achieve their fullest potential. This will embody the school's values of 'Personal Excellence' through a broad and balanced curriculum, which is inclusive and reflective of our local needs.

## Subject Vision

Food Preparation and Nutrition at Willingdon Community School equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

At KS3 the curriculum explores the different areas of The Eatwell Guide so that students understand how a balance of good health is achieved. Students also learn about food science that occurs when ingredients are used in different conditions. Theoretical learning is followed by a range of practical lessons where students learn a wide variety of practical skills that will provide them with the ability to cook food from scratch and adapt existing recipes to suit their own dietary preferences.

At KS4 students can continue their learning in food by opting to take Food Preparation and Nutrition at GCSE. This allows them the opportunity to make informed choices about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

# Key Concepts in Food Preparation and Nutrition



Food is a vital part of our daily lives and is essential for life. By studying Food Preparation and Nutrition, Willingdon Community School students will develop their knowledge and understanding of nutrition, healthy eating, food preparation, hygiene, cooking techniques, and sensory characteristics.

We aim to;

Give our students vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life. (Purpose)

Encourage the development of high skills and resilience in a safe environment, allowing students to demonstrate commitment and act on feedback. (Determination)



Empower students to enable them to follow a recipe and substitute ingredients and cooking methods as appropriate, demonstrating an understanding of food choices e.g. veganism, allergies and healthy eating.

Develop understanding that will allow students to become discriminating consumers of food products, enabling them to participate in society in an active and informed manner. (Responsibility)



Engage with students to encourage them to understand the environmental factors which affect the inequalities in food distribution on a global scale and give them an understanding of the need to minimise 'food waste' starting with their own practise. (Integrity)

Allow students to explore a number of multicultural perspectives concerning food. Students will enhance their understanding, appreciation and acceptance of people from a variety of cultural backgrounds through the preparation of food from different countries. (Empathy)

Encourage our students to develop an awareness and acceptance of diversity within our community.



# Programme of Study

## Key Stage 4

**Studying Food Preparation and Nutrition will allow students to:-**

**Demonstrate** effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment

**Develop knowledge and understanding** of the functional properties and chemical processes as well as 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, and 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



# Options Booklet Entry

GCSE in Food Preparation and Nutrition will equip learners with the knowledge, understanding and skills, required to cook and also to apply, the principles of food science, nutrition and healthy eating.

Studying this course allows students to make informed decisions about food and nutrition both now and later in life, as well as understand the huge challenges that are faced globally to supply the world with nutritious and safe food.

## Subject Content – What is covered?

Food preparation skills are integrated into five core topics:

- **Food, Nutrition and Health** – Macro Nutrients, Micro Nutrients, Nutritional Needs and Health.
- **Food Science** – Cooking of food, Heat Transfer and the Functional and Chemical Properties of Food.
- **Food Safety** – Food Spoilage, Contamination and the Principles of Food Safety.
- **Food Choice** – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation.
- **Food Labelling and Marketing**. Statutory regulations that make food labelling more transparent.
- **Food Provenance** – Environmental Impact and Sustainability of Food, Food Processing and Production.





# Assessment Plan for Key Stage 4



## Year 10

Internet research and investigation into theoretical topics studied using sites such as GCSE BBC Bitesize <https://www.bbc.com/bitesize> and SENECA Learning <https://www.senecalearning.com/>  
Learning key vocabulary  
Completing examination questions  
Learning and practising for written tests.

## Year 11

### Component 1 - Principles of Food Preparation and Nutrition

#### Written examination

1 hour 45 minutes

50% of qualification

This component will consist of two sections and will assess the six areas of content as listed in the specified GCSE content.

**Section A:** questions based on multiple choice

**Section B:** structured, short and extended response questions to assess content related to food preparation and nutrition.

### Component 2 - Food Preparation and Nutrition in Action. Non-examination assessment:

#### Internally assessed, externally moderated

Assessment 1: GLH 10hours

Assessment 2: GLH 20 hours

50% of qualification

## Assessment 1

### The Food Investigation Assessment

Students will carry out a series of scientific food investigations which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

A report of 1500- 2000 words will be produced.

## Assessment 2

### The Food Preparation Assessment

Students will prepare, cook and present a menu which will assess the learner's knowledge, skills and understanding, in relation to the planning, preparation, cooking and presentation of food.

**Task 1 Food Investigation task.**

**Design Brief**  
Investigate what type of flour is best for bread making

Your report should contain 1500- 2000 words  
Investigation task is assessed in the following three criteria

1. Research	6 marks
2. Investigating	15 marks
3. Analysis and Investigation	9 marks
<b>Total</b>	<b>30 marks</b>

You will communicate your investigation using charts, graphs and diagrams.  
You must include photographs of your experiments.

**Research**  
You should use secondary research.  
This may include:  
-Trusted websites, such as, NHS and British Nutrition Foundation.  
-books  
-Leaflets, labels, and packaging  
-Magazines and newspaper articles  
-Multimedia such as you tube or animations

All sources of secondary research must be referenced in a bibliography.

All red text must be deleted when tasks have been completed.



**Task 1 Food Preparation assessment.**

**Design Brief**  
Plan, prepare, cook and present 2 dishes, using a variety of skills, from a chosen culinary tradition.

You are going to complete a portfolio of work consisting of 20 A4 sheets. Although, 15 sheets will be enough for your mock coursework. There are a total of 70 marks available and the portfolio is broken down into 5 sections

A Researching the task.	6 marks
B Demonstrating technical skills	18marks
C Planning for the final menu	8marks
D Making final dishes	30marks
E Analyse final dishes	8marks

Name: \_\_\_\_\_  
Centre number: \_\_\_\_\_  
Candidate number: \_\_\_\_\_

# Programme of Study

## Key Stage 3

**Design & Technology is taught to all Key Stage 3 students.**

Years 7, 8 and 9 experience three main focus areas: Product Design, Systems and Control, and Food Skills. ICT is used in all of the modules.

### Teaching

Students are taught in groups of maximum 24, (mixed gender and ability), for a period of 7 weeks in one focus area by one teacher.

They then move on to the next teacher for a different focus for a similar period until three modules have been completed across the year.

**Learning in year 7** focuses on the nutritional qualities of foods, following the guidance of the Government's Eatwell Guide, with an emphasis on fruit and vegetables. Practical skills concentrate on health and safety, knife skills, following a recipe and use of the different parts of a cooker.

**Learning in year 8** focuses on special dietary needs, food provenance and the role protein plays in the diet. Practical skills concentrate on advanced knife cuts and the making of dishes using a range of different proteins.

**Learning in year 9** focuses on the role carbohydrates and fat play in the diet. To ensure students are GCSE ready, practical skills concentrate on developing and extending skillsets through the making of complex dishes using a range of different carbohydrates.





## Assessment Plan for Key Stage 3

Design and Technology capability will be built upon over the year to give a final teacher assessment. The student will often be using GCSE criteria and grading to support them with their tasks.

Typical homework will include: -

- Internet research and investigation into theoretical topics studied in that year group, using sites such as GCSE BBC
- Learning key vocabulary
- Learning and practising for written tests.
- Completing examination questions

Students are given regular feedback within the different units. Feedback comes with targets for improvement which they are expected to respond to by adding their own reflective and evaluative comments about how they are going to improve their grades.

Knowledge and understanding is tested in a variety of ways: using online BBC Bitesize tests, practical and theoretical assessment and end of unit tests.

# Literacy in ...

**Literacy** is centred around the core focus of specialised vocabulary, especially key terms relating to the scientific element of the course. Students will learn how to research, construct and evaluate their work along with the skills necessary to write clear reports so that they can gain maximum marks in both the NEA coursework and the written exam.

# Numeracy in ...

**Numerical skills** are core to many aspects in Food Preparation and Nutrition.

Key skills are found in most areas including: measuring and costing ingredients; estimating volumes; proportioning ingredients; and analysing nutritional information.

# Raising aspirations in

...

Students who study GCSE Food Preparation and Nutrition will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

Other **well paid jobs** directly related to this course include

- Food Product Developer
- Buyer (who travels the world sourcing new food products for manufacturers)
- Food Safety Inspectors
- Nutritionists, Dieticians
- Quality Managers
- Teacher, Food Technologist, Home Economist, Food Stylist
- Food Engineer
- Food Scientist, Food Photographer
- Hotel and Restaurant Manager, Chef
- Microbiologist, working in food magazine and television

## Broadening horizons in ...

Both the KS3 and KS4 curriculum are structured to promote independent learners who have the ability to think on their feet, solve problems as they arise, whilst providing **skills for life** in order that they are able to prepare, cook and present quality food to a good standard.

## Parents can help students at KS3 and KS4 by: -

Engaging them in effective career conversations and guiding them in making decisions about their future careers. They can also help by helping their child discover their strengths and passions and exposing them to a variety of activities to see what piques their interest.

Encouraging students to cook healthy dishes on a regular basis.

Watching video clips and TV programmes to increase skillset and presentation ideas.

Practicing learned skills and high technical dishes for assessments.

Discussing the outcome of practical work completed at school.

Reading and debating news articles relating to unhealthy lifestyles and the impact this has in later life.

Testing students on key scientific words and spellings.



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