



Willingdon

COMMUNITY SCHOOL

Headline News

Food Preparation & Nutrition GCSE results
consistently in top 5% of the country

"Food lessons will always have a special place in my heart with the interesting topics and great teaching. I will never forget the constant reassurance of my ability as a student."

student comment

"I just wanted to thank you personally for all the help and support you have provided us with over the last 5 years."

parent comment

"The hard work and planning that you put into every lesson doesn't go unnoticed"

student comment

CURRICULUM BOOKLET

Food Preparation & Nutrition

"Nutrition for Life"

Equips students with the knowledge and skills to eat
better, feel better and live better

Sept 2025

Our School Curriculum Vision

The curriculum at Willingdon Community School offers a broad, balanced, personalised, and challenging educational experience that builds on students' learning from their primary education.

It aims to equip all students with the knowledge, understanding, skills, and attitudes necessary to become successful learners who enjoy learning, make progress, and achieve their full potential.



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 Key Stage 3 (KS3), the curriculum explores the different sections of the Eatwell Guide, helping students understand how a balanced diet supports good health. They also study the science of food, investigating how ingredients behave under different conditions. This theoretical learning is complemented by a range of practical lessons in which students develop a wide variety of culinary skills, enabling them to cook dishes from scratch and adapt recipes to suit their own dietary needs and preferences.

At Key Stage 4 (KS4), students can continue their studies by choosing Food Preparation and Nutrition at GCSE. This course allows them to make informed decisions about further education and career pathways while developing essential life skills that empower them to prepare affordable, nutritious meals for themselves and others—both now and in the future.



Key Concepts in Food Preparation and Nutrition

We aim to:



- **Give our students vital life skills** that enable them to feed themselves and others affordably and nutritiously, both now and in the future. *(Purpose)*
- **Encourage the development of high-level skills and resilience** in a safe environment, allowing students to demonstrate commitment and act on feedback. *(Determination)*
- **Empower students** to follow recipes confidently and adapt ingredients or cooking methods as needed, demonstrating an understanding of diverse food choices (e.g. veganism, allergies, and healthy eating).
- **Develop an understanding** that enables students to become discerning consumers of food products, allowing them to participate in society in an active and informed way. *(Responsibility)*
- **Engage students** in exploring the environmental factors that contribute to inequalities in global food distribution, fostering an understanding of the importance of reducing food waste—starting with their own practice. *(Integrity)*
- **Encourage students to explore multicultural perspectives** on food. Through preparing dishes from different countries, they will develop understanding, appreciation, and acceptance of people from a variety of cultural backgrounds. *(Empathy)*
- **Promote awareness and acceptance of diversity** within our community.



Programme of Study

Key Stage 3

Food Preparation and Nutrition is taught to all Key Stage 3 students.

Students in Years 7, 8, and 9 experience a variety of option subjects on a rotational basis.

They are taught in mixed-gender and mixed-ability groups of up to 24 students for a period of eight weeks in one focus area with one teacher.

After each rotation, students move on to a different teacher and focus area for a similar period, completing three modules across the academic year. ICT is incorporated into all modules.



Year 7 learning 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 recipes, and the use of different parts of a cooker.

Year 8 learning focuses on special dietary needs, food provenance, and the role of protein in the diet. Practical skills emphasise advanced knife techniques and the preparation of dishes using a variety of proteins.

Year 9 learning focuses on the role of carbohydrates and fats in the diet. To ensure students are prepared for GCSEs, practical skills concentrate on developing and extending their skillset through the preparation of complex dishes incorporating a range of carbohydrates.



Assessment Plan for Key Stage 3

Food Preparation and Nutrition

Capability in Food Preparation and Nutrition will be developed throughout the year, culminating in a final teacher assessment. Students will frequently use GCSE criteria and grading to guide and support their tasks.

Typical homework may include:

- Conducting internet research and investigations into theoretical topics studied in that year group, using reputable sites such as GCSE BBC Bitesize.
- Learning key vocabulary.
- Preparing for written tests through revision and practice.
- Completing examination-style questions.

Students receive regular feedback across different units. Feedback includes targets for improvement, and students are expected to respond by adding reflective and evaluative comments outlining how they plan to improve their grades.

Knowledge and understanding are assessed in a variety of ways, including online BBC Bitesize tests, practical and theoretical assessments, and end-of-unit tests.



Programme of Study

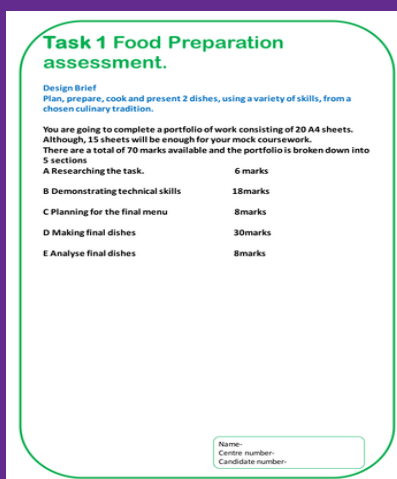
Key Stage 4

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, techniques, and equipment.
- Develop knowledge and understanding of the functional properties and chemical processes of food, as well as its nutritional content.
- Understand the relationship between diet, nutrition, and health, including the physiological and psychological effects of poor diet and lifestyle choices.
- Recognize the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and dietary choices.
- Apply knowledge of functional and nutritional properties, sensory qualities, and microbiological food safety considerations when preparing, processing, storing, cooking, and serving food
- Explore a range of ingredients and processes from different culinary traditions, including traditional British and international cuisines, to inspire new ideas or modify existing recipes.



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 by teachers, externally moderated by AQA

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.

A report of 15 A4 sides will be produced

My Food Learning Journey



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Options Booklet Entry

The **GCSE in Food Preparation and Nutrition** equips learners with the knowledge, understanding, and skills required to cook confidently and apply the principles of food science, nutrition, and healthy eating. Studying this course enables students to make informed decisions about food and nutrition both now and in the future, while also developing an awareness of the significant global challenges involved in supplying safe, nutritious food to the world.

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.



Literacy in ...

Literacy in this course focuses on the development of specialised vocabulary, particularly key terms related to the scientific aspects of Food Preparation and Nutrition. Students will learn how to research, construct, and evaluate their work, as well as develop the skills needed to write clear, structured reports. These skills support them in achieving maximum marks in both the NEA coursework and the written examination.



Raising aspirations in ...

Students who study GCSE Food Preparation and Nutrition will be well-prepared to progress to further study, pursue an apprenticeship, or embark on a full-time career in the catering or food industries.

Other well-paid jobs directly related to this course include:

- Food Product Developer
- Buyer (sourcing new food products for manufacturers, often internationally)
- Food Safety Inspector
- Nutritionist or Dietician
- Quality Manager
- Teacher, Food Technologist, Home Economist, or Food Stylist
- Food Engineer
- Food Scientist or Food Photographer
- Hotel or Restaurant Manager, Chef
- Microbiologist or roles in food media, including magazines and television

Numeracy in ...

Numerical skills are fundamental to many aspects of Food Preparation and Nutrition. Key skills are applied in a variety of areas, including measuring and costing ingredients, estimating volumes, proportioning ingredients, and analysing nutritional information.

British Values

Students begin the course by exploring the importance of safe working practices. As a result, they develop respect for the catering kitchen environment and understand the importance of working collaboratively to support one another and ensure everyone's safety. Opportunities to build self-esteem and a growth mindset are embedded throughout the curriculum at both KS3 and KS4.

Multicultural projects are incorporated in all year groups. Students with dietary restrictions due to religious or cultural reasons are always considered, with alternative recipe suggestions provided where necessary. Religion and culture form an important part of the course, and class discussions help to dispel misconceptions, promoting understanding and respect for different beliefs and practices related to food.

It is also important for students to develop confidence in the kitchen. They are given opportunities to create their own dishes and experiment with flavours and textures. This fosters a passion for food and encourages discussion about the outcomes of their creations, allowing students to reflect on and evaluate their work.

Students are encouraged to consider the **environmental impact** of their food choices, including issues such as carbon footprint, food waste, recycling, fair trade, and the importance of seasonality.



Spiritual, Moral, Social & Cultural Development

Spiritual Development is shown by:

- Providing students with opportunities to participate in making and evaluating food from other countries, while learning about cultures from around the world.
- Acknowledging and exploring government guidelines for healthy eating and dietary requirements to support healthy lifestyle choices.
- Offering feedback and assessment that values students' effort and achievements.
- Developing mutual respect across the classroom through self-reflection on their own work and that of others.

Moral Development is shown by:

- Developing individual skills, confidence, independence, and creativity through practical cooking lessons.
- Encouraging participation, teamwork, and cooperative learning in both theoretical and practical tasks.
- Reflecting on ethical issues around food, such as price, income, fair trade, food miles, and sustainability.
- **Considering moral issues related to food production in other countries.**

Social Development is shown by:

- Developing partnerships with external agencies and individuals to extend students' cultural and social awareness (e.g., colleges, parents, chefs).
- Establishing positive and effective links with the world of work and the wider community through visiting speakers.
- Demonstrating mutual respect when working independently or collaboratively.
- Articulating thoughts and feelings through peer and self-evaluation.

Cultural Development is shown by:

- Providing opportunities to explore cultural differences in food and diet, encouraging students to recognise and respect the cultural and social differences of their peers.
- Learning to cook a variety of recipes, including traditional British and international dishes.
- Understanding government guidance on healthy eating and the importance of promoting the health of the British population.

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: -

Parents and guardians can support students by:

- Engaging in effective career conversations and guiding them in making informed decisions about their future. This includes helping students discover their strengths and passions and exposing them to a variety of activities to identify areas of interest.
- Encouraging students to cook healthy dishes regularly.
- Watching instructional videos and TV programmes to enhance skills, presentation techniques, and creativity in cooking.
- Practising learned skills and attempting advanced or technical dishes in preparation for assessments.
- Discussing the outcomes of practical work completed at school to reflect and evaluate.
- Reading and debating news articles relating to unhealthy lifestyles and their long-term impact.
- Testing students on key scientific vocabulary and spelling to reinforce learning.

