FOOD PREPARATION AND NUTRITION CURRICULUM MAPPING 2022/23

- To provide a curriculum built on the principles of nutrition, with a clear understanding of healthy eating and the Eatwell guide.
- To develop confidence and independence at selecting and modifying recipes, allowing them to plan, prepare, cook, and present a range of dishes.
- To provide opportunities to explore and investigate different ingredients, where they come from, their properties and functions.

Students will have 1 hour of food or ICT throughout the year. This will be on a rotation, half a year in food and the other half in ICT.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 – Food preparation and nutrition						
Topic	Healthy Balanced lifestyle			ICT rotation * students will spend 3 half terms on the food rotation and then rotate to ICT		
Knowledge	Safety and Hygiene inc. the 4 C's The Eatwell Guide 8 tips for a healthy lifestyle Macro nutrients Micro nutrients Fibre & Hydration The digestive system			*ICT rotation is extended in this rotation system, compare with 2020/21. The extra 5 weeks will be used for CAD CAM development What is CAD CAM Advantages and disadvantages of CAD CAM		
Skills	Knife skills Weighing and measuring Routines of the food room – practical Use of oven and hob Boiling and simmering Testing for readiness Combining ingredients Dividing and shaping mixtures	**PRACTICALS:** Fruit Salad Quesadilla Anzac biscuits Pasta Salad Scone based pizza Stir fry		Use of 2D design / sketch up Output to laser cutter / 3D printer		
Assessment	Practical observation – Stir-fry End of rotation assessment /32					
Links to NC	• understand and apply the principles of nutrition and health • cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet • become competent in a range of cooking techniques [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].			investigate new and emerging technologies		

Year 8 – Food preparation and nutrition			
Topics	Special diets and food origins		ICT rotation * students will spend 3 half terms on the food rotation and then rotate to ICT
Knowledge	Life stages Dietary disease Healthy teeth Food choices Religious Diets *Vegans & vegetarians* Organic vs intensive farming Food miles Seasonality		*ICT rotation is extended in this rotation system, compare with 2020/21. The extra 5 weeks will be used for programming development What are programmable components?
Skills	Handling raw meat Use of temperature probe Cooking with eggs - coagulation Gelatinisation – roux sauce Ragu's Frying Shaping – puff pastry	Use of 2D design / sketch up Output to laser cutter / 3D printer	
Assessment	Practical observation – ragu sauce End of rotation test /32		
Link to NC	• understand and apply the principles of nutrition and health • cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet • become competent in a range of cooking techniques [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]. • understand the source, seasonality and characteristics of a broad range of ingredients		apply computing and use electronics to embed intelligence in products that respond to inputs, and control outputs, using programmable components.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Food Preparation and Nutrition OCR						
Topics	Section A – Nutrition		Section A – Nutrition	Section B: Food (food provenance and food choice)	Section B: Food (food provenance and food choice)	Section D: Skills requirements (preparation and cooking techniques)
Knowledge	**Eatwell guide** **Protein** – types, functions and sources. HVP and LVP, protein complementation, excess and deficiency. **Fat** – types, functions and sources. Saturated and unsaturated, excess and deficiency. **Carbohydrate** – types, functions and sources. Starches and sugars, excess and deficiency. Recommended daily amounts of macro-nutrients (DRV's) **Vitamins** - types and functions and sources -Fat-soluble vitamins: A (retinol and carotene), D, E, K Fibre -Water soluble vitamins: B1 (thiamine), B2 (riboflavin), B3 (niacin), B9 (Folate/Folic acid), B12 (cobalamin), C (ascorbic acid) Functions and deficiency **Minerals** - types and functions and sources -fluoride, calcium, iron, iodine, phosphorus, sodium Functions and deficiency Recommended daily amounts of micro nutrients (DRV's) Importance of **water**; functions and deficiency Importance of **Fibre**; functions and deficiency		Nutritional content of the main commodity groups The relationship between diet and health – *dietary related diseases* Nutritional and dietary needs of different groups of people Nutritional needs when selecting recipes for different groups of people	Food provenance: source and supply Food processing and production Food security Technological developments to support better health and food production Factors influencing food choice: cost, enjoyment, preference, seasonality, availability, time of day, activity, celebration or occasion, medical reasons	Ethical and moral beliefs: Vegetarians (lacto-ovo, lacto, ovo and vegans), animal welfare, local produce, organic food Related beliefs of major religions: Buddhism, Hinduism, Islam, Judaism, Rastafarianism and Sikhism Features and characteristics of individual cuisines Development of culinary traditions (students study British cuisine and a minimum of two international cuisines)	Cooking methods and techniques. Heat transfer – convection, conduction & radiation Food processing and preserving methods: industrial and domestic High temperatures: pasteurisation, sterilisation (ultra heat treated (UHT) and canning) Cold temperatures: chilling, freezing, cook-freeze/blast chilling and accelerated freeze-drying (AFD) Using acids, salt and sugar Drying and smoking Controlled atmosphere packaging (CAP)/modified atmosphere packaging (MAP) and vacuum packing and vacuum packing

Skills	Fresh pasta. (carbohydrate) Marinating meats – kebabs (protein) inc. use of the grill. Coconut milk curry (fats) Spring rolls (veg)		Product for a specific target group Healthy salad / buddha bowl	Seasonal pie - pastry making and product development. Deboning meat dish. Filleting a fish. Fish based product.	Fajitas. Risotto Shepherds pie Vegetable curry	Testing different cooking methods on a food to evaluate the changes – fry/microwave/boil/roast carrot Microwave sponge cake
Assessment	Practical self-assessments	Practical self-assessments End of unit test – Nutrition	Practical self-assessments Practical self-assessments	Practical self-assessments End of unit test – Food provenance	Practical self-assessments	End of year test
Link to GCSE Specification	https://www.ocr.org.uk/qualifications/gcse/food-preparation-and-nutrition-j309-from-2016/specification-at-a-glance/					

Year 10 Food Preparation and Nutrition OCR

Topics	Section C: Cooking and food preparation	Section C: Cooking and food preparation	Section C: Cooking and food preparation	Mock NEA 1	Mock NEA2
Knowledge	**Food Safety** - Key temperatures - labelling law - Cross contamination - Food poisoning - Preserving food - Buying, storing & cooking food - Food production with microorganisms (bread, cheese, yoghurt) - Enzymic browning	**Food Science** Carbohydrates – Gelatinisation Dextrinization Caramelisation **Protein** Coagulation Denature Foams **Fats** Shortening Plasticity	**Raising agents** - physical - biological - chemical **Sensory analysis** -What are the 5 main senses? -How do senses affect our food? - Styles and forms of rating, ranking and profiling systems with the use of appropriate descriptive terminology	Food investigation	High iron or calcium dishes
Skills	Meat based product - focusing on cross contamination. Shaping and forming bread dough (yeast).	Pastry - quiche. (plasticity and coagulation) Meringue nests. (foam)	Whisked sponge (whisking) Chocolate eclairs - choux pastry. (steam) Soda bread & Honey comb (bicarb) Savoury muffin (baking powder)	Food experiment practical's	Practical's based on a given brief linked to NEA 2. Product development.

Assessment	Practical self-assessments End of unit test – Food safety	Practical self-assessments End of unit test – Food science	Practical self-assessments End of unit test – sensory analysis	Mock NEA1 assessment	Mock NEA2 assessment Year 10 mock exam
Link to GCSE specification	https://www.ocr.org.uk/qualifications/gcse/food-preparation-and-nutrition-j309-from-2016/specification-at-a-glance/				

Year 11 Food Preparation & Nutrition					
Topics	NEA 1 15%.	NEA 2 35%.	Exam revision 50%.	N/A.	N/A.
Knowledge	Food science 7 weeks / 14 lessons	Nutrition Food provenance Cooking & food preparation 12 weeks – 24 lessons including 3 hour practical exam	ALL AREAS		
Skills	Researching. Investigating. Evaluating.	Research. Trialling dishes. Dish development. Planning. Evaluating.	Covering the OCR criteria.		
Assessment	Tracking and self-assessment of NEA. (No specific individual feedback allowed). Practical investigations. Marking of NEA 1 Mock exam (autumn 1)	Tracking and self-assessment of NEA. (No specific individual feedback allowed). Practical 3 hour food exam Marking of NEA 2	Mock exam (Spring 1) FINAL GCSE WRITTEN EXAM		
Link to GCSE specification	https://www.ocr.org.uk/qualifications/gcse/food-preparation-and-nutrition-j309-from-2016/specification-at-a-glance/				