



# Food Preparation and Nutrition


## Key Stage 4 Framework for Learning

### Year 9 2017-2018: Happy Foundations

Syllabus:

AQA: GCSE Food Preparation and Nutrition (8585)

## Autumn 1

<p><b>Knowledge</b></p>	<p>Food Safety</p> <ul style="list-style-type: none"> <li>Principles of food safety</li> <li>Food safety principles when buying and storing food including temperature ranges, the difference between best before and use by and ambient storage.</li> <li>Conditions for microbial growth – bread investigation</li> <li>Bacterial contamination; the different sources of bacterial contamination including cross- contamination. Identify and explain the main types of bacteria which cause food poisoning.</li> <li>Preparing and cooking food</li> <li>Food safety principles when preparing and cooking food including the prevention methods for cross-contamination, cooking times and measures taken when working with high risk foods.</li> <li>Blanching – Enzymic browning</li> <li>Theory on microorganisms in food production (cheese – yogurt - bread)</li> </ul>
<p><b>Skills</b></p>	<p><b>SKILLS:</b></p> <p><b>Skill 1:</b> General practical skills (weigh and measure, prepare ingredients and equipment, cooking times, test for readiness, judge and modify sensory properties)</p> <p><b>Skill 2:</b> Knife Skills (fruit and vegetables and meat fish or alternatives)</p> <p><b>Skill 3:</b> Preparing fruit and vegetables</p> <p><b>Skill 4:</b> Use of the cooker including grill and oven.</p> <p><b>Skill 5:</b> Use of equipment including electrical</p> <p><b>Skill 7:</b> Prepare, combine and shape</p> <p><b>Skill 10:</b> Dough including making a variety of doughs (bread + Pastry) and shaping and finishing.</p> <p><b>Skill 11:</b> Raising agents: biological raising agents.</p> <p><b>Skill 12:</b> Setting mixtures including removal of heat and use of protein.</p>
<p><b>Assessment</b></p>	<ol style="list-style-type: none"> <li><b>Bread moulds</b> investigation write up</li> <li><b>Code of Conduct (4 C's)</b> for hygienic practices in a kitchen, food storage and handling food Explanation of each code (<b>Home Learning Task</b>)</li> <li><b>Case Study scenario</b> – findings report (183-4) (peer)</li> </ol>
<p><b>Cultural enrichment</b></p>	<p>Talk from a Professional kitchen worker.</p> <p>Role of the EHO – starter activities to look at job, qualification and remit. This should raise student awareness of food industry related jobs.</p> <p>Making your own cheese / Yoghurt</p>
<p><b>Character</b></p>	<p>Q of S Optimism</p>  <p><b>Optimism:</b></p>



DIY cheese and yogurt – everyone can do it – highlighting that home cooking is accessible and easy once basic principles are understood.

Developing professional kitchen level skills will be the aim! Language and standards will reflect this ambition and students will be made to believe that THEY CAN.


## Autumn 2

<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• BREAD unit – types and staple food</li> <li>• Multicultural breads</li> <li>• Yeast and its function (scientific principles)</li> <li>• Macronutrients (Protein; Fat and Carbohydrates)</li> <li>• the functions in the body</li> <li>• Main sources of each macro nutrient</li> <li>• Effects of excess</li> <li>• Nutritional needs and health</li> <li>• Effects of cooking on structure and taste</li> </ul> <ul style="list-style-type: none"> <li>• PASTRY unit – fat types and functions and rubbing in method</li> <li>• Which fat is the best for Pastry Investigation</li> <li>• Making informed choices for a varied and balanced diet</li> <li>• PAL / BMR.</li> <li>• How to interpret nutritional labelling</li> </ul>
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<b>Skills</b>	<p><b>SKILLS:</b></p> <p><b>Skill 1:</b> General practical skills (weigh and measure, prepare ingredients and equipment, cooking times, test for readiness, judge and modify sensory properties)</p> <p><b>Skill 2:</b> Knife Skills (fruit and vegetables and meat fish or alternatives)</p> <p><b>Skill 3:</b> Preparing fruit and vegetables</p> <p><b>Skill 4:</b> Use of the cooker including grill and oven.</p> <p><b>Skill 5:</b> Use of equipment including electrical</p> <p><b>Skill 7:</b> Prepare, combine and shape</p> <p><b>Skill 10:</b> Dough including making a variety of doughs (bread + Pastry) and shaping and finishing.</p> <p><b>Skill 11:</b> Raising agents: biological raising agents.</p> <p><b>Skill 12:</b> Setting mixtures including removal of heat and use of protein.</p>
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<b>Assessment</b>	<p>4. Formal Assessment (week 4)</p> <p>5. <b>Yeast investigation</b></p> <p>6. <b>Extended Exam Question from home learning task.</b></p>
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<b>Cultural enrichment</b>	Pastry Chef – ex-student (alumni) talk or Mary Berry!
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<b>Character</b>	<p>Q of S Empathy</p>  <p><b>Empathy:</b> Multi-cultural breads – develop an understanding of why they differ according to climate and people’s history. Filo pastry and multicultural dishes. Planning meals will require students to take into account the dietary needs of others. What happens when food deficiency occurs to people’s health.</p>
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## Spring 1



<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Healthy Eating</li> <li>• Factors affecting food choice. Cooking with healthy alternatives practice – fibre / fat / sugar/recipe adaptation</li> <li>• <b>Sensory Evaluation</b></li> <li>• Select appropriate sensory testing methods.</li> <li>• Understanding how to ensure a test is fair.</li> <li>• Evaluate a wide range of ingredients and foods from British and other cultures</li> <li>• Religion and its impact on food choices and meal planning</li> <li>• Special dietary needs intolerances and allergies</li> <li>• Timeplans</li> </ul>
<p><b>Skills</b></p>	<p><b>SKILLS</b></p> <p><b>Skill 1:</b> General practical skills (weigh and measure, prepare ingredients and equipment, cooking times, test for readiness, judge and modify sensory properties)</p> <p><b>Skill 2:</b> Knife Skills (fruit and vegetables and meat fish or alternatives)</p> <p><b>Skill 3:</b> Preparing fruit and vegetables</p> <p><b>Skill 4:</b> Use of the cooker including grill and oven.</p> <p><b>Skill 5:</b> Use of equipment including electrical</p> <p><b>Skill 6:</b> Cooking methods.</p> <p><b>Skill 7:</b> Prepare, combine and shape</p> <p><b>Skill 10:</b> Dough including making a variety of doughs (bread and pastry) and shaping and finishing.</p> <p><b>Skill 11:</b> Raising agents: eggs as a raising agent; chemical raising agents; steam as a raising agent and biological raising agents.</p>
<p><b>Assessment</b></p>	<ol style="list-style-type: none"> <li>1. <b>Adapting recipes for health</b> – applying understanding</li> <li>2. <b>Religious Case Study</b> – planning meals (peer)</li> <li>3. Food label fact file task (<b>home learning task</b>)</li> </ol>
<p><b>Cultural enrichment</b></p>	<p>Food tasting to introduce a wider range of products and encourage new food habits and choices.</p>
<p><b>Character</b></p>	<p>Q of S Creativity &amp; Curiosity</p> <div style="display: flex; align-items: center;">   </div> <p><b>Creativity:</b> planning interesting menus for people who have religious beliefs or food intolerances. Deciding what dishes go together and offer interest, taste, and variety and meet nutritional needs.</p> <p><b>Curiosity:</b> learning about food allergies and how they affect food habits. Testing and tasting Free – from range products.</p>
<h2>Spring 2</h2>	
<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Food Provenance</li> <li>• Environmental impact and sustainability of food</li> <li>• Food provenance and production methods: Identify whether an ingredient has been grown, reared or caught.</li> <li>• Sustainability of food: Explain the impact of food and food security on local and global markets and communities</li> <li>• Know mandatory and non- mandatory information needed on a food label in accordance with EU and FSA</li> <li>• How food marketing influences food choice.</li> </ul>
<p><b>Skills</b></p>	<p><b>SKILLS</b></p>





	<p><b>Skill 1:</b> General practical skills (weigh and measure, prepare ingredients and equipment, cooking times, test for readiness, judge and modify sensory properties)</p> <p><b>Skill 2:</b> Knife Skills (fruit and vegetables and meat fish or alternatives)</p> <p><b>Skill 3:</b> Preparing fruit and vegetables</p> <p><b>Skills 4:</b> Use of the cooker including grill and oven.</p> <p><b>Skill 5:</b> Use of equipment including electrical</p> <p><b>Skill 6:</b> Cooking methods.</p> <p><b>Skill 7:</b> Prepare, combine and shape</p> <p><b>Skill 10:</b> Dough including making a variety of doughs (bread and pastry) and shaping and finishing.</p> <p><b>Skill 11:</b> Raising agents: eggs as a raising agent; chemical raising agents; steam as a raising agent and biological raising agents.</p>
<b>Assessment</b>	<p>4. Formal Assessment (week 4)</p> <p>5. <b>Sustainability / food miles</b> essay question</p> <p>6. <b>Assessed practical / Time plan and evaluation</b></p>
<b>Cultural enrichment</b>	<p>Unicorn! – Local shopping with politics. Trip or food display.</p>
<b>Character</b>	<p>Q of S Responsibility &amp; Reflection</p> <div style="display: flex; align-items: center;">   <div style="margin-left: 20px;"> <p><b>Responsibility:</b> Assessed practical where students are expected to be self-reliant upon a time plan of their own writing – bring in required ingredients and display SKILLFULLY a range of cooking skills.</p> <p><b>Reflection:</b> pupil self and peer evaluation of assessed practical. (will look at practical skills and cooking skills).</p> </div> </div>

## Summer 1

<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Food Science</li> <li>Cooking of food and heat transfer</li> <li>Why food is cooked (to make it safe to eat, develop flavour, improve texture etc.)</li> <li>How heat is transferred to food (conduction, convection and radiation).</li> <li>Selecting appropriate cooking methods</li> <li>How to select appropriate preparation and cooking methods to conserve or modify nutritive value or improve palatability: Water based, dry methods and fat based.</li> <li>Budgeting lesson- fileting, cooking different cuts of meat.</li> <li>Food Processing: milk, cheese etc.</li> </ul>
<b>Skills</b>	<p><b>SKILLS</b></p> <p><b>Skill 1:</b> General practical skills (weigh and measure, prepare ingredients and equipment, cooking times, test for readiness, judge and modify sensory properties)</p> <p><b>Skill 2:</b> Knife Skills (fruit and vegetables and meat fish or alternatives)</p> <p><b>Skill 3:</b> Preparing fruit and vegetables</p> <p><b>Skills 4:</b> Use of the cooker including grill and oven.</p> <p><b>Skill 5:</b> Use of equipment including electrical</p> <p><b>Skill 6:</b> Cooking methods: Water based using the hob and dry heat and fat based methods using the hob.</p> <p><b>Skill 7:</b> Prepare, combine and shape</p> <p><b>Skill 10:</b> Dough including making a variety of doughs (bread and pasta) and shaping and finishing.</p> <p><b>Skill 11:</b> Raising agents: eggs as a raising agent; chemical raising agents; steam as a raising agent and biological raising agents.</p>




	<b>Skill 12:</b> Setting mixtures including removal of heat and use of protein.
<b>Assessment</b>	<ol style="list-style-type: none"> <li>1. <b>Conduction / Convection / Radiation</b> – how they transfer heat. (peer)</li> <li>2. <b>Cooking methods</b> effect on food appearance and taste – which for which food</li> <li>3. Assessed <b>Practical / Time plan and evaluation</b></li> </ol>
<b>Cultural enrichment</b>	<p>Milk history – from cow to supermarket.</p> <p>Develop food awareness of availability of:</p> <ul style="list-style-type: none"> <li>Goats milk</li> <li>Camel milk</li> <li>Coconut milk</li> <li>Soya milk</li> </ul>
<b>Character</b>	<p>Q of S Resiliency &amp; Practice</p> <div style="display: flex; align-items: center;">   <div> <p><b>Resiliency:</b> feedback from last term to inform final assessed practical for DISH OF OWN CHOICE (first time) – target setting to inform focus. Revision skills for final end of year examinations</p> <p><b>Practice:</b> final display of skills learnt in two terms – practice and become confident. Demonstrate Blanching.</p> </div> </div>

## Summer 2

<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Factors affecting food choice</li> <li>• Understand and explain how food choice is linked to the ethical and moral beliefs.</li> <li>• Sensory Evaluation – looking at star profiles / tables</li> <li>• Select appropriate sensory testing methods.</li> <li>• Practice NEA - Food science investigation</li> <li>• Cake making methods</li> <li>• Cake making ingredients.</li> <li>• Summer Gateau / Muffins batch of 6 identical</li> </ul>
<b>Skills</b>	<p><b>SKILLS</b></p> <p><b>Skill 1:</b> General practical skills (weigh and measure, prepare ingredients and equipment, cooking times, test for readiness, judge and modify sensory properties)</p> <p><b>Skill 2:</b> Knife Skills (fruit and vegetables and meat fish or alternatives)</p> <p><b>Skill 3:</b> Preparing fruit and vegetables</p> <p><b>Skills 4:</b> Use of the cooker including grill and oven.</p> <p><b>Skill 5:</b> Use of equipment including electrical</p> <p><b>Skill 6:</b> Cooking methods: Water based using the hob and dry heat and fat based methods using the hob.</p> <p><b>Skill 7:</b> Prepare, combine and shape</p> <p><b>Skill 10:</b> Dough including making a variety of doughs (bread and pasta) and shaping and finishing.</p> <p><b>Skill 11:</b> Raising agents: eggs as a raising agent; chemical raising agents; steam as a raising agent and biological raising agents.</p> <p><b>Skill 12:</b> Setting mixtures including removal of heat and use of protein.</p>
<b>Assessment</b>	<ol style="list-style-type: none"> <li>4. Formal Assessment (week 4)</li> <li>5. <b>Practice NEA</b> – Cake making ingredients</li> </ol>



	6. Extended Exam Question <b>on food profiling</b> – how improve results
<b>Cultural enrichment</b>	The chronicles of Nadia episode to show how an everyday person can go onto MasterChef and then have a show of her own!
<b>Character</b>	<p>Q of S - Motivation</p>  <p><b>Motivation:</b> design and production of summer Gateau / muffins. Learning new skills working with fondant</p> <p>NEA insight and what is required. Students practice approach and gain an understanding whilst working in groups.</p>