

Food and Nutrition Learning Journey



50% of GCSE grade: Students will demonstrate their understanding of the 5 GCSE topics

- Diet, Nutrition and health
- Food safety
- Food choices
- Food provenance
- Food science.

Written FPN exam

35% of GCSE grade: Students will work independently through their chosen task title. This will include research, demonstrating technical skills, planning a final menu, making the final dishes and evaluation.

NEA 2: Food preparation task

15% of GCSE grade: Students will work independently through their given investigation title. This will include research, planning and completing investigations before completing an analysis and evaluation.

NEA 1: Scientific investigation task

Year 11



12 GCSE cooking skills: Student over the year will expand the competence with a range of complex cooking skills, developing their ability to time manage effectively and further presentational skills.



Topic 5: Food science
Students will deepen/secure their knowledge and understanding of this topic through a range of theory and practical activities.

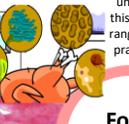
Students at GCSE will learn to develop knowledge and understanding through a range of theory and practical experiences. Throughout year 10 students deepen and secure their knowledge of the 5 key topics (Nutrition, safety, choices, provenance and science), to a externally set assignment. Through out the year students will complete a range of food products to develop stenthen a range of complex technical skills. This journey of learning can then be applied to all GCSE assessment completed in year 11.

Students continue to develop a range of more **complex** practical skills needed to be demonstrated at GCSE. Student will have greater understanding of the **functional and chemical properties** of their ingredients

Cooking skills (Applying food science)

Year 10

Diet, Nutrition and Health



Food safety

Food choices and provenance

Investigation work will explore important key components such as **hypotheses, variables, methods of recording results and evaluation.**

Students will develop knowledge of a range of **scientific processes** that occur with food. This will also be applied through **investigational/experimental** work with food.

Food science

Students will explore where **food comes from**. Understanding **primary processing to secondary processing** through examples such as flour to bread.

Food provenance/ Primary processing

World foods project

Scientific investigation project

Students will explore a range of **dietary diseases** developing their understanding of **how they occur** and methods of **prevention/treatment.**

Dietary diseases



Students will deepen their knowledge of **health and nutrition** by looking at the **nutritional needs of target groups.** Students will be able to explain **healthier choices** in comparison to **reference intakes.**

Nutritional needs



In year 9 students will be studying two separate projects. The **world foods project** gives students to opportunity to explore the **nutritional needs** of a range of target groups who may visit a restaurant setting. Students will gain knowledge of special diets, dietary disease and food choices. Throughout this project students will be introduced to a bank of scientific terminology used when looking at the properties of ingredients. Student will focus on one of these key processes through an investigational project.

Student will be able to critically evaluate the **environmental effect** but also explore ways the **impact** could be reduced. Particular focus on how supermarkets can also help with this.

Nutritional analysis and evaluation

Students will explore the importance of **nutritional labelling.** This will involve students being able to interpret **traffic light labels** leading to **nutritional adaptation** of dishes.

	LOW	MED	HIGH
Sugar	0.9g	20.3g	10.8g
Fat	1%	29%	54%



Students begin to explore the term **'Sustainability'**, developing knowledge of factors within the food industry that **harm the environment.**



Sustainability

Students continue to develop a range of practical skills, with **accuracy and independence,** whilst developing their ability to **control quality and safety** of their products

Quality and safe cooking skills



School meals project

Students will build on their nutritional understanding by studying the **Eatwell guide** and the **healthy eating guidelines.**

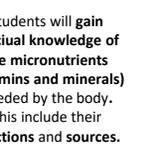
Balanced diet

Year 8

In this project students will deepen and apply their understanding of nutrition to the **design of new meals** for the school canteen. Students will explore nutrition further by focusing on the key messages displayed by the **Eatwell guide.** This will allow students to develop knowledge on how food products can be eaten to make up a **'balanced diet'**. The project will also have a key focus on **'sustainability'** as well as students developing their ability to control quality and safety when making food products.

Students will **gain crucial knowledge of the micronutrients (vitamins and minerals)** needed by the body. This include their **functions and sources.**

Micronutrients



Students will explore the **range of macronutrients (Fats, carbohydrates and protein)** needed by the body including their **functions and sources.**

Macronutrients

Fats: Develop understanding of the types of fat, health issues linked with excess fat and how to monitor fat consumption.

Carbohydrates: Develop understanding of the differences between carbohydrates. Students will gain knowledge of energy requirements and the importance of energy balance

Proteins: Develop understanding of the differences between proteins and their function in the diet. Student will also be introduced to protein alternatives.

Students will develop their ability to **evaluate** food products through the use of **star profiles.** Student will learn the importance of using their **5 senses.**

Sensory evaluation

Snack Chef project

Skills include: Vegetable knife skills, Peeling, grating, boiling, simmering, creaming, folding, beating, rubbing in (shortening), glazing, pastry shaping



Students will **develop a range of essential cooking skills, select and use equipment** appropriately while developing **independence and accuracy** when working with food.

Essential cooking skills

Students will explore different **types of microorganisms, including where they are found, how they multiply** and how they could lead to different types of **food poisoning.**



Health, safety and hygiene



Hazard kitchen: Explore potential hygiene and safety hazards using visual aids to apply controls in practical lessons

Introduction to the Food classroom: Health and Safety Induction

Year 7

In this project students will be introduced to the properties of a **healthy balanced diet** by exploring the **essential nutrients.** Students will learn about why these nutrients are essential to the body, food sources and their purposes. Students will apply their nutritional understanding through a range of **'snack' based practical tasks.** Student will develop their independence to work safely and accurately in a kitchen, increasing competence to demonstrate essential skills



KS3