

## GCSE Food Preparation and Nutrition

To prepare students for the GCSE in Food Preparation and Nutrition by giving them the opportunities to develop practical skills and gain a basic level of knowledge and understanding of nutrition and healthy eating which will also equip them with the ability to make informed decisions with regards to food choices throughout their lives.

<b>Year 10</b>			
Planning	Content	Skills	Rationale
Autumn 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Macro-nutrients</li> <li>• Protein foods</li> </ul>	<ul style="list-style-type: none"> <li>• the definition of macronutrients and micronutrients in relation to human nutrition</li> <li>• the role of macronutrients and micronutrients in human nutrition</li> <li>• know and understand for each named macro nutrient and micronutrient</li> </ul>	Students will initially be provided with a set list of dishes to make for the different protein foods. These have been selected to ensure students further develop their practical skills and focus on the higher level skills and techniques needed.
Autumn 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Macro-nutrients</li> <li>• Fats</li> <li>• Carbohydrates</li> <li>• Fibre</li> <li>• Micro-nutrients               <ul style="list-style-type: none"> <li>○ Fat soluble vitamins</li> <li>○ Water soluble vitamins</li> <li>○ Minerals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• the specific function of each macro and micro nutrient</li> <li>• the main sources of each macro and micro nutrient</li> <li>• dietary reference values of each macro and micro nutrient</li> <li>• the consequences of malnutrition (over and under consumption)</li> <li>• complementary actions of the nutrients</li> </ul> <p>The following additional (higher level) skills and techniques will be addressed:</p> <ul style="list-style-type: none"> <li>• prepare, combine and shape</li> <li>• Tenderise and marinate</li> <li>• Select and adjust a cooking process</li> <li>• Water based methods of using the hob</li> <li>• Dry heat and fat based methods of using the hob</li> <li>• Using the grill</li> </ul>	The principles of nutrition are the foundation upon which all further topics are built and must therefore take precedence within delivery. Feedback from moderators' reports also state that students know too little about basic food and nutrition – therefore, enough time must be provided for students to obtain a clear, detailed and thorough understanding of this topic.
Spring 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Nutritional needs and health</li> </ul>	Students should use their knowledge of nutrition and current nutritional guidelines to recommend guidelines for a healthy diet and identify how nutritional needs change due to: <ul style="list-style-type: none"> <li>• Age</li> <li>• life style choices</li> <li>• state of health</li> <li>• individuals with specific dietary needs or nutritional deficiencies (i.e. coeliac disease; type 2 diabetes, dental caries; iron deficiency anaemia; obesity; cardiovascular</li> </ul>	Students will develop their knowledge and understanding of these nutritional and dietary needs which will then allow them to plan for a practical task which meets the needs of the different contextual groups.
Spring 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Diet related health conditions</li> </ul>		
Summer 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Cultural, religious and moral food choices</li> </ul>		
			Having developed their practical skills throughout previous units, students are now fully equipped to plan and execute a range of high skilled dishes.

		<p>disease (CVD) calcium deficiencies to include bone health; nut or lactose (dairy) intolerances)</p> <ul style="list-style-type: none"> <li>• individuals with specific lifestyle (i.e. vegetarians: lacto-ovo, lacto, vegan, and those with religious beliefs that affect choice of diet, to include Hindu, Muslim, Jewish)</li> <li>• individuals requiring high energy needs as a result of occupation or activity involvement</li> </ul> <p>Students will also have have a sound awareness of other common dietary issues including:</p> <ul style="list-style-type: none"> <li>• coronary heart disease (CHD),</li> <li>• cholesterol</li> <li>• liver disease</li> </ul>	<p>Allowing students to plan their own practical work will continue to prepare them for the requirements of NEA2.</p> <p>Students will also be strongly encouraged to make more than one dish per double lesson, again, preparing them for the demands of NEA2.</p>
Summer 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Exam preparation, including practical revision</li> </ul>	Exam techniques and revision skills.	<p>As the majority of year 11 is taken up with the completion of NEA work it is important to establish that all students have a full understanding of the theoretical elements of the specification as it will be difficult to return to these until they are part of the revision programme. Therefore, once students have completed Block C examination – which will be a full previous paper – it will be possible to identify topics or techniques that need revisiting and / or readdressing.</p>

<b>Year 11 – NEA work - Double Lesson</b>			
Planning	Content	Skills	Rationale
Autumn	NEA1	<p><b>Students will select 1 of the 2 briefs set by the exam board and complete the Food Investigation Assessment.</b></p> <p>Upon completion of NEA1 students will complete practical revision tasks into:</p> <ul style="list-style-type: none"> <li>• Bread</li> <li>• Pastry</li> <li>• Cakes</li> <li>• Any others deemed necessary should time permit.</li> </ul> <p><b>Students will select 1 of the 2 briefs set by the exam board and complete the Food Preparation Assessment.</b></p>	<p><b>These assessments are set by the exam board – NEA1 to be released on 1<sup>st</sup> September. NEA2 to be released on 1<sup>st</sup> November.</b></p> <ul style="list-style-type: none"> <li>• Students will not start NEA2 until after their Mock Exams to ensure a smoother and more consistent delivery of the assessment.</li> <li>• Practical revision into bread, pastry and cakes will allow students to revisit the theoretical content of functions of ingredients and process as well as allowing</li> </ul>

Spring	NEA2	<b>Students will select 1 of the 2 briefs set by the exam board and complete the Food Preparation Assessment.</b>	students to refine these practical skills which will be invaluable when designing a menu for NEA2 – with accompaniments.
Summer	Revision	Exam techniques and revision skills.	

### **Year 11 – Revision - Single Lesson**

Planning	Content	Skills	Rationale
Autumn	<ul style="list-style-type: none"> <li>• Food, nutrition and health</li> <li>• Food choice</li> </ul>	<ul style="list-style-type: none"> <li>• Macronutrients</li> <li>• Micronutrients</li> <li>• Healthy eating guidelines</li> <li>• Diet-related health problems</li> <li>• Planning meals for different groups</li> <li>• Influences on food choice</li> <li>• Cultural, religious and moral food choice.</li> </ul>	Students will spend the single period each week building up a revision booklet. This will consist of notes made in class, revision worksheets and practical revision aides. Starting revision of all theory at the start of year 11 will allow students the time to ensure topics that were delivered at the start of the course are revisited.
Spring	<ul style="list-style-type: none"> <li>• Food science</li> </ul>	<ul style="list-style-type: none"> <li>• Why food is cooked</li> <li>• Heat transfer</li> <li>• Methods of cooking</li> <li>• Changing properties of protein, carbohydrates, fats and oils.</li> <li>• Raising agents</li> </ul>	
Summer	<ul style="list-style-type: none"> <li>• Food safety</li> <li>• Food provenance</li> </ul>	<ul style="list-style-type: none"> <li>• Food spoilage</li> <li>• Storing and preparing food safely</li> <li>• Food poisoning</li> <li>• Use of micro-organisms</li> <li>• Food waste and packaging</li> <li>• Food miles and carbon footprint</li> <li>• Primary and secondary food processing</li> </ul>	