

**Subject Area:** *Food Preparation and Nutrition*

<b>Year</b>	<b>Term 1A</b> Knowledge, skills and key concepts	<b>Term 1B</b> Knowledge, skills and key concepts	<b>Terms 2A</b> Knowledge, skills and key concepts			
<b>7</b>	<b>At the end of this scheme of learning, students will know / understand / be able to:</b> Hygiene, temperature control, Eatwell guide five a day, fruit preparation – claw grip/ bridge hold, use of hand blender, weighing and measuring, rubbing in method, safe use of the oven.	<b>At the end of this scheme of learning, students will know / understand / be able to:</b> Reasons for food choice, energy needs, heat transfer, vegetable preparation, use of the hob, protein use and alternatives available, nutrition of meat and poultry, recipe engineering for different dietary or environmental needs.	<b>At the end of this scheme of learning, students will know / understand / be able to:</b> Portion control, safe handling of meat, food sources (grown, reared, caught), impact of the food on the environment, breakfast, making a batter, cereals and processing, pizza – kneading.			
<b>8</b>	<b>At the end of this scheme of learning, students will know / understand / be able to:</b> Hygiene, bacteria and conditions for growth (FATTOM), high risk foods, hazards, eight guidelines for healthy living, handling of raw meat, glazing, heat transfer, baking, Eatwell guide for different ages/ dietary groups.	<b>At the end of this scheme of learning, students will know / understand / be able to:</b> Pastry making, sugar and health, sensory analysis, labelling of food, functions of eggs, macronutrients, energy from carbohydrates, making pasta bake.	<b>At the end of this scheme of learning, students will know / understand / be able to:</b> Making a tomato ragu sauce, salt in the diet, factors affecting food choice, dextrinisation, water in the diet, micronutrients - soup making, seasonality, food miles, raising agents.			

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9	<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b> Hygiene, food poisoning, shortening, pastry making, function of eggs, carbohydrates, gelatinisation, macaroni cheese.</p>	<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b> Denaturation, coagulation, chilled lemon cheesecake, decoration, carbohydrates around the world, takeaway/ fakeaway, recipe engineering of curry, safe handling of meat, nutrition of fish, fishcakes, portion control, coating, baking, sensory analysis, types of tests, fair testing</p>	<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b> Cake making methods, functions of ingredients in recipe - muffins, aeration, choux pastry, micronutrients, vitamins - function, source, deficiency, excess of calcium, iron, sodium, phosphorus, iodine, fluoride, complementary action, PAL, BMR, energy balance.</p>			

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10	<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <p>Principles of food safety, key temperatures, accurate vegetable preparation - stir fry, buying and storing food, balanced diet, Eatwell guide, plate presentation, protein - ALL, cooking for teenagers, sensory testing, setting up a sensory test, heat on protein, fish preparation and cookery, carbohydrate - ALL, gluten formation, breadmaking, sugar, reducing sugar in recipes.</p>	<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <p>Functional and chemical properties of carbohydrates, Maillard reaction. Dietary fibre, nutritional analysis, ingredients in cake making, fat - ALL, energy needs at life stages - PAL/BMR, quiche - flavoured pastry, shortening, NEA 1 - writing a hypothesis/ controls, food science experiments, evaluations, fat soluble vitamins, DRVs, water soluble vitamins, deficiency, effects of cooking on vitamins and minerals, soup making, minerals.</p>	<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <p>Planning main meals for specific needs. Cooking main meal for teenager, raising agents, making Victoria sandwich cake, heat transfer, steam as a raising agent, presentation skills, chemical/mechanical/ biological raising agents, lamination, practical with flaky pastry.</p>	<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <p>Yeast cookery, bicarbonate as a raising agent, micro-organisms in food production, spoilage of food by micro-organisms - moulds. Food labelling, date marking, additives, food security, carbon footprint, food miles. Food fortification, primary processing Factors affecting food choice, religious dietary laws, food allergy v food intolerance, water.</p>	<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <p>The big 6 health issues (obesity, CVD, bone health, iron deficient anaemia, type 2 diabetes), food for health - relate to the big 6, why is food cooked, food origins (caught, reared, grown), enzymic browning, oxidation, antioxidants (ACE vitamins), nutrient loss, cooking to reduce nutrient loss. Cuisine, British cuisine, international cuisine.</p>	<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <p>NEA 2 practice, selecting suitable food products, demonstrating skills in practical exam, dovetailing the time plan, justification of food choice for design brief, skills check for NEA 2, two-hour practical, evaluation of final dishes, mock exam preparation.</p>

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11	<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <p><b>NEA 1 Food investigation task.</b> Analyse task, Write hypothesis, Research plan, Research, Working characteristics of ingredients, Functional and chemical properties of ingredients, Recording findings, Applying findings to practical food preparation and cooking. Paired/group work to complete the practical sessions.</p>	<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <p><b>NEA 2 Food Preparation task.</b> Analyse task, Research - primary and secondary, Propose of dishes with justification, Demonstration of practical skills (class trials), Record technical skills and reason for choosing each dish, Sensory analysis of each dish, Photograph of each dish, Suitability of each dish,</p>	<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <p>Selection of final dishes, Justify reasons for choice of the final menu of two, Costing, nutritional analysis, Food provenance, Sustainability, Final exam practical.</p>	<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <p>Revision techniques, Multiple choice questions, Longer answer questions, Use of knowledge organisers, Revision quizzes.</p>	<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p> <p>Revision techniques, Multiple choice questions, Longer answer questions, Use of knowledge organisers, Revision quizzes.</p>	<p><b>At the end of this scheme of learning, students will know / understand / be able to:</b></p>