Programme of Study **Food**

Year	Year 7	Year 8	Year 9	Year 10	Year 11
INTENT	Study begins with an introduction to hygiene, health and safety in the kitchen. Learners will then develop their knowledge and understanding of food groups, nutrition and different dietary needs.	Study begins with a recap on hygiene, health and safety in the kitchen. They will learn about food allergens, cross contamination and food poisoning. They will also analyse the Community Life Cycle Farm to Fork: Food journey; Choice, seasonality, Waste, Spoilage, shop bought comparisons, GM Food Science · Impact and Alternatives · Knowledge of commodities · Knowledge of Macros and Micronutrients within Dairy /Fat	Final stage of cooking and nutrition journey investigates the importance of presentation along with time management skills. Pupils learn about the theory of convection, conduction and radiation. They will also develop an understanding of high-risk foods and the hand of nutrition.	**AQA Food preparation and nutrition** Learners will study throughout the course Food hygiene, safety and danger Zone, raising agents, carbohydrates, macro and macro nutrients, carbohydrates simple and complex, sauce reduction roux, thickening agents, microorganisms, food spoilage, protein alternatives-food choice, LBV time plans, MBV, Savoury analysis, nutritional analysis food science coagulation and heat transfer methods.	**AQA food and preparation** **NEA1 Coursework** Learners will recap on NEA1 and study the following topics: Food science, sensory analysis, results and evaluation, brief analysis and then research their product. **NEA 2 Coursework** They will complete a brief analysis, research their task, demonstrate technical skills and then create a final plan and menu. Learners will revise for their food science theory exam.
Implementation: Knowledge and Concepts	Knife skills are covered, along with the safe use of a range of cooking equipment through the following dishes:	Hygiene, health and safety in the kitchen. They will learn about food allergens, cross contamination and food poisoning. They will also analyse the Community Life Cycle Farm to Fork: Food journey; Choice, seasonality,	Cooking and nutrition journey investigates the importance of presentation along with time management skills. Pupils learn about the theory of convection, conduction and radiation. They will also develop an	Food hygiene, safety and danger Zone, raising agents, carbohydrates, macro and macro nutrients, carbohydrates simple and complex, sauce reduction roux, thickening agents,	**AQA food and preparation** **Term 1** **NEA1 Coursework** Learners will recap on NEA1 and study the following topics: Food science, sensory analysis, results and

	Bread · Shaping of dough Carrot Muffin: They will also explore the science of food by experimenting with enzymic browning. Yeast and Bi Carbonate of soda · They will Understand gluten formation · Develop a Knowledge and understanding of Macro and Micronutrients within Protein and Carbs They will Analyse the personal dietary requirements of a teenager. the Nutritional benefits and implications of a balanced diet; Good versus Poor. They will reflect on their personal journey · Identifying: positives and negatives of SWP &	Waste, Spoilage, shop bought comparisons, GM Food Science · Impact and Alternatives · Knowledge of commodities · Knowledge of Macros and Micronutrients within Dairy /Fat Within this unit, they will also learn about different weights, measures and ratios of ingredients and using different baking techniques with raising agents. Pupils will also explore modification of recipes so that they can meet dietary needs. **Dishes produced:** Chips, Wedges, Crumble Suasage rolls, Cheese triangles, Mini Quiche Egg replacement muffins	understanding of high-risk foods and the hand of nutrition. Within this unit they will focus on the provenance of the ingredients and the effects of food miles on the environment. World foods and culture is a theme for this rotation. **Dishes produced:** Apple Pie;. Lasagna o. Bread and Butter pudding o Making a custard	microorganisms, food spoilage, protein alternatives-food choice, LBV time plans, MBV, Savoury analysis, nutritional analysis food science coagulation and heat transfer methods. **The dishes** produced to develop the knowledge and understanding of the topics above are: 1a: Pastry, enriched dough, pasta dough, lasagna, Deboning chicken, curry and naan bread, filletiy fish cakes, paella, beef burger shaping, Swiss roll, xmas cook and egg challenge. Term 2 –2a Diary Learners will develop their understanding of diary produce. They will develop their understanding of pasteurization, aeration, emulsification, savory lepling, food science coagulation, and food perseverance.	evaluation, brief analysis and then research their product. They will then begin planning and preparing to make their product. They will conduct investigatory practical's before testing, recording and analyzing their results. **Term 2** **NEA 2 Coursework** They will complete a brief analysis, research their task, demonstrate technical skills and then create a final plan and menu. They will then complete their final cooking exam, analyse the products and complete a final evaluation. **Term 3** Learners will revise for their food science theory exam.

	Skills demonstrated with 2 key practical's Self-Critique Presentation of Making			The following dishes will be made to support the understanding of the theory content above:	
Implementation: Content	Dishes produced Bread · Shaping of dough Carrot Muffin:	**Dishes produced:** Chips, Wedges, Crumble Suasage rolls, Cheese triangles, Mini Quiche Egg replacement muffin	**Dishes produced:** Apple Pie. Lasagna o. Bread and Butter pudding o Making a custard	Pastry, enriched dough, pasta dough, lasagna, Deboning chicken, curry and naan bread, filletiy fish cakes, paella, beef burger shaping, Swiss roll, xmas cook and egg challenge. develop their understanding of pasteurization, aeration, emulsification, savory lepling, food science coagulation, and food perseverance.	Creating a final dish and completing controlled assessment and exam
Implementation: Key skills	Making, Analysing, Designing and evaluating (MADE)	Making, Analysing, Designing and evaluating (MADE)	Making, Analysing, Designing and evaluating (MADE)	Making, Analysing, Designing and evaluating (MADE)	Making, Analysing, Designing and evaluating (MADE)
Implementation: Key terms	Enzymic browning. Yeast and Bi Carbonate of soda Macro and Micronutrients within Protein and Carbohydrates	Life Cycle Farm to Fork: Food journey; Choice, seasonality, Waste, Spoilage, shop bought comparisons, GM Food Science Macros and Micronutrients within Dairy /Fat	Provenance convection, conduction and radiation. food miles on the environment Culture Halal	pasteurization, aeration, emulsification, savory lepling, food science coagulation, and food perseverance.	pasteurization, aeration, emulsification, savory lepling, food science coagulation, and food perseverance

Implementation: Cross curricular links and CEIAG	**PD:** Learners will develop an understanding of the laws governing food hygiene and safety. They will develop an understanding of a healthy diet, food and nutrition. **Science**- They will explore enzymic browning and explore the enzymes that cause this browning. **PE:** They will develop their fine motor skills	**PD**: Learners will develop an understanding of the laws governing food hygiene and safety. **Science**-They will explore how food allergens are and how bacteria grow to cause food poisoning. They will explore how recipes can be adapted. **Math's-**They will develop their ability to measure weights and develop their understanding of ratios. **English**- Explicit teaching of tier 2 and Tier 3 vocabulary. Develop their ability to read recipes and identify where food recipes have been adapted	**PD**: Learners will develop their cooking skills so that they can lead a healthy lifestyle. **RE**: They will also look at different dishes from around the world and foods that are used to celebrate different cultures. **Geography**-They will explore world foods and look at the effect of food miles on the environment. **Science**- They will explore the theory of convection, conduction and radiation. **English-**teaching of explicit vocabulary and developing their ability to write evaluationS	**English-**Writing to respond to a design brief. Writing reports when conducting a food analysis. Using measuring, weighing and ratios to create food. **Geography**-Pupils will learn about the moral imperative to protect the planet and minimize wastage. Using tier 2 and 3 vocabularies. **PD**-Developing an understanding of how to support an active and healthy lifestyle with food nutrition. **Health and social care-** They will also develop an understanding of life stages and how good nutrition can be adapted and support physical, emotional, intellectual and social development. **Science-**Developing a knowledge and understanding of food science and how agents	**English**-Learners will develop their ability to use tier 2 and 3 vocabularies. They will develop their ability to write reports and evaluate their products. **Science**-Learners will apply their knowledge and understanding of food science and conduct food investigations. They will develop their understanding of how to adapt their recipes to suit the dietary needs of consumers. **Math's-**They will use quantitative data to summarize their findings **PD** They will be given the opportunity to express their creativity by responding to a design brief.

				are used to adapt food recipes. They will develop their ability to investigate, report and evaluate their findings.	
Impact: Assessments (Summative and formative)	All project work is marked wholistically, and students are given feedback through whole class sheets as a mid-project and end of project. Office forms will be used to monitor learners' understanding of the theoretical aspects of the course. This will be set as a home learning activity. A summative mark is also given against specific assessment criteria. Lesson by lesson, students are given verbal feedback on progress.	All project work is marked wholistically, and students are given feedback through whole class sheets as a mid-project and end of project. Office forms will be used to monitor learners' understanding of the theoretical aspects of the course. This will be set as a home learning activity. A summative mark is also given against specific assessment criteria. Lesson by lesson, students are given verbal feedback on progress.	All project work is marked wholistically, and students are given feedback through whole class sheets as a mid-project and end of project. Office forms will be used to monitor learners' understanding of the theoretical aspects of the course. This will be set as a home learning activity. A summative mark is also given against specific assessment criteria. Lesson by lesson, students are given verbal feedback on progress.	All project work is marked wholistically, and students are given feedback through whole class sheets as a mid-project and end of project. Office forms and quizzes will be used to monitor learners' understanding of the theoretical aspects of the course. This will be set as a home learning activity and as retrieval activities at the beginning of the lesson. Learners will also complete exit passes and lessons will adapt to respond to their misconceptions. A summative mark is also given against specific assessment criteria. Lesson by	All project work is marked wholistically, and students are given feedback through whole class sheets as a mid-project and end of project. Office forms and quizzes will be used to monitor learners' understanding of the theoretical aspects of the course. This will be set as a home learning activity and as retrieval activities at the beginning of the lesson. Learners will also complete exit passes and lessons will adapt to respond to their misconceptions. A summative mark is also given against specific assessment criteria. Lesson by lesson, students are given verbal feedback on progress.

				lesson, students are given verbal feedback on progress.	
Links/ support at home	Use of student resources located within WHS SharePoint for students Building upon interests which form throughout the topics studied by practicing at home Gallery visits/attend artists workshops Cooking and baking at home, especially practicing the skills developed in school Practicing the skills developed in 2D and 3D design Use of YouTube tutorials for further practice on the skills covered Participation within national competitions promoted by the Technology Department alongside school-based competitions via social media/posters Participating in enrichment opportunities and clubs (both in and out of school)				