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

	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:	<b>Dishes produced:</b> Chips, Wedges, Crumble Suasage rolls, Cheese triangles, Mini Quiche Egg replacement muffin	<b>Dishes produced:</b> 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 CEIAGPD: Learners willPD: Learners will develop an understanding of the laws governing food hygiene andPD: Learners will develop their cooking skills so that they can lead a healthy lifestyle.English-Writing to respond to a designEnglish-Writing to develop an brief. Writing reportsInks and CEIAGunderstanding of the laws governinggoverning food hygiene and safety.lead a healthy lifestyle.brief. Writing reportstie the laws governing a foodThe analysis.	<b>English</b> -Learners will develop their ability to use tier 2 and 3 vocabularies. They will develop their ability to write reports and evaluate their products. <b>Science</b> -Learners will apply
Cross curricular links and CEIAG develop an understanding of the laws governing understanding of the laws governing food hygiene and the laws governing cooking skills so that they can lead a healthy lifestyle. respond to a design brief. Writing reports develop an the laws governing   food hygiene and Science-They will explore how different dishes from around the analysis. analysis. aba	develop their ability to use tier 2 and 3 vocabularies. They will develop their ability to write reports and evaluate their products. <b>Science</b> -Learners will apply
links and CEIAG understanding of governing food hygiene and lead a healthy lifestyle. brief. Writing reports tie   the laws governing safety. RE: They will also look at when conducting a food The   food hygiene and Science-They will explore how different dishes from around the analysis. ab	tier 2 and 3 vocabularies. They will develop their ability to write reports and evaluate their products. <b>Science</b> -Learners will apply
the laws governingsafety. <b>RE</b> : They will also look atwhen conducting a foodThefood hygiene andScience-They will explore howdifferent dishes from around theanalysis.ab	They will develop their ability to write reports and evaluate their products. <b>Science</b> -Learners will apply
food hygiene and Science-They will explore how different dishes from around the analysis. ab	ability to write reports and evaluate their products. <b>Science</b> -Learners will apply
	evaluate their products. <b>Science</b> -Learners will apply
safety. They will food allergens are and how world and foods that are used to Using measuring, ev	Science-Learners will apply
develop an bacteria grow to cause food celebrate different cultures. weighing and ratios to Sc	
understanding of a poisoning. They will explore <b>Geography</b> -They will explore create food. th	their knowledge and
healthy diet, food how recipes can be adapted. world foods and look at the <b>Geography</b> -Pupils will un	understanding of food
and nutrition. Math's-They will develop their effect of food miles on the learn about the moral sc	science and conduct food
Science- They will ability to measure environment. imperative to protect inv	investigations. They will
explore enzymic weights and develop their Science- They will explore the the planet and minimize de	develop their understanding
browning and understanding of ratios. theory of convection, conduction wastage. of	of how to adapt their
explore the English- Explicit teaching of tier and radiation. Using tier 2 and 3 re	recipes to suit the dietary
enzymes that cause Develop their ability to read English-teaching of explicit vocabularies.	needs of consumers.
this browning. recipes and identify where vocabulary and developing their <b>PD</b> -Developing an <b>M</b>	Math's-They will use
PE: They will food recipes have been ability to write evaluationS understanding of how to qu	quantitative data to
develop their fine adapted support an active and su	summarize their findings
motor skills healthy lifestyle with PE	PD
food nutrition. Th	They will be given the
Health and social care- op	opportunity to express their
They will also develop cro	creativity by responding to a
an understanding of life de	design brief.
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	

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

				lesson, students are given verbal feedback on progress.	
Links/ support at home	Use of student resource Building upon interests Gallery visits/attend art Cooking and baking at h Practicing the skills deve Use of YouTube tutorial Participation within nat Participating in enrichm	es located within WHS SharePoint for which form throughout the topics stu- ists workshops nome, especially practicing the skills d eloped in 2D and 3D design Is for further practice on the skills cov ional competitions promoted by the ent opportunities and clubs (both in s	students udied by practicing at home developed in school vered Technology Department alongside schoo and out of school)	l-based competitions via socia	al media/posters