



**FOOD & NUTRITION**

BE BOLD, BE BRAVE, BE BRILLIANT

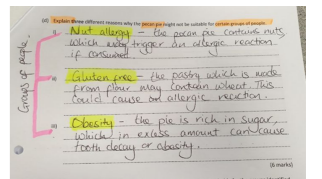
# KS4 Food Preparation & Nutrition Curriculum at a glance

- Practical Skills
- Nutritional Knowledge
- Food Safety knowledge
- Where Food Comes From

### EXAM REVISION

Model answers against time limits, depicting of core knowledge  
 Two sections of compulsory questions to assess the 6 areas of content:  
 Section A: questions based on stimulus material  
 Section B: structured, short and extended response questions.

**Big Question 3 - How much have I retained?**  
 Year 11 Term 3



### Nea2

- Mind-map
- Mood-board
- Question MAT questions
- Questionnaire
- Results of questionnaire with analysis
- Menu presentations
- Skills Audit
- Recipes
- Reasons for choice
- Shopping list
- Trialling with photographic evidence and analysis
- Time-plan
- PRACTICAL EXAM
- Evaluation

Year 11 Term 2

**Big Question 2 - Nea 2 & Revision**



### Nea1

- Mindmap, Research table, How, What & Why
- Hypothesis
- Plan of Action, Extended Plan of Action
- Experiment 1 with Analysis (photographic evidence), Results of experiment 1 & Conclusion
- Experiment 2 with Analysis (photographic evidence), Results of experiment 2 & Conclusion
- Experiment 3 with Analysis (photographic evidence), Results of experiment 3 & Conclusion
- Experiment 4 with Analysis (photographic evidence), Results of experiment 4 & Conclusion
- Experiment 5 with Analysis (photographic evidence), Results of experiment 5 & Conclusion
- Overall conclusion

Year 11 Term 1

**Big Question 1 - Nea1**



### Introduction into Mini Nea1 -

- Understanding the Scientific Investigational processes of how ingredients work. Testing different variables and understanding the properties of the ingredients used.
- Research, Investigation, Costing, Chemical understanding, Analysis and Evaluation.
- Series of investigational tests carried out -
- Data collection, sensory analysis, star diagrams, brand comparison, taste tests, observational and photographic evidence.

### Introduction into Mini Nea2

- Understanding of a set task and knowing how to carry out a variety of research methods, collecting data from questionnaires, taste tests - star diagrams, meeting a dietary need.
- High and medium skilled dishes - Looking at accompaniments, presentation skills, Tuning Teacake challenge.

### Cake Making Methods & Styling of Food

- Understanding different flours, fats, sugars in the processes of cake making. Creaming, melting, all-in-one.
- Victoria sponge cakes, Viennese whirls, Brownies and Muffins. Burger Cupcakes.
- Ban-marie, combining, mixing, shaping, portion control and styling.
- Decorating and garnishing.

**Big Question 3 - How do I carry out the Nea1 & Nea2 using my core knowledge?**



### Diet & Health

- Ages (toddlers, teens, young adults, middle aged, elderly)
- SDNs (special dietary needs: diabetic, coeliac, anaemia, cardio-vascular disease/heart disease, calcium deficiency/ bone health, allergies, intolerances)
- Lifestyle (Vegetarian, vegan, lacto/ovo, religious)
- Athletes
- Basal metabolic rate (BMR) and physical activity level (PLA)
- Energy balance
- Planning balanced meal and diets for all groups
- Calculating nutrient content for meals and diets
- Change recipes to decrease sugar and fat, or increase fibre

### Vegan Meals - Jambalaya, Energy bars, spicy bean burgers, lasagne, quiche and pasta.

### Food Science: Effect of cooking:

- Why food is cooked
- Heat transfer (conduction, convection, radiation)
- Cooking methods and their effects
- Use of micro-organisms (e.g. yeast, 'good' bacteria etc.)
- Faults in cooking and baking e.g. sunken cake

### Chemical processes:

- Gelatinisation
- Dextrinization
- Caramelisation
- Shortening and plasticity
- Aeration
- Emulsification
- Coagulation
- Foam formation
- Gluten formation
- Denaturation (physical, heat and acid) of protein
- Enzymatic browning
- Oxidisation

### Cheese soufflé, sugar spun baskets, toast experiment, meringues, French onion soup, pasta from scratch.

### Introduction to course structure

- Understanding course waiting, assessment criteria and areas of study.

### Bread theory

- Function in our diet (why we need it), how to cook it, how to store it and where it comes from.

### Mini focaccia, Chelsea buns & hot cross buns

- A variety of different breads understanding the processes of "knocking back, kneading, proving and shaping".

### Theory of vegetables

- Functions and sources of key nutrients.
- Role of nutrients in food.

### Lentil Curry & Spring rolls

- Chopping techniques, specialist equipment - deep fat fryer: temperature controls
- Shaping, portion control and quantity of mass production.

### Meats Theory

- Economic savings of portioning a whole chicken.
- Sections of meat and its nutritional value.

### Chicken curry, BBQ Wings and Chicken Chasseur

- Marinating, cross-contamination, temperature control, understanding of foods from different cultures.

### Fish Theory

- Importance of sustainability and the choice of fish available to consumers.
- How to store a fillet a fish.

### Fish fingers & Fish Cakes

- Filleting, shaping, coating, shaping, specialist equipment, marinating and temperature controls.

### Rice Theory

- How rice is grown and harvested.
- Different types of rice and its uses.
- Primary and secondary processing of rice.

### Biryani & Rice pudding

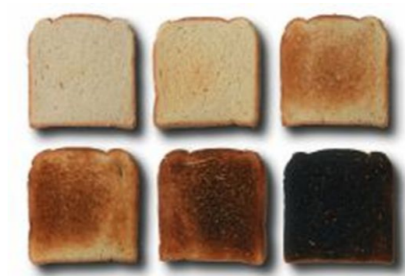
- Simmering, boiling, washing, culture processes of making and adaptation of ingredients.

Year 10 Term 3



Year 10 Term 2

**Big Question 2- How does diet and health impact what we eat? What is the science behind our food?**



**Big Question 1 - What skills do I need to demonstrate as a Head Chef?**

Year 10 Term 1

Food Commodities

