

Herschel Grammar School

Food Preparation & Nutrition Curriculum Overview 2025/26

Curriculum Intent

In Food Preparation and Nutrition, the curriculum content is guided by the National Curriculum at KS3 with a review of the National Curriculum at KS2. The curriculum is designed around our learners with a focus of where students need to be at the end of their learning.

At key stage 4 the curriculum is shaped and guided by the AQA specification for GCSE Food Preparation & Nutrition. However, opportunities are

The curriculum aims to develop the following areas: -

Personal Development – To develop healthy individuals

- Understand and apply the principles of nutrition and health
- Understand how nutritional needs vary with age and health conditions
- Understand the source, seasonality, and characteristics of a broad range of ingredients
- Demonstrate a repertoire of savoury dishes as part of a healthy and varied affordable diet
- Instilling a love of cooking that leads self-sufficiency and independence

Caring Attitudes – To make a positive contribution to the community

- Understand the economic, environmental, ethical, religious, and socio-cultural influences on food availability, production processes, and diet and health choices
- Understand how food contributes to various religious and spiritual events and celebrations
- Instil British Values of acceptance and accountability.
- Explore a range of ingredients and processes from different culinary traditions
- Instilling a love of cooking that enable students to feed themselves and others

Academic Achievement - To make, at least, or exceed academic progress

- Ensuring that students achieve their expectations in a creative and innovative way
- Demonstrate knowledge of functional chemical and nutritional properties, the sensory qualities and the microbiological considerations leading to the food preparation
- Critique, evaluate and test food and the food of others
- Apply the principles of nutrition and healthy eating in learning between subjects and beyond the classroom as understanding of nutrition and food fuels better academic success across the curriculum

Students are constantly challenge and the content is deliberately ambitious. In key stage 3 there is a focus on learning the basic practical skills, health safety, hygiene, and knowledge that underpins content, with an introduction to food investigations. At Year 9 there is a focus on more independent working, developing medium level practical skills and more in-depth knowledge of functional properties. At KS4 Students develop more complex practical skills. Prior knowledge is extended with more detailed focus on the food science content.

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Overall Food Preparation & Nutrition is a popular subject at Herschel Grammar, especially in KS3. Students enjoy the practical elements and the links to food science. PP and SEND students are supported through relevant resources, such as financial support, extra one to one support and teaching resources.

Curriculum Impact

Pupils learn how to cook healthy dishes for themselves and others. They enjoy doing so and the skills they learn stand them in good stead for later life. A survey end of Key stages to find out if students still use recipes / skills at home

Progress is measured in many ways through internal and external data, through school report, SIMs and 4 matrix. Pupils regularly reflect and self-assess their work and learning conversations are embedded in lessons. Pupils know their target grades and through assessment cards (KS3) and knowledge of the GCSE criteria (KS4) know what they need to do to improve.

KS4 grades are consistently high (above 76% grade 8/9 for previous years)

PP learners progress is enabled through the provision of vouchers to purchase ingredients. They make expected or better than expected progress at KS3.

SEND students are well supported, achieving expected and above.

Approximately 15% of Year 9 learners continue to GCSE. There is currently no A level although some students have requested this.

Feedback from parents is always positive and they are impressed with the products produced

Staff in the faculty have made good progress from ECT to HOD, teaching both KS3 and 4. Resources are shared so that non-specialist teachers can deliver high quality lessons.

Through education, we have the privilege of engaging directly with children and young people who:

- are passionate about the natural world
- want to do their best to protect it
- can influence their wider communities

Throughout this document, whenever the following icon is used , it indicates that the teaching and learning is linked to one or more of the following:

- nature
- the causes and impacts of climate change
- careers in the green economy
- the importance of sustainability

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Year group	Year 7
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Rationale for sequencing	Modules are taught on rotation, so all students have an opportunity to experience the food curriculum. We focus on ensuring that students can use a range of equipment safely. The food element is designed to access a range of skills and techniques, as well as learning foundation subject knowledge covering the national curriculum.
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Food Module on Carousel	
Students work on a carousel within the Design and Technology (DT) Department	
Year 7: Cook and Eat Well	
Develop practical food skills through a range of focused practical tasks (mainly savoury dishes). Extend knowledge of safe working practices in a food area. Safe use of basic equipment and the cooker (hob, oven and grill). The principles of food safety and safe storage of food.	
Understand and apply the principles of nutrition and healthier eating (Eatwell Guide and guidelines)	
Understand the source, seasonality, Fairtrade, food provenance and characteristics of a range of ingredients 	
Extend subject specific vocabulary.	
Year 7 students cook a range of food products including: Salsa, Couscous Salad, Vegetable Stir Fry, Pizza Toast, Fruit Crumble, (using seasonal fruits), Flapjack, Banana Muffins.	
<i>Safe and organised routines for working are established in these practical sessions. Recipe's demand increasing accuracy in weighing and measuring</i>	

Assessment Plans:	
Food Module	Plenary Quizzes on Forms / Teams Plus End of Module Assessment

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Year group	8
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Rationale for sequencing	Modules are taught on rotation, so all students have an opportunity to experience the food curriculum. We focus on ensuring that students can use a range of equipment safely. The food element is designed to access a range of skills and techniques, as well as learning foundation subject knowledge covering the national curriculum.
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Food Module on Carousel	
Students work on a carousel within the Design and Technology (DT) Department Year 8: Good to Know Emphasis is on extending knowledge of ingredients, equipment and cooking methods whilst developing a wider range of practical skills and techniques. The content will help students make more informed food choices through understanding of labelling information and awareness of ethical food choices. 🌍 Main topics include the food safety and hygiene, principles of good nutrition and healthier eating; the science and investigation of working properties of ingredients, food provenance 🌍 and how economic factors e.g. food labelling and food waste impact on our choice and use of food. Year 8 Recipes: Fajitas, Chilli Bean Tacos, Pizza, Macaroni Cheese, Cheese Tomato & Spinach Pinwheels, Scones, Carrot Cakes. Investigation: Gelatinisation <i>Learning diaries become increasingly technical. There is increased emphasis on discussion of key learning skills and techniques and scientific knowledge.</i>	

Key Assessment Plans:	
Food Module	Plenary Quizzes on Forms / Teams Plus End of Module Assessment

FOOD PREPARATION & NUTRITION Curriculum Overview 2024/25

Year group	9
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Rationale for sequencing	The course extends practical skills' base and more confident working, in preparing and cooking a range of medium skill level, healthier dishes, which reflect the Eatwell Guidelines. Students are introduced to GCSE skills/techniques at complex, medium or basic level. Course also improves knowledge and understanding of the functional and chemical properties of ingredients through examining changes which occur during preparation and cooking of food. Knowledge of these scientific principles is tested further through investigations.
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Term 1	
Half term	Half term
Term 1: Cakes and Pastries This term focuses on the Food Science, developing knowledge & understanding of the functional and chemical properties of ingredients through examining changes which occur during preparation and cooking of food. Knowledge of these scientific principles is tested through food investigations. Fat Chemistry and functions of fat. DRV's Different types of fat Diet related health issues: high cholesterol, CHD. Functional Properties: lamination in rich pastries, shortening, aeration Related recipes e.g. bean and cheese pasties, sausage rolls, treacle tart, vegetable spring rolls, Pineapple upside down cake, brownies, Swiss rolls and Bread Stars. Practical tasks: knife skills, short-crust pastry, sweet pastry, rough puff pastry, cakes using creaming, whisking, rubbing in and melting methods, focused tasks, and technical challenges (working with partner) as required. Investigations: shortening effect of fats in pastry <i>Students are encouraged to make interesting twists/adaptations to recipes to reflect own likes, dietary needs and special diets. More complex skills taught in second half of this session.</i>	
Term 2	
Half term	Half term
Term 2: Diet Through Life Focus this term is on nutritional and dietary requirements at different life stages and the importance of energy balance in maintaining a healthy weight. The principles of food safety and safe handling of high-risk foods. Theory and practical exam. Practical tasks: Quiche, Vegetable Lasagne, Burgers Challenge (through a focused technical challenges). This half term looks at Nutritional Needs and Health. <i>Justification of choice of dishes</i>	This half of the term students will focus on Food Choices due to Dietary requirements / Special diets. Students learn how dietary requirements and special diets can be affected by: - Ethical beliefs / Choices - Religion - Food related illnesses - Allergies Case studies are used to focus on specific dietary requirements.

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<i>as well as nutritional evaluation (using Explore Food)</i> looking at Nutritional Needs through the Life Stages	Practical Tasks: Fishcakes, Pinwheels, Hot cross buns
Term 3	
Half term	Half Term
Term 3: Best of British and other International Cuisines Extends knowledge of traditional British dishes and other modern variations, as well as cuisines from other parts of the world. To research features and characteristics of one other cuisine (not British) and choose, prepare and cook suitable dishes. A 'cuisine' is a style of cooking and eating. Also cover Food Presentation / Styling through 'Tunnock Tea Cake Challenge' or Garnishing Task. Sensory Analysis is also covered to understand how to analyse and evaluate cooking tasks and food investigations. Heat transference and methods of cooking are also covered. Introduce the themes of Food Security, Food Provenance and Food Sustainability. 🌍 Awareness of environmental food issues and how these should impact on food choice. 🌍 Use of local seasonal ingredients 🌍 Practical tasks include British cuisine such as Shepherd's Pie, Cheesecake, Egg Breakfast challenge (using eggs). International cuisine: Fresh pasta & roasted vegetables, Spanakopita or Samosas, Asian Salmon and Noodles	

Key Assessment Plans:	
Term 1	End of module assessment
Term 2	Mid Term Yr 9 Exams (practical and written exam). (Written exam includes GCSE Questioning)
Term 3	End of Module Assessment

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Year group	10
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Rationale for sequencing	The course is for students who have chosen GCSE Food Preparation and Nutrition as a GCSE Option. The course will extend practical skills' and enable students to work more independently with confidence when, preparing and cooking a range of complex dishes which are healthier dishes, reflecting on topic areas covering the AQA Specification. The course also improves knowledge & understanding of the functional and chemical properties of ingredients through examining changes which occur during preparation and cooking of food. Knowledge of these scientific principles is tested through food investigations.
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Term 1	
TERM 1 Take One Nutrient: Carbohydrate Types of Carbohydrate (sugars and complex carb.) DRV's / Diet Related Health Issues: effects of high sugar intake, obesity, and type 2 diabetes, Dietary Fibre. Primary and Secondary Food Processes – Wheat and Bread, Arable Farming 🌍 Functional Properties: gelatinisation, gluten formation, caramelisation and dextrinisation Scientific investigation: gelatinisation, best conditions for yeast fermentation gluten content of different flours Related recipes: introducing complex skills e.g. filled fresh pasta, roux sauces, enriched bread doughs and choux pastry.	
Term 2	
Term 2 Take One Nutrient: Protein Types of protein HBV and LBV. Protein complementation. Protein alternatives Nutrition themes: protein in the diet. DRV's Primary and Secondary processes Food processing (milk and cheese). Making cheese (paneer). Yogurt Dairy Farming including eggs 🌍 Fish – Sustainability sources and methods of fishing 🌍 Functional Properties: aeration (protein foams), denaturation, coagulation, and emulsification Related recipes e.g meat, fish and egg cookery, emulsion sauces, alternative and plant-based protein. Jointing chicken and filleting fish demonstration Scientific investigation: eggs: testing best conditions for coagulation, milk: coagulation using acids.	
Term 3	
Half term	Half Term
Term 3: Summer written examination (full past paper) + 2-hour Practical Examination Year 10 Practical Exam preparation: NEA 2 Mini NEA2 Practice: Food Preparation Task Practice: Research and planning task adds to	Complete Mini NEA2 NEA 1: Food Investigation Practice Task Investigate working characteristics and functional/ chemical properties.

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knowledge gained so far this year. Research of theme. 🌐 Choice and planning of suitable skilful recipes. Some practice of new skills/techniques in preparation for Year 10 practical exam. Sensory and nutritional analysis of recipes made, and improvements suggested NEA 2 to cover a task to research the important vitamins, minerals and trace elements. water and fibre Main sources, functions and effects of deficiency and deficiency diseases. Related recipes to support and illustrate nutritional knowledge	Main content: To understand main stages and emphasis of NEA1. Write a report on how ingredients work and why 2x practical investigations (1 group task/1 individual) to test hypothesis. Analysis and discussion of results If time at end: Revision of Functional Properties, Opportunity to practice skills missed or those needing refinement.
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Key Assessment Plans:	
Term 1	End of Module Assessments
Term 2	Yearly Yr10 Exam including Written Paper and 2hr Practical
Term 3	End of Module Assessment

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Year group	11
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Rationale for sequencing	This year students will work independently on NEA 1 Food Investigation and NEA 2 Preparation and Cooking task. This is in accordance with AQA specification, with direction and guidance from food teaching staff. This will be assessed in-house and set for external verification. Students will also revisit topics learnt throughout the year. The topics will cover content set by AQA Food Preparation and Nutrition GCSE to ensure they are ready for the Final written exam at the end of the year.
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Term 1	
Half term	Half term
Term 1: up to half term NEA 1: Food Investigation Task (15% of final grade: 30 marks) 10 assessment hours 2000 words max (6-8 pages) Themes set by AQA and released on 1/9 3-*4 investigations with results and analysis (*preferably 4) A final evaluation/analysis <i>Final submission NEA 1: before half term</i>	Term 1 after ½ term NEA 2: Food Preparation Task (35% of final grade: 70 marks) / 17 assessment hours + 3-hour final practical. Themes set by AQA and released on 1/11 Includes: Research of task and research of possible recipes. <i>Some showcasing or trialling of technical skills through making 1-2 this session (*4 dishes made in total).</i> 🌐 Sensory testing of dishes after making and further evaluation of outcomes (based on research summary points). Mock examination preparation. Full past paper. <i>Provide Revision List</i>
Term 2 Half term	Half term
Term 2: Continue NEA 2 Still some Demonstrating Technical Skill Dishes to finish (*4 dishes made in total) <i>Planning of Final 3 dishes to make in 3-hour practical to include detailed time-plan.</i> <i>3-hour practical exam to be done in one session (max 9 students per session)</i> All practical done before Feb half term	Term 2: Revision Sessions+ Exam Preparation Nutritional analysis, costing and sensory testing of final 3 dishes after making. Final evaluation <i>Final Submission NEA 2 early March</i> Revision sessions and past question practice. Topics based on any gaps in specification + key themes. 🌐

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Term 3	
Half term	Half Term
Revision sessions and past question practice. Topics based on any gaps in specification + key themes. 🌐	Revision sessions and past question practice. Topics based on any gaps in specification + key themes. 🌐
	Written exam paper: 1hr 45mins 100 marks 50% of final GCSE grade

Key Assessment Plans:	
Term 1	NEA1 & NEA2 plus December Mock Exam
Term 2	NEA2 Practical Assessment / Assessment of Past Papers
Term 3	Final Written Exam in June