

Year: 7		Term: 18 week rotation Food / Textiles			
Subject	Topic	Key Knowledge	Links to prior learning	Wider curriculum connections	Knowledge booklet / Quizlet
Food Preparation and Nutrition	Health and Safety	Understand safe practice and procedures in the food room	KS2 basic instruction Home learning	Science PSHE	Knowledge
	Knife Skills	Safe working in kitchen to food preparation	KS2 basic instruction Home learning	PSHE	Practical application
	Product Analysis Bought foods Own cooked dishes	To expand vocabulary To describe sensory experience	KS2 basic instruction Home learning	Science English	Practical application
	Healthy eating	To know the eat well plate To understand what a balanced diet is	KS2 basic knowledge Home learning	Science PSHE English Maths PE	Knowledge Practical application
	Food choices	To know the sugar content of foods	KS2 basic knowledge Home learning	Science PSHE English Maths PE	Knowledge Practical Application
	Food Provenance	Understand seasonality and origin of foods.	KS2 basic knowledge Home learning	Geography Science English Maths PSHE	Knowledge Practical Application
Food Practicals	Fruit Salad	Knife Skills Seasonality Variety Healthy eating	KS2 basic knowledge Home learning Culture	Geography Science English Maths PSHE	Knowledge Practical Application

		Preparation of food Food Science			
	Kebabs	Knife Skills Seasonality Variety Healthy eating Preparation of food - High risk food Food Science Seasoning and baking To know when meat is cooked/ safe to eat Oven safety Vegetarian and Vegan	KS2 basic knowledge Home learning Culture	Geography Science English Maths PSHE	Knowledge Practical Application
	Chicken Goujons	Knife Skills Healthy eating Preparation of food - High risk food Food Science Seasoning and baking To know when meat is cooked/ safe to eat Oven safety Vegetarian and Vegan Coating Pan frying	KS2 basic knowledge Home learning	Science English PSHE Maths	Knowledge Practical Application
	Bread Rolls	Preparing dough Proving Oven use	KS2 basic knowledge Home learning	Geography Science English PSHE	Knowledge Practical Application

		Raising agents Browning agents Testing Kneading Knowledge of ingredients	Culture	Maths History	
	Scones	Rubbing in method Shaping and cutting Knowledge of ingredients Baking Testing Sweet and Savory Seasonality	KS2 basic knowledge Home learning	Geography Science English PSHE Maths	Knowledge Practical Application
	Spag Bol	Knife Skills Seasonality Variety Healthy eating food Food Science Seasoning To know when meat is cooked/ safe to eat Oven safety Reduction Marinating Frying Vegetarian and Vegan	KS2 basic knowledge Home learning	Geography Science English Maths PSHE	Knowledge Practical Application
	Soft Cookies	Creaming method Cutting and shaping Raising agent Healthy eating	KS2 basic knowledge Home learning	Science English Maths PSHE	Knowledge Practical Application

		Baking			
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**Year: 8** **Term: 18 week Taught on Rotation for a term and a half with Textiles**

<b>Subject</b>	<b>Topic</b>	<b>Key Knowledge</b>	<b>Links to prior learning</b>	<b>Wider curriculum connections</b>	<b>Knowledge booklet / Quizlet</b>
Food Preparation and Nutrition	Health and Safety	To understand safe practice and procedures in the food room	Year 7 knowledge Home learning	Science PSHE	Knowledge
	Nutrients	Basic understanding of micro and Macro Nutrients.	Year 7 knowledge Home learning	Science Maths PSHE	Knowledge
	Product Analysis Bought foods Own cooked dishes	To expand vocabulary To describe sensory experience	Year 7 knowledge Home learning	English PSHE Maths	Knowledge
	Taste testing	To expand vocabulary To describe and record sensory experience. To write evaluations.	Year 7 knowledge Home learning	Science English PSHE Maths	Knowledge
	Fibre Test	To understand and identify the fibre content in different types of flour. Importance	Year 7 knowledge Home learning	Science Maths English PSHE	Knowledge

		related to diet. To be able to compare, analyse and evaluate in a scientific way.			
	Gluten Test	To understand and identify the gluten content in different types of flour. Importance related to intolerances. To be able to compare, analyse and evaluate in a scientific way.	Year 7 knowledge Home learning	Science Maths English PSHE	Knowledge
Food Practicals	Chicken Curry	Knife Skills Seasonality Variety Healthy eating food Food Science Seasoning To know when meat is cooked/ safe to eat Reduction Marinating Frying Simmering Vegetarian and Vegan	Year 7 knowledge Home learning Cultural	Geography Science English Maths PSHE	Knowledge Practical Application
	Breakfast mini omelettes	Healthy Eating Variety Vegetarian	Year 7 knowledge Home learning	Geography Science English Maths	Knowledge Practical Application

		Seasonality Coagulation Baking Oven safety Food safety	Cultural	PSHE	
	Pizza	Preparing dough Proving Oven use Raising agents Browning agents Testing Kneading Knowledge of ingredients Knife skills Seasonality	Year 7 knowledge Home learning Culture	Geography Science English PSHE Maths	Knowledge Practical Application
	Fruit Crumble	Knowledge of ingredients Knife skills Seasonality Rubbing in method Oven safety	Year 7 knowledge Home learning	Science English PSHE Maths	Knowledge Practical Application
	Short bread	Knowledge of ingredients Rubbing in method Oven safety	Year 7 knowledge Home learning	Science English PSHE Maths	Knowledge Practical Application
	Fruit muffins	Knowledge of ingredients Oven safety Raising agents Creaming method Seasonality	Year 7 knowledge Home learning	Science English PSHE Maths	Knowledge Practical Application
	Build a Burger	Knife Skills Healthy	Year 7 knowledge	Science English	Knowledge Practical

		eating Preparation of food - High risk food Food Science Seasoning and baking To know when meat is cooked/ safe to eat Oven safety Vegetarian and Vegan Pan frying	Home learning	PSHE Maths	Application
	Stir Fry	Knife Skills Seasonality Variety Healthy eating Preparation of food - High risk food Food Science Seasoning and baking To know when meat is cooked/ safe to eat Oven safety Vegetarian and Vegan Use of pre-made products	Year 7 knowledge Home learning	Science English PSHE Maths	Knowledge Practical Application

<b>Year: 9</b>		<b>Term: Autumn</b>			
<b>Subject</b>	<b>Topic</b>	<b>Key</b>	<b>Links to</b>	<b>Wider</b>	<b>Knowledg</b>

		<b>Knowledge</b>	<b>prior learning</b>	<b>curriculum connections</b>	<b>e booklet / Quizlet</b>
Food, Nutrition and Health	<b>3.2 Food, nutrition and health</b> <b>3.2.1 Macronutrients – 3.2.1.1 Protein</b> This section relates to the topic of food and nutrition. It begins with a brief overview of the well as protein-rich foods and the dietary reference values (DRVs) for protein for different groups. well as protein-rich foods and the dietary reference values (DRVs) for protein for different groups.	Explain the functions of protein in the body. <ul style="list-style-type: none"> <li>Describe the terms low and high biological value proteins and protein complementation.</li> <li>Identify the main food sources of protein and protein alternatives. Recall the main DRVs for protein.</li> </ul>	Knowledge Home	Science PE	Knowledge Quizlet
	<b>3.2 Food, nutrition and health</b> <b>3.2.1 Macronutrients – 3.2.1.2 Fats</b> This section relates to the topic of food	Explain the functions of fat in the diet. <ul style="list-style-type: none"> <li>Name the main food sources of fat in the diet.</li> </ul>	Knowledge Home	Science PE	Knowledge



	<p>and nutrition. It moves on to the macronutrient fats. The functions and uses of fats in the body are explored as well as the different types of fats. The dietary reference values (DRVs) are also covered and the problems of excess or deficiency of fats.</p>	<ul style="list-style-type: none"> <li>• Describe the terms saturated fat, monounsaturated fat and polyunsaturated fat.</li> <li>• Recall the maximum amount of fat recommended in the diet to stay healthy.</li> <li>• Describe the effects of a deficiency and excess of fats.</li> </ul>			
	<p><b>3.2 Food, nutrition and health</b>  <b>3.2.1 Macronutrients – 3.2.1.3 Carbohydrates</b>  This section relates to the topic of food and nutrition. It moves on to the macronutrient carbohydrates. The function and uses of carbohydrates in the body are explored as well as the different</p>	<p>Explain the functions of carbohydrate in the body.</p> <ul style="list-style-type: none"> <li>• Name the main food sources of carbohydrates.</li> <li>• Name the different groups of carbohydrate to include sugar, starch and dietary fibre.</li> <li>• Name the different types of carbohydrates:</li> </ul>			<p>Knowledge</p> <p>Topic 2.1  Macronutrients – carbohydrates (pages 109–117)</p>

	<p>carbohydrate groups. The dietary reference values (DRVs) are also covered for carbohydrates, including the starchy carbohydrates, milk sugars and fruit sugars from the free sugars (added sugars).</p>	<p>monosaccharides – glucose and fructose; disaccharides – sucrose, maltose and lactose; and polysaccharides – starch and dietary fibre. Describe the effects of deficiency and excess of carbohydrates.</p>			
	<p><b>3.2 Food, nutrition and health</b> <b>3.2.2 Micronutrients – 3.2.2.1 Vitamins</b> This section relates to the topic of food and nutrition. It moves on to the micronutrients – vitamins. The function and uses of vitamins in the body are explored as well as different fat soluble and water soluble vitamins. The dietary reference values (DRVs) are</p>	<p>Explain the functions of the fat and water soluble vitamins in the body.</p> <ul style="list-style-type: none"> <li>• Name the main food sources of fat and water soluble vitamins in the diet.</li> <li>• Understand the effects of deficiency and excess of the fat and water soluble vitamins.</li> <li>• Recall the DRVs for the fat and water soluble vitamins.</li> </ul>			<p>Topic 2.2 Micronutrients (and water) – vitamins (pages 118–129) Knowledge</p>

	<p>also included for these vitamins:          Fat soluble vitamins: A, D, E and K          Water soluble vitamins: B1 (thiamin), B2 (riboflavin), B3 (niacin), folic acid, B12 and vitamin C (ascorbic acid).</p>	<p>Explain the ways food preparation and cooking affect the vitamin content of foods.</p>			
	<p><b>3.2 Food, nutrition and health</b>  <b>3.2.2 Micronutrients – 3.2.2.1 Antioxidant vitamins – 3.2.2.3 Water</b>          This section relates to the topic of food and nutrition. It moves on to the antioxidant vitamins (A, C and E). The function and uses of these vitamins in the body in protecting body cells from damage are explored. Water in the diet is</p>	<p>Explain the functions of antioxidant vitamins in the body.</p> <ul style="list-style-type: none"> <li>Understand the benefits of diets high in antioxidant vitamins.</li> <li>Name food sources of the antioxidant vitamins.</li> <li>Explain the functions of water in the diet and how it is lost from the body. Recall occasions when extra water is needed in the diet.</li> </ul>		<p>Science PE</p>	<p>Topic 2.2 Micronutrients (and water)– antioxidant vitamins (pages 130–131)</p> <p>Topic 2.2 Micronutrients (and water) – water (pages 142–144)</p>

	explored, including the functions and use of water in the body.				
	<p><b>3.2 Food, nutrition and health</b></p> <p><b>3.2.2 Micronutrients – 3.2.2.2 Minerals</b></p> <p>This section relates to the topic of food and nutrition. It moves on to the micronutrient minerals. The function and uses of minerals in the body are explored. The dietary reference values (DRVs) are also included for these minerals: calcium, iron, sodium, fluoride, iodine and phosphorus.</p>	<p>Explain the functions of the minerals in the body.</p> <ul style="list-style-type: none"> <li>Understand the effects of deficiency and excess of minerals.</li> <li>Name the main food sources of minerals in the diet.</li> <li>Recall the DRVs for the minerals.</li> </ul>			<p>Topic 2.2 Micronutrients (and water) – minerals (pages 132–141)</p>
	<p><b>3.2 Food, nutrition and health</b></p> <p><b>3.2.3 Nutritional needs and health – 3.2.3.1 Making</b></p>	<p>Describe the current guidelines for a healthy diet.</p> <ul style="list-style-type: none"> <li>Explain why portion size is important</li> </ul>		<p>Science PE Citizenship Cultural</p>	<p>Topic 2.3 Nutritional needs and health – making informed choices for a varied and balanced</p>

	<p><b>informed choices for a varied and balanced diet (healthy eating, portion sizes and costing of recipes) – 3.2.3.3 How to carry out a nutritional analysis</b></p> <p>This section relates to the topic of food and nutrition. It moves on to making informed choices for a varied and balanced diet and includes healthy eating, the Eatwell Guide, portion sizes and nutritional analysis and costing of recipes.</p>	<p>when serving meals to different target groups.</p> <ul style="list-style-type: none"> <li>• Cost a recipe.</li> </ul>			<p>diet (pages 145–151)</p> <p>Topic 2.3 Nutritional needs and health – how to carry out a nutritional analysis (pages 170–175)</p>
	<p><b>3.2 Food, nutrition and health</b></p> <p><b>3.2.3 Nutritional needs and health – 3.2.3.1 Making informed</b></p>	<p>Describe how nutritional needs change throughout life.</p> <ul style="list-style-type: none"> <li>• Justify planning</li> </ul>		<p>Science Citizenship PE</p>	<p>Topic 2.3 Nutritional needs and health – making informed choices for a varied and balanced diet (pages</p>

	<p><b>choices for a varied and balanced diet (nutritional needs and planning a balanced diet for different life stages)</b></p> <p>This section relates to the topic of food and nutrition. It moves on to making informed choices for a varied and balanced diet for different target groups; applying the principles learned in week 7 of healthy eating and appropriate portion sizes.</p>	<p>balanced meals for different life stages: young children, teenagers, adults and the elderly. Apply principles of healthy eating and portion sizes when planning and serving dishes/meals.</p>			152–165)
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Food, Nutrition and Health	<p><b>3.2 Food, nutrition and health</b></p> <p><b>3.2.3 Nutritional needs and health – 3.2.3.1 Making informed choices for a varied and</b></p>	<ul style="list-style-type: none"> <li>Justify planning balanced meals for specific dietary groups: vegetarian and vegan, coeliac, lactose intolerant and high fibre diets.</li> <li>Explain</li> </ul>		Topic 2.3 Nutritional needs and health – making informed choices for a varied and balanced diet (pages 145–165)
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	<p><b>balanced diet (planning a balanced meal for specific dietary groups) – 3.2.3.2 Energy needs</b></p> <p>This section relates to the topic of food and nutrition. It moves on to making informed choices for a varied and balanced diet and includes making balanced meals for specific groups, energy needs and nutrients providing energy in the diet.</p>	<p>the terms basal metabolic rate (BMR) and physical activity level (PAL).</p> <ul style="list-style-type: none"> <li>• Explain why BMR and PAL are important in determining energy requirements. Apply the principles of correct energy requirements when planning recipes/meals/diets to enable individuals to maintain a healthy body weight throughout life.</li> </ul>		<p>Topic 2.3 Nutritional needs and health – energy pages 166–169)needs (</p>
	<p><b>3.2 Food, nutrition and health</b></p> <p><b>3.2.3 Nutritional needs and health – 3.2.3.4 Diet, nutrition and health (the major diet related health risks – obesity, cardiovascular disease and high blood pressure)</b></p> <p>This section relates to the topic of food and nutrition. It</p>	<ul style="list-style-type: none"> <li>• Describe the terms obesity, cardiovascular disease and high blood pressure.</li> <li>• Explain how these health conditions may be prevented by suitable lifestyle choices.</li> <li>• Describe the health risks associated with these health conditions. Justify planning</li> </ul>		<p>Topic 2.3 Nutritional needs and health – the major diet related health risks (pages 176–179)</p>

	<p>moves on to diet, nutrition and health, including the following major diet related health risks: obesity, cardiovascular disease and high blood pressure (other major diet related health risks covered in weeks 11 and 12).</p>	<p>balanced and appropriate meals suitable for obesity, cardiovascular disease and high blood pressure.</p>		
	<p><b>3.2 Food, nutrition and health</b>  <b>3.2.3 Nutritional needs and health – 3.2.3.4 Diet, nutrition and health (the major diet related health risks – bone health and dental health)</b>  This section relates to the topic of food and nutrition. It moves on to diet, nutrition and health, including the major diet related health risks (part 2) – bone health (rickets and osteoporosis) and dental health.</p>	<p>Recall the nutrients needed for healthy bone and teeth development.</p> <ul style="list-style-type: none"> <li>• Describe the terms rickets and osteoporosis.</li> <li>• Name and describe the symptoms of the health conditions caused by a lack of calcium and/or vitamin D in adults and children.</li> <li>• Describe how to look after teeth and gums.</li> </ul> <p>Explain the link between free sugars and tooth decay.</p>	<p>Science PE</p>	<p>Topic 2.3 Nutritional needs and health – the major diet related health risks (pages 182–184)</p>



	<p><b>3.2 Food, nutrition and health</b>  <b>3.2.3 Nutritional needs and health – 3.2.3.4 Diet, nutrition and health (major diet related health risks – iron deficiency anaemia and Type 2 diabetes)</b></p> <p>This section relates to the topic of food and nutrition. It moves on to diet, nutrition and health, including the major diet related health risks (part 3): iron deficiency anaemia and Type 2 diabetes.  Microwave sponge pudding practical.</p>	<p>Describe the terms iron deficiency anaemia and Type 2 diabetes.  Recall the causes of iron deficiency anaemia.  Name foods high in iron.  Describe the risk factors and lifestyle choices that increase the risk of Type 2 diabetes.  Explain how anaemia and Type 2 diabetes may be prevented.</p>	<p>Science  PE  Health</p>	<p>Topic 2.3  Nutritional needs and health – the major diet related health risks (pages 185–188)</p>
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<b>Year: 9</b>		<b>Term: Spring</b>		
<b>Subject</b>	<b>Topic</b>	<b>Key Knowledge</b>	<b>Links to prior learning</b>	<b>Wider curriculum connections</b>
<b>Food Science</b>	<p><b>3.3 Food science</b>  <b>3.3.1 Cooking of food and heat transfer – 3.3.1.1 Why food is cooked and how heat is</b></p>	<p>State the reasons why food is cooked.  Identify the three different ways in which heat is transferred.  Explain how</p>	<b>Science</b>	<b>Topic 3.1 Cooking of food and heat transfer – why food is cooked and how heat is transferred</b>

	<p><b>transferred to food</b> This section relates to the cooking of food and heat transfer. It is a starting point to enable students to understand the theory behind why food is cooked and the three different ways that heat is transferred to food.</p>	<p>heat is transferred.</p>		<p><b>to food (pages 192–197)</b></p>
	<p>3.3.1 Cooking of food and heat transfer – 3.3.1.1 Why food is cooked and how heat is transferred to food This section relates to the cooking of food and heat transfer. It is a starting point to enable students to understand the theory behind why food is cooked and the three different ways that heat is transferred to food. Practical - Cheese Straws</p>	<p>State the reasons why food is cooked. Identify the three different ways in which heat is transferred. Explain how heat is transferred.</p>	<p>Science</p>	<p>Topic 3.1 Cooking of food and heat transfer – why food is cooked and how heat is transferred to food (pages 192–197)</p>

	<p><b>3.3 Food science</b>  <b>3.3.1 Cooking of food and heat transfer – 3.3.1.2 Selecting appropriate cooking methods</b>  This section gives students a chance to apply their knowledge and understanding of the different cooking methods. There is also the opportunity to develop a detailed understanding of the value of steaming as a cooking method. Understand the importance of steaming as a cooking method.  Practical :  Steaming Salmon</p>	<p>Identify the different types of cooking methods.</p> <ul style="list-style-type: none"> <li>Understand how the methods of cooking affect the nutrients and sensory qualities of food.</li> </ul>	Science	<p>Topic 3.1  Cooking of food and heat transfer – selecting appropriate cooking methods (pages 198–205)</p>
	<p><b>3.3 Food science</b>  <b>3.3.2 –</b></p>	<p>Explain the term denaturation.</p>	Science	<p>Topic 3.2  Functional and chemical</p>

	<p><b>Functional and chemical properties of food – 3.3.2.1 Proteins</b></p> <p>In this section students will learn about the functional and chemical properties of proteins. Practical - Test to find gluten</p>	<ul style="list-style-type: none"> <li>• Explain the term coagulation.</li> <li>• Explain the term gluten formation.</li> </ul> <p>Explain the term foam formation.</p>		<p>properties of food – proteins (pages 206–213)</p>
	<p>3.2 Food science 3.3.2 – Functional and chemical properties of food – 3.3.2.2 Carbohydrates</p> <p>In this section students will learn about the functional and chemical properties of carbohydrates . Recipe - French Onion Soup</p>	<ul style="list-style-type: none"> <li>• Explain the term gelatinisation.</li> <li>• Explain the term dextrinization.</li> <li>• Explain the term caramelisation.</li> </ul>		<p>Topic 3.2 Functional and chemical properties of food – carbohydrates (pages 214–220)</p>
	<p>3.2 Food science 3.3.2 – Functional and chemical properties of food – 3.3.2.3 Fats and oils</p> <p>In this section students will learn about the functional</p>	<ul style="list-style-type: none"> <li>• Explain the term shortening.</li> <li>• Explain the term aeration (by creaming).</li> <li>• Explain the term plasticity.</li> <li>• Explain the term</li> </ul>	<p>Science</p>	<p>Topic 3.2 Functional and chemical properties of food – fats and oils (pages 221–226)</p>

	<p>and chemical properties of fats and oils.</p> <p>Recipe - Mayonnaise</p>	emulsification.		
	<p>3.2 Food science</p> <p>3.3.2 – Functional and chemical properties of food – 3.3.2.5 Raising agents (mechanical and chemical raising agents)</p> <p>In this section students will learn about two types of raising agent: chemical and mechanical raising agents. Yeast experiment</p>	<ul style="list-style-type: none"> <li>Describe what is meant by the term raising agent.</li> <li>Explain how chemical raising agents work in food products.</li> </ul> <p>Explain how mechanical raising agents work in food products.</p>	Science	<p>Topic 3.2 Functional and chemical properties of food – raising agents (pages 227–230)</p>
	<p><b>3.2 Food science</b></p> <p><b>3.3.2 – Functional and chemical properties of food – 3.3.2.5 Raising agents (biological raising agents)</b></p> <p>This section relates to biological raising agents. It</p>	<ul style="list-style-type: none"> <li>Explain the fermentation.</li> </ul> <p>Develop skills in bread making and using yeast.</p> <p>Understand biological raising agent. <ul style="list-style-type: none"> <li>Understand the conditions needed for yeast to</li> </ul> </p>	Science	<p>Topic 3.2 Functional and chemical properties of food – raising agents (pages 231–234)</p>

	includes a practical experiment to find out the conditions required to ferment, and an opportunity to carry out a practical activity of making bread rolls.			
	<p><b>3.4 Food safety</b>  <b>3.4.1 Food spoilage and contamination – 3.4.1.1 Micro-organisms and enzymes</b>  This section relates to the different micro-organisms that can spoil food and the conditions they require for growth. Students will also explore the role of enzymes in food spoilage.  <b>Recipe :</b>  <b>Fruit Salad</b></p>	<ul style="list-style-type: none"> <li>• Describe the micro-organisms: yeasts, moulds, bacteria and their growth conditions.</li> <li>• Explain the role of enzymes in food spoilage. Explain how to control food spoilage.</li> </ul>		<p>Topic 4.1  Food spoilage and contamination  – micro-organisms and enzymes  (pages 238–245)</p>
	<p><b>3.4 Food safety</b>  <b>3.4.1 Food spoilage and contamination – 3.4.1.2 The signs of food</b></p>	<ul style="list-style-type: none"> <li>• Explain how enzymic browning takes place in some foods.</li> <li>• Explain how yeast can affect food.</li> </ul>	Science	<p>Topic 4.1  Food spoilage and contamination  – micro-organisms in food production</p>

	<p><b>spoilage (also covers 3.3 Food science – 3.3.2 Functional and chemical properties of food – 3.3.2.4 Fruit and vegetables)</b></p> <p>In this section students will learn how different micro-organisms can spoil food. They will develop an understanding of enzymic browning and the conditions required for yeast and mould growth. Recipe: raspberry jam</p>	<p>Explain how moulds grow on foods.</p>		<p>(pages 250–253)</p>
	<p><b>3.4 Food safety</b>  <b>3.4.1 Food spoilage and contamination – 3.4.1.3</b>  Micro-organisms in food production  In this section students will learn about the different micro-organisms used in food production. They will also</p>	<ul style="list-style-type: none"> <li>· Identify which micro-organisms are used in food production.</li> <li>· Describe how micro-organisms are used in food production.</li> </ul>	<p>Science</p>	<p>Topic 4.1 Food spoilage and contamination – micro-organisms in food production (pages 250–253)</p>

	<p>be able to describe how they are used in food production.</p> <p><i>Recipe - Making yoghurt</i></p>			
	<p><b>3.4 Food safety</b>  <b>3.4.1 Food spoilage and contamination – 3.4.1.4 Bacterial contamination</b>          In this section students will learn about the sources of bacterial contamination and how to control their transfer.  <i>Recipe - Burgers</i></p>	<ul style="list-style-type: none"> <li>▪ Identify the different sources of bacterial contamination .</li> <li>▪ Describe the main types of bacteria that cause food poisoning. .</li> <li>▪ Describe how to control the different types of food poisoning bacteria. Identify the general symptoms of food poisoning.</li> </ul>	Science	Topic 4.1 Food spoilage and contamination – bacterial contamination (pages 254–261)
	<p><b>3.4 Food safety</b>  <b>3.4.2 Principles of food safety – 3.4.2.1 Buying and storing food</b>          In this section students will learn about the safe purchase and storage of food. They</p>	<ul style="list-style-type: none"> <li>▪ Understand the term ‘The Danger Zone’ .</li> <li>▪ Describe the food safety principles when storing food in a refrigerator. Describe the food safety principles when storing food in</li> </ul>	Science	Topic 4.2 Principles of food safety – buying and storing food (pages 262–269)



	will learn about storage temperatures and the role of the refrigerator and freezer in safe food storage. Recipe :Chicken Tangine	a freezer.		
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Year: 9		Term:Summer		
Subject	Topic	Key Knowledge	Links to prior learning	Wider curriculum connections
Food Safety and the principles behind it.	<b>3.4 Food safety</b> <b>3.4.2 Principles of food safety –</b> <b>3.4.2.2 Preparing, cooking and serving food (1)</b> In this section students will develop knowledge and understanding of the importance of personal hygiene when preparing food.	<ul style="list-style-type: none"> <li>Understand the importance of personal hygiene when preparing food.</li> <li>Understand the general principles of food safety when preparing food.</li> </ul>	Home	Science
	<b>3.4 Food safety</b> <b>3.4.2 Principles of food safety –</b>	<ul style="list-style-type: none"> <li>Understand the importance of temperature control when</li> </ul>	Home	Science

	<p><b>3.4.2.2 Preparing, cooking and serving food (1)</b>          In this section students will learn about the importance of temperature and food safety. There will be an opportunity to student the 'Danger Zone' again and develop skills in using a temperature probe correctly. To assess knowledge and understanding of the three weeks studying food safety there is a 30-minute summative assessment. Recipe - Meatballs or Chorizo chicken</p>	<p>cooking food. Understand how to use a temperature probe correctly.</p>		
	<p><b>3.5 Food choice</b>  <b>3.5.1 Factors affecting food choice –</b>  <b>3.5.1.1 Factors which influence food choice</b>          This section relates to the topic of food choice. It is an introduction, explaining the</p>	<ul style="list-style-type: none"> <li>• Identify and explain the factors that may influence food choice.</li> <li>• Calculate the cost of a recipe. Demonstrate how a recipe can be modified to alter the cost.</li> </ul>	<p>Home</p>	<p>Science</p>

	<p>many factors that may influence why we choose the food we eat. Cost is one of the factors that may influence food choice and the ability to cost a recipe and make modifications to it are also explored. Recipe - Lentil Casserole</p>			
	<p><b>3.5 Food choice</b> <b>3.5.1 Factors affecting food choice –</b> <b>3.5.1.2 Food choices</b> This section also relates to the topic of food choice, this time looking at the religious, cultural and ethical reasons that may influence what we choose to eat. It also looks at medical reasons, including food intolerances such as gluten and lactose and food allergies.</p>	<ul style="list-style-type: none"> <li>• Explain how food choices are influenced by religion and culture.</li> <li>• Justify why food choices are made for ethical reasons.</li> <li>• Describe the medical conditions that affect food choices. Investigate the acceptability of a gluten free product.</li> </ul>	Home Cultural	Scine RE
	<p><b>3.5 Food choice</b> <b>3.5.1 Factors affecting food choice –</b></p>	<ul style="list-style-type: none"> <li>• Identify and explain what is meant by all the</li> </ul>	School	Science

	<p><b>3.5.1.3 Food labelling and marketing influences</b>  This section looks at the meaning of current food labelling and current nutritional labelling information, and how food marketing influences food choice.</p>	<p>information on a food label.  <ul style="list-style-type: none"> <li>Identify and explain what is meant by the nutritional information on a food label.</li> </ul> Describe how food marketing can influence food choice.</p>		
	<p><b>3.5 Food choice</b>  <b>3.5.2 British and international cuisine (1)</b>  This section also relates to the topic of food choice, this time looking at the food products, cuisines, distinctive ingredients, specific preparation and cooking methods or equipment, presentation or serving techniques of British and two other cuisines. The lesson plan refers to Britain, Spain, Italy, India and China. British cuisine has to</p>	<ul style="list-style-type: none"> <li>Define cuisine.</li> <li>Explore food and food products from British cuisine and two other international cuisines.</li> <li>Explore the distinctive features of British and international cooking, equipment, methods of cooking, eating patterns and presentation styles. Demonstrate relevant practical skills in food preparation and cooking recipes from Britain and other</li> </ul>	Home	Science PE Geography

	<p>be studied. However, only two other international cuisines need be studied. The centre can choose which two.</p> <ul style="list-style-type: none"> <li>▪ Recipe: Savoury palmiers</li> <li>▪ Recipe: Mini carrot cakes</li> <li>▪ Recipe: Savoury wholemeal muffins</li> </ul>	cuisines.		
	<p><b>3.5 Food choice</b>  <b>3.5.2 British and international cuisine (2)</b>  This section also relates to the topic of food choice, this time looking at the food products, cuisines, distinctive ingredients, specific preparation and cooking methods or equipment, presentation or serving techniques of British and two other cuisines. The lesson plan refers to Britain, Spain, Italy, India and</p>	<ul style="list-style-type: none"> <li>▪ Define cuisine.</li> <li>▪ Explore food and food products from British cuisine and two other international cuisines.</li> <li>▪ Explore the distinctive features of British and international cooking, equipment, methods of cooking, eating patterns and presentation styles. Demonstrate relevant practical skills in food preparation and cooking recipes</li> </ul>	Home	Science RE Geography

	China. British cuisine has to be studied. However, only two other international cuisines need be studied.	from Britain and other cuisines.		
	<b>3.5 Food choice</b> <b>3.5.3 Sensory evaluation</b> This section relates to the topic of sensory evaluation, looking at the sensory evaluation techniques used in food production.	<ul style="list-style-type: none"> <li>· Identify reasons why sensory testing is carried out on food products.</li> <li>· Explain how taste receptors and smell receptors work when you eat food.</li> <li>· Explain the differences between the sensory testing methods that can be used.</li> <li>· Demonstrate how to carry out sensory testing. Plan, prepare and cook a dish that illustrates how sensory properties can be manipulated through the use of herbs and spices and reduction.</li> </ul>	Home	Science RE Cultural
	<b>3.5 Food choice</b> <b>3.5.3 Sensory</b>	<ul style="list-style-type: none"> <li>· Identify reasons why sensory</li> </ul>	Home	Science

	<p><b>evaluation</b> This section relates to the topic of sensory evaluation, looking at the sensory evaluation techniques used in food production.</p>	<p>testing is carried out on food products.</p> <ul style="list-style-type: none"> <li>· Explain how taste receptors and smell receptors work when you eat food.</li> <li>· Explain the differences between the sensory testing methods that can be used.</li> <li>· Demonstrate how to carry out sensory testing.</li> </ul> <p>Plan, prepare and cook a dish that illustrates how sensory properties can be manipulated through the use of herbs and spices and reduction.</p>		
	<p><b>3.6 Food provenance</b> <b>3.6.1 Environmental impact and sustainability –</b> <b>3.6.1.2 Food and the environment (1)</b> This section looks at the need to sustain our environment – maintaining and looking</p>	<ul style="list-style-type: none"> <li>· Identify the environmental issues associated with food.</li> <li>· Explain how each environmental issue may influence food choice, including: <ul style="list-style-type: none"> <li>○ seasonal foods</li> </ul> </li> </ul>	School	Scince Cultural

	<p>after it by using less energy, reducing the consumption of water, avoiding waste and recycling and reusing as much as possible. The management of waste (rubbish) is a huge issue. It is also important to think carefully about the way we shop, consume and live in order to sustain the environment.</p>	<ul style="list-style-type: none"> <li>○ sustainable methods of farming</li> <li>○ transportation of food and food miles</li> <li>○ organic food</li> <li>○ local produce</li> <li>○ packaging</li> <li>○ carbon footprint.</li> </ul> <ul style="list-style-type: none"> <li>· Explain ways in which food wastage can be avoided in the home, in food production and by retailers.</li> <li>· Create a range of dishes using leftover foods. Plan, prepare and cook a savoury dish that uses leftovers.</li> </ul>		
	<p><b>3.6 Food provenance</b>  <b>3.6.1 Environmental impact and sustainability –</b>  <b>3.6.1 Environmental impact and sustainability –</b>  <b>3.6.1.2 Food and the environment (2)</b>  This section looks at the need to sustain</p>	<p>Identify the environmental issues associated with food.</p> <ul style="list-style-type: none"> <li>· Explain how each environmental issue may influence food choice, including: <ul style="list-style-type: none"> <li>○ seasonal foods</li> <li>○ sustainable</li> </ul> </li> </ul>	Home	Science Geography



	<p>our environment – maintaining and looking after it by using less energy, reducing the consumption of water, avoiding waste and recycling and reusing as much as possible. The management of waste (rubbish) is a huge issue. It is also important to think carefully about the way we shop,</p>	<p>methods of farming</p> <ul style="list-style-type: none"> <li>○ transportation of food and food miles</li> <li>○ organic food</li> <li>○ local produce</li> <li>○ packaging</li> <li>○ carbon footprint.</li> </ul> <p>· Explain ways in which food wastage can be avoided in the home, in food production and by retailers.</p> <p>· Create a range of dishes using leftover foods. Plan, prepare and cook a sweet dish that uses leftovers.</p>		
	<p><b>3.6 Food provenance</b>  <b>3.6.1 Environmental impact and sustainability –</b>  <b>3.6.1 Environmental impact and sustainability –</b>  <b>3.6.1.1 Food sources</b>  This section looks at how ingredients are grown, reared and caught. It considers two different food</p>	<ul style="list-style-type: none"> <li>· Describe how ingredients are grown, reared and caught.</li> <li>· Explain what free range production is.</li> <li>· Explain what genetically modified food is.</li> </ul> <p>Investigate whether there is a difference in free range eggs and caged eggs by making</p>	Home Shops	Science Geography

	<p>production methods. They are: free range food production genetically modified food production.</p>	meringues.		
	<p><b>3.6 Food provenance</b> <b>3.6.1 Environmental impact and sustainability –</b> <b>3.6.1 Environmental impact and sustainability –</b> <b>3.6.1.3 Sustainability of food</b> This section looks at how to meet the challenge to provide the world’s growing population with a sustainable, secure supply of safe, nutritious and affordable high-quality food without having a negative effect on the environment.</p>	<ul style="list-style-type: none"> <li>• Explain the food security problem.</li> <li>• Identify and explain the different types of food insecurity.</li> <li>• Explain the challenges in providing a secure food supply.</li> <li>• Describe the measures you can take to support local and global markets and communities. Plan, prepare and cook a dish that uses fish from a sustainable source.</li> </ul>	Home	Geography

Year: 10 Term:Autumn					
Subject	Topic	Key Knowledge	Links to prior learning	Wider curriculum connections	Knowledge booklet / Quizlet
<b>Food provenance Food processing and production – – Food production (wheat, flour and pasta)</b> <i>(Teacher planning time for NEA Task 1: Food Investigation – released 1 September)</i>	<b>3.6 Food provenance 3.6.2 Food processing and production – 3.6.2.1 – Food production (wheat, flour and pasta)</b> <i>(Teacher planning time for NEA Task 1: Food Investigation – released 1 September)</i> This section looks at the primary and secondary stages of processing in the production of wheat, milk and fruit.	<i>Learning objectives:</i> <ul style="list-style-type: none"> <li>• Explain the terms primary and secondary processing.</li> <li>• Describe how wheat is milled.</li> <li>• Explain the secondary processing of flour into bread and flour into pasta. Demonstrate their practical skills by making pasta and a tomato sauce.</li> </ul>	Home	Science	Topic 6.2 Food processing and production – primary processing (pages 374–386)  Topic 6.2 Food processing and production – secondary processing: flour into pasta (page 389)  Topic 6.2 Food processing and production – secondary processing: fruit into jam (pages 394–396)
	<b>3.6 Food provenance 3.6.2 Food processing and production – 3.6.2.1 – Food production (flour and bread)</b> <i>(Teacher</i>	<i>Learning objectives:</i> <ul style="list-style-type: none"> <li>• Describe the commercial bread making process.</li> <li>• Identify and explain the</li> </ul>	School Home	Science	Topic 6.2 Food processing and production – primary processing of wheat (page 383)  Topic 6.2 Food

	<p><i>planning time for NEA Task 1: Food Investigation)</i> This section looks at the primary and secondary stages of processing in the production of wheat, milk and fruit.</p>	<p>differences between different types of bread.</p> <ul style="list-style-type: none"> <li>• Design and make a bread-based product. Describe the sensory qualities of bread.</li> </ul>			<p>processing and production – secondary processing: flour into bread (pages 387–388)</p>
	<p><b>3.6 Food provenance</b> <b>3.6.2 Food processing and production – 3.6.2.1 – Food production (milk, yoghurt and cheese)</b> <i>(Teacher planning time for NEA Task 1: Food Investigation)</i> This section looks at the primary and secondary stages of processing in the production of wheat, milk and fruit.</p>	<ul style="list-style-type: none"> <li>• Identify the nutrients in milk.</li> <li>• Describe what is meant by pasteurisation and homogenisation.</li> <li>• Explain the three ways in which milk is heat treated.</li> <li>• Describe how milk is secondary processed into cheese and yoghurt.</li> <li>• Describe the sensory qualities of cheese. Plan, prepare and cook a dish that uses cheese</li> </ul>			<p>Topic 6.2 Food processing and production – primary processing of milk (pages 390–391)</p> <p>Topic 6.2 Food processing and production – secondary processing: milk into cheese (page 392)</p> <p>Topic 6.2 Food processing and production – secondary processing: milk into yoghurt (pages 393–394)</p>

		or yoghurt.			
	<p><b>3.6 Food provenance</b>  <b>3.6.2 Food processing and production – 3.6.2.1 – Food production (how processing affects the sensory and nutritional properties of ingredients)</b>  <i>(Teacher planning time for NEA Task 1: Food Investigation)</i>  This section looks at how food processing affects the sensory and nutritional properties of ingredients. It also explores how vitamins are lost through heating and drying, and the effect of heating and drying on the sensory characteristics of milk.</p>	<ul style="list-style-type: none"> <li>• Explain how vitamins are lost through food processing.</li> <li>• Describe the effect of heating on the sensory characteristics of milk.</li> <li>• Describe the sensory qualities of milk. Plan, prepare and cook a dish that uses milk.</li> </ul>	Home	Science	Topic 6.2 Food processing and production – how processing affects the sensory and nutritional properties of ingredients (pages 397–401)
	<p><b>3.6 Food provenance</b>  <b>3.6.2 Food processing and production – 3.6.2.2</b>  Technological developments associated</p>	<ul style="list-style-type: none"> <li>• Describe the role of cholesterol-lowering spreads.</li> <li>• Explain why vitamins</li> </ul>	Home	Science RE Geography Citizenship	Topic 6.2 Food processing and production – technological developments associated with better health (pages

	with better health and food production ( <i>Teacher planning time for NEA Task 1: Food Investigation</i> ) This section looks at technological developments associated with better health and food production. It includes nutritional modification and the fortification of food.	and minerals are added to flour, breakfast cereals, margarine, fats and low fat spread. · Explain why food additives are used. Describe what is meant by genetically modified (GM) foods.			402–408)

<b>Year:</b>	<b>10</b>	<b>Term: Spring</b>			
<b>Subject</b>	<b>Topic</b>	<b>Key Knowledge</b>	<b>Links to prior learning</b>	<b>Wider curriculum connections</b>	<b>Knowledge booklet / Quizlet</b>

Year: 10 Term: Summer					
Subject	Topic	Key Knowledge	Links to prior learning	Wider curriculum connections	Knowledge booklet / Quizlet
Work experience and exams					
Preparation for NEA 1 Mock					

Year: 11 Term: Autumn					
Subject	Topic	Key Knowledge	Links to prior learning	Wider curriculum connections	Knowledge booklet / Quizlet
<p><b>NEA Task 1: Food Investigation</b> Teacher to share task with students and provide overview of requirements of Task 1.</p> <p>Students to analyse the task, carry out secondary research, analyse the research and establish a hypothesis.</p>	To be notified by the exam board				<p>Topic 7.1 Non-exam assessment – Task 1: Food investigation (pages 414–421)</p> <p>Topic 3.2 Functional and chemical properties of food (pages 206–234)</p> <p>Topic 6.1 Environmental impact and sustainability of food – food sources (pages 342–373)</p>
<b>NEA Task 1: Food Investigation Practical</b>					Topic 7.1 Non-exam assessment – Task 1: Food

experiments and investigations – how ingredients work and why.					Investigation (pages 414–421)  Topic 3.2 Functional and chemical properties of food (pages 206–234)
<b>NEA Task 1: Food Investigation</b> Practical experiments and investigations – how ingredients work and why.					Topic 7.1 Non-exam assessment – Task 1: Food Investigation (pages 414–421)  Topic 3.2 Functional and chemical properties of food (pages 206–234)
<b>NEA Task 1: Food Investigation</b> Practical experiments and investigations – how ingredients work and why.					Topic 7.1 Non-exam assessment – Task 1: Food Investigation (pages 414–421)  Topic 3.2 Functional and chemical properties of food (pages 206–234)
<b>NEA Task 1: Food Investigation</b> Analyse and interpret results of the investigative work. Link results to initial research. Evaluate hypothesis with justification.					Topic 7.1 Non-exam assessment – Task 1: Food Investigation (pages 414–421)  Topic 3.2 Functional and chemical properties of food (pages 206–234)



<p>Explain how you might use this information when cooking in the future.</p>					<p>Topic 5.3 Sensory evaluation (pages 317–327)</p>
<p><b>Extra week for any additional subject content not already covered; revision for mock exams</b> <i>(Teacher planning time for NEA Task 2: Food Preparation Assessment – released 1 November)</i></p>					<p>Section 2: Food, nutrition and health Practice questions (pages 189–190)</p> <p>Section 3: Food science Practice questions (pages 235–236)</p> <p>Section 4: Food safety Practice questions (pages 277–278)</p> <p>Section 5: Food choice Practice questions (pages 339–340)</p> <p>Section 6: Food provenance Practice questions (pages 409–410)</p>
<p><b>Revision for mock exams</b> <i>(Teacher planning time for NEA Task 2: Food Preparation Assessment)</i></p>					<p>Section 2: Food, nutrition and health Practice questions (pages 189–190)</p> <p>Section 3: Food science Practice questions (pages</p>

					<p>235–236)</p> <p>Section 4: Food safety Practice questions (pages 277–278)</p> <p>Section 5: Food choice Practice questions (pages 339–340)</p> <p>Section 6: Food provenance Practice questions (pages 409–410)</p>
					<p>Section 2: Food, nutrition and health Practice questions (pages 189–190)</p> <p>Section 3: Food science Practice questions (pages 235–236)</p> <p>Section 4: Food safety Practice questions (pages 277–278)</p> <p>Section 5: Food choice Practice questions (pages 339–340)</p> <p>Section 6: Food provenance Practice</p>

					questions (pages 409–410)
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Year: 11		Term: Spring			
Subject	Topic	Key Knowledge	Links to prior learning	Wider curriculum connections	Knowledge booklet / Quizlet
<p><b>NEA Task 2: Food Preparation Assessment</b> Teacher to share the task with students and provide an overview of requirements of Task 2.</p> <p><b>Researching the task</b> – analyse the task by explaining the research requirements. Research and analysis of life stage/dietary group/culinary tradition. Identify a range of skilled dishes. Select 3–4 skilled dishes.</p>	NEA 2 to be provided by the exam board				<p>Topic 7.1 Non-exam assessment – Task 2: Food preparation assessment (pages 422–438)</p> <p>Topic 2.3 Nutritional needs and health (pages 145–188)</p> <p>Topic 5.1 Factors affecting food choice (pages 280–299)</p> <p>Topic 5.2 British and international cuisine (pages 300–316)</p> <p>Section 1 Food preparation skills (pages 1–98)</p>
<p><b>NEA Task 2: Food Preparation Assessment Researching the task</b> – analyse the task by explaining the</p>					<p>Topic 7.1 Non-exam assessment – Task 2: Food preparation assessment (pages 422–438)</p>

<p>research requirements. Research and analysis of life stage/dietary group/culinary tradition. Identify a range of skilled dishes. Select 3–4 skilled dishes.</p>					<p>Topic 2.3 Nutritional needs and health (pages 145–188)</p> <p>Topic 5.1 Factors affecting food choice (pages 280–299)</p> <p>Topic 5.2 British and international cuisine (pages 300–316)</p> <p>Section 1 Food preparation skills (pages 1–98)</p>
<p><b>NEA Task 2: Food Preparation Assessment Demonstrating technical skills</b> – using a variety of technical skills, prepare, cook and serve 3–4 dishes.</p> <p>Include photographs of each dish cooked and annotate photographs to name the skills used.</p> <p>Give reasons for choice of the final three dishes. Include: technical skills, nutrition, ingredients, cooking</p>					<p>Topic 7.1 Non-exam assessment – Task 2: Food preparation assessment (pages 422–438)</p> <p>Section 1 Food preparation skills (pages 1–98)</p>

methods, food provenance, sensory properties and portion size.					
<b>NEA Task 2: Food Preparation Assessment Demonstrating technical skills</b> – as week 17.					<p>Topic 7.1 Non-exam assessment – Task 2: Food preparation assessment (pages 422–438)</p> <p>Section 1 Food preparation skills (pages 1–98)</p>
<b>NEA Task 2: Food Preparation Assessment Demonstrating technical skills</b> – as week 17.					<p>Topic 7.1 Non-exam assessment – Task 2: Food preparation assessment (pages 422–438)</p> <p>Section 1 Food preparation skills (pages 1–98)</p>
<b>NEA Task 2: Food Preparation Assessment Demonstrating technical skills</b> – as week 17.					<p>Topic 7.1 Non-exam assessment – Task 2: Food preparation assessment (pages 422–438)</p> <p>Section 1 Food preparation skills (pages 1–98)</p>
<b>NEA Task 2: Food Preparation Assessment Planning for</b>					<p>Topic 7.1 Non-exam assessment – Task 2: Food preparation</p>

<p><b>the final menu</b> – produce a detailed time plan for the production of three final dishes. The time plan should show dovetailing to prepare, cook and serve dishes. Time plans should refer to food safety throughout.</p>					<p>assessment (pages 422–438)</p> <p>Topic 4.2 Principles of food safety (pages 262–276)</p>
<p><b>NEA Task 2: Food Preparation Assessment Making the final dishes</b> – prepare, cook and serve the final dishes in a 3-hour period.</p>					<p>Topic 7.1 Non-exam assessment – Task 2: Food preparation assessment (pages 422–438)</p>
<p><b>NEA Task 2: Food Preparation Assessment Analysis and evaluation</b> – record and analyse the sensory properties, nutrients and cost of the final dishes.</p>					<p>Topic 7.1 Non-exam assessment – Task 2: Food preparation assessment (pages 422–438)</p> <p>Topic 2.3 Nutritional needs and health – costing when meal planning – how to carry out a nutritional analysis (pages 145–188)</p> <p>Topic 5.3 Sensory evaluation</p>

<p><b>NEA Task 2: Food Preparation Assessment Analysis and evaluation</b> – explain improvements /further modifications to final dishes, including: nutrition, technical skills, sensory characteristics , presentation/finish of the dishes.</p>					<p>Topic 7.1 Non-exam assessment – Task 2: Food preparation assessment (pages 422–438)</p> <p>Topic 2.3 Nutritional needs and health – costing when meal planning – how to carry out a nutritional analysis (pages 145–188)</p> <p>Topic 5.3 Sensory evaluation</p>
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Year:	11 Term: Summer				
Subject	Topic	Key Knowledge	Links to prior learning	Wider curriculum connections	Knowledge booklet / Quizlet
<p><b>REVISION: Food, Nutrition and Health</b> Students will revise:</p> <ul style="list-style-type: none"> <li>Proteins: LBV and HBV proteins – functions, sources, effects of deficiency and excess, DRVs;</li> </ul>	Revision and past papers				Section 2: Food, nutrition and health Practice questions pages 189–190

<p>protein complementation and alternatives</p> <ul style="list-style-type: none"> <li>Fats: saturated fats, monounsaturated and polyunsaturated fats – functions, sources, effects of deficiency and excess, DRVs</li> <li>Carbohydrates: starch, sugars (monosaccharides and disaccharides) and dietary fibre – functions, sources, effects of deficiency and excess, DRVs</li> <li>Fat soluble vitamins: vitamins A, D, E and K – functions, sources, effects of deficiency and excess, DRVs</li> <li>Water soluble vitamins: B group (B1 thiamin, B2 riboflavin, B3</li> </ul>					
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<p>niacin, folic acid, B12), vitamin C (ascorbic acid) – functions, sources, effects of deficiency and excess, DRVs; how preparation and cooking affect nutritional properties (loss when cooking)</p> <ul style="list-style-type: none"><li>•</li></ul> <p>Antioxidant functions of vitamins: vitamins A, C and E – role in protecting body cells from damage</p> <ul style="list-style-type: none"><li>•</li></ul> <p>Minerals: calcium, iron, sodium, fluoride, iodine, phosphorus – functions, sources, effects of deficiency and excess, DRVs</p> <ul style="list-style-type: none"><li>•</li></ul> <p>Water: the importance of hydration, the functions of water in the diet, how water is lost</p>					
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<p>from the body, how much water is needed each day, when extra fluids are needed</p>					
<p><b>REVISION: Food, Nutrition and Health</b>  Students will revise:</p> <ul style="list-style-type: none"> <li>• Current guidelines for a healthy diet</li> <li>• Portion size and costing when meal planning <ul style="list-style-type: none"> <li>• How nutritional needs change and how to plan a balanced diet for different life stages (young children, teenagers, adults, the elderly)</li> <li>• How to plan a balanced diet for specific dietary groups (vegetarian and vegan, coeliac, lactose intolerant,</li> </ul> </li> </ul>					<p>Section 2:  Food, nutrition and health  Practice questions  pages  189–190</p>

<p>high fibre diets)</p> <ul style="list-style-type: none"><li>• How to maintain a healthy body weight</li><li>• Basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements</li><li>• Recommended percentage of energy intake provided by protein, fat and carbohydrates (sugar and starch)</li><li>• How to plan and modify recipes, meals and diets to reflect current nutritional guidelines (using nutritional information, food tables and nutritional analysis software)</li><li>• How the diet can</li></ul>					
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<p>affect health</p> <ul style="list-style-type: none"> <li>Major diet-related health risks (obesity, coronary heart disease and high blood pressure, bone health (rickets and osteoporosis), dental health, iron deficiency anaemia, Type 2 diabetes)</li> </ul>					
<p><b>REVISION: Food Science</b> Students will revise:</p> <ul style="list-style-type: none"> <li>Reasons why food is cooked</li> <li>Methods of heat transfer (conduction, convection, radiation)</li> <li>Water-based cooking methods (steaming, boiling, simmering, blanching, poaching, braising)</li> <li>Dry cooking methods (baking, roasting, grilling, dry</li> </ul>					<p>Section 3: Food science (pages 191–236) Practice questions pages 235–236</p>

<p>frying)</p> <ul style="list-style-type: none"><li>• Fat-based cooking methods (shallow frying, stir frying)</li><li>• Selection of appropriate preparation and cooking methods and times to achieve desired characteristics and how this can conserve or modify nutritive value and improve palatability)</li><li>• How preparation and cooking affect the appearance, colour, flavour, texture, smell and palatability of food</li><li>• Functional and chemical properties of proteins (protein denaturation, protein coagulation, gluten formation, foam</li></ul>					
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<p>formation)</p> <ul style="list-style-type: none"><li>• Functional and chemical properties of carbohydrates (gelatinisation, dextrinisation, caramelisation)</li><li>• Functional and chemical properties of fats and oils (shortening, aeration, plasticity, emulsification)</li><li>• Functional and chemical properties of fruit and vegetables (enzymic browning and oxidation)</li><li>• Working characteristics, functional and chemical properties of raising agents (chemical, mechanical, biological, use of air and steam)</li></ul>					
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**REVISION:  
Food Safety**

Students will revise:

- Micro-organisms – growth conditions (temperature, moisture, food and time); and control of growth (temperature control, pH, water availability)

- High risk foods (ready to eat, moist, high protein foods)

- Enzymic action and control of enzymic action (blanching, use of acids)

- Mould growth and yeast action
- Use of micro-organisms in food production (moulds in cheese making, yeast in bread making, bacteria in cheese and

Section 4:  
Food safety  
(pages  
237–278)  
Practice  
questions  
pages  
277–278

<p>yoghurt production)</p> <ul style="list-style-type: none"><li>• Sources of bacterial contamination (raw foods, work surfaces and equipment, people, pests, food waste)</li><li>• Main types of bacteria that cause food poisoning (campylobacter, e-coli, salmonella, listeria, staphylococcus aureus)</li><li>• Methods of controlling food poisoning bacteria</li><li>• Symptoms of food poisoning</li><li>• Correct temperature control when buying and storing food (freezing, chilling, the temperature danger zone, cooking, reheating); ambient storage</li><li>• Correct use</li></ul>					
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<p>of fridges and freezers</p> <ul style="list-style-type: none"> <li>Date marks (use-by and best before)</li> </ul> <p>Covering foods</p> <ul style="list-style-type: none"> <li>Food safety principles when preparing, cooking and serving food (personal hygiene, clean work surfaces, separating raw and cooked foods, cooking times and temperatures, defrosting and reheating, high-risk foods, correct use of food temperature probes)</li> </ul>					
<p><b>REVISION: Food Choice</b> Students will revise:</p> <ul style="list-style-type: none"> <li>Factors that may influence food choice (PAL, celebration/occasion, cost of food, preferences,</li> </ul>					<p>Section 5: Food choice (pages 279–340) Practice questions pages 339–340</p>

<p>enjoyment,  food  availability,  healthy  eating,  income,  lifestyles,  seasonality,  time of day,  time  available to  prepare/cook  )</p> <ul style="list-style-type: none"> <li>· How  to calculate  the cost of a  recipe and  make  modifications</li> <li>· How  food choices  are  influenced  by religion  and culture  (Buddhism,  Christianity,  Hinduism,  Islam,  Judaism,  Rastafarianis  m, Sikhism)</li> <li>· Why  food choices  are made for  ethical and  moral  reasons  (animal  welfare,  Fairtrade,  local  produce,  organic, GM  foods)</li> <li>·</li> </ul> <p>Medical  conditions  that affect  food choices</p>					
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<p>(gluten and lactose intolerance; allergies to nuts, egg, milk, wheat and shellfish)</p> <ul style="list-style-type: none"><li>• What is meant by all the information on a food label (mandatory, non-mandatory and how to interpret nutritional information)</li><li>• How food marketing can influence food choice (special offers, meal deals, media influences, advertising, sales and marketing)</li><li>• Food and food products from British cuisine and two other international cuisines, and the distinctive features, characteristics, cooking methods, equipment, eating patterns,</li></ul>					
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<p>presentation styles and recipes associated with those cuisines</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Reasons why sensory testing is carried out on food products</p> <ul style="list-style-type: none"> <li>• How taste receptors and smell receptors work when you eat food</li> <li>•</li> </ul> <p>Differences between the sensory testing methods that can be used (preference tests, discrimination tests, grading tests)</p> <ul style="list-style-type: none"> <li>• How to set up a tasting panel and carry out sensory testing</li> </ul>					
<p><b>REVISION:</b> <b>Food Provenance</b> Students will revise:</p> <ul style="list-style-type: none"> <li>• Environmental issues associated with food (seasonal</li> </ul>					<p>Section 6: Food provenance (pages 341–410) Practice questions pages 409–410</p>

<p>foods, sustainability, transportation, organic foods, locally produced food, food waste, packaging, carbon footprint)</p> <ul style="list-style-type: none"><li>• Different food production methods (organic and conventional farming, free range production, intensive farming, sustainable fishing, locally produced and seasonal foods, genetically modified foods)</li><li>• How ingredients are grown, reared and caught (fruits, vegetables, cereals, meat, poultry and fish)</li><li>• The food security problem</li><li>• Challenges in providing</li></ul>					
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a secure food supply (climate change, global warming, sustainability of food sources, insufficient land for growing, food availability, Fairtrade, drought and flooding, GM foods, food waste)

Measures you can take to support local and global markets and communities

- The terms primary and secondary processing

- How wheat is milled

- Secondary processing of flour into bread and flour into pasta

- How milk is heat treated (pasteurisation, UHT, sterilisation, micro-filtration)

<ul style="list-style-type: none"> <li>• Secondary processing of milk into cheese and milk into yoghurt</li> <li>• Secondary processing of fruit into jam</li> <li>• How vitamins are lost through food processing</li> <li>• Effect of heating and drying on the sensory characteristics of milk</li> </ul>					
<p><b>REVISION: General Exam Preparation</b></p> <ul style="list-style-type: none"> <li>• Tips on preparing for the exam</li> <li>• Reminder on format of the exam paper and timings</li> <li>• How to approach different types of question – based on number of marks available and different command words</li> </ul>					<p>Topic 7.2 The written exam (pages 439–451)</p>

