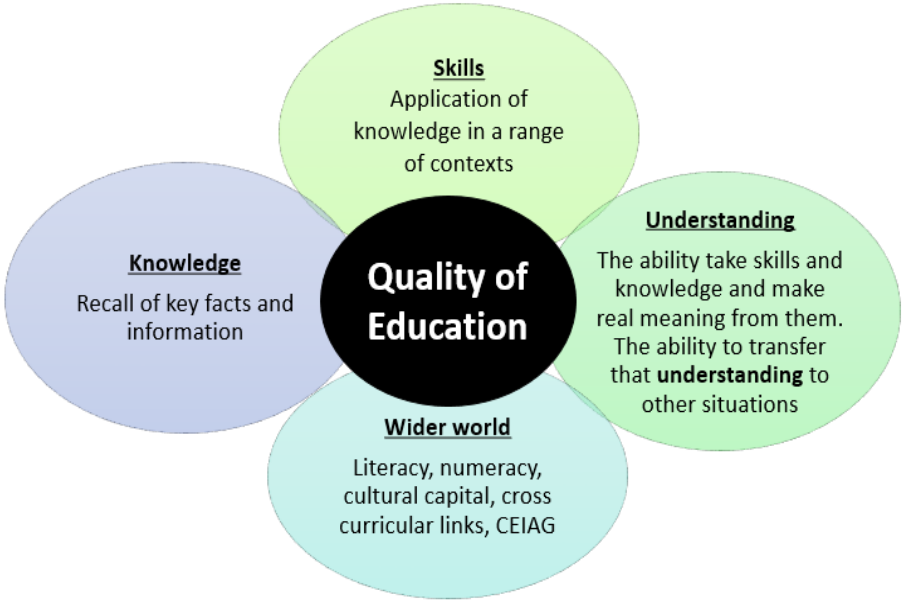
# CIM - Curriculum Intent Map Food Science & Nutrition
## Exam board – AQA and WJEC

What are the objectives for your curriculum? Through the study of Food Preparation and Nutrition, students develop the knowledge, skills and confidence to make informed food choices, prepare food safely and creatively, understand the scientific principles that underpin food preparation, and appreciate the social, cultural, environmental and economic factors that influence food production and consumption in the modern world. As part of their work with food, students will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking that will open the door to one of the great expressions of human creativity. Learning how to cook being a crucial life skill that enables students to feed themselves and others affordably and well, now and in later life.




What do you want pupils to be able to know and do by the time they leave? They will 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 predominantly savoury dishes as part of a healthy and varied affordable diet. Instilling a love of cooking that leads self-sufficiency and independence

How does your curriculum plan set out the sequence and structure of how it's going to be implemented? The AQA twelve skill groups have been integrated throughout the specification to show how the content can be taught through practical activities. These skills are not intended to be taught separately from the main content but integrated into schemes of work. The skill groups are indicated in the subject content starting in key stage 3 and developed in year 9,10, and 11. Students from year 7 through to year 13 will demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes

Why is it shaped the way it is? What values have guided your decisions about the curriculum you have in place?

**Why the curriculum is shaped this way**

1. **Skills in context** – Cooking skills are taught through real activities, not as separate lessons.
2. **Step by step** – Skills build up gradually from Year 7 to Year 13.
3. **Mix of practice and theory** – Students cook but also learn the science and nutrition behind food.
4. **Real-world relevance** – Focus on health, diet, environment, and cultural influences.
5. **Variety of cuisines** – Students explore British and international foods for inspiration and creativity.

**Values guiding the curriculum**

1. **Life skills** – Everyone should be able to cook safely and independently.

**Extracurricular activities** **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map Food Science & Nutrition
## Exam board – AQA and WJEC

2. **Health** – Good diet and nutrition are key to wellbeing.
3. **Understanding** – Knowing how food works scientifically builds confidence and critical thinking.
4. **Responsibility** – Students learn about sustainability, ethics, and wise food choices.
5. **Cultural respect** – Learning from different cuisines promotes inclusivity and creativity.
6. **Safety** – Safe food preparation protects self and others.

How does your curriculum reflect your school's context? Through KS3 & 4 we encourage language through learning with use of command words and developing sentence structures to extend answers. AfL is used to develop "ownership" of learning, especially in more open project titles. The schools' four R's' are interleaved into each lesson through activities and content taught.

To what extent have you made these objectives clear? Does everybody know them?
How does your curriculum reflect national policy (for example, British values and PSHE)? We follow AQA exam board for guidance of content from year 7 onwards. KS4 spends some time looking at career options and pathways into the profession as well as the "local" context (Sheffield, Lincoln and Doncaster) with a view to raising aspirations. Apply the principles of nutrition and healthy eating in learning between subjects and beyond the classroom as understanding of nutrition and food ultimately fuels better academic success across the curriculum.

How do you ensure that curriculum knowledge is interleaved? Skills and knowledge are revisited through the curriculum to ensure that there is time to embed knowledge Students will demonstrate effective and safe high-level cooking skills by planning, preparing dishes using a variety of cooking techniques and equipment from year 7 through to year 13. Students will develop knowledge and understanding starting from year 7 of the functional properties, chemical processes and nutritional content of foods. Students will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of different diets and health.

- How does your curriculum cater for disadvantaged and minority groups? How do you ensure these pupils aren't 'shut out' of pursuing subjects they wish to study because of too sharp a focus on exam results PP students have ingredients purchased for them. Students are provided with access to visitors and visits to provide an insight into the industrial context. KS4 spends time discussing Post 16 pathways and options into courses and employers in the local area. Strong links with local universities to provide inspiration for future learning. Visits to university in year 12 and 13.

| **Meeting the needs of SEND students within the classroom** |
|---|
| **Intent:**<br>• Identification of key fundamental building blocks based on student need<br>**Implementation:**<br>• Knowledge of SEND needs - knowing who they are, targeted T&L and classroom strategies to meet need.<br>• Staff trained to meet needs of SEND students specifically to their subject area<br>• Differentiated teaching and resources based on identified needs<br>• Targeted live marking and questioning<br>• Deploying TA's (where available) to support wider group to allow subject specialist support for SEND (helicopter approach)<br>• Personalised home learning<br>• Access arrangements – identification and application |

# CIM - Curriculum Intent Map Food Science & Nutrition
## Exam board – AQA and WJEC

- **Impact:**
- Grading below Grade emerging to monitor progress
- Structured accessible assessments.

| | Knowledge | Skills | Understanding | Wider world |
|---|---|---|---|---|
| **Year 13** | Unit 2 Ensuring Food is safe to Eat<br>**LO1 understand how microorganisms affect food safety**<br>AC1.1 describe properties of micro-organisms<br>AC1.2 assess how changing conditions affect growth of microorganisms in different environments<br>AC1.3 explain how microorganisms affect food quality<br>AC1.4 assess how preservation methods prevent the growth of micro-organisms<br>**LO2 understand how food can cause ill health**<br>AC2.1 explain the physiology of food intolerances<br>AC2.2 explain the physiological basis of food allergies<br>AC2.3 explain the physiological basis of food poisoning<br>AC2.4 describe the symptoms of food induced ill health<br><br>Unit 3 Experimenting to Solve Food Production Problems<br>**LO1 understand the scientific properties of food**<br>AC1.1 explain how food properties can be changed<br>AC1.2 explain variables that affect physical properties of food<br>**LO2 be able to scientifically** | Learners will develop an understanding of hazards and risks in relation to the storage, preparation and cooking of food in different environments and the control measures needed to minimise these risks. From this understanding, learners will be able to recommend the control measures that need to be in place, in different environments, to ensure that food is safe to eat.<br><br>The aim of unit 3 is for learners to use their understanding of the properties of food in order to plan and carry out experiments. The results of the experiments would be used to propose options to solve food production | Learners should be able to give factual descriptions of each type of micro-organism using scientific terms and models. Learners should know what is required for micro-organisms to grow so that they understand how changing conditions affect growth. They should consider all microorganisms in AC1.1 and make judgements that incorporate reference to their properties.<br><br>Learners should understand that microorganisms have negative and positive effects on food quality and explain how those changes take place. Learners should consider all microorganisms in AC1.1 and make reference to their properties.<br><br>Learners should gain sufficient understanding to make judgements about the ability of the preservation methods to prevent growth of organisms in AC1.1.<br><br>Learners should gain a theoretical and practical understanding of the scientific properties of food and how these are changed through the processes identified. | **Links to employability**<br>Everyone working in the food industry has a responsibility to minimise the risks of causing a food borne illness. Food safety is one of today's major health issues and there are many roles within the food industry related to food safety. Many food scientists work for the Environmental Health departments of local authorities as food inspectors. Food inspectors ensure businesses produce and serve food that is safe to eat; this would include a whole range of businesses from a large bakery to a stall selling pasties at a local festival. Food inspectors also ensure that descriptions of food (on menus for example) do not mislead customers and help to minimise the risks to ill health, for example, noting where certain dishes contain nuts.<br><br>Making use of the way certain foods change in order to create new dishes has been the foundation of food development. Food producers and chefs develop new and interesting dishes by experimenting |

**Extracurricular activities** **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map Food Science & Nutrition
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| | | | | |
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| | **investigate changes to food**<br>AC2.1 set success criteria for scientific investigations<br>AC2.2 obtain outcomes from scientific investigations<br>AC2.3 record outcomes of investigative work<br>AC2.4 process data<br>AC2.5 review suitability of investigative methods<br>**LO3 be able to solve food production problems**<br>AC3.1 describe food safety hazards in different environments<br>AC3.2 assess risk to food safety in different environments<br>AC3.3 explain control measures used to minimise food safety risks<br>AC3.4 justify proposals for control measures in different environments | problems. This unit will provide students with an understanding of the scientific properties of food and how these properties contribute to the changes that occur in food. It draws on your learning from Unit 1: Meeting Nutritional Needs of Specific Groups and Unit 2: Ensuring Food is Safe to Eat. You will use this learning to plan and carry out experiments with different types of food. By carrying out these experiments, you will be able to propose options to solve food production problems. | Learners will draw on prior learning to reinforce their understanding | with the properties of food. Today, even greater understanding of the scientific principles of food provides chefs with a range of options as they come up with more and more innovative dishes and ideas. Individuals, chefs and employees within the food industry can now produce dishes that do not use standard ingredients or methods, but provide the consumer with interesting and exciting food choices |
| **Year 12** | **Unit 1 Nutritional Needs across life stages**<br>**1.1 - Understand properties of nutrients**<br>1.1.1 How nutrients are structured<br>1.1.2 Function of nutrients in the human body<br>1.1.3 Classify nutrients in food<br>1.1.4 The impact of food production methods on nutritional value<br>**1.2 – Understand the relationship between nutrients and the human body**<br>1.2.1 Characteristics of unsatisfactory nutritional intake<br>1.2.2 Nutritional needs of specific groups<br>1.2.3 How different situations affect nutritional needs<br>**1.3 – Be able to plan nutritional** | The purpose of this unit is for learners to develop an understanding of the nutritional needs of specific target groups and plan and cook complex dishes to meet their nutritional needs. Methods used by food handlers to keep themselves clean and hygiene<br>Methods used to keep work areas clean and hygienic calculate nutritional requirements for given individuals.<br>Plan production of menus.<br>Use tools in preparation of commodities<br>Use advanced techniques in preparation of commodities<br>Assure quality of materials to be used in food preparation.<br>Use advanced techniques in cooking of commodities<br>Present cooked complex dishes using | Explain how individuals can take responsibility for food safety<br>assess the impact of food production methods on nutritional value<br>explain characteristics of unsatisfactory nutritional intake<br>assess how different situations affect nutritional needs<br>evaluate fitness for purpose of diets<br>interpret recipes for complex menus<br>Explain how nutrients are structured<br>Classify nutrients in foods<br>Assess the impact of food production methods on nutritional value<br>Analyse nutritional needs of specific group<br>Assess how different situations affect nutritional needs<br>Evaluate fitness for purpose of diets | **Links to employability**<br>Understanding food hygiene is an essential requirement for anyone who handles food in an industrial or domestic situation. The study of nutrition is essential in society as there are huge pressures on the global food system and increasing incidences of poor nutrition, despite a growth in interest in food related issues. Understanding nutritional requirements for a balanced diet will allow us to make informed dietary choices. Those working in food production need an appreciation of the nutritional value of food and the effect of this on individuals, as nutritional requirements can vary according to age, health, religion and lifestyle choices. Care sector workers need to ensure that meals meet the needs of specific patient groups: |

**Extracurricular activities** **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map Food Science & Nutrition
## Exam board – AQA and WJEC

| | | | | |
|---|---|---|---|---|
| | **requirements**<br>1.3.1 Planning nutritional programmes<br><br>**Unit 2 Developing food production skills**<br>**2.1- Factors affecting food choice**<br>2.1.1 Factors that influence food ingredient choice<br>**2.2- Planning, preparation and cooking techniques**<br>2.2.1 Food production process<br>2.2.2 Planning to create food items<br>2.2.3 Skills and techniques within food production<br>2.2.4 Hygiene practices and procedures within food production<br>**2.3- Evaluating food production**<br>2.3.1 Evaluating food production processes<br>2.3.2 Evaluating food items and outcomes | advanced presentation techniques use food safety practices<br>monitor food production | | elderly, sick and nutritionally vulnerable. Those working as personal trainers understand how the nutritional intake of an athlete can impact on their performance and know the most effective methods of preparing food to maximise its nutritional value. Whether cooking for two people at home, 100 clients at a conference or 1000 people in a hospital, any chef or cook will make sure they have a plan of action, which fully addresses health and safety factors to ensure any food prepared is safe to eat. They will also make sure they have all the commodities and equipment needed and enough time to prepare and cook the dishes on the menu. |
| **Year 11** | *NEA Task 1*: Food Investigation - Analyse the task / Practical experiments and investigations / Analyse and interpret results of the investigative work / Evaluate hypothesis with justification Revision<br><br>*NEA Task 2*: Food Preparation Assessment - Researching the task / Demonstrating technical skills / Planning for the final menu / Analysis and evaluation<br><br>*Exam:* Written exam: 1 hour 45 minutes | **Task 1:** Food investigation (30 marks)<br><br>Students' understanding of the working characteristics, functional and chemical properties of ingredients.<br><br>**Task 2:** Food preparation assessment (70 marks)<br><br>Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. | Students will demonstrate knowledge and understanding of nutrition, food, cooking and preparation. Apply knowledge and understanding of nutrition, food, cooking and preparation Plan, prepare, cook and present dishes, combining appropriate techniques. Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others<br><br>Revision of the 5 topic areas;<br><br>1. Food, nutrition and health<br>2. Food science | **Science:**<br>Functional and chemical properties of *carbohydrates, proteins, fats, oils, acids, alkalis, enzymes, heat transfer*<br>**English:**<br>descriptive adjectives of sensory analysis and evaluation<br>**Maths:**<br>Measurement<br>Ratio/Fractions<br>**Geography:**<br>Foods are grown and harvested<br>**PE:**<br>Eatwell Guide and Diets<br>Macronutrients<br>Micronutrients<br>**Art and Design:** |

**Extracurricular activities** **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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| | | | | |
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| | | Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours | 3. Food safety<br>4. Food choice<br>5. Food provenance | - Presentation and decoration |
| **Year 10** | **Food Safety**<br>Food Hygiene/ safety<br>Enzymic Browning<br>Microorganisms – Yeasts, Bacteria and Moulds<br>Key Temperatures<br>Food spoilage and contamination<br>**Food, nutrition and health**<br>Macronutrients – Carbohydrates<br>Protein – Importance of fish<br>Fats and Oils<br>Micronutrients – Vitamins – Water and Fat soluble<br>Water and Fibre<br>Nutritional needs and health<br>Making informed choices for a varied and balanced diet<br>**Food Science**<br>Cooking of food and Heat transfer<br>Functional and chemical properties of food - Carbohydrates<br>Functional and chemical properties of food – Proteins<br>Functional and chemical properties of food - Fats and oils<br>Functional and chemical properties of food - Raising agents<br>**Food Choice**<br>Cuisines<br>Factors that influence food choice<br>Religion/ Medical factors<br>Sensory evaluation<br>**Food provenance** | Students will develop the ability to:<br>**Practical Skills**<br>Work safely and hygienically in a food preparation environment.<br>Select and use appropriate equipment and cooking methods.<br>Demonstrate accurate weighing, measuring and portion control.<br>Prepare, cook and present a range of nutritious dishes.<br>Apply knife skills and a variety of food preparation techniques.<br>Conduct food investigations and practical experiments.<br>Use sensory analysis techniques to evaluate food products.<br>**Scientific Skills**<br>Observe, measure, and record changes in food.<br>Plan, conduct, and evaluate food science investigations.<br>Analyse experimental results and draw conclusions.<br>Apply scientific principles to explain food reactions and processes.<br>Analytical and Evaluation Skills<br>Interpret nutritional information and dietary guidance.<br>Evaluate the nutritional quality of meals and recipes.<br>Analyse factors influencing consumer food choices.<br>Assess the environmental and ethical implications of food production. | Students will develop an understanding of:<br>The principles of food safety, hygiene and contamination prevention.<br>The causes and prevention of food spoilage and food poisoning.<br>The role of microorganisms, including yeast, bacteria and moulds.<br>Enzymic browning and methods used to control it.<br>Safe storage, cooking and serving temperatures for food.<br>The functions, sources and nutritional importance of macronutrients and micronutrients.<br>The role of water and fibre in maintaining health.<br>Nutritional needs throughout different life stages and for specific dietary groups.<br>How to make informed food choices using current healthy eating guidelines.<br>Heat transfer methods and their effect on food.<br>Functional and chemical properties of carbohydrates, proteins, fats and raising agents.<br>Factors influencing food choice, including culture, religion, ethics, health and lifestyle.<br>The characteristics of national and international cuisines.<br>Methods of sensory evaluation and food product testing.<br>Food provenance, processing and production methods. | Students will explore how food connects to wider social, economic and environmental issues, including:<br>**Health and Wellbeing**<br>Diet-related illnesses such as obesity, cardiovascular disease and Type 2 diabetes.<br>Public health campaigns and healthy eating initiatives.<br>Personal responsibility for health and wellbeing.<br>Sustainability and the Environment<br>Food miles and carbon footprint.<br>Climate change and sustainable food production.<br>Food waste reduction and resource management.<br>Seasonal, local, and sustainable food sourcing.<br>**Diversity and Culture**<br>Global cuisine and cultural food traditions.<br>Religious dietary requirements.<br>Food as an expression of identity and heritage.<br>Respect for cultural diversity through food.<br>**Society and Economics**<br>Consumer choice and food affordability.<br>The impact of advertising and social media on food choices.<br>Local and global food markets.<br>Food security and world hunger.<br>**Careers and Industry**<br>Careers within food science, nutrition, hospitality and food manufacturing. |

**Extracurricular activities** **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map Food Science & Nutrition
## Exam board – AQA and WJEC

| | | | | |
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| | Primary and Secondary processing – Flour, Milk<br>Food and the environment<br>Local and global market<br>Technological developments | Justify food choices for different target groups.<br>**Employability and Personal Skills**<br>Organisation and time management.<br>Problem-solving and independent decision making.<br>Communication and teamwork.<br>Creativity and adaptability.<br>Critical thinking and reflective evaluation. | The environmental impact of food production and consumption.<br>Local, national and global food systems.<br>Technological developments within the food industry. | Technological innovation in food production.<br>Emerging food technologies and future food systems.<br>Entrepreneurship and product development within the food industry.<br>**Science:**<br>Functional and chemical properties of *carbohydrates, proteins, fats, oils, acids, alkalis, enzymes, heat transfer*<br>**English:**<br>descriptive adjectives of sensory analysis and evaluation<br>**Maths:**<br>Measurement<br>Ratio/Fractions<br>**Geography:**<br>Foods are grown and harvested<br>**PE:**<br>Eatwell Guide and Diets<br>Macronutrients<br>Micronutrients<br>**Art and Design:**<br>Presentation and decoration |
| **Year 9** | **Food Science:**<br>Investigations into how ingredients work. Learning about a particular commodity, investigating it through experiments and evaluations. Then completing a practical relevant to the investigation. | Students will be learning through theory investigations and practical lessons which are all related.<br>Weighing ingredients<br>-Using the hob and main oven.<br>- Dough- Gluten formation<br>- Sugar – caramelisation<br>- eggs – denaturation and coagulation<br>-Fats – plasticity. | **Food Science:**<br>Students will understand how ingredients work in different recipes, looking at the functional properties and chemical properties of the ingredients, and how they react to many elements. | **Science:**<br>Functional and chemical properties of *carbohydrates, proteins, fats, oils, acids, alkalis, enzymes, heat transfer*<br>**English:**<br>descriptive adjectives of sensory analysis and evaluation<br>**Maths:**<br>Measurement<br>Ratio/Fractions<br>**Geography:**<br>Foods are grown and harvested |

**Extracurricular activities** **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map Food Science & Nutrition

## Exam board – AQA and WJEC

| | | | | |
|---|---|---|---|---|
| **Year 8** | Preparing for practical work<br>Personal safety<br>Washing up<br>Using an oven safely<br>Knife skills<br>Fruit and vegetable preparation skills<br>Macronutrients – functions<br>Micronutrients – functions<br>Food commodities – potatoes and vegetables<br>Food Waste<br>Food labelling<br>Sensory Evaluation<br>convenience foods,<br>special diets | -Weighing ingredients<br>-Greasing and lining a tart tin with pastry and blind baking.<br>-Cake making methods- rubbing in, creaming, whisking<br>-Cooking methods- Baking and shallow frying<br>-Using the hob and main oven.<br>- Dough- Shortening<br>- Piping | **Safety & Hygiene:**<br>Reinforce rules on kitchen safety<br>Recap and recall how to set up a practical lesson<br>**Food Preparation:**<br>Use the hob, grill and oven safely<br>Use of electrical equipment safely<br>Demonstrate knife skills<br>Preparing fruit and vegetables<br>Prepare, combine and shape ingredients<br>Functions of ingredients in a basic pastry<br>Creating a *basic pastry* - short crust<br>Food science - gelatinisation<br>**Nutrition:**<br>Name the three macronutrients and state at least one function and source of each<br>Explain why vegetables are an important part of our diet<br>Knowing what information needs to on a food label and why<br>List the characteristics we judge food on when we eat<br>Describe the sensory characteristics of a variety of different foods using the correct sensory descriptors<br>Explain why sensory evaluation is carried out<br>Examine a traffic light label and analyse how the information helps the consumer make an informed choice<br>Describe how to avoid food waste | **Science:**<br>Functional and chemical properties of *proteins*-gluten formation<br>*Mechanical* raising agents – shortening and aeration<br>*Chemical* raising agents<br>**English:**<br>descriptive adjectives of sensory analysis<br>**Maths:**<br>Measurement<br>Ratio<br>Fractions<br>**Geography:**<br>Foods are grown and harvested<br>**PE:**<br>Diets<br>Macronutrients<br>Micronutrients<br>**Art and Design:**<br>Presentation and decoration |
| **Year 7** | -Preparing for practical work<br>Personal safety<br>Washing up<br>Using an oven safely<br>Knife skills<br>Fruit and vegetable preparation skills<br>Introduction to why we need food | -Knife skills- Bridge and Claw method.<br>- Preparing fruit and veg- Cutting and peeling.<br>-Using the grill, hob and main oven.<br>-Cooking methods- baking boiling<br>Preparation- Rubbing in method and melting.<br>Evaluating | **Safety & Hygiene:**<br>Identify hazards that occur in a kitchen<br>Describe how to reduce hazards<br>Explain how to prepare for a practical<br>List the correct order for washing up<br>Explain how to use a knife safely<br>**Food Preparation:** | **Science:**<br>Functional and chemical properties of *fats and oils*<br>*Mechanical* raising agents - shortening and aeration |

**Extracurricular activities** **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map Food Science & Nutrition
## Exam board – AQA and WJEC

| | | | | |
|---|---|---|---|---|
| | Introduction to the Eatwell Guide<br>Food provenance – where does our food come from and how is it grown?<br>Food provenance – food miles and transportation | | Use a sharp knife, demonstrating either the claw or bridge technique<br>Demonstrate how to use the cooker safely<br>Describe the sensory characteristics using the correct sensory descriptors<br>**Nutrition:**<br>Give a definition of diet<br>Identify reasons why we need food<br>Identify the names of the nutrients and the function of each nutrient<br>Explore how the Eatwell Guide can help<br>Give a definition of food provenance<br>Identify foods that are grown in the UK<br>Explain what organic farming is<br>Investigate whether there is a difference between organic and non-organic foods<br>List reasons why buying local produce and reducing food miles | **English:**<br>Descriptive adjectives of sensory analysis<br><br>**Maths:**<br>Measurement<br>Ratio<br>Fractions<br><br>**Geography:**<br>Foods are grown and harvested<br><br>**PE:**<br>Eatwell Guide<br><br>**Art and Design:**<br>Presentation and decoration |

**At The Elizabethan Academy we offer a curriculum that:**

- is broad, balanced, inspiring and inclusive
- builds confidence, independence and **resilience**
- encourages students to develop the **skills, knowledge and understanding** required to succeed academically
- encourages students to participate in a wide variety of activities which extend beyond the classroom
- places creativity and imagination at the heart of learning to develop enquiring minds
- enables students to understand the connections and links between different subjects
- raises students' aspirations through promoting academic excellence
- develops students' **social and cultural knowledge**, skills and understanding
- develops students' **respect for spiritual and moral values**, and tolerance towards other races, religions and ways of life.
- gives students the opportunities to put theoretical skills into practice and expand their knowledge beyond the exam specification
- prepares students for the world of work in a rapidly changing world.

## Assessment Calendar

| | Official Internal/External Assessment | AP1 | AP2 | AP3 |
|---|---|---|---|---|

**Extracurricular activities** **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map Food Science & Nutrition
## Exam board – AQA and WJEC

| | | | | |
|---|---|---|---|---|
| **Year 9** | | Internal written assessment | Internal written assessment | Internal written assessment |
| **Year 10** | | Internal written assessment | Internal written assessment | Internal written assessment<br>Past paper<br>Mock NEA2 |
| **Year 11** | External Examination<br>NEA1 & 2 | PPE written assessment<br>Past paper | PPE Written assessment<br>Past paper | NEA1 and NEA2 grades |

**Extracurricular activities** **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map Food Science & Nutrition
## Exam board – AQA and WJEC

| | Year 7 – Food and Nutrition | | | |
|---|---|---|---|---|
| | **Rotation 1** | **Rotation 2** | | |
| **Knowledge, Skills and Understanding**   | **Food safety and Hygiene**<br>**Rotation 1**<br><br>**Key themes:**<br>Food safety and hygiene<br>Food storage<br>Knife skills – bridge and claw<br>Using a cooker<br>Eatwell guide<br>Function of ingredients<br><br>**Specific skills**<br>Knife skills<br>Use of cooker<br>Practical – Fruit salad, Fruit crumble, scones | **Farm to Fork and Healthy snacks**<br>**Rotations**<br><br>**Key themes:**<br>Farm to Fork<br>Use of oven<br>5 a day<br>Function of ingredients and nutrients<br>Healthy snacks<br>Melting method<br><br>**Specific skills**<br>Gap teaching<br>Use of the oven<br>Healthy snacks and their nutrients<br>Practical- Pasta salad, Granola bars | **Layered dessert**<br><br>**Key themes:**<br>Selecting ingredients<br>Sensory adjectives<br>Annotation<br>Peer assessment<br><br>**Specific skills**<br>Range of colour, textures, flavour.<br>Designing<br>Annotation – Identify, Explain, Justify.<br>Evaluation | **Healthy Breakfast**<br><br>**Key themes:**<br>Healthy breakfast<br>Eatwell guide<br>Function of ingredients<br>Nutrients<br>Chopping, dicing<br>Eggs<br>Use of oven<br><br>**Specific skills**<br>Practical – Mini omelette |
|   | • Baseline assessment (K)<br>• Exam format Test 1 (K) | • Half term skills assessment (S)<br>• Exam format test 2 (K) | • Layered dessert design and evaluation(S) | • End of rotation exam (K) |
|  **Embed your knowledge** | Spellings<br>Washing up task<br>Evaluation of practical – Fruit salad, Pasta salad, Fruit crumble.<br>Watch video of fruit crumble demo | Knowledge organisers - chopping boards<br>Evaluation of practical – Scones, Fruity flapjacks, mini omelettes | Layered dessert mood board<br>Ingredients opinions- feedback. | |
| Extend your knowledge  | Homework is set to consolidate learning that has taken place in class.<br><br>https://www.foodafactoflife.org.uk/<br><br>https://www.twinkl.co.uk/resources/keystage3-ks3/art-design-technology-ks3-ks4/food-nutrition-hospitality-catering-secondary | | | |

**Extracurricular activities** **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map Food Science & Nutrition

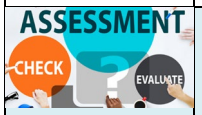
## Exam board – AQA and WJEC

| | Year 8 – Food and Nutrition | | |
|---|---|---|---|
| | **Rotation 1** | **Rotation 2** | |
| **Knowledge, Skills and Understanding**   | **Food safety and Hygiene/ Healthy Eating (8 weeks)**<br><br>**Key themes:**<br>Food safety and hygiene<br>Food storage<br>Using a cooker<br>Macro and Micro nutrients<br>Healthy Eating<br>Function of ingredients and nutrients<br>Convenience foods<br>Eatwell guide Theory<br>Sensory evaluation of biscuits.<br><br>**Specific skills**<br>Use of cooker<br>Why different foods need to be stored in different ways<br>8 top tips for healthy eating<br>Rubbing in method<br>Sensory tasting<br>Practical – Bolognese sauce, Cheese straws, chicken pot noodle<br>Gap teaching and assessment upgrade | **Pizza assessment (3 weeks)**<br><br>**Key themes**:<br>Special diets<br>Nutrition and Health<br>Bread/ Pizza dough Theory<br>Macro/ Micro revisited<br><br>**Specific skills**<br>Revision<br>Making dough<br>Practical – Pizza | **Cake making methods and Sustainable foods (5 weeks)**<br><br>**Key themes:**<br>Function of ingredients and nutrients<br>Cakes Theory<br>Melting method<br>Sustainable foods and food production<br>Food standards – Logos<br>Primary and Secondary processing.<br>Sauces<br><br>**Specific skills**<br>Gap teaching and assessment upgrade<br>Whisking method<br>Melting method<br>Practical- Swiss roll, Rocky road, custard |
|   | • Baseline assessment (K)<br>• Exam format Test 1 (K) | • Half term skills assessment (S)<br>• Exam format Test 2 (K) | • End of rotation exam (K) |
|  **Embed your knowledge** | Washing up task worksheet<br>Evaluation of practical – Bolognaise. Cheese straws, Easy chicken noodles<br>Pastry products<br>Convenience foods<br>Special diets | Cupcakes mood board<br>Evaluation of practical – Special diets pizza, Swiss roll, rocky road. | Special diets recap<br>Evaluation of practical – pizza. |

**Extracurricular activities** **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map Food Science & Nutrition
## Exam board – AQA and WJEC

| | |
|---|---|
| Extend your knowledge  | Homework is set to consolidate learning that has taken place in class.<br><br>https://www.foodafactoflife.org.uk/<br><br>https://www.twinkl.co.uk/resources/keystage3-ks3/art-design-technology-ks3-ks4/food-nutrition-hospitality-catering-secondary |

| | Year 9 – Food and Nutrition | | | | | |
|---|---|---|---|---|---|---|
| | **Rotation 1** | | | | | |
| **Knowledge, Skills and Understanding**  | Food, Science:<br>• Gluten formation<br>• Denaturation and coagulation<br>• Caramelisation<br>• Plasticity<br><br>Practical:<br>• Focaccia<br>• Shortbread<br>• Caramel sauce<br>• Cheese muffins | | | | | |
|  | **written internal assessment at end of rotation** | | | | | |
|  **Embed your Learning** | Evaluation of practical lessons<br>Knowledge organisers<br>Flipped learning | | | | | |
| Extend your knowledge  | Homework tasks set to embed learning and practice exam techniques.<br><br>https://www.foodafactoflife.org.uk/<br>https://senecalearning.com/en-GB/<br>https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-gcse-food-preparation-and-nutrition/zvjh8xs | | | | | |

**Extracurricular activities** **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map Food Science & Nutrition

## Exam board – AQA and WJEC

| | Year 10 – Food and Nutrition | | | | | |
|---|---|---|---|---|---|---|
| | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| **Knowledge, Skills and Understanding**  | **K&U**<br>Food safety - microorganisms<br>Protein<br>Functions of Protein<br>Importance of fish<br>**Skill Development** through focused practical tasks:<br>Chicken stir fry<br>Fish cakes<br>Cheese and tomato flan | **K&U**<br>Properties of Protein – Gluten<br>Primary and Secondary processing<br>Function of Carbohydrates and diet<br>Gelatinisation, caramelisation and dextrinisation<br>**Skill Development** through focused practical tasks<br>Chelsea buns<br>Pasta – Lasagna<br>Trifle - Custard | **K&U**<br>Function of Fats – Plasticity, Shortening, emulsification<br>Macro/ Micronutrients<br>Vitamins and Minerals<br>Nutritional needs at life stages<br>Energy needs<br>**Skill Development** through focused practical tasks:<br>Sausage Plait<br>Minced beef cobbler<br>Fruity traybake | **K&U**<br>Diet related diseases<br>Food choices<br>Nutritional analysis<br>Heat transfer methods<br>Cooking methods<br>**Skill Development** through focused practical task<br>Deboning chicken – chicken and chorizo jambalaya<br>Cooking of potatoes | **K&U**<br>Planning and modifying meals<br>Mini NEA1 – Raising agents<br>Mini NEA 2<br>**Skill Development** through focused practical tasks investigations<br>NEA trial cook 2<br>Mock practical cook 2 dishes | **K&U**<br>Waste food<br>Food miles<br>GMF<br>Cultural/ moral/ religion<br>Cuisines<br>Choux pastry<br>Fortification and modification<br>**Skill Development** through focused practical tasks<br>Choux pastry - eclairs |
|   | Skills tracker<br>K&U<br>Exam style Topic Test | | Skills tracker<br>K&U<br>Exam style Topic Test | | Skills tracker<br>K&U<br>Exam style Topic Test | |
|  **Embed your Learning** | HMK:<br>Diet Related disease<br>Vitamins<br>Revision | HMK:<br>Cholesterol Research<br>Meat, fish, eggs research<br>Religious Food Choice Research<br>Sensory Analysis | HMK:<br>Glossary of key terms<br>Signs of food freshness<br>Micro organisms<br>Revision<br>GM exam based question | HMK:<br>Revision | HMK:<br>Experiments write up<br>Revision | HMK:<br>Carbohydrate Exam style questions |
| Extend your knowledge  | Use the links from TEAMS for Seneca Learning<br>https://senecalearning.com/en-GB/<br>https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-gcse-food-preparation-and-nutrition/zvjh8xs | Use the links from TEAMS for Seneca Learning<br>https://senecalearning.com/en-GB/<br>https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-gcse-food-preparation-and-nutrition/zvjh8xs | Use the links from TEAMS for Seneca Learning<br>https://senecalearning.com/en-GB/<br>https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-gcse-food-preparation-and-nutrition/zvjh8xs | Use the links from TEAMS for Seneca Learning<br>https://senecalearning.com/en-GB/<br>https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-gcse-food-preparation-and-nutrition/zvjh8xs | Use the links from TEAMS for Seneca Learning<br>https://senecalearning.com/en-GB/<br>https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-gcse-food-preparation-and-nutrition/zvjh8xs | Use the links from TEAMS for Seneca Learning<br>https://senecalearning.com/en-GB/<br>https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-gcse-food-preparation-and-nutrition/zvjh8xs |

**Extracurricular activities** **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

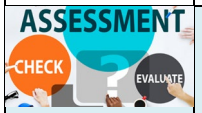
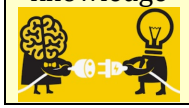
# CIM - Curriculum Intent Map Food Science & Nutrition

## Exam board – AQA and WJEC

| | Year 11 – Food and Nutrition | | | | | |
|---|---|---|---|---|---|---|
| | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| **Knowledge, Skills and Understanding**  | NEA<br>Intro & Research<br>Planning & investigation<br>Practical 1<br>Write Up<br>Practical 2<br>Write Up | NEA<br>Final Analysis & Evaluation<br>Practical 3<br>Write Up<br>Practical 4<br>Write Up<br>**K&U**<br>Nutritional Needs<br>PPE Preparation | NEA<br>Intro & Research<br>Plan Trials 1&2<br>Trial 1<br>Trial 2<br>Plan Trial 3&4<br>Trail 3<br>Trial 4 | NEA<br>Planning: Time plane & Justification<br>Final Practical<br>Evaluations | K&U<br>Food Science Revision<br>Food Choices Revision<br>Food Provenance Revision<br>Food & Nutrition Revision | |
|   | NEA tracker | PPE<br>NEA tracker | PPE<br>NEA tracker | NEA tracker | Exam practice tests | |
|  **Embed your Learning** | HMK:<br>Revision<br><br>Mock exam questions<br>Seneca | HMK:<br>Revision<br><br>Mock exam questions<br>Seneca | HMK:<br>Revision<br><br>Mock exam questions<br>Seneca | HMK:<br>Revision<br><br>Mock exam questions<br>Seneca | HMK:<br>Revision<br><br>Mock exam questions<br>Seneca | |
| Extend your knowledge  | Use the links from TEAMS for Seneca Learning<br>https://senecalearning.com/en-GB/<br>https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-gcse-food-preparation-and-nutrition/zvjh8xs | Use the links from TEAMS for Seneca Learning<br>https://senecalearning.com/en-GB/<br>https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-gcse-food-preparation-and-nutrition/zvjh8xs | Use the links from TEAMS for Seneca Learning<br>https://senecalearning.com/en-GB/<br>https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-gcse-food-preparation-and-nutrition/zvjh8xs | Use the links from TEAMS for Seneca Learning<br>https://senecalearning.com/en-GB/<br>https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-gcse-food-preparation-and-nutrition/zvjh8xs | Use the links from TEAMS for Seneca Learning<br>https://senecalearning.com/en-GB/<br>https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-gcse-food-preparation-and-nutrition/zvjh8xs | |

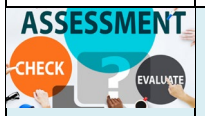
**Extracurricular activities** **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map Food Science & Nutrition
## Exam board – AQA and WJEC

| | Year 12 – | | | | | |
|---|---|---|---|---|---|---|
| | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
| **Knowledge, Skills and Understanding**  | **UNIT 1**<br>Food Health and safety<br>Foods science- structure of nutrients<br>Nutritional needs to specific groups<br><br>Developing Practical Skills:<br>Presenting a wide range of dishes in preparation for practical exam<br><br>*Turning vegetables*<br>*Chicken pie- stock, deboning, pastry making*<br>*Cheesecake- setting with gelatine*<br>*Researching and choosing own dishes to make in preparation for coursework e.g., 2 healthy eating starters*<br>*Focus on presentation of all dishes to gain higher marks and skills* | | **Completion of unit 1 content**<br>Food Health and safety<br>Foods science- structure of nutrients<br>Nutritional needs to specific groups<br><br>**PPE** for unit 1 content learned in Half term 1 & 2<br><br>**UNIT 2 COURSEWORK**<br>Task 1- Research, menu planning and nutrients for specific groups<br>Task 2- Practical exam: 3 course meal<br>Task 3- Interview for nutrition for specific groups | | **UNIT 1 REVISON**<br>Revision of unit 1 content in preparation for final exam in June<br><br>Food Health and safety<br>Foods science- structure of nutrients<br>Nutritional needs to specific groups | |
|  | Written assessments (zigzag exam questions from past papers)<br><br>Practical work marked and assessed, feedback for next time<br><br>Students taste each other's food and give feedback | | Coursework tracker<br>Assessments as per exam board procedures. | | Past papers and exam questions<br>Peer/self-marking | |
|  **Embed your Learning** | HWK:<br>Revision and research tasks | HWK:<br>Revision and research tasks | HWK:<br>Continue to revise unit 1 content<br><br>Competing coursework in own time including independent research | HWK:<br>Continue to revise unit 1 content<br><br>Competing coursework in own time including independent research | Exam questions<br>Long answer responses<br>Online learning and revision (check Teams) | |
| Extend your knowledge  | https://www.greatbritishchefs.com<br><br>Independent Research | https://www.greatbritishchefs.com<br><br>Independent Research | Independent Research | Independent Research | Independent Research | |

**Extracurricular activities** **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map Food Science & Nutrition
## Exam board – AQA and WJEC

| | Year 13 – | | | | | |
|---|---|---|---|---|---|---|
| | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
| **Knowledge, Skills and Understanding**  | **Unit 3**<br>**Coursework**<br>Task 1: Research into function of ingredients<br>Task 2: Science experiment- practical<br>Task 3: Conclusion and evaluation/ letter | | **Unit 2**<br>**Coursework**<br>Completion of coursework<br><br>Revise unit 1 content from Y12 in preparation for unit 2 controlled assessment<br>*Health, safety & hygiene, allergens, intolerances, HACCP*<br><br>Begin notes based from revision for controlled assessment unit 2<br><br>Practice past controlled assessments using notes from revision lessons to improve them in preparation for final assessment in May | | Continue to practice controlled assessments using notes from revision lessons<br><br>**Controlled assessment** | |
|   | Coursework tracker | Coursework tracker | Teacher marked mocks<br>Self-assessed mocks<br>Peer-assessed mocks | Teacher marked mocks<br>Self-assessed mocks<br>Peer-assessed mocks | Teacher marked mocks<br>Self-assessed mocks<br>Peer-assessed mocks | |
|  **Embed your Learning** | **HWK:**<br>Research and coursework completion in own time | **HWK:**<br>Research and coursework completion in own time | **HWK:**<br>Research for notes and completion in own time | **HWK:**<br>Research for notes and completion in own time | Practice controlled assessment | |
| Extend your knowledge  | Independent Research<br>Textbooks<br>Practical work | Independent Research<br>Textbooks<br>Practical work | Independent Research:<br>https://www.who.int/health-topics/environmental-health#tab=tab_1<br><br>https://www.gov.uk/government/organisations/environment-agency | Independent Research:<br>https://www.who.int/health-topics/environmental-health#tab=tab_1<br><br>https://www.gov.uk/government/organisations/environment-agency | | |

**Extracurricular activities** **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map Food Science & Nutrition
## Exam board – AQA and WJEC

Extracurricular activities  Careers links  Curriculum links  Threshold topics (bold)  PSHE, PD and cultural capital links

# CIM - Curriculum Intent Map Food Science & Nutrition
## Exam board – AQA and WJEC

Extracurricular activities  Careers links  Curriculum links  Threshold topics (bold)  PSHE, PD and cultural capital links