

Our curriculum should provide an ambitious level of challenge for all students focussing on developing, securing, and applying knowledge, understanding and skills. At Key Stage 4, the curriculum should enable students to apply knowledge, understanding and skills to the new GCSE syllabi.

Subject: Food Preparation and Nutrition	Year Group: 9	Qualification: GCSE	Ability: Mixed
Department Vision:	To offer every students in Erdington Academy the opportunity to develop their creativity, practical knowledge and skills in preparation for the rapidly changing technology world.		
Intent: What should every student know, understand and be able to do by the end of the year?	<p>The factors affecting food technology.</p> <p>The importance of new technologies on food production and processing.</p> <p>The effect of food processing and food and drinks.</p> <p>The positive and negative impacts of technological developments.</p> <p>The range of factors that influence food choices.</p> <p>The choices that people make about food according to, culture, religion, ethical beliefs or medical reasons.</p> <p>Which ingredients are needed for basic recipes?</p> <p>Proportion of ingredients used in basic recipes.</p> <p>How basic recipes are made.</p> <p>The chemical reactions of different ingredients.</p> <p>Characteristics of ingredients.</p> <p>What food providence mean.</p> <p>The impact of food miles on the environment.</p> <p>The importance of Packaging</p> <p>The impact of packaging on the environment.</p> <p>The sustainability of food and food waste.</p> <p>That Food Security can provide access to safe sufficient food for all.</p>		
Substantive Knowledge for the year	<p>Introduction to the course, set expectations, target grades, how learners will be assessed, etc.</p> <p>Explore recap on nutrition</p> <p>Introduce/recap on concept of provenance, and how this commodity is grown.</p> <p>Understanding of dietary reference values (EAR/RNI/LRNI/Safe Intake) BNF document</p> <p>Plan a dish suitable for under Dietary considerations (e.g. high-fibre for person with iron deficiency, anaemia, high in calcium for person with brittle bones)</p> <p>Use a nutritional analysis program to calculate nutrients and analyse data</p> <p>Suggested investigations could include:</p> <p>Enzymic browning (practical and written work covered)</p> <p>Evaluation the dishes made using sensory analysis and compare to shop bought items.</p>		
Disciplinary Knowledge for the year	This cover different core knowledge which are vital to get a grip on the course.		

	<p>Analyse the principles of nutrition.</p> <p>Use the government guidelines and eat well guides to cater for different individuals. (Describe, Interpret, Explain, Evaluate).</p> <p>Experiment with the different methods of cooking and explore the science of cooking foods. Plan, make, evaluate, explore, analyse)</p> <p>Present dishes made in a professional way. .</p> <p>How to technology affects the food we eat and the factors taken into consideration when making food choices. Food providence and food miles.</p>
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Yr: 9	Unit Title and number of lessons	Key Substantive Knowledge	Key Disciplinary Knowledge and Skills	Rigorous Assessable outcome(s)
Autumn Term	Principles of nutrition 'macro and micro nutrients'	(Nutrition and Nutrients) Micro Nutrients Macro Nutrients	Know the key nutrients that are needed by the body for good health. Why the body nutrients. Explain what happen if one have too much or too little nutrients.	Internal pupil / teacher feedback sheet using criteria for successful outcomes. Successful completion of health and Safety booklets. DO NOW/Feedback journal with green pen/red pen feedback.
	Diet and Good Health 'Guidelines , recommendation and nutritional/dietary and needs'	Diets for people with Specific dietary needs and Deficiencies. What is meant by a healthy diet? Guidelines and recommendation healthy eating.	Analyse lifestyle affect food choices. Explain the different diets and symptoms: <ul style="list-style-type: none"> • Obesity • Bone Health and Dental care • Food allergies and Food tolerances • Vegetarians • Religious Diets Explore the healthy eating and society. Plan, make and evaluate a healthy meal for a teenager.	Completion of end of unit test. Internal pupil / teacher feedback sheet using criteria for successful outcomes. Successful completion of health and Safety booklets. DO NOW/Feedback journal with green pen/red pen feedback. Teacher mark test and feedback to pupils.
Spring Term	Diet and Good Health		Analyse lifestyle affect food choices. Explain the different diets and	Completion of end of unit test. Internal pupil / teacher feedback

	<p>– <i>'Diets for people with specific dietary needs or deficiency' 'lifestyle and how it effects food choice'</i></p>		<p>symptoms:</p> <ul style="list-style-type: none"> • Obesity • Bone Health and Dental care • Food allergies and Food tolerances • Vegetarians • Religious Diets <p>Explore the healthy eating and society. Plan, make and evaluate different dishes for different individuals.</p>	<p>sheet using criteria for successful outcomes. Successful completion of health and Safety booklets. DO NOW/Feedback journal with green pen/red pen feedback.</p>
	<p><i>Science of Cooking – 'How heat is transferred, methods of cooking'</i></p>	<p>Section 1 (Core Knowledge) Why are food cooked. The transfer of heat to food Different methods of cooking foods Maintaining the nutritional value of food during preparation.</p>	<p>Explore why food is cooked. Explain how heat is transferred to food.</p> <ul style="list-style-type: none"> • Conduction • Convection • Convection <p>Compare and contrast the different methods of cooking:</p> <ul style="list-style-type: none"> • Dry methods • Moist Methods <p>Make dishes/items demonstrating different methods of cooking.</p>	<p>Completion of end of unit test. Internal pupil / teacher feedback sheet using criteria for successful outcomes. Successful completion of health and Safety booklets. DO NOW/Feedback journal with green pen/red pen feedback.</p>
<p>Summer Term</p>	<p><i>Science of Cooking Raising agents Scientific principle behind cooking and preparing food Food spoilage</i></p>	<p>Different raising agents used in baking products The different types of raising agents. Pathogenic bacteria and how to prevent them. The environmental and financial effect of food wastage. Food preservation and existing methods.</p>	<p>Making products using different raising agents. Explain critical control point when preparing food. Discussing types of bacteria. Analyse types of bacteria under the microscope. Evaluate methods of preservation.</p>	<p>Completion of end of unit test. Internal pupil / teacher feedback sheet using criteria for successful outcomes. Successful completion of health and Safety booklets. DO NOW/Feedback journal with green pen/red pen feedback.</p>

	<p><i>Food providence and food waste</i></p> <p><i>Food miles and the environment</i></p> <p><i>Packaging and the environment</i></p> <p><i>Sustainability and food security</i></p> <p><i>Culture and cuisine</i></p>	<p>What is food providence? The impact of food miles on the environment. The importance of packaging on the environment. The sustainability of food and waste food. Food security can provide access to safe sufficient food for all. The different types of cuisine available throughout the world. The key ingredients and popular dishes from each cuisine.</p>	<p>Plan, make and evaluate dishes from different culture demonstrating a wide uses of different herbs and spices. Explain the different types of packages and their effect on the environment. Explain food sustainability of food. Discuss ways to reduce food miles.</p>	<p>Completion of end of unit test. Internal pupil / teacher feedback sheet using criteria for successful outcomes. Successful completion of health and Safety booklets. DO NOW/Feedback journal with green pen/red pen feedback.</p>
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