

GCSE Food Preparation and Nutrition skills and curriculum mapping

Practical skills — 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, using the references S1 (Skill 1), S2 (Skill 2) etc.

Topic	Practical skills	logo	Y7	Y8	Y9 SKILLS YEAR 1	Y10 GCSE YEAR 2	Y11 GCSE YEAR 3	Link to GCSE/BTEC/NC
Food nutrition and health	<p>S1—General practical skills .</p> <p>S2—Knife skills</p> <p>S3—Preparing fruit and vegetables</p> <p>S4—Use of the cooker</p>		<p>Students are introduced to the 'Eatwell Guide' and the importance of a healthy diet. Students are encouraged to reflect on their own diets by keeping a food diary .</p> <p>Example practical lessons:</p> <ul style="list-style-type: none"> ◆ flapjack S1,S4,S5,S6,S7 ◆ Bread based pizza S1,S2,S3,S4,S5,S6,S7,S10 and S11. 	<p>After learning about the eat well guide in year 7,students are expected to analyse nutritional labelling and know the importance of this information so they can make wise/informed choices when purchasing food.</p> <p>Students watch an episode of super size v's super skinny to assess the effects of poor diet on the body.</p>	<p>Year 9 builds on the food preparation skills and knowledge built up in over the last 2 years. Students have to take a much more independent approach and are encouraged to plan and prepare meals of their own choice. Students are given a wide range of predominantly savoury dishes that cover the full range of GCSE skills. The following recipe utilises a range of skills but we have not yet covered pastry</p> <p>Roasted vegetable tartlet using standard component puff pastry.</p> <p>S1,S2,S3,S4,S5,S6,S7 and S10.</p>	<p>Students encouraged to push the high level skills in year 10. AQA GCSE Topic 1 (diet, nutrition and health). Macro and micro nutrients delivered—students must know sources, functions, deficiencies and excess of nutrients as their underpinning knowledge along with the dietary needs of specific individuals.</p> <p>Students cook a suitable meal for a teenager. <u>Students can cover any of the following skills:</u></p> <p>S1,S2,S3,S4,S5,S6,S7,S8,S9,S10,S11 and S12</p>	<p>Task 2 - Students start controlled assessment. Example of a brief might be:</p> <p>'Cook 3 dishes suitable for a Vegan'</p> <p>Students must recall high level knowledge from the 'Food Nutrition and Health unit' to access the 7-9 targets.</p>	Unit 1 – Meeting the Nutritional Needs of Specific Groups – CORE – written examination and practical coursework combined
Food science	<p>S5—Use of equipment</p> <p>S6—Cooking methods</p> <p>S7—Prepare, combine and shape</p> <p>S8—Sauce making</p> <p>S9—Tenderise and marinate</p>		<p>Students are introduced to chemical, biological and mechanical raising agents. Bread based pizza (Biological) S1,S2,S3,S4,S5,S6,S7,S10 and S11</p> <p>Carrot Cake (Mechanical) S1,S2,S3,S4,S5,S6,S7, S11 and S12</p>	<p>Modified bread—students are expected to build on the skill of bread based pizza (Y7) by modifying and manipulating/shaping a basic bread dough recipe. Students are encouraged to consider a specific country that will help them to modify their bread.</p> <p>Dutch Apple cake (Chemical) S1,S2,S3,S4,S5,S6,S7, S11 and S12</p>	<p>A more detailed look at yeast formation and the process of fermentation . Students introduced to enriched dough recipes further developing their knowledge of working with bread based doughs. Students know that yeast produce alcohol and carbon dioxide.</p> <p>Chelsea Buns (Biological)</p> <p>S1,S2,S3,S4,S5,S6,S7 ,S10 and S11</p>	<p>Key terms that must be covered in Y10 are gelatinisation , emulsification, denaturation, enzymic browning:</p> <p>Gelatinisation—Béchamel sauce Lasagne with homemade pasta. S1,S2,S3,S4,S5,S6,S7 ,S8,S10 and S12</p> <p>Emulsification—Chicken goujons with homemade coleslaw S1,S2,S3,S4,S5,S6,S7 ,S8,S9 and S12</p> <p>Denaturation—Lemon meringue pie with homemade short crust pastry and lemon curd</p> <p>S1,S2,S3,S4,S5,S6,S7,S8,S9,S10,S11 and S12</p>	<p>Task 1 - Students start controlled assessment. Example of a brief might be:</p> <p>'Investigate the ingredients and methods to prevent enzymic browning and oxidation when preparing fruit and vegetables.'</p> <p>Students carry out a range of experiments and demonstrate existing knowledge of subject specific terminology.</p>	Unit 3 – Experimenting to Solve Food Production Problems – OPTION – 80 + UMS marks – Distinction Topics are – Understand the importance of food safety 14-22 marks, Understand the properties of nutrients 14-22 marks, Understand the relationship between nutrients and the human body 22-31 marks, Be able to plan nutritional requirements 22-31 marks. Development work, working properties and functions, molecular gastronomy
Food and safety	<p>S10—Dough</p> <p>S11—Raising agents</p> <p>S12—Setting mixtures</p>		<p>Students introduced to basic safety i.e. personal hygiene, colour coded equipment, safe use of equipment (claw and bridge hold). Students encouraged to consider the use of the word bacteria and are introduced to the main types (salmonella and campylobacter) and the term, 'cross contamination'. Students cook with a high risk protein.</p> <p>Cooked meat used in cous cous snack pots . Students must know that meats are high risk and understand the importance of refrigeration. 0-5 degrees</p>	<p>Students continue to develop and build on the general practical skills learned in Y7 and more focus is placed on the use of high risk proteins in year 8 and a greater emphasis on cross contamination. E-Coli and Staphylococcus Aureus are introduced as well as the safe handling/storage of meat.</p> <p>Pasta bolognaise</p> <p>S1,S2,S3,S4,S5,S6,S7 and S8</p> <p>Turkish style lamb wrap</p> <p>S1,S2,S3,S4,S5,S6,S7 and S8</p>	<p>Students become familiar with the uses of specialist equipment. i.e. meat probes and must know how and why they are used. Specific key temperatures are taught and key terminology such as the danger zone, core temperatures and hot holding are written into the SOW.</p> <p>Thai Green Chicken Curry</p> <p>S1,S2,S3,S4,S5,S6,S7 and S8</p> <p>This practical gives the opportunity to discuss in detail the safe storage, handling, cooking and serving of high risk protein dishes.</p>	<p>Students assessed for exemplary levels of hygiene and food safety throughout year10.</p> <p>Students given a demonstration of the prepping of a whole chicken. Portions are frozen down which leads into discussion of the safe running temperature of freezers and the safe defrosting of foods.</p> <p>Legs - Coq Au Vin S1,S2,S3,S4,S5,S6,S7,S8 and S9</p> <p>Breast - Stuffed chicken breast wrapped in bacon and served with risotto.</p> <p>S1,S2,S3,S4,S5,S6,S7,S8 and S9</p>	<p>All areas of the controlled assessment must demonstrate high levels of safety and hygiene.</p> <p>The written exam will test students on this UNIT:</p> <p>'Give FOUR personal hygiene rules that must be followed by people serving food'.</p>	Unit 2 – Ensuring Food is Safe to Eat "Learners could undertake a role play activity based on the outbreak of a food borne infection, which has been traced back to a particular restaurant.
Food choice			<p>Students made aware of the importance of buying seasonal produce . Students follow clues on board to build a fruit and vegetable growing seasons calendar. They then think of several reasons for buying seasonal produce.i.e. freshness, taste, colour , carbon footprint etc.</p> <p>Bread based pizza (Biological) S1,S2,S3,S4,S5,S6,S7,S10 and S11</p> <p>Seasonal fruit crumble (students choose their own seasonal fruit) and evaluation. S1,S2,S3,S4,S5,S6,S7,</p>	<p>Students are given the freedom to modify a recipe in order to make it more healthy, i.e. a cheesecake recipe can have reduced fat cream and cream cheese added along with porridge oats and fruit for a more nutritionally balanced treat.</p> <p>Lemon cheesecake</p> <p>S1,S2,S3,S4,S5,S6,S7 and S12</p>	<p>Students are introduced to the eating habits of different religions and cultures and the factors that influence our food choices - time of day, money, social factors, parental influence, religious/moral beliefs - they then go on to research a country of their choice that will influence a practical cook. i.e. Italy (Risotto). <u>Students can cover any of the following skills</u></p> <p>S1,S2,S3,S4,S5,S6,S7,S8,S9,S10,S11 and S12</p>	<p>Students make use of costing programmes . i.e. Jenny Ridge well to compare prices and shop for cost effective ingredients. Students must cost a range of given recipes and encouraged to make use of BOGOF and reduced prices .</p> <p>Students will also learn about the dietary requirements/preferences of specific groups religions people. Sikhs, Muslims and Jewish etc.</p>	<p>Task 2 - Students start controlled assessment. Example of a brief might be:</p> <p>'Cook 3 dishes suitable for a Vegan'</p> <p>Students must recall high level knowledge from the 'Food choices UNIT' to access the 7-9 targets.</p> <p>Students will gather primary and secondary research to inform their assessment.</p>	Unit 1 – Meeting the Nutritional Needs of Specific Groups – CORE – written examination and practical coursework combined
Food provenance			<p>Students introduced to the terms organic and free range. Class discussion on the moral and ethical decisions we are presented with when buying food. Focus on free range, barn and caged eggs and organic farming.</p>	<p>More in depth discussion is had on the morals and ethics of eating meat. A more detailed look at the dietary choices of specific individuals such as veganism, vegetarianism and those on calorie controlled diets. Students encouraged to consider their own eating habits/trends and the tendency to eat cheaper meat.</p> <p>Vegetarian chilli/curry and rice</p> <p>S1,S2,S3,S4,S5,S6,S7 and S8</p>	<p>Content covers different types and cuts of meat and food wastage. And the 5 R'S are introduced. Students must demonstrate the ability to make use of a range of cheaper ingredients and prepare a tasty meal without the use of a recipe.</p>	<p>Content covers the moral and ethical sourcing of animal products and the affects on the environment.</p> <p>Students learn about the British foods standards Agency.</p> <p>Practical S1,S2,S5 and S7</p> <p>Butcher/portion a whole chicken and discuss animal welfare/free range etc. Link to wastage.</p>	<p>Students are given the freedom to discuss the role of food provenance in the controlled assessment. This is carried out through independent research into a chose country.</p> <p>'Cook 3 dishes in the style of a European cuisine' .</p>	