

Our whole School curriculum intent believes:

At Ercall Wood Academy our students will experience a highly personalised, modern curriculum, rich in variety and diversity, yet underpinned by traditional values. The structure of our curriculum design is presented within two different documents. Firstly, our curriculum map, which outlines subjects studied at Key Stage 3 and Key Stage 4. Secondly, our five year curriculum overviews which specify the intent, implementation and impact of each individual subject.

Our curriculum is challenging and designed to help to address social injustice by providing our students with the essential core knowledge and skills that are commonly possessed by successful citizens which will enable them to positively contribute to their community. No child will be disadvantaged by our curriculum. At both KS3 and KS4 our curriculum is underpinned by our whole school values:

- **Believe** - **Achieve** - **Succeed**

We **believe** in our students and through our challenging yet broad curriculum we will engender **self-belief** in our students. Through inspirational and innovative teaching of our curriculum, we will instil a drive in them to **achieve** and become the best that they can be, preparing them for **success** in life. Our curriculum aims to develop the whole person and the talents of the individual and to allow all students to become active and economically self-sufficient citizens.

The key priorities within our challenging and broad curriculum are:

- To provide an ambitious curriculum for all students which contains the necessary range of knowledge, skills and experience that prospective employer demand from their candidates.
- To deliver high quality cross curricular project-based learning to further develop students 21st century employment skills such as critical thinking, problem solving, communication, collaboration, and innovation.
- To create an inclusive environment based on the core principles of equality and respect.
- To explore and clarify student beliefs and values and help them to learn to think and speak for themselves.
- To ensure that our curriculum develops skills for learning, life, and work by making learning relevant and helping students apply lessons to their life beyond the classroom.
- To ensure that our curriculum incorporates regular retrieval practice to strengthen memory and maximise cognitive development.

- To inspire our students to succeed through the challenge and enjoyment of learning and to respect themselves, their community, and the environment in which they are an integral part.
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Enrichment Opportunities

We believe that opportunities to bring the curriculum to life should be integral. We passionately believe that our students should sample a wealth of exciting new experiences to broaden their horizons, open doors of opportunity, hope, and aspiration for all, regardless of their circumstances. Our enrichment activities aim to further equip students with the knowledge and cultural capital they need to succeed in life.

Our intention for our curriculum is:

“Cooking with kids is not just about ingredients, recipes, and cooking. It is about harnessing imagination, empowerment, and creativity.” Guy Fieri.

The Food Technology curriculum at Ercall Wood Academy is designed to instil the principles of nutrition and healthy eating in all our students. As well as ensuring our students develop a range of skills, we allow them to become confident, healthy, and independent with a love of cooking. Learning to cook a range of basic dishes is a crucial life skill that helps ensure students are prepared for the world outside and helps them to promote healthy living as well as a promoting a healthy lifestyle.

The curriculum is designed to ensure all the students have a good understanding of the environmental impact our food choices have and recognise ways to ensure we can help to reduce carbon emissions and wastage. By buying locally sourced seasonal foods, reducing the amount of food waste, and recognising the choices of food packaging used, our students are aware of how they can make a significant difference in society. Students study a range of different ‘themes’ including multicultural foods and dietary requirements and lifestyles. Through research work, taste testing and practical realisations students are taught how to become confident and competent in a wide range of cooking processes such as selecting and preparing ingredients, using a range of different equipment and utensils, adaptation of recipes, costing and nutritional analysis.

Year 7 students experience ten one-hour lessons where they are taught the importance of healthy eating and the principles of basic nutrition, whilst making dishes using the various parts of the cooker. Year 8 students experience one lesson per fortnight across the entire year where they build on and develop the skills learnt in year 7 and developing a greater understanding of nutrition linked to different dietary groups. Year 9 students experience one lesson per fortnight across the entire year where they build on and develop the skills learnt in year 7 and developing a greater understanding of nutrition linked to different dietary groups.

During KS4 the students are working on the GCSE AQA Food Preparation and Nutrition course, which focuses on preparation skills and is divided into five core topics, food, nutrition and health, food science, food safety, food provenance and food choices which leads to a final GCSE qualification. Students will choose their own recipes which will fit the design briefs they have been set and then decide on the best equipment and utensils to use to ensure a quality dish. The dishes will be costed and have the nutritional data analysed to ensure they are suitable and to adapt and develop as necessary to make them healthier or cheaper.

Literacy in Food Technology

At Ercall Wood Academy we recognise the power of literacy in improving our young people's life chances. To ensure literacy is integral across our academy, we have built literacy explicitly into our curriculum, teaching and learning and wider school life. In Food Technology we elevate literacy by providing our students with a range of opportunities in both theory and practical lessons.

In food technology, literacy skills are just as important as numeracy skills. They help students and professionals understand, communicate, and apply knowledge effectively. Here are the key literacy skills in food technology:

1. Reading and Comprehension - Understanding recipes, instructions, and food labels. Interpreting health and safety guidelines. Reading technical texts about food science, nutrition, and food production processes.
2. Writing and Communication - Writing recipes, methodologies, and evaluations. Creating reports, menus, or product descriptions. Communicating ideas clearly in group work or presentations.
3. Vocabulary Development - Using subject-specific terminology. Understanding and applying nutritional terms.
4. Instructional and Procedural Writing - Writing clear, step-by-step instructions for food preparation. Documenting experiments or product development processes.
5. Critical Thinking and Analysis - Evaluating the quality and nutritional value of food products. Analysing consumer feedback or market research. Reflecting on practical outcomes and suggesting improvements.
6. Speaking and Listening - Participating in discussions, demonstrations, and teamwork. Listening to and following verbal instructions accurately. Giving and receiving constructive feedback.

Literacy is embedded effectively across the Food Preparation and Nutrition curriculum, enabling students to access, understand and apply both practical and theoretical knowledge. Students demonstrate the ability to read and interpret a range of texts, including recipes, nutritional labels and scientific information, using appropriate subject-specific vocabulary with increasing confidence. Key terminology such as *gelatinisation*, *emulsification* and *macronutrients* is explicitly taught and routinely reinforced, supporting students' disciplinary literacy.

In practical lessons, students apply functional literacy skills by following written methods, sequencing processes accurately and responding to instructions, which promotes independence and safe working practices. Opportunities for oracy are planned into lessons through discussion, questioning and collaborative tasks, allowing students to articulate their understanding and justify their decisions using precise language.

Written literacy is developed through structured evaluation tasks, where students reflect on outcomes, analyse nutritional value and suggest improvements. At Key Stage 4, students produce extended written responses as part of their NEA, demonstrating the ability to organise ideas, use technical vocabulary accurately and communicate reasoning clearly.

Students are encouraged to engage critically with information, including food labelling, dietary guidance and media messages, supporting their ability to make informed choices about diet and health. Reading strategies such as skimming, scanning and summarising are taught to support research and independent learning.

Overall, literacy is systematically supported and integrated into both practical and theoretical components of the subject, contributing to students' ability to achieve well and to apply their knowledge in real-life contexts.

Oracy in Food Technology

At Ercall Wood Academy we recognise the power of oracy in improving our young people's life chances. To ensure oracy is integral across our academy, we have built oracy explicitly into our curriculum, teaching and learning and wider school life. In Food Technology we elevate oracy by providing our students with a range of opportunities to discuss their learning, widen their vocabulary and share their reasoning in lessons. Examples include teacher questioning to develop disciplinary oracy (talk like a specialist), paired talk and group discussion (TWPS, say it again better, talk tactics). This helps to develop confident, aspirational, independent, and successful learners in school and for life.

In KS3 Oracy is used in the following areas:

1. Planning and Designing: - Brainstorming and concept development and recipe adaptation and modification.
2. During Practical Work: - Collaborative cooking, explaining techniques, safety, and hygiene discussions
3. Evaluation and Reflection: - Sensory Evaluation and Self-Reflection
4. Vocabulary and Language Development: - Subject-Specific Vocabulary and Sentence Stems

In KS4 oracy becomes even more critical, as students delve deeper into the scientific principles of food, nutrition, food production, and product development. It is used in the following areas:

1. Research and Analysis - Critically evaluating sources, analysing nutritional information, identifying consumer needs and market gaps, and justifying design briefs
2. Practical Work and Food Science Investigations: - explaining scientific principles in action, solving, explaining adaptations and modifications:
3. Evaluation and Sensory Analysis: - sensory language, in-depth peer assessment and feedback, presenting sensory data and conclusions:
4. Examination Preparation and Project Work - Verbalising the design process
5. Developing Subject-Specific Vocabulary and Academic Language, and sentence stems for higher-order thinking:

Oracy is effectively integrated across the Food Preparation and Nutrition curriculum, supporting students' ability to articulate their understanding and engage confidently in both practical and theoretical learning. Teachers model subject-specific language and use targeted questioning to develop students' verbal reasoning and deepen understanding of food science and nutrition concepts.

Students are provided with regular opportunities to discuss ideas, explain processes and justify decisions during practical and theory lessons. Collaborative tasks promote purposeful talk, enabling students to work effectively with peers, share knowledge and develop confidence in using technical vocabulary accurately.

Structured opportunities for discussion and feedback, particularly during evaluations, support students in reflecting on their work and improving outcomes. Students demonstrate the ability to communicate their ideas clearly, respond to questions thoughtfully and engage in informed discussions about food choices, health and nutrition.

Overall, oracy is a strength within the subject, contributing to students' understanding, independence and ability to apply their knowledge in both classroom and real-life contexts.

Benefits of Oracy in Food Technology:

Deeper Understanding: Verbalising thoughts and engaging in discussions helps students process information and deepen their comprehension.

Critical Thinking: Oracy activities encourage students to analyse, evaluate, and justify their decisions.

Collaboration and Teamwork: Essential for group practical work, fostering communication and negotiation skills.

Confidence: Providing opportunities to speak and be heard builds self-esteem and encourages participation.

Problem-Solving: Discussing challenges and potential solutions enhances problem-solving abilities.

Vocabulary and Language Development: Exposure to and use of subject-specific terminology.

Preparation for Life: Develops essential communication skills applicable in all areas of life, from everyday conversations to future careers.

Strategies to Promote Oracy in Food Technology:

1. Structured Group Work:
2. Debates and Structured Arguments:
3. Presentations
4. Peer Assessment with Verbal Feedback: Focus on constructive, specific, and justified verbal feedback between students.

Numeracy in Food Technology

At Ercall Wood Academy we recognise the importance of numeracy in improving our young people's life chances. In Food Technology we elevate numeracy by providing our students with a range of opportunities to practice skills and processes in both theory and practical lessons.

In food technology, numeracy skills are essential for ensuring accuracy, efficiency, and safety in food preparation and production. Here are the key numeracy skills involved.

1. Measurement and Conversion - weighing ingredients, measuring liquids, and converting units
2. Ratio and Proportion - adjusting recipes for different serving sizes., maintaining correct ingredient ratios for consistency and taste and calculating ingredient proportions in mixtures
3. Time and Temperature - reading and setting cooking times and temperatures accurately. Understanding cooking durations and how they affect food safety and quality and using timers and thermometers effectively.
4. Costing and Budgeting - Calculating the cost per portion or cost per recipe. Comparing prices and working within a budget. and estimating profit margins in food production or catering.
5. Data Handling and Interpretation - Reading and interpreting nutrition labels, charts, and graphs. Recording and analysing experimental results in food science investigations.
6. Estimation and Scaling - Estimating quantities when exact measurements are not possible. Scaling recipes for different numbers of servings or production sizes.

Numeracy is integrated effectively within the Food Preparation and Nutrition curriculum, enabling students to apply mathematical skills in practical and theoretical contexts. Students demonstrate accuracy and confidence when measuring ingredients, converting units and scaling recipes, supporting successful outcomes in practical work.

Opportunities to develop numeracy are embedded through tasks such as interpreting nutritional information, comparing food products and calculating portion sizes.

Students engage with data meaningfully, applying their understanding of number, ratio and proportion to make informed decisions about diet and health.

In practical lessons, students manage time effectively by sequencing tasks and coordinating cooking processes, demonstrating an understanding of time and efficiency.

Budgeting and costing activities further enhance students' financial literacy and ability to apply numeracy in real-life contexts.

Students are also given opportunities to record, present and analyse data, particularly in investigative and NEA work, strengthening their ability to interpret results and draw valid conclusions.

Overall, numeracy is a strength within the subject, underpinning students' accuracy, independence and ability to apply mathematical understanding in practical, relevant and purposeful ways.

Linking our curriculum intention to our local community and real-life links to content:

The curriculum, through enrichment and real-life experiences during the school day and within enrichment opportunities, will maximise the use of the local area. We will link our curriculum to the following:

Rotary Young Chef Competition allowing students to cook a meal for two people which is healthy, fits into a budget and a specific time frame / scan (two courses for £18s to be cooked in 90 minutes)

Students are encouraged to try for work placements in local eating establishments to understand what it is like to work in the industry – links have been made with Hadley Park Hotel and Wrekin Rotary and Telford Rotary.

Implementation

Year 7 - In this unit of 20 lessons, the students will be introduced to the principles of designing food products, which are based around the Eatwell Guide and in particular fruit and vegetables and a healthy lifestyle. The aim is to widen the students understanding of preparing different food products in a safe and hygienic manner. Students will be developing a range of different practical skills through the production of a fruit salad, a pizza, apple crumble, pasta bake, cookies, plus lots more. All students will also be involved in the taste testing of a range of different pizza-based products before going on to design their own ideal pizza.

In addition, students will be considering safety and hygiene in a Food Technology room, safe food storage and healthy eating with reference to fruit and vegetables and the importance of them in our diet, as well as nutrition and food packaging and labelling.

- To design and make a range of food products that combines existing knowledge from KS2 with new skills in KS3.
- They will be introduced to basic techniques and progresses which will be the building blocks for future work.
- Students will investigate how food products and the food industry have an impact on the environment, and they will be taught how to work with sustainability in mind.
- They will learn how to use the tools and equipment that are set up in the food room, they will also learn how to work safely in a 'busy' environment different to their usual classroom experiences.

Year 8 - In this unit of twenty lessons, the students will be introduced to the principles of designing food products, which are based around carbohydrates, fats, proteins and all the necessary vitamins and minerals. The aim is to widen the students understanding of preparing different food products in a safe and hygienic manner. Students will be developing a range of different practical skills through the production of rock cakes, breads, pastry products, pasta dishes, pizza and Victoria Scones. Students will also be involved in taste testing of a range of different products to enable them to develop and adapt existing food products.

In addition, students will be considering safety and hygiene in a Food Technology room, safe food storage, and healthy eating with reference to the Eatwell Guide.

- To design and make a range of food products that combines existing knowledge from KS2 with new skills in KS3.
- To develop skills and techniques gained in Year 7
- They will be introduced to basic techniques and progresses which will be the building blocks for future work.
- Students will investigate how food products and the food industry have an impact on the environment, and they will be taught how to work with sustainability in mind.
- They will learn how to use the tools and equipment that are set up in the food room, they will also learn how to work safely in a 'busy' environment different to their usual classroom experiences.

Year 9 - In this unit of 20 lessons, the students will be introduced to the principles of designing food products, which are based around the theme of celebration and buffet foods and focus on a healthy and balanced lifestyle. The aim is to widen the students understanding of preparing different food products in a safe and hygienic manner. Students will be developing a range of different practical skills through the production of cookies, muffins, pizza, sausage rolls, vegetarian rolls, pizza plus much more through taste testing.

In addition, students will be considering safety and hygiene in a Food Technology room, safe food storage and healthy eating with reference to the Eatwell Guide and carrying out a personal study into a specific country and culture across the world.

- To design and make a range of food products that combines existing knowledge from KS2 with new skills in KS3.
- To develop skills and techniques gained in Year 7 and 8
- They will be introduced to basic techniques and progresses which will be the building blocks for future work.
- Students will investigate how food products and the food industry have an impact on the environment, and they will be taught how to work with sustainability in mind.
- They will learn how to use the tools and equipment that are set up in the food room, they will also learn how to work safely in a 'busy' environment different to their usual classroom experiences.

Year 10 and 11 - SOW based on GCSE FOOD PREPARATION AND NUTRITION (8585) (Five one-hour lessons a fortnight)

Our GCSE Food Preparation and Nutrition specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition, and healthy eating. Most of the specification should be delivered through preparation and making activities.

Students must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

Topics and themes have been grouped to help you teach the specification, but these are not intended as a route through the specification, you can teach the content in any order. The topics are:

- 1 Food, nutrition, and health
- 2 Food science
- 3 Food safety
- 4 Food choice
- 5 Food provenance

The range of food and ingredients studied should reflect the recommended guidelines for a healthy diet based on the main food commodity groups. Food groups include:

- Bread, cereals, flour, oats, rice, potatoes, and pasta
- Fruit and vegetables (fresh, frozen, dried, canned, and juiced)
- Milk, cheese, and yoghurt
- Meat, fish, eggs, soya, tofu, beans, nuts, and seeds
- Butter, oil, margarine, sugar, and syrup.

Food preparation 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.

Students must know how and when these food preparation skills can be applied and combined to achieve specific outcomes. The choice of recipes to exemplify the skills will be at the discretion of the school or college, although some recipe suggestions have been included as suitable examples.

Food preparation and cooking techniques

Food preparation and cooking techniques will be assessed through the non-exam assessment (NEA) element of the specification.

Students should be taught to:

- consider the influence of lifestyle and consumer choice when developing meals and recipes
- consider nutritional needs and food choices when selecting recipes, including when making decisions about the ingredients, processes, cooking methods and portion sizes
- develop the ability to review and make improvements to recipes by amending them to include the most appropriate ingredients, processes, cooking methods and portion sizes
- manage the time and cost of recipes effectively
- use their testing and sensory evaluation skills, adjusting where needed, to improve the recipe during the preparation and cooking process
- explain, justify, and present their ideas about their chosen cooking methods to others
- make decisions about which techniques are appropriate based on their understanding of nutrition, food, different culinary traditions and cooking and food preparation content to achieve their intended outcome. They should be able to conduct these techniques safely and combine them into appealing meals whilst evaluating the results.

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Food Preparation and Nutrition specifications and all exam boards.

The exam and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of nutrition, food, cooking, and preparation.
- AO2: Apply knowledge and understanding of nutrition, food, cooking, and preparation.
- AO3: Plan, prepare, cook, and present dishes, combining appropriate techniques.

- AO4: Analyse and evaluate various aspects of nutrition, food, cooking, and preparation including food made by themselves and others

NEA1 - Food investigation assessment

Students will investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They will produce a report which will include research into 'how ingredients work and why'.

Outcome: Written or electronic report including photographic evidence.

Assessment: Students produce a report of between 1,500 – 2,000 words (approx. 6 – 8 sides of A4 or A3 equivalent). Practical investigations are a compulsory element of this non-exam assessment.

Time: Not to exceed 10 hours.

Content: Students will individually record their practical investigation and draw conclusions. The report could include a range of communication methods including charts, graphs, and diagrams. Specialist terminology will be used to clearly communicate the research and investigation findings. The report must include photographic evidence authenticating the practical investigation.

NEA2 - Food preparation assessment

In this task, students will prepare, cook, and present a final menu of three dishes to meet the needs of a specific context. Students must select appropriate technical skills and processes and create 3 – 4 dishes to highlight their skills. They will then produce their final menu within a single period of no more than 3 hours, planning how this will be achieved. Students must work independently e.g., making their own judgements about cooking methods and making changes to recipes to improve palatability. Students must work safely and hygienically. It is compulsory that students will adhere to food safety principles always throughout this assessment. Students apply their knowledge of food safety principles within the planning for the 3-hour assessment.

Outcome: Written or electronic portfolio including photographic evidence authenticating the practical outcomes. Photographic evidence of the three final dishes must be included.

Assessment: Students will produce a concise portfolio. Students will prepare, cook, and present a final menu of three dishes within a single period of no more than 3 hours, planning how this will be achieved. On completion of the making of the final dishes, students will analyse and evaluate the outcomes through sensory testing, nutritional analysis, costing and identify improvements to their dishes. The portfolio is not to exceed twenty sides of A4 or A3 equivalent. A menu is a selection of three dishes that are produced to meet the demands of the chosen task.

Time: Not to exceed 20 hours (including up to 3-hour final assessment within a single block period).

Year 7 Curriculum implementation

In this unit of 20 lessons, the students will be introduced to the principles of designing food products, which are based around the Eatwell Guide and in particular fruit and vegetables and a healthy lifestyle. The aim is to widen the students understanding of preparing different food products in a safe and hygienic manner. Students will be developing a range of different practical skills through the production of a fruit salad, a pizza, apple crumble, pasta bake, cookies, plus lots more. All students will also be involved in the taste testing of a range of different pizza-based products before going on to design their own ideal pizza.

In addition, students will be considering safety and hygiene in a Food Technology room, safe food storage and healthy eating with reference to fruit and vegetables and the importance of them in our diet, as well as nutrition and food packaging and labelling.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
Students will carry out a series of four lessons which introduces them to: 1. personal hygiene and kitchen hygiene by watching DVD clips and looking at the hazards within the room and how it can impact on other people and their health. 2. The Eatwell Guide and Food Groups by using PowerPoints and textbooks to investigate what a healthy diet should include, the correct proportions required and the consequences of too much or insufficient nutrients in the diet. 3. By producing a fresh fruit salad students will	Students learn to use the oven, prepare fruit and a crumble topping by making a healthy dessert an Apple Crumble in lesson 6. In lessons 7 to 10 students will carry out a Research, Design, Make and Evaluate Project based around pizzas. They will consider what is a pizza, the history and ingredients behind a pizza before taste testing a range of different commercial pizzas and then designing and making their own idea pizza from scratch using a bread-based dough. The focus is on hygiene and use of		In lessons 11 students study safe food storage and reduction of food waste through correct storage before making flapjacks and studying the importance of fibre in the diet.	During lessons 14 to 16 students undertake a second Research, Design, Make and Evaluate Project based around biscuits. Students look at the basic biscuit recipe and the method for making a standard biscuit before they are set a design and making it task. 'You have been asked to design and make a batch of	Student research into packaging and product labelling by looking at examples already on food items. Will understand the importance of labelling and the new labelling guidelines set down by government and the Food	Students complete the year by making a Dutch Apple cake using the creaming method and combining safe fruit preparation to create a healthy dessert. The final task is a pasta bake putting in practice all the skills and process learned across the course. Good food shopping and meal preparation to reduce food wastage ends the year.	

reinforce the important of fruit in our diet, the ease of making a simple, quick dessert and how to help promote part of our five a day. 4. Introduction to the cooker and cooking methods allows students to learn about the various parts of a cooker, the difference between a gas and electric cooker and the health and safety principles which need to be followed. They will produce a toasted snack using the hob and grill in the first instance.	various parts of the cooker, reinforcing the work from lesson four. Practical tasks assessed for safety and hygiene purposes. Brief questions and written tasks to establish a good understanding of the work covered.	Practical tasks assessed for safety and hygiene purposes. Brief questions and written tasks to establish a good understanding of the work covered	biscuits which will be part of a selection box for a specific celebration. The biscuits must be consistent in size, have at least one flavour and be firm enough to dunk in a hot drink. ‘ Once biscuits are designed then the students make their designed product before a detailed evaluation is completed. The design and make it task is assessed both and as a written task.	Standards Agency.	Practical tasks assessed for safety and hygiene purposes. Brief questions and written tasks to establish a good understanding of the work covered.
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Year 8 Curriculum implementation

In this unit of twenty lessons, the students will be introduced to the principles of designing food products, which are based around carbohydrates, fats, proteins and all the necessary vitamins and minerals. The aim is to widen the students understanding of preparing different food products in a safe and hygienic manner. Students will be developing a range of different practical skills through the production of rock cakes, breads, pastry products, pasta dishes, pizza and Victoria Scones. Students will also be involved in taste testing of a range of different products to enable them to develop and adapt existing food products.

In addition, students will be considering safety and hygiene in a Food Technology room, safe food storage, and healthy eating with reference to the Eatwell Guide

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
Year 8 students start the module looking at Food Groups and Macronutrients and specifically focusing on the needs of teenagers and the consequences of not having a balanced diet. This work is a development of the Eatwell Guide looked at briefly in Year 7. Students then go on to look at what types of	The work at the start of this term is based on the diverse types of raising agents used in the production of food products, specifically yeast and air. Students will investigate a range of different bread products from around the world and complete detailed product analysis on each one. This leads on to the raising agents used in bread making with students producing their own batch of bread rolls. Students then take the skills learnt in making a dough to create their own bread-based pizza.		The use of a second type of raising agents, air is looked at next with the production of a Swiss Roll. Students learn how important it is to incorporate air correctly into a product and what happens if there is insufficient or once added it is knocked out or removed by not following the correct procedures. Special Diets such as Vegetarians and Vegans are studied with students taste testing and comparing like for like products and understanding the reasons	Carrying on the special diets theme students then produce a Vegetable and Pasta Bake and product suitable for someone who is Lactose Intolerant and Gluten Intolerant. Students also research into other special diets which are present, and taste assess a range of products which are specially designed for a person who has a special diet. Again, they compare them with like-to-like products.	Meal planning where the students consider the key points in meal planning including cost and nutritional information. Students plan out and cost a main meal and a snack before making them for a specific target market. The meal must be a suitable size, have the necessary components and show a variety of skills and processes throughout its preparation.	Meal planning where the students consider the key points in meal planning including cost and nutritional information. Students plan out and cost a main meal and a snack before making them for a specific target market. The meal must be a suitable size, have the necessary components and show a variety of skills and processes throughout its preparation.	

products could be made for a Charity Bake Sale making Rock Cakes and Chocolate Cookies. The focus is on the production of excellent quality products which are saleable and uniform in appearance, taste, and texture.	Practical tasks assessed for safety and hygiene purposes. Brief questions and written tasks to establish a good understanding of the work covered.	why people become a vegetarian or vegan.			and written tasks to establish a good understanding of the work covered.
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Year 9 Curriculum implementation

In this unit of 20 lessons, the students will be introduced to the principles of designing food products, which are based around the theme of celebration and buffet foods and focus on a healthy and balanced lifestyle. The aim is to widen the students understanding of preparing different food products in a safe and hygienic manner. Students will be developing a range of different practical skills through the production of cookies, muffins, pizza, sausage rolls, vegetarian rolls, pizza plus much more through taste testing.

In addition, students will be considering safety and hygiene in a Food Technology room, safe food storage and healthy eating with reference to the Eatwell Guide and carrying out a personal study into a specific country and culture across the world.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
Year 9 start the module based on celebration and buffet foods by looking at what is meant by the terms celebration and buffet foods and what countries and dishes the students already know, linked to skills, nutrition, and the Eatwell Guidelines. Students produce a batch of muffins, and Chocolate chip cookies, before they start a Research, Design, Make and	The term starts off with students looking at fats and NSP in the diet and the consequences of insufficient or excess. Alongside this they will consider the two types of vitamins required in the diet, water, and fat soluble. The practical elements are based around taste testing of celebration and buffer foods and pizza, made using a bread-base and range of toppings suitable for a range of different target audiences.		The function of minerals in the diet, sources and deficiencies starts of the third half term with students learning about how to ensure the body has sufficient and how the amounts vary depending on age and lifestyle. Lessons 11 to 13 are another Research, Design, Make and Evaluate task based around pastry, and sausage or vegetarian rolls suitable for a specific celebration or buffet. Practical tasks assessed for safety and hygiene purposes. Brief questions and written tasks to establish a good understanding of the work covered.	Heat transfer and different cooking methods are considered with the advantages and disadvantages of each method looked at and the types of dishes suitable for each on. Students complete a pineapple upside down pudding using the creaming method and analyse how to make it healthier.	Starting the term off with environmental issues and different food sources, the students then cook muffins and brownies focusing on the different skills used to make the dishes and the nutritional value and recipe adaptation. Practical tasks assessed for safety and hygiene purposes. Brief questions and	Finally, the students complete their research task before cooking a Chicken Fajitas Practical tasks assessed for safety and hygiene purposes. Brief questions and written tasks to establish a good understanding of the work covered.	

Evaluate task. They also look at the function of protein and carbohydrates in the diet, considering the function of the nutrients, the sources, and deficiencies.	Practical tasks assessed for safety and hygiene purposes. Brief questions and written tasks to establish a good understanding of the work covered.			written tasks to establish a good understanding of the work covered.	
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Year 10 Curriculum implementation

This scheme of learning has been developed for Year 10 students studying our GCSE Food Preparation and Nutrition (8585). It is a practical and creative course which focuses on giving students the necessary skills and subject knowledge to provide the foundation for the NEA and final examination in year 11. Preparation for GCSE course By the end of the course pupils will be required to:

- one. Understand and apply the principles of nutrition and health to cook a repertoire of savoury dishes so that they can feed themselves and others a healthy and varied diet.
2. Become competent in a range of cooking techniques, for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in diverse ways; using awareness of taste, texture, and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes.
3. Understand the source, seasonality, and characteristics of a broad range of ingredients.
4. How to modify recipes and cook a range of dishes that promote current healthy eating messages.
5. How to use tasty food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption.
6. How to use a broader range of preparation techniques and practical skills when cooking.
7. How to adapt and use their own recipes to meet a range of dietary needs and life stages.
8. How to use awareness of taste, texture, and smell to decide how to season dishes and combine ingredients.
9. The principles of food safety, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is piping hot.
10. How to cook a range of high-quality dishes with a proficient level of finish and presentation, containing a variety of assorted colours, flavours, and textures.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
The course introduction lets students understand the different topics and themes they will be covering and the reasons why they are needed. The Eatwell Guide and Food	The introduction to Fats and the Diet mean students can carry out investigation work as a mock NEA 1 and establish if it is important to use the correct fat for certain dishes and what happens if the wrong ingredients are used. Introduction to Vitamins looks at the selection of vitamins needed		Practical Planning and Preparation of savoury and sweet dishes results in the students creating dishes for specific age groups. The dishes containing a good percentage of the	Special dietary needs see students looking at a range of different diets, taste testing food items, comparing them with like for like and preparing a selection of dishes suitable for people with different	The diverse types of raising agents and the function of raising agents is looked at and researched by making Pizza and Swiss Roll, which also considers the function of ingredients used	By practical planning and realisation of a Bakewell Tart students can develop teamwork by working together to produce an excellent quality result, each person having a specific role in its production. Seasonal foods and factors affecting	

Groups are revisited in more detail with students needing to be aware of the deficiencies and the consequences of too much of certain nutrients. Through meal planning and preparation students create two savoury meals for teenagers a spaghetti bolognaises and Chicken Fajitas. The Introduction to Protein and Protein alternative dishes sees students cooking a variety of meals which are suitable for specific people with specific dietary requirements. The Introduction to Carbohydrates and Fibre gives students the opportunity to cook Carbohydrate based dishes and research in depth into the different	in our diet in detail with the deficiencies caused by too little and the hazards of too much of each vitamin. From there students prepare and cook dishes high in Vitamins such Beef Stir fry and a soup practical. Introduction to Minerals looks at most of the minerals needed by individual people to stay healthy and results in mineral high dishes prepared and cooked. Examination Papers, short and long examination questions for homework and within the lesson to check understanding of key concepts and principles.	nutrients required by the specific age range.	dietary requirements. (- Practical Sweet Realisation for a dietary need, Practical Planning and Preparation- Vegetable Lasagne, Sweet and Sour Chicken Practical and Savoury Rice). Students are also made aware of the difference between special dietary needs, food intolerances and diet related illnesses. Heat Transfer during Cooking looks at how different foods are cooked and what the process is which cooks each one. i.e., convection, conduction, or radiation. By looking at different food sources and heat transfer students make a cauliflower cheese using a range of processes and locally sourced ingredients. Through meal planning and the flavour of Asia students create a range of different practical	and the correct use of ingredients when making a product. High Risk Foods and Bacteria and Food Contamination, including Food Poisoning –types, causes and symptoms are researched, and an information booklet produced by the students for a specific target audience. Through planning a practical and preparation of a Chilli Con Carne students can put into practice the theory they have learnt on high-risk foods and food contamination. This links in well with HACCP and its importance in the food industry.	our food choices are looked at through note taking, PowerPoint presentations and taste testing before students start a mock NEA on Traditional British Cuisine. Examination Papers, short and long examination questions for homework and within the lesson to check understanding of key concepts and principles.
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ingredients used in pastry production.			dishes using a range of different ingredients and cooking styles.		
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Year 11 Curriculum implementation

Students will build upon and apply previous learning from KS3 and Year 10. The course is designed to cover seventy lessons and includes the food investigation task, the food preparation task and revision topics for the final written exam. Use this with the Year 10 scheme of work to ensure full coverage of the AQA specification content. Students will be expected to apply their knowledge and understanding of the specification from the Year 10 course and demonstrate a wide range of practical skills in the Non-Exam Assessment (NEA). The final written paper will assess their theoretical knowledge and understanding of the subject content of this specification. Students will have been taught a wide range of food preparation skills which have been integrated throughout the Year 10 scheme of work and linked where appropriate to the subject content. In the NEA, students must use and apply a variety of food preparation skills to achieve a range of different outcomes. The choice of recipes to demonstrate the skills will be at the discretion of the individual school and there are recipe suggestions included as suitable examples. Students will be expected to apply their knowledge and understanding of the specification from the Year 10 course and demonstrate a wide range of practical skills in the Non-Exam Assessment (NEA). The final written paper will assess their theoretical knowledge and understanding of the subject content of this specification. Students will have been taught a wide range of food preparation skills which have been integrated throughout the Year 10 scheme of work and linked where appropriate to the subject content. In the NEA, students must use and apply a variety of food preparation skills to achieve a range of different outcomes. The choice of recipes to demonstrate the skills will be at the discretion of the individual school and there are recipe suggestions included as suitable examples.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
Students are introduced to the NEA 1 task published by AQA on their first lesson and have ten hours to conduct one food investigation task, which will have a hypothesis the students have written to prove or disprove with research, practical investigations, and final evaluations. Alongside this student will carry out mock exam questions and past papers to help develop good examination techniques.	Students are introduced to the second NEA 2 task after the 1st of November which is a twenty-hour Food research and preparation task. Students will research into the chosen task title and start to decide what is needed and what types of practical tasks will ensure high marks. Alongside this student will carry out mock exam questions and past papers to help develop good examination techniques.		Students complete the food preparation Task Section C, which is a three-hour planned practical test which must be completed in one three-hour block. Alongside this student will carry out mock exam questions and past papers to help develop good	Students complete the Food Preparation Task by carrying out detailed evaluations looking at the task and whether it has been answered, the nutritional profile of the dishes and the costing of the dishes with ways to improve and develop if the task was to be	Examination Papers, short and long examination questions for homework and within the lesson to check understanding of key concepts and principles.	Examination Papers, short and long examination questions for homework and within the lesson to check understanding of key concepts and principles.	

	Examination Papers, short and long examination questions for homework and within the lesson to check understanding of key concepts and principles.	examination techniques.	repeated. Alongside this student will carry out mock exam questions and past papers to help develop good examination techniques. Students when specifically look at Energy Needs, Eatwell Guide and Food Groups, Vitamins and Minerals and special Dietary Needs		
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Impact of our curriculum:

To ensure that all students achieve proficiency in specific skills and techniques within food technology, with an understanding of health and safety, nutrition linked to the current guidelines of the Eatwell Guide and current dietary guidelines and focused. The aim to produce students who are competent in producing a range of basic meals from scratch and can understand how to develop and adapt the recipes to widen their repertoire, making them more self-sufficient for the future. Lessons will be taught in a mixture of practical and theory with more time given to practical in KS3 and equal portions in KS4. At KS3 students will be marked and assessed against the learning line ILOs after every lesson and progress measured on the department tracking sheet and on the front of books. Success will also be measured by the end results students produce during practical activities. At KS4 success will be measured through regular GCSE exam questions both within the lesson and as a homework activity, plus through assessed practical tasks linked to GCSE marking criteria and end practical results. Year 10 and 11 students will also be accessed through written mock exams and practical mocks in line with the school policy.

GCSE Food Preparation and Nutrition equips students with a combination of scientific understanding, practical competence, and life skills, enabling them to make informed dietary choices, cook independently, and apply analytical thinking. It supports both academic progress and lifelong wellbeing, while preparing students for further study and careers within the food and nutrition sector.

Impact of GCSE Food Preparation and Nutrition

1 Secure Subject Knowledge

Students develop a strong understanding of nutrition, health, food science principles, and food safety. This enables them to apply scientific knowledge to real-world cooking and dietary decisions.

2. High-Level Practical Skills

Through practical assessments, students learn to plan, prepare, and cook a range of dishes independently, developing confidence, precision, and advanced technical skills.

3. Improved Dietary Choices and Health Awareness

Students gain awareness of balanced diets and healthy eating guidelines, leading to more informed food choices and healthier lifestyles.

4. Analytical and Evaluation Skills

Coursework requires research, analysis, and evaluation, helping students develop critical thinking and problem-solving skills.

5. Independence and Resilience

Students manage time, work under pressure, and adapt to challenges, building resilience and independence useful for further study.

6. Financial and Practical Life Skills

Students learn budgeting, meal planning, and reducing food waste, supporting financial awareness and independent living.

7. Cultural, Ethical, and Environmental Awareness

The curriculum explores food provenance, sustainability, and global cuisines, fostering responsible and informed attitudes.

8. Progression and Career Readiness

The course prepares students for further education and careers in nutrition, food science, and hospitality.

Overall Impact Statement

GCSE Food Preparation and Nutrition equips students with scientific knowledge, practical skills, and essential life skills. It enables informed dietary choices, supports academic development, and promotes lifelong wellbeing while preparing students for further education and careers within the food sector.

