

Woodbrook Vale School

KS4 Food Prep and Nutrition Curriculum

Year 10

Reading

Practical Skills

Numeracy

Well-being

Moral Compass

Writing

Sustainability

Communication

Protein, Fats and Carbohydrates, Vitamins, Minerals

Key Areas -

This section relates to the topic of food and nutrition. It moves on to the micro-nutrients – vitamins. The function and uses of vitamins in the body are explored as well as different fat soluble and water soluble vitamins. It moves on to the macro-nutrient carbohydrates. The function and uses of carbohydrates, fats and proteins in the body are explored as well as the different carbohydrate/protein/fats groups.



Key Areas -

This section relates to the topic of food and nutrition. It moves on to making informed choices for a varied and balanced diet and includes healthy eating, the Eatwell Guide, portion sizes and nutritional analysis and costing of recipes.

Antioxidants and Water, Healthy Eating



Nutritional Needs of Life Stages

Key Areas -

This section relates to the topic of food and nutrition. It moves on to making informed choices for a varied and balanced diet for different target groups; applying the principles learned in week 7 of healthy eating and appropriate portion sizes.



Key Areas -

This section relates to the topic of food and nutrition. It moves on to making informed choices for a varied and balanced diet and includes making balanced meals for specific groups, energy needs and nutrients providing energy in the diet.

Meal Planning for Energy Needs

CHD, Obesity and Blood Pressure, Bone and Dental Health

Key Areas -

This section relates to the topic of food and nutrition. It moves on to diet, nutrition and health, including the major diet related health risks (part 2) – bone health (rickets and osteoporosis) and dental health. This section relates to the topic of food and nutrition. It moves on to diet, nutrition and health, including the following major diet related health risks: obesity, cardiovascular disease and high blood pressure.



Key Areas -

This section relates to the topic of food and nutrition. It moves on to diet, nutrition and health, including the major diet related health risks (part 3): iron deficiency anaemia and Type 2 diabetes.

Anaemia and Type 2 Diabetes

Heat Transfer, Cooking Methods

Key Areas -

This section gives students a chance to apply their knowledge and understanding of the different cooking methods. There is also the opportunity to develop a detailed understanding of the value of steaming as a cooking method.



Key Areas -

In this section students will learn about the functional and chemical properties of fats and oils, carbohydrates and proteins.

Functional and Chemical Properties of Protein, Carbohydrates and Fats and Oils

Chemical, Mechanical and Biological Raising Agents

Key Areas -

This section relates to biological raising agents. It includes a practical experiment to find out the conditions required to ferment, and an opportunity to carry out a practical activity of making bread rolls. Students will also learn about two types of raising agent: chemical and mechanical raising agents.



Key Areas -

In this section students will learn how different micro-organisms can spoil food. They will develop an understanding of enzymic browning and the conditions required for yeast and mould growth. This section also relates to the different micro-organisms that can spoil food and the conditions they require for growth. Students will also explore the role of enzymes in food spoilage.

Micro-Organisms, Enzymes and Bacterial Contamination

PD Curriculum Links Key:

Health and Well-being

Living in the Wider World

Career and ATL

Relationships

Buying and Storing Food, Preparing Cooking and Serving Food

Key Areas -

This section relates to the topic of food choice. It is an introduction, explaining the many factors that may influence why we choose the food we eat. Cost is one of the factors that may influence food choice and the ability to cost a recipe and make modifications to it are also explored.



Key Areas -

This section relates to the topic of food choice, this time looking at the religious, cultural and ethical reasons that may influence what we choose to eat. It also looks at medical reasons, including food intolerances such as gluten and lactose and food allergies.

Food Choices and Factors Affecting Food Choice

Food Labelling and Marketing

Key Areas -

Looking at the meaning of current food labelling, current nutritional labelling information, and how food marketing influences food choice. Describing how food marketing can influence food choice.



Key Areas -

This section also relates to the topic of food choice, this time looking at the food products, cuisines, distinctive ingredients, specific preparation and cooking methods or equipment, presentation or serving techniques of British and two other cuisines.

British and International Cuisine

Sensory Evaluation

Key Areas -

Plan, prepare and cook a dish that illustrates how sensory properties can be manipulated through the use of herbs and spices and reduction.



Key Areas -

Understanding primary and secondary processing for a variety of food products.

Food Sources, Processing, Environment and Sustainability of Food



Plan, prepare and cook a dish that uses fish from a sustainable source.

This section looks at how to meet the challenge to provide the world's growing population with a sustainable, secure supply of safe, nutritious and affordable high-quality food without having a negative effect on the environment.

Year 11

Food Science investigation set by the exam board. Controlled assessment investigating the functional and chemical properties of ingredients.

NEA 1

NEA 2

Controlled assessment which follows a title set by the exam board. Students research, plan, cook, present and evaluate 3 dishes cooked in a 3 hour controlled practical assessment.



In ADT, students are given the opportunity to experience Fine Art, Design Technology and Food and Nutrition. A predominantly practical curriculum, students learn skills which build throughout Key stage 3 and prepare them for possible option choices at Key Stage 4.

We expect students to be independent learners and foster individuality, creativity and resilience across a broad range of projects. The course has been sequenced to enable students to grow and develop their understanding of the formal elements in each subject area, as well as the work of artists, chefs and designers, building knowledge, which informs their choice in practical activities.