



Topic Name	Term	Skills Developed	Next link in curriculum	Prior learning
<p>Looking at microorganisms – enzymes, moulds, yeasts.</p> <p>Looking at bacterial contamination</p> <p>Looking at food safety – buying, storing and handling foods correctly.</p> <p>How to create a fair test into enzymic browning.</p>	Autumn	<p>A more developed understanding how microorganisms can cause food poisoning but also how they are used in the food industry to develop food products.</p> <p>Further understanding of correct handling of food products.</p> <p>Looking at how to create a fair test to show enzymic browning.</p>	<p>Revisit Healthy eating and Eatwell.</p> <p>Function and characteristics of nutrients</p> <p>Alternative food products and additives.</p> <p>Functional foods.</p>	Healthy and safety in the food room.
To revisit macronutrients	Autumn	<p>To understand the macro nutrients – fat, protein and carbohydrates.</p> <p>Understanding function and characteristics of each nutrient.</p> <p>Knowledge of protein – form, function and characteristics in food preparation.</p> <p>Denaturation, coagulation</p> <p>Knowledge of fats – form, function and working characteristics in food preparation.</p> <p>Plasticity, shortening, aeration.</p> <p>Knowledge of carbohydrates – form, function and working characteristics in food preparation.</p>	<p>Micronutrients.</p> <p>Dietary disorders.</p>	Nutrition yr7,8,9
<p>To revisit micronutrients.</p> <p>To understand the importance of water and fibre in the diet.</p> <p>To look at fortification of foods.</p> <p>To look at dietary disorders.</p>	Autumn/winter	<p>To understand the main minerals and vitamins used by the body. Look at which vitamins work with which mineral to perform their function.</p> <p>Discuss deficiency and sources for each mineral sources.</p> <p>Discuss the need for water and fibre in the diet.</p> <p>Discuss diverticular disease, constipation, hydration and high blood</p>	<p>Nutritional profiling and recipe modification.</p> <p>Sensory evaluation</p>	Nutrition yr7,8,9



		pressure, heart disease, osteoporosis, anaemia.		
Healthy eating guidelines, energy balance. Looking at low fat alternatives – sensory evaluation and function of ingredients, additives, preservatives, emulsifiers etc.	Autumn/winter	<ul style="list-style-type: none"><li>• Understand the Government guidelines for healthy eating and the requirements for each life stage.</li><li>• Looking at low fat alternatives and the ingredients that are used to combat the lack of fat.</li><li>• Looking at the use of additives in foods.</li><li>• Looking at functional foods available to the consumer.</li></ul>	Nutritional profiling Sensory evaluation	Sensory evaluation 7,8,9 Nutritional analysis yr9
To introduce nutritional profiling. To look at the software used to create an effective profile and comparison of foods made against nutritional guidelines.  To learn how to carry out a sensory evaluation of different foods.	Winter	Show the students how to use “food a fact of life” nutritional analysis.  Create a profile for the fish pie they of dish and compare the nutritional content against nutritional guidelines. Explain the process of sensory evaluation. Look at how to set up an effective evaluation. Look at different methods of evaluation and link to recipe modification. Recipe modification - To look more carefully at function and availability of ingredients and how we can substitute/change ingredients to improve the content of the dish.	Primary and secondary processing	



Primary and secondary processing	Winter	<ul style="list-style-type: none"><li>• Understand the different basic ingredients.</li><li>• Understand how basic ingredients are processed to provide a range of alternative foods, looking at milk and wheat.</li><li>• Understanding how smart starches are used within food products.</li></ul>	<ul style="list-style-type: none"><li>• Raising agents</li></ul>	Raising agents – yr7,8,9
To revisit chemical and biological raising agents. To look at the conditions required for the production of CO <sub>2</sub> .	Winter/spring	To set up an investigation similar to NEA1 to investigate the function and characteristics of raising agents. Balloon test, food production, analysis and evaluation of the result.	<ul style="list-style-type: none"><li>• Food choice.</li></ul>	Grown, reared, caught – yr7 Farming – yr8
To learn about the environmental effects of food production. Looking at sustainability and food provenance. The factors that affect food choice. To think about the provenance of foods and the possibility that you could use sustainable ingredients. Looking at how packaging and labels inform food choice. Looking at how marketing effects food choice. Looking at brands and shop own branded food.	Winter/spring	Learn how modern food production affects the environment and how we are now looking at new ways to ensure food security with less damage. Looking at organic, genetic modification, fairtrade, moral, cultural and ethical food choices. Look at how lifestyle and environmental influences affect food choice. Understand the definitions of smart foods and additives. Look at the function of each additive and compare with how you would create the same effect in cooking at home. Learning why labels are important in food production and how they can be used to inform food choice.	Cooking methods and heat transfer.	Food choice yr7,8,9



Looking at multicultural foods		Learning how to interpret and understand nutritional information and ingredients on labels. Learn how marketing can influence food choice. Looking at the difference in branded foods against those created by the main supermarkets. Learning about multicultural influences on food choice.		
Looking at heat transfer Looking at different methods of cooking Looking at how cooking methods affect the outcome of food products.	Winter/spring	<ul style="list-style-type: none"><li>• Knowledge of how heat is transferred to food products.</li><li>• Knowledge of how different cooking methods use the different methods of heat transfer.</li><li>• Knowledge of best ingredients/food products to cook using different methods of cooking.</li></ul>	<ul style="list-style-type: none"><li>• NEA1 trial</li></ul>	Heat transfer yr9
Mini NEA1 – trial investigation.	Spring/summer	To clarify the methods by which this piece of coursework is completed.	NEA 2 Trial	



Mini NEA2	Spring/summer	To clarify the methods by which this piece of coursework is completed.		
Skills practical's will be carried out throughout the course of the curriculum. They will reinforce knowledge and understanding and develop practical skills.	Autumn - Summer	To develop knowledge and understanding To develop practical skills Use skills to apply knowledge to practical tasks by looking at different ingredients. Complete practical tasks to reinforce skills and improve practical knowledge. Complete practical skills to build pace and time management. Improve knowledge of high-level skills. Complete food investigation tasks to help with first NEA.		Practical tasks throughout yr7,8,9.