

Food Big Ideas	Y7	Y8	Y9	Y10 GCSE	Y10 NCFE	Y11 GCSE	Y11 NCFE	Y12	Y13
Principles of nutrition and health	To understand what the Eat well guide is and the importance of following it in order to have a healthy balanced diet.	To understand the importance of the healthy eating guidelines and the effects a poor diet can have on the body.	Macro and micro nutrients 8 tips for healthy eating 5 a day	Eatwell guide Healthy eating guidelines 8 tips for healthy eating Micro and macro nutrients Application of knowledge to exam work	Unit 2- Understanding food Identify the main food groups	Eatwell guide Healthy eating guidelines 8 tips for healthy eating Micro and macro nutrients Meeting the nutritional needs of specific groups. Application of knowledge for NEA	Unit 3 – Exploring balanced diets. Define what is meant by a balanced diet Identify nutrients that make up a balanced diet Give examples of foods high in these nutrients Give examples of ways that a balanced diet can contribute to staying healthy. Outline the meaning of Reference Intake. Outline how food labels can inform healthy eating for different groups of people Identify healthy and less healthy features of recipes and suggest how they can be changed to make them healthier.	Unit 1 – Coursework and exam unit Meeting the nutritional needs of specific groups and calculate the requirements for given individuals Understanding of how nutrients are structured Classification of nutrients in foods Assessing the impact of food production on nutritional value Describe the functions of nutrients and the characteristics of unsatisfactory nutritional intake	Unit 4: Coursework Research project focussing on current issues in food science and nutrition. Application of knowledge from year 12.
Cooking and food preparation (including health, safety and hygiene)	Hygiene and safety procedures to follow when working in a kitchen The 4Cs	Healthy Eating guidelines and application of them through modifying recipes. Hygiene and safety practises	8 tips for healthy Eating Safe cooking of meat and safe use of the Food probe Understanding the important temperatures used within food storage, preparation and cooking Food allergies and food intolerances	Food safety practices to follow when buying, storing, preparing, cooking and reheating foods Signs of food spoilage – bacteria, mould and yeasts. How food can cause ill health Application of knowledge through practical and written work	Unit 1 – Preparing to cook Safe and hygienic practices to prepare self and the environment for cooking The 4c's Identifying potential hazards and risks in the kitchen. Safe cleaning and storage of equipment and utensils. Demonstrate safe storage of ingredients	Food safety practices to follow when buying, storing, preparing, cooking and reheating foods Signs of food spoilage – bacteria, mould and yeasts. Preservation. Application of knowledge through practical and written work. Application of knowledge for NEA requirements	Unit 4 – Plan and produce dishes in response to a brief. Demonstrate how to prepare the environment form cooking. Identify a plan of action for making the dishes Demonstrate health and safety working practices throughout the practical	Unit 1 – Coursework and exam unit. Understand how individuals take responsibility for food safety. Methods used by food handlers to keep themselves and work areas clean and hygienic. Analysis of risks associated with food safety Food allergies and food intolerances	Unit 2 – Coursework Ensuring Food is safe to eat. Understand how micro-organisms affect food safety The effects of environmental conditions on microbial growth and reproduction Food handling and prevention of food safety hazards How micro- organisms affect food quality Preservation How food can cause ill health Food allergies and food intolerances Management and control of food safety in different situations
Skills, techniques and processes	Basic skills Knife skills, preparation techniques, cooking methods.	Medium skills Knife skills, preparation techniques, cooking methods.	Medium – High skills Knife skills, preparation techniques, cooking methods.	Medium - high skills Knife skills, preparation techniques, cooking methods. Presentation techniques and portion control.	Unit 1 – preparing to cook Identifying cooking equipment and utensils Using equipment and utensils safely Select the correct ingredients for cooking Provide examples of cooking skills Demonstrate skills for cooking. Unit 2 – Understanding food Select and use ingredients for given dishes Review completed dishes.	High skills Knife skills, preparation techniques, cooking methods. Presentation techniques and portion control.	Unit 4 – Plan and produce dishes in response to a brief Identify the requirements of the brief Identify the menu of dishes for the brief Demonstrate how to prepare ingredients Use ingredients to make chosen dishes Evaluate completed written and practical work.	High and complex skills Knife skills, preparation techniques, cooking methods. Advanced presentation techniques.	Unit 4 - Coursework Practical work may be completed for this coursework but is not mandatory. It will be dependent on the candidates chosen area of study.
Food provenance and food choice	Food from different sources- caught, reared, grown, processed manufactured Personal factors affecting food choice	Personal factors affecting food choice- Sensory analysis Seasonality Making informed food choices linked to food labelling Technological developments to support better health – low fat, sugar, salt	Personal factors affecting food choice -sensory analysis. Culinary traditions and cultures.	Factors affecting food choice Features and characteristics of other cultures and cuisines. Technological developments to support better health and food production Culinary traditions Food security Food source and supply Food processing and production	Unit 2 – Understanding food Give examples of foods from different sources Give examples of how seasons affect food availability Outline factors that affect food choice	Food security Food source and supply Seasonality Application of knowledge for NEA 2 requirements	Unit 3 – Exploring balanced diets Planning and making dishes for different groups of people. Allergies and intolerances Planning a suitable menu and dishes to answer a set brief.	Food production and their effects on nutrients – fortification, antioxidants and cholesterol lowering food products Nutritional needs of specific groups Sustainable diets	Unit 4- Coursework Research project Focussing on current issues in food science and nutrition. Relevant food provenance and food choice issues may be included.