



SUBJECT	Food	YEAR	13
<p>Why do we study Innovations - Food? The curriculum in this subject provides students with the knowledge to think creatively in order to solve problems to meet the needs of society and the wider world.</p>			
What you have learned before	What you will learn this year	Where you can read more	
<p>WJEC Level 3 Applied Diploma – Food Science and Nutrition -601/4552/3- Unit 2 – Ensuring food is safe to eat. (External assessment), Unit 4 – Current issues in food science and nutrition. (Internal assessment).</p>			
<p>Principles of nutrition and health. LO2 – Understand properties of nutrients. LO3 -Understand the relationship between nutrients and the body LO4 – Be able to plan nutritional requirements.</p> <ul style="list-style-type: none"> • Explain how nutrients are structured, classified and their function. • Assess the impact of food production on nutritional value • Characteristics of unsatisfactory nutritional intake • Analyse and calculate nutritional needs of specific groups and how different situations can affect nutritional needs • Evaluate fitness for purpose of diets. 	<p>Principles of nutrition and health. Unit 4 – Current issues in food science and nutrition. LO4 – Current issues ion food science and nutrition. Analysing an issue to research Lo1/LO2/LO3 – Planning and managing a research project LO3- Analysing data and evaluating a research project Learning for each student within this ‘Big Idea’ will be dependent on their choice of Research Task. Relevant learning will be highlighted within their hypothesis, aims, objectives, plan and execution of primary and secondary research together with analysis of research carried out.</p>	<p>An introduction to Nutrition and Metabolism – D Bender. Food and Nutrition magazine – Academy of Nutrition and dietetics. Nutrition for life – Lisa Hark www.nutrition.org.uk - British Nutrition Foundation Department for health: www.dh.gov.uk It is an expectation that students will read around their chosen research idea to gather information to hypothesize idea, write aims, objectives and plan their research. Also utilise ‘super curriculum app’</p>	
<p>Cooking and food preparation including health, hygiene and safety. LO1- Understand the importance of food safety.</p> <ul style="list-style-type: none"> • Explain how individuals can take responsibility for food safety. • Explain methods used by food handlers to keep themselves and work areas clean and hygienic including methods used. • Analyse risks associated with food safety • Use and apply food safety practices in practical work 	<p>Cooking and food preparation including health, hygiene and safety. Unit 2- LO1- How micro -organisms affect food safety. LO2 -How food can cause ill health LO3- How food is managed in different situations.</p> <ul style="list-style-type: none"> • 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 	<p>Food Standards Agency: www.food.gov.uk/aboutus/publication www.foodsafety.gov www.nutrition.org.uk - British Nutrition Foundation Food safety in the hospitality industry- Tim Knowles. Food poisoning and food hygiene – Jim McLauchlin, Christine Little, Betty C Hobbs Food Safety principles – Claire Nash.</p>	
<p>Skills, techniques and processes. LO5- Be able to plan production of complex dishes.</p> <ul style="list-style-type: none"> • Interpret recipes for complex menus • Plan production methods • Use advanced techniques and tools in preparation of food commodities • Be able to assure quality of materials to be used in food preparation. • Present cooked complex dishes using advanced presentation techniques • Monitor food production 	<p>Skills, techniques and processes. High skills Unit 4 – Current issues in food science and nutrition. Lo1/LO2/LO3 – Planning and managing a research project LO3- Analysing data and evaluating a research project. Practical work may be completed for this coursework but is not mandatory. It will be dependent on the candidates chosen area of study. Planning, executing and evaluating any planned practical primary research if relevant to chosen task.</p>	<p>Practical cookery level 3 Hodder education - Cambell J (et al) www.bbcgoodfood.uk It is an expectation that students will read around their chosen research idea to gather information to hypothesize idea, write aims, objectives and plan their research. Also utilise ‘super curriculum app’</p>	
<p>Food provenance and food choice.</p> <ul style="list-style-type: none"> • Consideration and application of the factors affecting food choice in order to answer the board set exam brief. • Assess factors affecting food choice to determine a range of nutritional needs of specific groups appropriate to case studies (exam and internal assessment) • Food processing and production 	<p>Food provenance and food choice. Unit 2- LO2 -How food can cause ill health LO3- How food is managed in different situations. Food allergies and intolerances. Unit 4 – Current issues in food science and nutrition. LO4 – Current issues in food science and nutrition. Analysing an issue to research Lo1/LO2/LO3 – Planning and managing a research project LO3- Analysing data and evaluating a research project. Learning for each student within this ‘Big Idea’ will be dependent on their choice of Research Task. Relevant learning will be highlighted within their hypothesis, aims, objectives, plan and execution of primary and secondary research together with analysis of research carried out.</p>	<p>BBC Health: www.bbc.co.uk/health/healthyliving Food Vision: www.foodvision.gov.uk www.nutrition.org.uk - British Nutrition Foundation www.lovefoodhatewaste It is an expectation that students will read around their chosen research idea to gather information to hypothesize idea, write aims, objectives and plan their research.</p>	