

## The Food Studies Curriculum

### Food studies curriculum vision

Food Studies focuses on practical cooking skills to ensure that students develop greater understanding of nutrition, food provenance and the working characteristics of food materials. At the heart of the subject, we focus on developing practical cookery skills and a robust understanding of nutrition. Food Studies brings together the most important elements of food, nutrition, cookery skills, food provenance and food science to allow students to flourish within a creative subject and develop vital life skills.

The skills students develop through studying the food curriculum will support their progression in a wide range of other subjects. In terms of subject knowledge, the nutrition and health particularly complement the study of biology and physical education. Food preparation and nutrition also helps students to learn how to work independently and manage their time – skills valued by both higher education institutions and employers alike.

### Key stage 3 – Units of study

Term	Year 7	Year 8	Year 9
Rotation 1	<p><i>Students develop an awareness of health and safety in the kitchen and the correct health and safety procedures used whilst using a range of food preparation/cooking equipment.</i></p> <p><i>Students begin to show an awareness of and start to develop a range of basic cookery skills.</i></p> <p><i>Students will be aware of healthy eating, the understanding of a balanced diet and how eating healthily can prevent developing long-term health issues.</i></p> <p><i>Students start to show an understanding of the different factors influencing food choice, this begins to include diet and health, and processes food.</i></p>	<p><i>Students will investigate further health and safety within the kitchen, to be able to identify food safety hazards and how to prevent them.</i></p> <p><i>Students will begin to select appropriate equipment as required by the recipes and develop a range of safe and correct cooking methods and appropriate food preparation skills.</i></p> <p><i>Students will deepen their understanding of healthy eating, begin to learn about the different food groups and how much of each we should be eating for a balanced diet.</i></p> <p><i>Students develop an understanding of international food culture, and how this influences our choice of ingredients and cooking methods.</i></p> <p><i>Students will begin to investigate the different factors associated with food choice, including religious influences and medical influences.</i></p>	<p><i>Students will develop research skills and design skill in creating different dishes based on the idea of street food.</i></p> <p><i>Students will research and design their own street food brand, designing their own menus and recipes.</i></p> <p><i>Students will have a secure understanding of general health and safety within the kitchen, including bacterial contamination.</i></p> <p><i>Students will demonstrate how to use a range of different cooking equipment whilst adhering to appropriate safety procedures.</i></p> <p><i>Students demonstrate a range of safe food preparation and cooking skills.</i></p> <p><i>Applying knowledge of healthy eating to improve recipes and investigate different food groups.</i></p>
Rotation 2	<p><i>Students will undertake a project during their second rotation which is based on an Afternoon Tea. This will allow them to demonstrate the following:</i></p> <p><i>An introduction to evaluating and reviewing foods and practical activities</i></p> <p><i>Students develop an understanding of British food culture, and how this influences our choice of ingredients and cooking methods.</i></p> <p><i>Students will continue to develop their cookery skills exploring a range of different dishes, both sweet and savoury.</i></p>	<p><i>Students will undertake a project during their second rotation which is based on “Fakeaways”.</i></p> <p><i>Students will begin to develop sensory testing skills, how to test food for quality, develop evaluating and practical reviewing skills.</i></p> <p><i>Students will continue to develop their cookery skills exploring a range of different dishes, both sweet and savoury.</i></p> <p><i>Students will compare nutritional profiles of traditional takeaway dishes and adapt these based on healthy eating guidelines.</i></p>	<p><i>Students investigate Food composition and different cooking methods and the effects this has on our health.</i></p> <p><i>Students research the factors that affect food choice, investigate food miles, GM foods, food availability, allergies and intolerants and different diets.</i></p> <p><i>Students investigate different cultures and their foods, applying research to improve existing recipes.</i></p> <p><i>Students will continue to develop their cookery skills exploring a range of different dishes, both sweet and savoury.</i></p>

### Key stage 4 – Units of study Food Preparation and Nutrition (8585)

Term	Year 10	Year 11
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1	<p style="text-align: center;"><b>Food, Nutrition and Health</b></p> <p><i>The Food, Nutrition, and Health topic equips students with knowledge and skills to make informed choices about food, understand the impact of nutrition on health, and plan and prepare balanced meals to meet the needs of different dietary groups and life stages.</i></p> <p><i>Practically, students will learn to modify recipes to meet specific dietary requirements, adapt cooking methods to reduce fat, and use various food preparation techniques. They will also develop an understanding of nutritional analysis, including the use of nutritional information and data to calculate energy and nutrient values.</i></p>	<p style="text-align: center;"><b>NEA Task 1</b></p> <p><i>During the Autumn term students will apply the knowledge they have acquired during year 10 to complete a scientific investigation. This report will focus on the chemical and functional properties of ingredients based on a brief. Students will be required to complete research, investigations and analyse their findings.</i></p>
2	<p style="text-align: center;"><b>Food Science</b></p> <p><i>In the Food Science topic, students will delve into the scientific principles and practical applications of cooking. They will learn why food is cooked and explore different methods of heat transfer. Students will understand how the cooking process affects the appearance, colour, flavour, texture, and overall palatability of food. They will gain practical skills in selecting appropriate cooking methods, manipulating food properties, and creating delicious and visually appealing dishes.</i></p>	
3	<p style="text-align: center;"><b>Food Safety</b></p> <p><i>By studying the Food Safety topic, students will gain essential knowledge and skills to ensure the safety and hygiene of food throughout its journey from purchasing to consumption. They will learn to identify signs of food spoilage, understand the role of microorganisms, and implement proper food safety measures to prevent bacterial contamination and maintain high standards of food safety.</i></p> <p><i>Through applying this within practical's, students' understanding of the importance of temperature control, personal hygiene, preventing cross-contamination, and following proper cooking times will be further deepened.</i></p>	<p style="text-align: center;"><b>NEA Task 2</b></p> <p><i>During the Spring and Summer term students will have the opportunity to showcase their design, research and cooking skills as they cook a three-course meal. Students will have to complete research on their chosen brief, demonstrate their technical skills by cooking 3 / 4 dishes, and finish by cooking a three-course meal within a three-hour time slot. They must then analyse and evaluate their dishes, completing sensory analysis, costing and nutritional evaluations.</i></p>
4	<p style="text-align: center;"><b>Food Choice</b></p> <p><i>In the Food Choice topic, students will learn about various factors that influence food choice. They will explore factors such as physical activity level, celebration/occasion, cost of food, preferences, enjoyment, food availability, healthy eating, income, lifestyles, seasonality, time of day, and time available to prepare/cook.</i></p> <p><i>Students will gain practical skills in recipe selection, modification, preparation, sensory evaluation, and interpretation of food information. They will be equipped to make informed decisions about food choices based on cultural, ethical, dietary, and sensory considerations.</i></p>	
5	<p style="text-align: center;"><b>Food Provenance</b></p> <p><i>Students will learn about the origin and production of food, including environmental impact, sustainability, food sources, and processing. They will explore factors like farming methods, fishing practices, packaging, and food waste. They will develop knowledge to make informed decisions about sustainable food choices and understand the impact of their choices on the environment and food security.</i></p>	
6	<p style="text-align: center;"><b>NEA 1&amp;2 Trials and preparation</b></p> <p><i>We will introduce the NEAs and develop the skills required to complete our assessments in year 11.</i></p>	<p style="text-align: center;"><b>Exam Preparation and revision.</b></p> <p><i>Students will use the remainder of their time in year 11 to review and deepen their understanding of the main assessment areas covered in year 10 to allow them to showcase their learning within our written exam</i></p>

**Support your child with their learning?**

The following links will support additional learning to your child with Food Studies.

Year 7, 8 & 9 Units	Additional Learning
Eat Well	<a href="https://www.foodafactoflife.org.uk/11-14-years/healthy-eating-11-14-years/eat-well-11-14-years/">https://www.foodafactoflife.org.uk/11-14-years/healthy-eating-11-14-years/eat-well-11-14-years/</a>
Energy and Nutrients	<a href="https://www.foodafactoflife.org.uk/11-14-years/healthy-eating-11-14-years/energy-and-nutrients-11-14-years/">https://www.foodafactoflife.org.uk/11-14-years/healthy-eating-11-14-years/energy-and-nutrients-11-14-years/</a>
Diet and Health	<a href="https://www.foodafactoflife.org.uk/11-14-years/healthy-eating-11-14-years/diet-and-health-11-14-years/">https://www.foodafactoflife.org.uk/11-14-years/healthy-eating-11-14-years/diet-and-health-11-14-years/</a>
Nutrition Labels	<a href="https://www.foodafactoflife.org.uk/11-14-years/healthy-eating-11-14-years/nutrition-labels-11-14-years/">https://www.foodafactoflife.org.uk/11-14-years/healthy-eating-11-14-years/nutrition-labels-11-14-years/</a>
Healthy Eating (Interactive Resources)	<a href="https://www.foodafactoflife.org.uk/11-14-years/healthy-eating-11-14-years/healthy-eating-interactive-resources-11-14-years/">https://www.foodafactoflife.org.uk/11-14-years/healthy-eating-11-14-years/healthy-eating-interactive-resources-11-14-years/</a>
Food Origins	<a href="https://www.foodafactoflife.org.uk/11-14-years/where-food-comes-from-11-14-years/food-origins-11-14-years/">https://www.foodafactoflife.org.uk/11-14-years/where-food-comes-from-11-14-years/food-origins-11-14-years/</a>
Food Production and Processing	<a href="https://www.foodafactoflife.org.uk/11-14-years/where-food-comes-from-11-14-years/food-production-and-processing-11-14-years/">https://www.foodafactoflife.org.uk/11-14-years/where-food-comes-from-11-14-years/food-production-and-processing-11-14-years/</a>
Food Availability	<a href="https://www.foodafactoflife.org.uk/11-14-years/where-food-comes-from-11-14-years/food-availability-11-14-years/">https://www.foodafactoflife.org.uk/11-14-years/where-food-comes-from-11-14-years/food-availability-11-14-years/</a>
Where food comes from (Interactive Resources)	<a href="https://www.bbc.co.uk/bitesize/guides/z23yfcw/revision/1">https://www.bbc.co.uk/bitesize/guides/z23yfcw/revision/1</a>
Food Commodities	<a href="https://www.foodafactoflife.org.uk/11-14-years/food-commodities-11-14-years/">https://www.foodafactoflife.org.uk/11-14-years/food-commodities-11-14-years/</a>
KS3 Activity Packs and Quizzes	<a href="https://www.foodafactoflife.org.uk/11-14-years/activity-packs-and-quizzes-11-14-years/">https://www.foodafactoflife.org.uk/11-14-years/activity-packs-and-quizzes-11-14-years/</a>

Year 10 & 11 Units	Additional Learning
Macronutrients	<a href="https://www.bbc.co.uk/bitesize/guides/znnqghv/revision/1">https://www.bbc.co.uk/bitesize/guides/znnqghv/revision/1</a>
Micronutrients	<a href="https://www.bbc.co.uk/bitesize/guides/zpt33k7/revision/1">https://www.bbc.co.uk/bitesize/guides/zpt33k7/revision/1</a>
Energy and Nutrients	<a href="https://www.bbc.co.uk/bitesize/guides/zqj66yc/revision/1">https://www.bbc.co.uk/bitesize/guides/zqj66yc/revision/1</a>
Water & Fibre	<a href="https://www.bbc.co.uk/bitesize/guides/ztw3y4j/revision/1">https://www.bbc.co.uk/bitesize/guides/ztw3y4j/revision/1</a>
Food and nutrition for good health	<a href="https://www.bbc.co.uk/bitesize/guides/z8rqw6f/revision/1">https://www.bbc.co.uk/bitesize/guides/z8rqw6f/revision/1</a>
Nutrition and Life Stages	<a href="https://www.bbc.co.uk/bitesize/guides/z7yttv4/revision/1">https://www.bbc.co.uk/bitesize/guides/z7yttv4/revision/1</a>
Food Science	<a href="https://www.foodafactoflife.org.uk/14-16-years/food-science-14-16-years/">https://www.foodafactoflife.org.uk/14-16-years/food-science-14-16-years/</a>
Food Safety 1	<a href="https://www.bbc.co.uk/bitesize/guides/z77v3k7/revision/1">https://www.bbc.co.uk/bitesize/guides/z77v3k7/revision/1</a>
Food Safety 2	<a href="https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/1">https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/1</a>

Food Allergy and Intolerance	<a href="https://www.bbc.co.uk/bitesize/guides/z23yfcw/revision/1">https://www.bbc.co.uk/bitesize/guides/z23yfcw/revision/1</a>
Food Labelling	<a href="https://www.bbc.co.uk/bitesize/guides/zdjvgdm/revision/1">https://www.bbc.co.uk/bitesize/guides/zdjvgdm/revision/1</a>
Factors Affecting Food Choice	<a href="https://www.bbc.co.uk/bitesize/guides/z7fw7p3/revision/1">https://www.bbc.co.uk/bitesize/guides/z7fw7p3/revision/1</a>
Food Provenance	<a href="https://www.bbc.co.uk/bitesize/guides/zks8jty/revision/1">https://www.bbc.co.uk/bitesize/guides/zks8jty/revision/1</a>
Food Additives and fortification	<a href="https://www.bbc.co.uk/bitesize/guides/zmqth39/revision/1">https://www.bbc.co.uk/bitesize/guides/zmqth39/revision/1</a>