

Food Preparation and Nutrition		
CURRICULUM INTENT & VISION (THE BIG PICTURE)	<p>What are the objectives for your curriculum? How does your curriculum reflect national policy (for example, British values and PSHE) How does it cater for disadvantaged and minority groups? Focus on the curriculum, not just the need to do an exam. Curriculum Intent /Vision/Aim:</p>	<p>The National Curriculum FPN GCSE subject content sets out the knowledge, understanding and skills common to all GCSE specifications in food preparation and nutrition to ensure progression from key stage 3 national curriculum requirements, and the possibility of development for further study. It provides the framework within which awarding organisations create the detail of the subject specification. GCSE specifications in food preparation and nutrition must reflect the subject aims and learning outcomes. In Westfield Academy, the GCSE specification in food preparation and nutrition equips all students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The curriculum encourages students to cook and enables them to make informed decisions / choices about a wide range of further learning opportunities, including various career pathways, whilst developing vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.</p>
IMPLEMENTATION/DESIGN	<p>How does your curriculum plan set out the sequence and structure of how it's going to be implemented</p>	<p>With consideration to the above, this scheme of learning has been developed for Year 11 students studying AQA GCSE Food Preparation and Nutrition (8585), which focuses on giving students the necessary skills and subject knowledge needed for the NEA and final examination in year 11. This SOW builds knowledge & skills taught throughout years 9 and 10, therefore students will be expected to apply their knowledge and understanding of the specification from the Year 10 course and demonstrate a wide range of practical skills in the Non-Exam Assessment (NEA). The final written paper will assess their theoretical knowledge and understanding of the subject content of this specification. Students will have been taught a wide range of food preparation skills which have been integrated throughout the Year 10 scheme of work and linked where appropriate to the subject content. In the NEA, students must use and apply a variety of food preparation skills to achieve a range of different outcomes. The choice of recipes to demonstrate the skills will be at the discretion of the individual student with suggested recipe suggestions included as suitable examples. This SOW has been adapted from the original AQA SOW for year 11, it builds on theory knowledge / units covered in year 9 & 10 and prepares students for their final GCSE exams in year 11. The SOW covers the following AQA specification requirement:</p> <p>Autumn term – Section 5 & 6 (Assessment)</p> <p>Section 5 (Food provenance)</p> <ul style="list-style-type: none"> - Chapter 10 – Environmental impact and sustainability - Chapter 11 – Processing and production <p>Section 6 (Assessment)</p> <ul style="list-style-type: none"> - NEA 1 (Food investigation task) - NEA 2 (Food preparation task) <p>Spring term – Section 6 (Assessment) & review all sections.</p> <ul style="list-style-type: none"> - NEA 2 – Completion of NEA 2. - Revision for written exams. <p>Summer term – Section 6 (Assessment)</p> <ul style="list-style-type: none"> - Written GCSE exams.

<p>OUTCOMES/IMPACT</p>	<p>What do you want pupils to be able to know and do by the time they leave? On completion of this unit/course a learner should.....</p>	<p>Students would a good understanding of health and nutrition, and would be able to:</p> <ul style="list-style-type: none"> • demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment. • develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks • demonstrate and apply the understanding of the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health when planning meals for themselves and for others. • develop a good understanding of the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices. • demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food. • continue to apply and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes. <p>The experience would provide students the foundation for serval career pathways.</p>
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