

## Preparation and Nutrition

This document contains details of how the subject is sequenced over the years of delivery. Included are assessment points and the prior learning that will be included in these assessments. It also includes where topics are revisited to maximise student retrieval and retention. Along with curriculum content, opportunities to develop links with careers are also identified in order to bring the relevance of the curriculum into the wider life context.

### Curriculum Intent Statement

Students who have chosen to study GCSE Food Preparation and Nutrition will build on the skills and techniques already learnt throughout key stage 3, to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Students should become competent in a range of cooking techniques and be able to adapt and modify sensory properties.

Students will explore and understand the principles of nutrition, diet and good health by examining the commodities and their role within the body, plus the food sources for this key information. Students will learn about the age ranges and specific dietary related illnesses which are caused through the foods we eat. We will also explore food sourcing, farming methods and new technologies within the food development.

Students will make products using a range of cooking methods, and research methods of heat transfer for their foods. Students will look at the scientific process which occur during making or cooking and use specialist terminology to explain what is happening.

Students will carry out 2 pieces of Non-Examination Assessment (NEA). One explores food investigations around scientific theme, the second is a food preparation task, again around a theme, both set by the AQA exam board, these total 50% of the final GCSE grade.

The remaining 50% comes from the written exam. The principles of nutrition, diet and good health, the science of cooking food, food spoilage, food provenance and food waste, cultures and cuisines, technological developments and factors affecting food choice are taught and reinforced through the teaching of different commodity groups, in the written exam there are explicit questions that may ask about specific individual core knowledge however, most of the questions link core knowledge to specific commodity groups or specific individual commodities.

The course helps to promote a lifelong love of cooking, nutrition and food science. We will explore career opportunities that can arise from following the subject and look at potential further study opportunities linked to food and nutrition.

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### Year 11

#### Year assessment dates

Assessment week 1 – 6.11.2025

Assessment week 2 – 28.04.2026

Term	Content	Sequencing	Assessment	Careers links & Experiences
<p><b>Summer 2</b></p>	<p><b>Topic: Diet, nutrition and health</b>            Macro and Micronutrients.            Healthy eating guidelines,            Dietary related illnesses            Age ranges and nutritional needs            Practical dishes based on carbohydrates, fats, proteins, vitamins and minerals and fibre.</p> <p><b>Key Words:</b> Nutrition, excess, deficiencies, obesity, stroke, cardiovascular disease</p>	<p>Re-cap on the skills from Key Stage 3.</p> <p>Re-cap the knowledge from key stage 3 lessons.</p> <p>Key Words:</p> <ul style="list-style-type: none"> <li>• Hygiene</li> <li>• Safety</li> <li>• Presentation</li> <li>• Nutrition</li> <li>• Poisoning</li> </ul> <p><b>Non-negotiables:</b>            Teacher demonstration/use of video to support techniques.            Exemplar materials within PowerPoint.</p>	<p><b>Consolidation/Summative assessment:</b>            Exploring exam questions.</p>	<p>Exploring the roles that uses nutrition as a spotlight.</p> <p><a href="#">Top 10 Careers As Nutritionist And Dietitian (With Average Salary)</a></p>

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		Physical demonstration of key skills.		
<b>Autumn 1</b>	<p><b>Topic: NEA 1</b>            Theme released 1<sup>st</sup> Sept, Students to research and investigate their chosen topic.            Carry out scientific experiments surrounding the ingredients.            Accurately record results and findings.            Analyse and conclude based on evidence.            NEA1: 15% of final GCSE grade completed.  <b>Key Words:</b> Research, testing, interpreting data, hypothesis, conclusion</p>	<p><b>Previous skills built on in this topic:</b></p> <p>Linking to science principles.            Food practical based around a theme.            General practical skills.</p> <p><b>Key Words:</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Hypothesis</li> <li>• Method</li> <li>• Results</li> <li>• Analysis</li> </ul> <p><b>Non-negotiables:</b>            Access to IT to support presentation of work.            Links to food science provided.            Support workbook with exemplar.</p>	<p><b>Consolidation/Summative assessment:</b></p> <p>Completion of NEA 1:            Food Investigation task            (15% of final GCSE grade)</p>	<p>Exploring a food tester and requirements needed.  <a href="#">Get Paid to Taste Food – 6 Real Food Taster Jobs! (YES, It Is Possible)</a></p>
<b>Autumn 2</b>	<p><b>Topic: NEA 2</b>            Topic released 1<sup>st</sup> Nov from AQA.            Students to research the theme and suggest suitable dishes.</p>	<p><b>Previous skills built on in this topic:</b></p>		

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	<p>They may explore the nutritional requirements of a target audience, or the specific ingredients and cooking techniques linked to a cuisine/culture.</p> <p>Understand the difference in skill levels between complex and low skill foods.</p> <p>Students will make several of these dishes and then write about the skills and sensory properties.</p> <p><b>Key Words:</b> research, practical skills, sensory testing,</p>	<p>This is where students showcase their GCSE making skills in their separate practical's and then also the 3-hour making exam.</p>	<p><b>Consolidation/Summative assessment:</b></p> <p>Completion of NEA 2: Food Preparation task (35% of final GCSE grade)</p>	<p>Looking at plating and presenting food like a chef.</p> <p><a href="#">25 Easy Plating Techniques - Plate like a Pro</a></p>
<p><b>Spring 1</b></p>	<p><b>Topic: NEA 2</b></p> <p>Produce a dove-tailed time plan for the final 3 dishes. Explain their reasons for choice of the dishes and the cooking methods used to produce them.</p> <p>Students will complete their 3-hour practical exam.</p> <p>For each of the 3 dishes, students will provide accurate costing, sensory feedback and nutritional information. For each dish, students will state how to improve.</p> <p>NEA2: 35% of final GCSE grade completed</p> <p><b>Key words:</b> preparation, safety, hygiene, cross-contamination, analysis</p>	<p><b>Key Words:</b></p> <ul style="list-style-type: none"> <li>• Specialist diet:</li> <li>• Techniques</li> <li>• Planning</li> <li>• Presentation</li> <li>• Nutritional analysis</li> </ul> <p><b>Non-negotiables:</b></p> <p>Access to IT for presentation of work.</p> <p>Photographs for key skills and techniques.</p> <p>Set practical exam time.</p>		
<p><b>Spring 2 &amp; Summer 1</b></p>	<p><b>Topic: Revision and Exam theory</b></p> <p>Sessions built around the main topics of study:</p> <p>1- Food, Nutrition and Health</p>	<p><b>Previous topics built on in this topic:</b></p>	<p>Assessment week 2 – 28.04.2026</p>	<p>Explore further study in food for potential college courses.</p>

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	<ul style="list-style-type: none"> <li>2- Food Science</li> <li>3- Food Safety</li> <li>4- Food Choices</li> <li>5- Food Provenance</li> <li>6- Food Preparation skills.</li> </ul>	<p>Explored Macro and Micronutrients earlier on in the year.</p> <p>Key Words:</p> <ul style="list-style-type: none"> <li>• Hygiene</li> <li>• Safety</li> <li>• Nutrition</li> <li>• Poisoning</li> <li>• Provenance</li> </ul>	<p>Consolidation/Summative assessment:</p> <p>Accurate NEA grades. Cross trust moderation. Use of past papers in preparation for final GCSE exam, which is 50% of grade.</p>	<p><a href="#">Food &amp; Drink at Leeds City College</a></p>
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