Key Stage 4 LTP

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| **Curriculum Intent** |
| **What are the objectives for your curriculum?** The objectives of the curriculum relate directly to the provision of a GCSE qualification. This qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. Food preparation skills are integrated into five core topics that are delivered throughout the entirety of the course:  • Food, nutrition and health  • Food science  • Food safety  • Food choice  • Food provenance  **What do you want pupils to be able to know and do by the time they end the stage?** The content to be covered is outlined by the specification for the subject. Details can be found at [www.aqa.org.uk/foodpreparation-and-nutrition](http://www.aqa.org.uk/foodpreparation-and-nutrition)  At the end of the course the students are assessed on the following information  **Paper 1: Food preparation and nutrition**  **What's assessed**  Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above.  **How it's assessed**  • Written exam: 1 hour 45 minutes  • 100 marks  • 50% of GCSE  **Questions**  • Multiple choice questions (20 marks)  • Five questions each with a number of sub questions (80 marks)  **Non-exam assessment (NEA)**  **What's assessed**  **Task 1:** Food investigation  Students' understanding of the working characteristics, functional and chemical properties of ingredients.  **Practical investigations are a compulsory element of this NEA task.**  **Task 2:** Food preparation assessment  Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.  Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.  **How it's assessed**  • **Task 1:** Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.  • **Task 2:** Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.  **How does your curriculum plan set out the sequence and structure of how it's going to be implemented?** The curriculum is divided into units that break down the content into manageable chunks suitable for a half terms work. The units have cooks that complement the theory being taught and progress in content as the course progresses in time.  **Why is it shaped the way it is?** It is shaped to fit into termly chunks and to progress in difficulty of content as the course progresses.  **What values have guided your decisions about the curriculum you have in place?** The importance of being able to cook beneficial, affordable and nutritious food for yourself and those around you. To develop the learners kinaesthetic motor skills at a key time in their fine motor skills development. The ability to be able to follow a process to be able to produce a suitable outcome.  **How does your curriculum reflect the school's context?** Achieving excellence for the sake of the gospel. Lessons aim to build on the student’s knowledge and understanding of the topics discussed as well as build a good skill base for them to thrive both in school but also out of school in the wider world. I hope that this leads to an excellent and rounded individual that can begin to look after and feed themselves in a nutritious, conscientious and informed manner once they leave this school.  **How does your curriculum reflect the schools Catholic Ethos?** All lessons start with a prayer, more often than not one that relates to the topic of food. There is a unit in year 8 that discusses religion and the consequences it has on diet. We aim to be as inclusive as possible both in the dishes cooked and the provenience of these dishes. Students who are recognised as being from a disadvantaged background are supported by the provision of ingredients.  **To what extent have you made these objectives clear?** All students are aware of the prayer and all students complete the unit in year 8 relating to the different religions and the provenance of food. All PP students are supported and made aware of this service we offer.  **Does everybody know them?** Students in the class are reminded of learning objectives in each lesson. All students are aware of the prayer in the lesson. All students are aware of the opportunity for free ingredients in lessons.  **How does your curriculum reflect national policy (for example, British values and PSHE)?** With growing obesity levels in the UK the curriculum aims to educate students into understanding the importance of a healthy balanced diet. It is national policy for students to be taught food at KS3 and have an understanding of healthy eating for them to take responsibility for the food choices that they make both now and in the years to come.  **How does it cater for disadvantaged and minority groups?** Ingredients are provided to all disadvantaged learners at source by the dept. It addresses food poverty and how we can plan cheap, healthy and nutritious meals. This funding is supported by our PP schools budget. |

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| **Prior Learning Summary** |
| **Outline the learning and experiences from Primary school that this LTP is based upon.** Learning experiences from primary are generally varied and lacking in depth. This KS4 LTP relies on students having completed the KS3 curriculum which introduces students to the main topics of the GCSE specification. This course ensures students are given consistent knowledge about the importance of a balanced diet and what constitutes a balanced and healthy diet. It also ensures that the skills to do this are introduced and developed through increasingly complex practical outcomes. It is hoped that students are able to develop these skills further at KS4 as well as achieve success at GCSE exam level. |

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| **Curriculum Structure – Year 9** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Curriculum Structure – Year 10** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Curriculum Structure – Year 11** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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**Year 9**

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| **Unit B – Energy Balance** | |
| **Overview** | Looking at foods that provide us with energy and the requirement for energy in our diet. |
| **Aims** | Discussion and application of gelatinisation. Understanding of the need and uses of calcium in the diet, as well as looking at the use of complementary vitamins and minerals in our diet. To understand dietary needs at different life stages. Practical include: , cauliflower cheese, fish fingers (enrobing) |

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| **Unit C – Why food is cooked.** | |
| **Overview** | Looking at the science of food, why food is cooked and the science involved in the cooking of food. |
| **Aims** | Looking at the science of proteins, denaturing and coagulation. Looking at methods to tenderise and marinate. Looking at and understanding the different methods of cooking food and the different tastes in a sensory evaluation exercise involving vegetables. Practical’s include: Schnitzel, lemon pots, marinated kebabs. |

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| **Unit D+E – Labelling and nutritional analysis** | |
| **Overview** | To understand how to use a nutritional analysis package for NEA tasks |
| **Aims** | Students spend time understanding how to use a nutritional analysis package on the computer to ensure they are able to fully access this element of the GCSE NEA2 mark scheme. Students will be learning about food labelling and food spoilage in parallel to this. Practical’s include Kedgeree as well as a vegetable experiment. |

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| **Unit F – NEA2 Mock** | |
| **Overview** | NEA2 Mock. To practice the execution of a reduced NEA2 Mock practical exam. |
| **Aims** | Students are requested to plan and cook 2 dishes in 2 hours under exam conditions. The theme is Italian food and students need to produce 2 dishes that are in line with their skill level and suitable for the theme. Students need to create a time plan of cooking to ensure that they are able to complete the work in the time set. This unit involves students completing the task in a 2 hr session off timetable. |

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| **Unit G – Fruit and veg** | |
| **Overview** | Students gain an understanding of the important role that fruit and veg play in our diets. |
| **Aims** | They look at the types, classification, structure, storage and nutrition provided by them in our diet. Students focus on the cooking of veg to ensure that it is best for taste as well s the management of the vitamins in the product. |

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| **Unit H – Food science** | |
| **Overview** | To explore and understand a range of food science terms |
| **Aims** | To explore and understand a range of food science terms in practice through a series of hands on activities. Inc. gelatinisation, Dextrinisation, caramalisation, shortening, aeration, etc. Practicals include: chicken and parma ham.  Students are also fortunate enough to be given a demo by a butcher and Fishmonger from Tesco’s, illustrating best practice when butchering and fish mongering. |

**Year 10**

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| **Unit I – Micro and Macro Nutrients overview** | |
| **Overview** | Micro and Macro Nutrients overview of learning from year 9. Refreshing the basics |
| **Aims** | To ensure understanding of this key area of the subject curriculum and reviewing the knowledge from year 9. Students cook a dish that is high in Micro nutrients to enhance understanding. Practical’s include making of a Minestrone soup. |

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| **Unit J – Food provenance** | |
| **Overview** | To look at where our food comes from and looking at a range of regional foods within the UK. |
| **Aims** | The unit looks at foods that are specific to the UK as well as that of other countries, for example food that is local to northern Italy. We look at the different ways food is produced and what staple foods are and why they are so important in the diet. Practical’s include making risotto, Tora della Nonna, Italian pastry tarts |

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| **Unit K – Bread** | |
| **Overview** | To gain an understanding of a key staple food within the UK, bread. |
| **Aims** | Students are introduced to a range of different breads, their uses and breads that are specific to particular areas of the UK. Students look at making breads that are both leavened and un-leavened, namely bread rolls and flat breads. Students look at traditional and modern techniques for making bread. Practical’s include making levened and unlevened bread. |

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| **Unit L – Practice NEA1** | |
| **Overview** | Students are given the opportunity to practice an NEA1 experiment in preparation for the final assessment in the beginning of year 11. |
| **Aims** | Students are walked through the process of completing the task in an environment that allows them to answer questions. (the JCQ guidelines do not allow this level of interaction form the teacher when they complete the final task do by having this practice they are able to gain understanding in advance) They are shown best practice and given a framework to follow to enable them to do this.  The task is looking at fats in pastry as this was a previous task set by AQA. |

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| **Unit M – Pasta** | |
| **Overview** | A short unit looking at the production of pasta and its place in the diet |
| **Aims** | Students learn this high skill with the idea that it will be a high level skill that can be used in their NEA2 tasks. Initially students make tagliatelle pasta followed by a ravioli. Also discuss the formation of gluten in starches, extending from bread unit. |

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| **Unit N – Mock NEA2** | |
| **Overview** | Students practice the planning and cooking of 3 dishes in 3 hours. |
| **Aims** | They are also required to produce a short amount of research as well as a time plan that enables them to best experience what next year’s year 11 exam will be like. |

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| **Unit O – Exam Prep** | |
| **Overview** | To prepare students for their upcoming GCSE paper. |
| **Aims** | Looking at past papers, resources and exam technique in order to best equip students for their Year 10 GCSE exam |

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| **Unit P – Food labelling and food preservation** | |
| **Overview** | Looking at food labelling and food preservation techniques theory. |
| **Aims** | This unit is broken up with mock review and work experience as well as all the usual end of term experiences on offer to our students. It does therefore adapt to these changes in timetable. |

**Year 11**

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| **Unit Q – NEA1** | |
| **Overview** | To complete NEA1 coursework. |
| **Aims** | Students to complete NEA1 coursework (Food science investigation) in accordance with the exam specification and in line with the JCQ regulations. |

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| **Unit R –** Mock exam revision | |
| **Overview** | Mock exam revision |
| **Aims** | Looking at past papers, resources and exam technique in order to best equip students for their Mock GCSE exam |

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| **Unit S – NEA2** | |
| **Overview** | To complete NEA2 coursework |
| **Aims** | Students to complete NEA2 coursework (Food preparation Task) in accordance with the exam specification and in line with the JCQ regulations. |

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| **Unit T – Exam Revision** | |
| **Overview** | To prepare students for their upcoming GCSE paper. |
| **Aims** | Looking at past papers, resources and exam technique in order to best equip students for their GCSE exam |