Long-term planning

Food Preparation and Nutrition – Year 10

Year 10	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
	Students will know that					
	Principles of nutrition	**Food commodities**	**Diet and good health**	**The science of food**	**Where food comes from**	**Cooking food and preparation**
	Students will know the definitions of macronutrients and micronutrients and their essential roles in human nutrition. For macronutrients, they will know protein including essential and non-essential amino acids, fats and oils covering saturated, monounsaturated, polyunsaturated fats and essential fatty acids, and carbohydrates subdivided into monosaccharides, disaccharides, and polysaccharides. For micronutrients, students will know fat-soluble vitamins (A and D), water-soluble vitamins (B1, B2, B3, B9, B12, C), key minerals (calcium, iron, potassium, magnesium), and trace elements (iodine,	Students will know an extensive range of foods from major commodity groups including bread, cereals, flour, oats, rice, potatoes, pasta; fruit and vegetables (fresh, frozen, dried, canned, juiced); milk, cheese, and yoghurt; meat, fish, poultry, eggs; soya, tofu, beans, nuts, seeds; butter, oils, margarine, sugar, and syrup. They will understand the nutritional value of these commodities within a balanced diet aligned with current guidelines such as reducing sugar intake. Students will understand the key features and characteristics of each commodity relating to correct storage to	Students will know the recommended daily intakes and percentage energy values for protein, fat, carbohydrates (monosaccharides, polysaccharides, non-soluble polysaccharides), vitamins, and minerals across various life stages including toddlers, teenagers, early, middle, and late adulthood. They will understand specific dietary needs and nutritional deficiencies such as coeliac disease, type 2 diabetes, dental caries, iron deficiency anaemia, obesity, cardiovascular disease, calcium deficiencies related to bone health, and food intolerances (nut and lactose). The	Students will know why food is cooked including improving digestion, enhancing taste, texture, appearance, and preventing contamination. They will understand heat transfer methods – conduction, convection, and radiation – and why some dishes require multiple heat transfer methods. Students are expected to know how cooking methods influence nutritive value conservation (e.g., steaming green vegetables) and improve palatability (e.g., protein denaturation). They will learn about positive uses of microorganisms in food production e.g., cheese, yoghurt, cured meats (salami, chorizo), and fermentation. Knowledge of functional	Students will know food origins covering where and how foods are grown, reared, or caught. They will understand food miles, the impact on carbon footprint, and benefits/drawbacks of buying local produce. Knowledge also includes packaging environmental impact versus its benefits, sustainability issues linked to food waste and its effects on environment, markets, communities, and food insecurity (access to safe, sufficient food worldwide). Students will acquire theoretical and practical knowledge of British and international culinary traditions, focusing on the distinctive features,	Students will know the factors affecting food choice including sensory perception—how taste receptors and olfactory systems work—sensory qualities of food, and how to conduct preference testing. They will understand influences such as enjoyment, preferences, seasonality, cost, availability, time of day, physical activity, celebration, cultural, religious, ethical beliefs, medical reasons, and marketing. Students learn how to make informed choices to achieve a varied and balanced diet with awareness of portion sizes and costs. Knowledge encompasses food labelling and marketing influence on consumer

	fluoride). They will learn the specific functions of each named nutrient, their main dietary sources, dietary reference values, and consequences of malnutrition including over- and under-consumption. Additionally, students will understand how nutrients complement one another, along with the dietary importance of water and dietary fibre (non-starch polysaccharides). Together, this foundational knowledge prepares students for understanding nutrition in diet planning.	avoid contamination, and the physical and chemical working characteristics of these commodities, in reference to different cooking methods such as dry and moist heat. They will know the origins of each commodity and how provenance impacts food choices. The specification expects students to develop deeper knowledge through practical investigation of physical and chemical changes during cooking processes and understand complementary uses of commodities in recipes.	specification includes lifestyle diets like lacto-ovo vegetarians, lacto vegetarians, vegans, and religious dietary choices (Hindu, Muslim, Jewish). Students will learn how nutrients function together synergistically, the concepts of basal metabolic rate (BMR), physical activity level (PAL), and their roles in determining energy requirements. They will develop awareness of diet-related health issues such as coronary heart disease, cholesterol, and liver disease. Students will also know dietary guidelines for a healthy balanced diet and how nutritional needs vary with age, health, and lifestyle factors.	and chemical properties of ingredients includes carbohydrate processes (gelatinisation, dextrinization), fats/oils (shortening, aeration, plasticity, emulsification), protein (coagulation, foam formation, gluten formation, denaturation), and fruit/vegetables (enzymic browning, oxidation). Students will know common cooking failures and remedies. Microbiological safety principles cover food storage, date marks, packaging, enzyme action, mould, yeast, bacteria growth control, bacterial cross-contamination and preservation methods such as jam making, pickling, freezing, vacuum packing. Symptoms and risks of food poisoning and effects of poor hygiene and food wastage on environment and finance are included.	characteristics, eating patterns, and meal structures of cuisines (exploring at least two international cuisines). They will understand primary food processing stages (point of origin, transport, cleaning, sorting) and secondary processing (e.g., wheat to bread, milk to cheese/yoghurt, fruit to jam). The impact of processing on sensory and nutritional quality, technological developments (fortification, modified foods), and additives' role (stabilisers, preservatives, colourings, emulsifiers) and health considerations are also studied.	decisions. The specification details required skills from planning single and multiple dishes, ingredient preparation (weighing, measuring, knife skills, combining, shaping, marinating), cooking techniques (water-based, oven, seasoning, testing readiness), and food presentation (glazing, styling, garnishes). Students will know how to work safely following personal and food hygiene practices, use independent judgement regarding cooking methods and timing, and apply appropriate sensory descriptors. They will understand recipe and meal development to meet nutritional, or lifestyle needs including adaptation for dietary guidelines, lifestyle patterns, portion control, cost and time management, sensory evaluation, recipe improvement, justification of chosen methods, and

						combining techniques for intended results.
	Students will know how to					
	Analyse nutrient function, evaluate sources, understand interactions between nutrients, calculate dietary values, and assess nutritional impact on health.	Experiment with commodities to explore physical/chemical changes from actions, consider complementary actions in recipes, prepare and cook dishes using commodities.	Plan balanced diets respecting age, lifestyle, health conditions, and cultural/religious dietary needs. Calculate energy and nutrient values of recipes, meals, and diets. Use data to modify recipes, menus, and diets for nutritional goals and energy balance for healthy weight maintenance.	Conduct experimental work on food properties, prepare dishes using scientific principles, investigate food spoilage and hygiene, select cooking methods to conserve nutritive value and improve palatability, and remedy cooking failures.	Research and explore food provenance and sustainability, investigate culinary traditions through recipes and menus, analyse food processing effects, and consider the environmental and social impact of food choices.	Plan and produce single and multiple dishes applying various preparation and cooking techniques, apply food safety and hygiene, independently evaluate and modify recipes, manage time and costs, and communicate cooking decisions effectively.
	Vocabulary and the concepts they link to					
	Tier2: Role, source, deficiency, excess, value Tier 3: Macronutrient, micronutrient, essential amino acids, saturated fat, unsaturated fat, polysaccharide, fat-soluble vitamin, water-soluble vitamin, trace element, dietary fibre	Tier 2: Ingredient, storage, contamination, feature, characteristic, origin, complementary Tier 3: Commodity, dry/moist cooking methods, physical change, chemical change, provenance	Tier 2: Recommended, daily intake, percentage, lifestyle, health, condition Tier 3: Basal metabolic rate (BMR), physical activity level (PAL), energy balance, dietary intolerance, coeliac disease, diabetes, coronary heart disease (CHD), nutritional deficiency	Tier 2: Reason, effect, reaction, safety, prevention, failure, remedy Tier 3: Conduction, convection, radiation, gelatinisation, dextrinization, emulsification, coagulation, enzymic browning, fermentation, cross-contamination, preservation	Tier 2: Origin, environment, impact, sustainability, security, tradition, processing, development Tier 3: Food miles, carbon footprint, primary processing, secondary processing, fortification, stabilisers, preservatives, emulsifiers, additives	Tier 2: Sensory, preference, influence, marketing, hygiene, cost, time, evaluation, adaptation Tier 3: Olfactory system, knife skills, seasoning, glazing, garnishes, recipe development, portion control

Assessment

Assessment in Food Preparation and Nutrition

In FPN, students will be assessed through a combination of **formative** and **summative assessments** throughout the year. These assessments will contribute to their overall progress and grades.

At key points **each half term**, students will receive two separate grades:

- One for **theory-based work**
- One for Practical/**NEA-style work**

As both elements are weighted equally at 50%, these grades will be combined to provide an accurate picture of each student's overall attainment in the subject.

In addition to regular half-termly assessments, students will also take part in **Year 10 assessment weeks**, where all subjects are tested. Towards the end of Year 10, students will sit their **year 10 mock exam**, which will serve as a strong indicator of their current level and help inform future targets for improvement.

Assessment in Food Preparation and Nutrition

Assessment in FPN is continuous and varied, designed to support student progress and prepare them for the requirements of the Eduqas GCSE course. Both formative and summative assessments are used across all projects to develop and evaluate students' knowledge and practical skills.

Formative Assessment

Formative assessment takes place regularly throughout each project to monitor student understanding and provide timely feedback. A range of strategies are used, including:

- **Teacher Observation:** Ongoing assessment during practical tasks, focusing on equipment handling, Hygiene and safety, problem-solving, and process accuracy.
- **Peer and Self-Assessment:** Students are encouraged to assess their own work and that of their peers during and after practical sessions. This supports reflective learning and helps embed assessment objectives.
- **Low-Stakes Testing and Retrieval Practice:** Knowledge is regularly checked through mini whiteboard activities, low-stakes quizzes, exit tickets, and other quick-response methods. These help to reinforce key concepts, address misconceptions, and build confidence over time.

Summative Assessment

Summative assessments are used to evaluate student progress at key points during and at the end of each term. These assessments provide a measure of both practical capability and theoretical understanding.

Summer Term:

Mini NEA summative Assessment: Students complete a Mini NEA 1 designed to mirror the structure of the Non-Exam Assessment. It is marked using the Eduqas GCSE assessment criteria, allowing students to:

- Gain experience working through the key strands: Research and Plan, Investigate the working characteristics, function and chemical properties of ingredients through practical experimentation, Analyse and evaluate the task.

- Understand how their final NEA will be assessed
- Reflect on areas for improvement ahead of Year 11

Whole-School Mock Examination (End of Year 10) As part of the whole-school assessment programme, students will sit a formal mock exam at the end of Year 10. This will:

- Cover all key knowledge and skills taught throughout the year
- Provide a clear benchmark for GCSE readiness and highlight gaps for further support in Year 11

Diversity & development of cultural capital					
Knowledge of food origins includes British and international culinary traditions, understanding local and international food culture, and appreciating diverse ingredients and cooking methods from global cuisines.	Awareness of nutritional needs across diverse populations including vegetarians, vegans, and religious dietary practices. Inclusion of life-stage nutritional needs encourages respect for biological diversity and cultural practices related to food.	Addresses dietary needs across diverse lifestyles and health conditions, and respects religious, ethical, and cultural food choices. Enhances cultural understanding through diet-related health choices.	Study of traditional and modern culinary techniques includes exploration of culinary heritage. Understanding microbiological food safety enhances global awareness of public health.	Develops cultural capital through global and local food awareness, understanding environmental impact and sustainability, appreciating food customs from diverse cultures. Encourages responsible citizenship.	Exploration of how culture, religion, ethical beliefs, and lifestyle influence food choices enhances appreciation of cultural diversity. Exposure to varied cuisines broadens cultural capital.
Cross-curricular opportunities and enrichment					
Links to geography (food origins and sustainability), science (chemical and physical properties), and cultural studies through exploration of traditional and international cuisine. Practical skill development enriches overall food literacy.	Strong links to biology (human nutrition), chemistry (nutrient chemistry), math (calculations of dietary values), and health education. Nutritional knowledge aids informed food choices and public health awareness.	Cross links to biology, health and social care, physical education (energy expenditure), and maths (nutritional calculations). Promotes personal and social development and wellbeing education.	Strong connections to biology (microbiology), chemistry (food chemistry), physics (heat transfer), and design and technology (food preparation techniques). Develops scientific enquiry and practical cooking skills.	Links to geography (food origins, sustainability), environmental science, social studies, and cultural education. Encourages ethical thinking and environmental awareness. Builds global citizenship skills.	Links to science (sensory biology), health and safety, mathematics (measuring, costing), communication, and cultural studies. Prepares students for real-life cooking, fosters creativity, critical thinking, and cultural understanding.

Long-term planning

Food Preparation and Nutrition – Year 11

Year 11	Autumn term 1	Autumn term 2	Spring term 1
	Students will know that		
	Official NEA 1 begins; the live tasks are released on the 1st of September (8 hours) 15% of the overall GCSE grade. **Section A: Research and plan the task:** Candidates will be expected to: • use a range of relevant sources to research the task, create a plan of action, Predict an outcome. **Section B: Investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result:** Candidates will be expected to: • demonstrate their ability to review and make improvements to the investigation by amending the ingredients to include the most appropriate ingredients, process and cooking method • demonstrate an understanding of the working characteristics and functional and chemical properties of the ingredients selected • record the outcomes of their investigation, the modification and adjustments made during the preparation and cooking process, and the sensory preference tests carried out to formulate the results	Official NEA 2 begins; the context is released on the 1st of November (12hours) 35% of the overall GCSE grade. **Section A: Investigate and plan the task (to include trialling and testing): maximum 15 marks** Candidates will be expected to: use a range of research skills to investigate the task demonstrate knowledge and understanding in the choice of dishes when selecting a final menu plan the task and produce a clear dovetailed sequence of work to include health and safety points and quality points **Section B: Prepare, cook and present a menu of 3 dishes within a single 3-hour session. maximum 45 marks** • Demonstrated health and safety procedures and was able to follow their time plan • Correct equipment was selected and the ability to weigh and measure accurately • Use a wide variety of appropriate and complex skills	**Revision: Exam preparation** -The structure and expectations of the written examination, including command words and question formats. -How to approach different sections of the exam, including multiple choice, short answer, and extended response questions. **Focus areas:** 1. Food commodities 2. Principles of nutrition 3. Diet and good health 4. The science of food 5. Where food comes from 6. Cooking and food preparation **Weeks 1–2: Core Nutrition & Dietary Needs** **Focus:** Macronutrients: carbohydrates, proteins, fats (functions, sources, deficiency/excess) Micronutrients: vitamins and minerals (key examples, sources, roles) Nutritional needs across life stages (infants, teens, adults, elderly) Eatwell Guide and dietary guidelines **Tasks:** • Make flashcards for nutrients and their functions. • Draw mind maps showing nutrient sources and functions.

	Section C: Analyse and evaluate the task: Candidates will be expected to: • analyse the data and results collected, draw conclusions • justify findings, the reasons for the success or failure of the ingredients selected to trial • evaluate the hypothesis and confirm if the prediction was proven Band	• All three dishes and any accompaniments were produced with success within the 3 hours available • Ability to judge and manipulate the sensory properties • Temperature control was faultless during the storing / cooking/testing for readiness and serving of the dishes. • Presentation, portion control, attention to detail and food styling • Photographic evidence of the final dishes presented is included **GCSE Practical Skills:** 1. Knife skills 2. Prepare fruit & vegetables 3. Prepare, combine & shape 4. Tenderise & marinate 5. Select & adjust a cooking process 6. Weighing & measuring 7. Prep of ingredients and equipment 8. Use of equipment 9. Boiling/simmering/poaching/blanching 10. Dry heat/Stir/shallow/deep frying 11. Using the grill 12. Oven/Baking/roasting/tagine /braising 13. Sauce making 14. Set a mixture starch based/gelation 15. Set a mixture coagulation 16. Use of raising agents 17. Bread/pasta/pastry dough 18. Shaping and finishing a dough 19. Testing for readiness 20. Judge and manipulate sensory properties **Section C: Evaluate the selection, preparation, cooking and presentation of the three dishes: maximum 10 marks**	• Use BBC Bitesize, Seneca, Kahoot, Blookit or Eduqas textbook to complete topic quizzes. • Practice 6-mark "explain how" questions on nutrition and health. **Mini practice:** • "Explain why teenagers need more iron in their diet." • "Describe the effects of too much saturated fat." **Weeks 3–4: Food Commodities & Science of Food** **Focus:** • Study food groups: cereals, fruits & vegetables, dairy, meat/fish, fats/oils, sugar. • Functions of ingredients in cooking (e.g., coagulation, gelatinisation, caramelisation, aeration, emulsification). • How cooking methods affect nutrients and sensory qualities. **Tasks:** • Create comparison tables (e.g. Methods of cooking "baking vs steaming"). • Watch revision videos (e.g. "Science of Cooking" from BBC Teach). • Try simple kitchen demos to remember key processes (e.g., whisking egg whites for aeration). **Mini practice:** "Explain the process of gelatinisation." "Describe how heat affects protein in eggs."

		Candidates will be expected to: evaluate the technical skills selected and demonstrated in relation to the chosen dishes evaluate using sensory properties; consider the taste, texture, aroma and appearance: presentation and food styling of the completed dishes	**<u>Weeks 5–6: Food Provenance & Environmental Issues</u>** **Focus:** • Food miles, sustainability, carbon footprint. • Food security and fair trade. • Seasonal/local foods. • Ethical choices (organic, GM foods, animal welfare). **Tasks:** • Make a case study on one sustainable ingredient or food source. • Create quick summaries of each environmental issue. • Practice applying knowledge to scenario questions (e.g., school canteen menu). **Mini practice: Long Answer Exam Questions 10-12 marks** "Evaluate the benefits of buying local produce." "Discuss how food waste can be reduced in households." **<u>Weeks 7–8: Food Preparation, Safety & Exam Practice</u>** **Focus:** • Food spoilage, bacteria, and high-risk foods. • Food safety, storage, and hygiene. • Practical preparation techniques (recall key skills from NEA). • Full paper exam practice. **Tasks:** • Create a "Food Safety Checklist". • Revise temperatures, hygiene rules, and storage. • Complete one past paper under timed conditions each week. • Mark it using Eduqas mark schemes and note common mistakes.

			Mini practice: "Explain why it is important to cool food quickly before refrigeration." "Describe how cross-contamination can occur." **<u>Final 2 Weeks: Consolidation & Confidence</u>** **Focus:** • Recap weaker areas from practice papers. • Revisit nutrition and science. • Focus on command words ("describe," "explain," "evaluate"). **Tasks:** • Mix topics in mini quizzes. • Write out key definitions and processes from memory. • Do one final mock paper. **<u>Helpful Resources</u>** • Eduqas Revision Guide: Eduqas GCSE Food Preparation and Nutrition – Illuminate Publishing • BBC Bitesize: Food Preparation and Nutrition (Eduqas) • Seneca Learning: Eduqas Food Preparation and Nutrition course • Eduqas Website: Download past papers, mark schemes, and examiner reports **<u>Tips for Success</u>** • Mix recall and application: don't just memorise — explain why and how. • Use colour coding: nutrients in one colour, cooking methods in another. • Teach someone else: explaining helps reinforce pupils' own understanding. • Time yourself: get used to pacing for long-answer questions. • Look for patterns: questions often revisit similar themes each year.