ST BERNARD'S
HIGH SCHOOL

Curriculum Guide
KS4 Food and Nutrition
2025 - 26

Contents

Curriculum Intent

At GCSE we follow the OCR Food and Nutrition syllabus. This provides one of the best courses on the curriculum with a balance of both practical skills and learning about food science, nutrition, health, food provenance and the wider environment.

Food preparation is a life skill that is universally essential. It covers many different areas such as visual presentation, technical practical skills, chemistry, an awareness of the environment and so much more. Cooking skills are an essential part of independence and health.

This qualification aims to bring about real sustainable change, providing learners with the expertise and skills to feed themselves and others better. The heart of the qualification is the development of strong practical cookery skills and techniques as well as a good understanding of nutrition. We believe that students who learn to cook well are more likely to make better food choices and understand healthy eating. students will discover the essentials of food science, nutrition and how to cook. In addition to this, students will understand the huge challenges that we face globally to supply the world with nutritious and safe food.

As part of our commitment to Catholic Social Teaching we offer feedback and assessment that values students efforts and achievements. Mutual respect is developed through peer evaluation of each other's work and standards. A student's ability to self-reflect is developed through self-assessment. Both classroom and practical based lessons in Food offer students the opportunity to reflect on their experiences, use their imagination and creativity when cooking.

The skills gained on this course can lead to a wide range of career opportunities such as becoming a food scientist, food technologist and there are also opportunities to move into healthcare-focused positions like dietitians and nutritionists, and even roles in education and communication.

Head of Technology Faculty

Mrs S Stanborough

Head of Food and Nutrition Department

Mrs F Gayner

Year 10

This subject can be chosen as an option for GCSE.

In Year 10, the focus in Food Preparation & Nutrition is to equip learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition, and healthy eating, thus providing the students with the tools to complete their coursework and examinations in year 11. The OCR qualification will encourage learners to cook and make informed decisions about a wide range of further learning, opportunities and career pathways as well as develop life skills that enable learners to feed themselves and others affordably, now and in later life.

Number of lessons per fortnight: 3

Skills developed: Knife skills, rubbing in technique, oven use, hob control, measuring liquid, blending, weighing and measuring, recipe adaption, melting method, reduction method, simmering/boiling, dough formation, simmering, baking, glazing, kneading, roux method, portioning a chicken and filleting fish.

Classes: Students are taught in mixed ability classes

Essential equipment: Exercise book, OCR Textbook, CGP Study Guide, Apron, container and ingredients for practical lessons. The Food room equipment includes ovens, fridges, blast chiller, microwaves and specialist equipment such as temperature probes, food processors, steamers, pasta makers etc.

Extracurricular and enrichment opportunities: Giving pupils the opportunity to explore cultural differences in food and diet – to explore their own cultural assumptions and values. Pupils are encouraged to recognise and respect cultural and social differences of other pupils within food lessons. Students are encouraged to teach younger pupils at Open Evening events.

Careers curriculum: Looking for and making links with Science for all aspects of Food Science. Carrying out scientific experiments such as the yeast experiment looking at creating fair test and independent variables.

	Content studied	**Literacy focus**	**What parents can do to help**
Autumn Term	Introduction to GCSE course • Kitchen safety + hygiene recap • Fruit crumble practical • Enzymic browning • The EWG • Vitamins and minerals • Leek and Potato or Tomato soup Assessment • Fibre and water • High fibre granola bar • ASSESSMENT - Health and safety. Vitamins. Eatwell Guide, Healthy Eating mixed questions. • Seasonality • Homemade jam • Production of fruit and vegetables • Nutritional analysis • Carbohydrates • Pasta Bolognese Practical • Energy and calorie intake • Dietary needs for different stages of life	• Each student is provided with a recipe card in practical lessons, where they individually read and complete step by step. Comprehensive homework tasks are included, where students read information and answer questions on the topic. Keywords and definitions are provided each lesson, where students read and break down the key word and write within their exercise book. • Identifying correct terms and making links. • Responding to challenge questions within the classroom and making justifications for choices.	• Supporting students by helping them to bring all ingredients to school, pre-weighed out for their practical lessons. • Support discussions around healthy eating and the importance of a balanced diet.

Spring Term	• Raising agents • Yeast balloon experiment • PRETZEL ASSESSMENT • Theory ASSESSMENT • Viscosity gelatinisation experiment • Cauliflower cheese Or Cheesy pasta Practical • Primary and secondary process • Enriched dough (cinnamon rolls or iced fingers) • Homemade pasta practical • Caramelisation, dextrinization, Millard reaction • Caramelisation and raising agent honeycomb experiment • Fats • Plasticity, aeration, and emulsification • Protein	• Writing within the format of a scientific experiment. • Defining and noting key subject specific terminology. • Identifying correct terms and making links. • Responding to challenge questions within the classroom and making justifications for choices.	• Supporting students by helping them to bring all ingredients to school, pre-weighed out for their practical lessons. • Help students look at food labels in supermarkets to identify differences in nutritional values.
Summer Term	• Theory ASSESSMENT • Homemade mayonnaise into coleslaw or potato salad Coagulation and denaturation ASSESSMENT • Baked vanilla cheesecake practical • Primary and secondary processes of milk • Shortcrust pastry practical • Where food comes from • Eggs • Scotch egg practical • Chocolate mousse practical • Fish - Fillet a fish • Classification of meat- Portion a whole chicken • The reason why food is cooked and heat transfer • Chicken thigh debone KFC style practical –ASSESSMENT • Food miles and 6R's ASSESSMENT • Chicken breasts – sweet and sour /chilli chicken /quorn/tofu • Fair trade • Vegan/vegetarianism • Homemade seasonal focaccia practical • Cultural and world foods • Food poisoning	• Writing and constructing arguments for the advantages and disadvantages of organic and intensive farming. • Defining and noting key subject specific terminology. • Identifying correct terms and making links. • Responding to challenge questions within the classroom and making justifications for choices.	• Supporting students by helping them to bring all ingredients to school, pre-weighed out for their practical lessons. • Discuss with students where different food comes from and look at the different choices on offer when food shopping. • Look at ingredients lists on food packaging and where food allergens are highlighted. • Look out for the vegan and vegetarian symbols on foods.

	• Religion • Major diet related health issues • Food allergies and intolerances • Food processing and fortification • Technological developments to support better health and food production • Personal, social and economic factors affecting food choice		

Helpful books/websites:

Food
BBC Bitesize- Food and Nutrition
BBC Good Food Website
The Eatwell Guide NHS
The Food Miles Calculator www.foodmiles.com
Fair Trade www.fairtrade.org.uk
Exploring Food and Nutrition for Key Stage 3: By Yvonne Mackey and Bev Saunders
OCR Food and Nutrition website and textbook

Opportunities for wider reading/research:

Food a Fact of Life Knowledge Organiser
Food a Fact of Life Food Science
Food a Fact of Life Sensory Science

Year 11

This subject can be chosen as an option for GCSE.

In Year 11 students draw heavily from the practical skills and knowledge learnt in Year 10 with the focus being the completion of the 3 units which contribute to the overall qualification.

The first of these is Non-Examination Assessment 1 (NEA1) which is Food Science Investigation worth 15% of total GCSE. Students receive a question from OCR and must then design and write up their own food experiment, interpreting their results to come to a conclusion.

The second Non-Examination Assessment 2 (NEA2), titled Food Preparation is again set by OCR. This task is worth 35% of total GCSE and is a test of the student's ability to independently plan, prepare and evaluate 3 dishes to be cooked in exam conditions. Students are required to write up their planning and fully reflect on their final 3 dishes.

The final unit requires students to be prepared for the theory examination which completes the final 50% of the qualification.

Number of lessons per fortnight: 3

Skills developed: Planning, Analysing and Evaluating, Carrying out a Fair Test, Presenting results and carrying out sensory analysis, Researching recipes, High level cooking skills, Chopping skills, Rubbing in technique, Oven use, Hob control, Measuring liquid, Blending, Weighing and measuring, Recipe adaption, Melting method, Reduction method, Simmering/boiling, Dough formation, Simmering, Baking, Glazing, Kneading, Roux method, Portioning a chicken and Filleting fish.

Classes: Students are taught in mixed ability classes.

Essential equipment: Exercise book, OCR Textbook, CGP Study Guide, Apron, container and ingredients for practical lessons. The Food room equipment includes ovens, fridges, blast chiller, microwaves and specialist equipment such as temperature probes, food processors, steamers, pasta makers etc.

Extracurricular and enrichment opportunities: Students are encouraged to develop their practical cooking skills at home particularly in preparation for their NEA 2 Food Preparation task. This could lead to preparation of family meals. Students are welcome to attend weekly catch-up sessions during lunch to complete NEA coursework.

Careers curriculum: Looking for and making links with Science for all aspects of Food Science. Carrying out scientific experiments during their NEA1, looking at creating fair test and independent variables.

	Content studied	**Literacy focus**	**What parents can do to help**
Autumn Term	• Revision of topics covered in Year 10 • **NEA 1 Science investigation Investigation planning (Research)** • Break down and analyse the task to aid the planning of investigations. To research into the topic and create and introduction/research page. • Students to complete a total of 3-4 investigations and make notes on results. • To be able to carry out investigations which link to the topic and hypothesis – functional and chemical	• Use sentence starters to help foster thoughtful responses. • Use keywords and terminology. • Follow and write step by step instructions. • Look at and respond to examples of how to create a hypothesis and plan of action. • Research skills and reading-websites and resources.	• Supporting students by helping them to bring all ingredients to school, pre-weighed out for their practical lessons. • Encouraging regular revision of Food and Nutrition topics using resources such as class notes and CGP Revision Guides.

	properties of a commodity/ingredients for the task. • Showing the method used for each investigation, the changes and adaptions made, logical sequence working and completed records of observations and findings (this may include charts, graphs, photos and written descriptions) **Analysis and evaluation** • To be able to produce a comprehensive analysis with a wide range of opinions and viewpoints, linking to prior research and hypothesis.	• Writing up investigations in logical sequencing. • To be able to form opinions, evaluate and justify choices.	
Spring Term	**NEA 2 Food Preparation Task** • Introduction to task and task analysis. • Research of suitable dishes • Final dish choice and justification • Identification of skills and techniques • Nutritional value/choice and analysis/justification • Food provenance and seasonality • Costing and time plan • Time plan • Successfully produce three dishes with accompaniments in three hours following a time plan and health and safety points. • Photographic evidence journal • Analysis and evaluation, justification of choice – improvements/modifications.	• Using sensory attribute keywords and examples of work. • Following and writing step by step instructions. • Researching, reading and following recipes. • Organising ideas into key sections.	• Supporting students by helping them to bring all ingredients to school, pre-weighed out for their practical lessons. • Where possible practising NEA2 Food dishes at home so that students are ready for their 3 hour practical exam. • Encouraging regular revision of Food and Nutrition topics using resources such as class notes and CGP Revision Guides.
Summer Term	• Revision of key topics within the Food Preparation and Nutrition GCSE. • Understand and practise how to structure long answer style GCSE questions.	• Students will form responses to exam style questions, creating a clear structure in their longer 12 mark questions. • Identify and highlight key words in questions to ensure exam responses align with the mark scheme.	• Encouraging regular revision of Food and Nutrition topics using resources such as class notes and CGP Revision Guides

Helpful books/websites:

Food and Nutrition
BBC Bitesize – Food and Nutrition
BBC Food from Around the World Cuisines - BBC Food
Exploring Food and Nutrition for Key Stage 3: By Yvonne Mackey and Bev Saunders
OCR Food and Nutrition website and textbook

Opportunities for wider reading/research:

Food a Fact of Life Knowledge Organiser
Food a Fact of Life Food Science
Food a Fact of Life Sensory Science