Food and Nutrition Curriculum Map

Subject Intent
The Food and Nutrition curriculum is designed to equip students with the essential skills and knowledge to lead healthy lives, make informed food choices, and gain confidence in preparing food for themselves and others. In line with the National Curriculum, from Key Stage 3 to Key Stage 4, our aim is to provide students with a deep understanding of the principles of nutrition, the science behind food preparation, and the cultural, environmental, and ethical factors that influence food production and consumption. We will ensure that students develop practical cooking skills and the ability to evaluate the nutritional value of their food choices, while also exploring the impact of food on health, well-being, and sustainability.

<table>
<tr><th>Key Stage 2</th><th colspan="5"></th><th>Beyond Elton</th></tr>
<tr><td rowspan="2">Key Stage 2

At Key Stage 2, the Cooking and Nutrition curriculum teaches pupils the basic principles of a healthy, balanced diet and how food affects the body. They learn to prepare a variety of mainly savoury dishes using basic cooking techniques while following food safety and hygiene rules. Pupils also explore where food comes from, including how it is grown, reared, and processed, and begin to understand the environmental impact of food choices. Through practical tasks, they develop basic skills to evaluate and improve their cooking, helping them make healthier and more informed food choices

.</td><td>Year 7
Food and Nutrition (Healthy Eating)</td><td>Year 8
Food and Nutrition (Diet and Health)</td><td>Year 9
Food and Nutrition (Lifestyle and Choice)</td><td>Year 10
GCSE Food Preparation and Nutrition Component 1</td><td>Year 11
GCSE Food Preparation and Nutrition Component 2</td><td rowspan="2">Key Stage 5

The KS4 Food Preparation and Nutrition curriculum provides a solid foundation which naturally leads to a range of KS5 courses, including, Physical Education, Biology, Health and Social Care, Child Development and Chemistry.

Careers
Nutrition and dietetics careers
Food Industry Careers
Catering and Hospitality Careers
Health and Wellness Careers
Environmental and Sustainability Careers
Research and Education Careers
Food Marketing and Business Careers</td></tr>
<tr><td colspan="5">In Years 7 to 9, students study Food Preparation and Nutrition as part of a carousel with other subjects. During this period, students will receive 14 hours per year of Food and Nutrition lessons, which provide a foundation in basic food preparation, nutrition principles, and an introduction to the science of food.

Once students move into Year 10, those who choose to opt for Food Preparation and Nutrition as a GCSE subject will begin Component 1, which focuses on developing practical cooking skills to include complex techniques and in-depth theoretical knowledge. This unit covers the core topics food commodities, principles of nutrition, diet and health, and the science of food.

In Year 11, students complete their Non-Examination Assessment (NEA), a controlled assessment that requires them to apply the practical skills and theoretical knowledge they have developed in year 10. This involves designing, preparing, and presenting dishes, as well as writing up a detailed analysis, reflecting their understanding of food science, nutrition, and food preparation processes.</td></tr>
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Year 7, 8 and 9

Overview of the Year

The Year 7 Healthy Eating unit builds foundations: hygiene, measuring, basic practical skills, nutrition, and simple evaluation.
The Year 8 Diet and Health unit revisits and deepens these foundations: applies nutritional guidance, introduces food science concepts, extends practical skills, and reinforces evaluation and reflection.

Year 7	Year 8	Year 9
Content: Healthy Eating Hygiene and safety rules in a kitchen Precision in measuring and following a recipe. The Eatwell Guide and 5aDay - Planning a healthy lunch box Prepare a variety of practical dishes: Rainbow veggie wrap, Pasta salad, Lemon cheesecake, Cheese scones - Developing basic practical skills, Applying dietary guidelines Food labelling and seasonal foods Sensory evaluation methods, Introduction to evaluation and descriptive language. Basic theory, reasoning, and reflection skills.	**Content: Diet and Health** Recap hygiene and safety rules, Apply broader nutritional guidance to practical and theory tasks, Dietary Analysis - Reflect on personal diet choices and make positive adjustments, Oaty Fruit Crumble, Spaghetti Bolognese, Sweet Muffins, Pizza, Bread food science, Eat more fish - Extend knowledge on protein and micronutrients, Shortcrust practical; impact on texture, Sweet and Sour Chicken; linking science to cooking, Dietary related conditions/disease - Obesity, diabetes type 2, stroke, heart disease, diverticulitis, tooth decay, under nutrition.	**Content: Lifestyle and Food Choice** Hygiene and Safety Rules, Factors Affecting Food Choice, Sweet Chilli Noodles. Cost of Food / Budgeting Lasagne with fresh pasta, Teenage Dietary Needs, Sausage rolls puff pastry Practical Experiment with recipe adaptations, Food Choice and Religion/Culture, Vegetable/Meat Chilli, Moral and Ethical Food Choices, Reduced Salt and Pepper Chicken, PAL on Food Choice, Strawberry and Cream Victoria, Food Choice for Special Occasions, Build your own burger, Sustainable Diets, Food Spoilage – Understand spoilage and preservation techniques.
Concepts/Generalisations/Skills Safe and hygienic practices in the kitchen protect health and prevent illness. Accuracy and precision are essential in successful cooking and baking. Balanced diets support healthy growth, energy, and well-being. **Practical Skills** Follow kitchen hygiene and safety routines confidently. Accurately measure and prepare ingredients using appropriate tools. Use basic food preparation techniques (e.g. chopping, mixing, grating, combining using raising agents). Apply a range of cooking methods (e.g. boiling, baking, chilling). Assemble, shape, and present food products effectively.	**Concepts/Generalisations/Skills** Consistent hygiene and safe working practices, guided by the 8 Top Tips, protect health and build independence. Selecting ingredients for nutritional value, sustainability, and recipe function encourages creativity, confidence, and healthier cooking outcomes. Understanding food science processes, such as fermentation, shortening, and gelatinisation. Knowledge of protein sources, micronutrients, and sustainable options helps make informed dietary decisions. Increasing complexity in practical tasks develops accuracy, organisation, and technical skill. **Practical Skills** Weighing and measuring ingredients accurately Chopping, slicing, and preparing ingredients Mixing and combining ingredients Kneading, folding, or rubbing in fat Shaping and assembling components Applying appropriate cooking methods (Timing and coordinating multiple components in a dish Adjusting flavours and seasoning Presenting finished dishes effectively Applying food science knowledge to achieve correct texture, structure, or consistency	**Concepts/Generalisations/Skills** Consistent hygiene and safe working practices protect health and build independence. Understanding factors that influence food choice Adapting recipes for health, sustainability, or context Understanding food science, spoilage, and preservation improves practical results and safety. Exploring moral, ethical, and sustainable food choices develops awareness of environmental impact and responsible sourcing. Considering special occasions and presentation builds creativity, cultural awareness, and practical decision-making. **Practical Skills** Measure and weigh ingredients accurately. Use a range of kitchen equipment safely and appropriately. Apply knife skills and technical fruit/vegetable cuts. Prepare, combine, shape, and finish dishes, Apply water-based, dry heat, and fat-based cooking methods on the hob and in the oven. Make sauces and apply raising agents correctly. Bake cakes. Shape, roll, and finish doughs. Coat and bind ingredients appropriately. Test for readiness of dishes.
Assessment • End of unit test	**Assessment** • End of unit test	**Assessment** • End of unit test
Revisit/Review • Green pen activities to correct misconceptions	**Revisit/Review** • Green pen activities to correct misconceptions	**Revisit/Review** • Green pen activities to correct misconceptions

Year 10		
Overview of the Year Component 1, which focuses on developing practical cooking skills to include complex techniques and in-depth theoretical knowledge. This unit covers the core topics food commodities, principles of nutrition, diet and health, and the science of food.		
Autumn 1	**Autumn 2**	**Spring 1**
Content: Component 1. Food spoilage, Enzymic browning, preparing food safely, Positive uses of microorganisms in food production, Food poisoning, Meat and poultry, Fish, Dairy, Sauces, Proteins, Changing properties – proteins (Denaturation/coagulation/Maillard reaction/gluten formation).	**Content: Component 1.** Carbohydrates, Cereal, Pasta, Rice, Syrups and sugars, Primary and secondary processing, changing properties – carbohydrates (Dextrinization, caramelisation, gelatinisation), Raising agents, cake making methods and functions of ingredients, foams and meringues.	**Content:** Fats, Fat excess/ deficiency, changing properties – Fats (Shortening, plasticity, aeration, laminating, emulsification), Types of pastry, food fortification, fat soluble vitamins.
Concepts/Generalisations/Skills High-protein, high-moisture foods spoil fast Enzymic browning enzyme + oxygen; prevent with acid, blanching, or limiting air. Safe food prep: hygiene, storage, cooking. Microorganisms: controlled can aid fermentation; uncontrolled can cause food poisoning. Sauces: texture and flavour depend on heat, agitation, and ingredient properties. Proteins: sensitive to heat, pH, mechanical action; denaturation, coagulation, Maillard, gluten formation affect structure and texture.	**Concepts/Generalisations/Skills** Carbohydrates provide energy; types include sugars, starch, and fibre. Cereal, pasta, and rice are staple starch sources. Syrups and sugars provide sweetness, energy, and aid texture/fermentation. Primary processing transforms raw ingredients, secondary processing adds value. Carbohydrates change with heat. Raising agents trap gas to make mixtures rise. Cake-making methods Foams and meringues rely on air incorporation and protein denaturation to create structure.	**Concepts/Generalisations/Skills** Fats provide energy, essential fatty acids, and fat-soluble vitamins; excess or deficiency affects health. Fat properties change with cooking and handling: shortening (tenderness), plasticity (spread ability), aeration (trapping air), laminating (layers), emulsification (mixing fat and water). Types of pastry (shortcrust, flaky, puff, choux) use fat differently for texture and structure. Food fortification can add fat-soluble vitamins (A, D, E, K) to improve nutrition.
Assessment ● End of unit assessment ● Ongoing practical work assessment	**Assessment** ● End of unit assessment Ongoing practical work assessment	**Assessment** ● End of unit assessment Ongoing practical work assessment
Revisit/Review ● Green pen activities to correct misconceptions	**Revisit/Review** ● Green pen activities to correct misconceptions	**Revisit/Review** ● Green pen activities to correct misconceptions

Year 10		
Spring 2	**Summer 1**	**Summer 2**
Content: Batters, Setting mixtures, Preserving, pickling and jam making, water soluble vitamins, minerals, why food is cooked, cooking methods, heat transfer methods, sustainable diets,	**Content:** Eatwell guide , government dietary guidelines, food labelling, Energy, Nutritional needs for different people, factors affecting food choice, planning meals – costings, planning meals, intolerances and allergies, planning meals – moral and ethical,	**Content:** Obesity and planning meals, CVD and planning meals, Dental Caries/ planning meals, Diabetes type 2/ planning meals, Coeliac disease/gluten free, sensory testing, NEA1 mock, NEA2 mock. ,
Concepts/Generalisations/Skills Batters are flour-and-liquid mixtures whose thickness and raising agents affect texture. Setting mixtures change from liquid to solid through heat, cooling, or chemical reactions. Preserving extends shelf life by slowing microbial growth using acidity, reduced moisture, or low temperatures. Pickling uses vinegar and salt, while jam making uses sugar and heat to prevent spoilage. Water-soluble vitamins (B and C) dissolve in water, aren't stored, and are easily destroyed by heat. Minerals are inorganic, heat-stable nutrients needed for essential body functions. Food is cooked to improve flavour, texture, safety, and digestibility. Cooking methods (dry, moist, fat-based) affect texture, flavour, and nutritional value. Heat transfers by conduction, convection, and radiation. Sustainable diets reduce environmental impact by focusing on plant-based foods, reduced waste, and seasonal/local choices.	**Concepts/Generalisations/Skills** The Eatwell Guide shows how to balance food groups for a healthy diet. Government dietary guidelines give advice for healthy eating and disease prevention Food labelling provides ingredient, allergen, and nutrition information for informed choices. Energy needs vary by age, activity, and lifestyle and come mainly from carbs and fats. Nutritional needs differ for groups such as children, teens, adults, older people, and pregnant women. Food choices are influenced by culture, cost, health, preference, availability, and lifestyle. Meal planning with costings helps manage budgets and reduce waste. General meal planning aims for balance, variety, and meeting nutritional needs. Meal planning must avoid allergens and intolerances for safety. Moral and ethical meal planning may consider vegetarian/vegan diets, sustainability, and animal welfare	**Concepts/Generalisations/Skills** Meal planning for obesity focuses on reducing energy-dense foods, limiting fat and sugar, increasing fibre, and controlling portion sizes. Meal planning for CVD limits saturated fat, salt, and sugar while increasing fruit, vegetables, wholegrains, and lean proteins. Meal planning for dental caries reduces sugary foods and drinks and encourages balanced meals and good oral hygiene habits. Meal planning for type 2 diabetes focuses on stable blood sugar through high-fibre foods, wholegrains, controlled carbs, and reduced sugar. Coeliac meal planning requires completely gluten-free foods and avoiding wheat, barley, rye, and cross-contamination. Sensory testing evaluates taste, texture, aroma, and appearance to improve or compare food products. NEA1 mock involves scientific food investigations and testing variables. NEA2 mock involves planning, preparing, and presenting dishes based on a set brief.
Assessment ● End of unit assessment Ongoing practical work assessment	**Assessment** ● End of unit assessment Ongoing practical work assessment	**Assessment** ● End of unit assessment Ongoing practical work assessment
Revisit/Review ●	**Revisit/Review** ●	**Revisit/Review** ●

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Year 11		
Overview of the Year 11 Students complete their Non-Examination Assessment (NEA), a controlled assessment that requires them to apply the practical skills and theoretical knowledge they have developed in year 10. This involves designing, preparing, and presenting dishes, as well as writing up a detailed analysis, reflecting their understanding of food science, nutrition, and food preparation processes.		
Autumn 1	**Autumn 2**	**Spring 1**
Content: Food provenance (Including sustainability, food miles, packaging and food security) NEA1	**Content:** Technological developments (Including additives and food processing). NEA2	**Content:** Exam revision NEA2
Concepts/Generalisations/Skills Food provenance is about where food comes from and how it reaches the plate. Sustainable food is usually local, seasonal, uses fewer chemicals, and supports animal welfare. Foods with high food miles have a bigger carbon footprint; local foods are fresher and more eco-friendly. Packaging protects food but can create waste; recyclable or biodegradable options are better. Food security depends on reliable access to safe, nutritious food; local production improves resilience. NEA1 is the Food Investigation Task in GCSE Food Preparation and Nutrition.	**Concepts/Generalisations/Skills** NEA2 is the Food Preparation Task in GCSE Food Preparation and Nutrition. Food processing changes raw ingredients into products that last longer, are safer, and easier to cook (e.g., canning, freezing, pasteurisation). Additives are chemicals added to food to improve shelf life, taste, texture, or appearance (e.g., preservatives, colourings, flavourings). Fortification adds nutrients to improve health (e.g., vitamins in breakfast cereals).Technology can make food more convenient and affordable, but over-processing may reduce nutritional value. Advances also improve food safety, reduce waste, and allow mass production for global distribution	**Concepts/Generalisations/Skills** NEA2 is the Food Preparation Task in GCSE Food Preparation and Nutrition. Students complete the three hour practical exam.
Assessment ● NEA Assessment	**Assessment** ● NEA Assessment ● Mock Exam	**Assessment** ● NEA Assessment ● Mock Exam
Revisit/Review ●	**Revisit/Review** ●	**Revisit/Review** ●

Year 11		
Spring 2	**Summer 1**	
Content: NEA2	**Content:** Exam revision.	
Concepts/Generalisations/Skills NEA2 is the Food Preparation Task in GCSE Food Preparation and Nutrition. Students complete the three hour practical exam	**Concepts/Generalisations/Skills** ● Students complete component 1 revision in preparation for the written exam.	
Assessment ●	**Assessment** ●	
Revisit/Review ●	**Revisit/Review** ●	