Food Technology – PROGRAMME OF STUDY			KEY STAGE 4
Prior learning	Prior learning at KS3 is extremely variable between mainstream schools. If the school has followed the National Curriculum, pupils should understand what a healthy diet is, where some of their food comes from and how some meals are made. For the KS4 Programme of Study, it is assumed that students have limited savoury cooking skills but may have covered the following:		
	Year 7	**Year 8**	**Year 9**
Cooking and Nutrition			• Know how to compare the cost of food when planning to eat out or cook at home • Know about the influence of food marketing, advertising and promotion on their own diet and purchasing behaviour
	• Know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade • Know that people choose different types of food and that this may be influenced by availability, season, need, cost, where the food is produced, culture and religion		
Food preparation, cooking and nutrition	Know the importance of a healthy and varied diet as depicted in The eatwell plate and Eight tips for healthy eating Know that food provides energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life Know how to taste and cook a broader range of ingredients and healthy recipes, accounting for a range of needs, wants and values Know how to actively minimise food waste such as composting fruit and vegetable peelings and recycling food packaging		• Know the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight • Know how to use nutrition information and allergy advice panels on food labels to help make informed food choices • Know how to use a broader range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending • Know how to modify recipes and cook dishes that promote current healthy eating messages • Know the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is steaming hot
	• Know how to store, prepare and cook food safely and hygienically • Know how to use date-mark and storage instructions when storing and using food and drinks • Know how to select and prepare ingredients • Know how to use utensils and electrical equipment • Know how to apply heat in different ways		

	• Know how to use taste, texture and smell to decide how to season dishes and combine ingredients • Know how to adapt and use their own recipes • Cook a repertoire of predominantly savoury dishes to feed themselves and others a healthy and varied diet			
KS4	**Nutrition**	**Food**	**Cooking & food preparation** *The scientific principles underlying the preparation and cooking of food:*	**Skills requirements: preparation and cooking techniques**
Taught content: Knowledge/Skills	Recommended guidelines for a healthy diet. How peoples' nutritional needs change and how to plan a balanced diet for those life-stages, including for those with specific dietary needs • the recommended energy provided by protein, fat and carbohydrates (starch, sugars, fibre) and the percentage of daily energy intake the nutrients should contribute. How to maintain a healthy body weight throughout life	Food provenance • where and how foods are grown, reared, or caught and the primary and secondary stages of processing and production • how processing affects the sensory and nutritional properties of ingredients • the impact of food and food security on the environment, local and global markets and communities • the development of culinary traditions in British and two international cuisines, their distinctive features and characteristics, traditional and modern variations of recipes,	Why food is cooked ? • how heat is transferred to food through conduction, convection and radiation • appropriate cooking methods to conserve or modify nutritive value or improve palatability • understanding of the working characteristics, functional and chemical properties of ingredients to achieve a particular result: • carbohydrates – gelatinisation, dextrinisation • fats/oils – shortening, aeration, plasticity and emulsification • protein – coagulation, foam formation, gluten formation, acid denature	Consider the influence of lifestyle and consumer choice when developing meals and recipes • consider the nutritional needs and food choices when selecting recipes, including when making decisions about the ingredients, processes, cooking methods, and portion sizes • develop the ability to review and make improvements to recipes by amending them to include the most appropriate ingredients, process, cooking methods, and portion sizes • manage the time and cost of recipes effectively

	• the specific functions, main sources, dietary reference values and consequences of malnutrition of macronutrients and micronutrients • how to calculate energy and nutritional values and plan recipes, meals and diets accordingly • major diet related health risks including obesity, cardiovascular, bone health, dental health, iron deficiency anaemia, diabetes • the importance of hydration, the function of water in the diet The range of foods and ingredients to be studied should come from major commodity groups and reflect the recommended	cooking methods, presentation and eating patterns Food choice • how sensory perception guides the choices that people make, how taste receptors and olfactory systems work • the range of factors that influence food choices, including enjoyment, preferences, seasonality, costs, availability, time of day, activity, celebration, or occasion • the choices that people make about certain foods according to religion, culture, ethical belief or medical reason • how to make informed choices about food and drink to achieve a varied and balanced diet, including awareness of portion sizes and costs	• fruit/vegetables - enzymic browning, oxidisation • how preparation and cooking affects the sensory and nutritional properties of food • food safety principles when buying, storing, preparing and cooking food: • how to store foods correctly and the importance of date-marks • the growth conditions and control for enzyme action, mould growth and yeast production • the signs of food spoilage, including enzymic action, mould growth, yeast production and bacteria. Some bacteria have helpful properties in food production • the factors which affect bacterial growth – time, temperature, moisture and food availability • the types of bacterial cross-contamination and their prevention	• use their testing and sensory evaluation skills, adjusting where needed, to improve the recipe during the preparation and cooking process • make decisions about which techniques are appropriate based on their understanding of nutrition, food, different culinary traditions and cooking and food preparation content in order to achieve their intended outcome. They must be able to carry out these techniques safely and combine them into appealing meals whilst evaluating the results; • practical life skill techniques will be taught e.g: • knife skills • rolling and shaping • seasoning • time management • control of heat.

	guidelines for a healthy diet. Food groups include: • bread, cereals, flour, oats, rice, potatoes, pasta • fruit and vegetables (fresh, frozen, dried, canned and juiced) • milk, cheese and yoghurt 5 • meat, fish, eggs, soya, tofu, beans, nuts, seeds • butter, oil, margarine, sugar and syrup	how the information about food available to the consumer, including food labelling and marketing, influences food choice	Preparation and cooking techniques: • how and when the skills and techniques listed in the annex can be applied and combined to achieve specific outcomes	

Careers: Students will be taught some of the different pathways and careers that are involved in the food industry.

They will learn about:

- roles within the hospitality sector
- the wider careers choices within the food industry
- how to research local food careers.

Subsequent learning	*Post 16+* This content will provide a strong foundation for progression to potential college courses and careers. More importantly, it will allow all students to have a solid foundation of savoury cooking skills and a sound knowledge of nutrition that they can rely on for the rest of their lives.

	The theory and skills content will be taught side-by-side and students will be continually focusing on how food affects their own wellbeing. The practical lessons will also have a theory focus and will show students how to make freshly cooked versions of commonly eaten ultra-processed foods. The key nutrition focus is not to teach about individual nutrients but to help students make the link between their food choices and the impact they have on health and wellbeing. The holistic approach fosters a love of cooking and inspires them to become inquisitive about how foods are made. The students will gradually be given greater independence and they will be encouraged to be creative with their food products and to develop pride in their work.