**Curriculum Intent.** The WHO agrees that Schools and educational institutions have been identified as one of the fundamental settings for health promotion and establishing healthy eating and lifestyle patterns. It is therefore vital that food and nutrition lessons are seen as high profile and an important part of the curriculum. In our lessons we aim to stimulate learner’s interest in foods. To investigate and explore foods to support a variety of approaches to developing skills and techniques. To promote a healthy diet and lifestyle.

<table>
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<tr>
<th>Term</th>
<th>Key skills</th>
<th>Key knowledge</th>
<th>GCSE</th>
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</table>
| 1    | **Basic commodities:** Fruit and vegetables  
- Preparation of fruit and veg  
- Cooking along with associated products  
Dishes Vegetable curry, pineapple upside down cake, cauliflower cheese, carrot cakes | • Provenance  
• How foods are grown and processing  
• Classification  
• Nutritional values – sources, functions deficiencies, excess  
• Dietary considerations |  
|      | Basic commodities: Milk cheese and yoghurt  
- Making butter simple cheese  
- Storage  
Dishes – quiche, crème caramel, crème brulee, | • Provenance local foods, food miles, organic  
• How foods are grown how animals are reared  
• Classification, dairy alternatives  
• Nutritional values – sources, functions deficiencies, excess  
• Dietary considerations, bone health  
• Food science – how dairy products are made |  
| 2    | **Basic commodities:** Cereals –flours, bread and pasta  
- Bread making  
- Pasta making  
- Practice NEA 1  
Dishes Bread, pasta, risotto, scones, | • Provenance –climate GM crops  
• How foods are grown and processing – harvesting, bread making  
• Classification – range, gluten free  
• Nutritional values – sources, functions deficiencies, excess  
• Dietary considerations –whole grains, cancer, coeliac |  
| 3    | **Basic commodities:** Meat, fish poultry eggs  
- Food hygiene – high risk food strategies  
Dishes Meatballs, chicken goujons, fishcakes, eggs - meringues | • Provenance –farmed, free range  
• How foods are grown and processing – rearing, slaughtering, preservation links to health  
• Classification – animals  
• Nutritional values – HBV protein,  
• Dietary considerations – vegetarians, vegans  
• Food science |  
|      | **Basic commodities:** Butter, oils, fats, sugar and syrups  
- Properties linked to dishes  
Dishes Pastry, flapjacks, | • Provenance – food miles, GM  
• How foods are grown and processing – ethical fats, palm oil,  
• Classification – solids liquids animal, vegetable  
• Nutritional values – energy dense,  
• Dietary considerations –obesity, heart disease, |  


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<td>NEA Assessment 1 brief is released to teachers on the secure website 1st September. Teachers to familiarise themselves with the brief and review learner knowledge. Preparation for NEA1 assessment</td>
<td>Teachers must not divulge content of NEA brief, but may want to conduct a range of practicals so that learners are familiar with the skills/commodity focus and expectations before they are officially given the formal assessment.</td>
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<td>NEA1 assessment takes place in class</td>
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<td></td>
<td>- Research, planning, experimenting, evaluation, drawing conclusions</td>
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<tr>
<td>2</td>
<td>Either this week or next week, NEA Assessment 2 brief is released to teachers on the secure website 1 November. Teachers to familiarise themselves with the brief and review learner knowledge</td>
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<td>- Research methods, justifying choices, time planning, making, evaluating</td>
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<td>- Time management, dovetailing tasks</td>
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<tr>
<td>3</td>
<td>Exam preparation skills revision</td>
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