

Grade	Nutrition	Food Choice	Food Science	Practical Skills
9	- To have an in-depth understanding and be able to	- To have an in-depth understanding and be able to	- To have an in-depth understanding and be	- To have in-depth understanding and be able to interpret
	interpret the guidelines for a healthy diet, including nutritional needs for all key groups; the impact of the macro and micro nutrients of energy intake and output.  To know DRVs for specific life-	interpret information on where and how foods are grown, reared or caught; how processing affects the sensory and nutritional properties of ingredients; how food and food security	able to interpret information on appropriate cooking methods used to conserve or modify nutritive value or improve palatability.	appropriate techniques based on an understanding of nutritional needs and food choices, food, different culinary traditions and cooking and food preparation whilst evaluating the results.  To be able to manage the time
	stages and to have in-depth knowledge of diet-related health risks and special dietary needs.  - Plan nutritionally sound diets for all key groups and interpret how these diets meet the needs of the groups in relation to nutritional needs.	<ul> <li>impacts on the environment, markets and communities.</li> <li>Be able to discuss the development of culinary traditions in British and two other international cuisines.</li> <li>Know the technological developments that claim to support better health and food production including fortification and modified foods.</li> </ul>	<ul> <li>To be able to write in detail about the working characteristics, functional and chemical properties of ingredients to achieve a particular result.</li> <li>Apply knowledge and understanding of; spoilage including enzymic action, mould growth, yeast</li> </ul>	and cost of recipes effectively whilst developing the ability to review and make improvements to recipes by amending them to include the most appropriate ingredients, processes, cooking methods and portion sizes  To have an in-depth knowledge of food safety principles when buying, storing, preparing, cooking and serving food; and be able to apply them fully in practical



- Have in-depth understanding	production and	lessons.
of the effects of; sensory	bacteria; the helpful	
perception, sensory qualities,	properties of some	
personal preferences,	bacteria in food	
seasonality, religion, culture,	production.	
ethical beliefs, medical	- Know how heat is	
conditions, achieving a	transferred to food	
balanced diet and cost when	through conduction,	
choosing foods.	convection and	
- Know the economic,	radiation and how	
environmental, ethical and	preparation and	
socio-cultural influences on	cooking affects the	
food availability, production	sensory and nutritional	
processes, and diet and	properties of food.	
health choices.	<ul> <li>Understand and discuss</li> </ul>	
	the scientific principles	
	underlying the	
	preparation and	
	cooking of food and	
	know that different	
	processes and different	
	cooking methods have	
	various effects on the	
	properties of food.	



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#### HAYDOCK HIGH SCHOOL

- To have an in-depth understanding of the guidelines for a healthy diet, including nutritional needs for all key groups; the impact of the macro and micro nutrients of energy intake and output.
  - To know DRVs for specific lifestages and to have in-depth knowledge of diet-related health risks and special dietary needs.
  - Be able to analyse diets and apply knowledge to plan a well-balanced diet for key groups.
- To have an in-depth understanding on where and how foods are grown, reared or caught; how processing affects the sensory and nutritional properties of ingredients; how food and food security impacts on the environment, markets and communities.
- Be able to discuss the development of culinary traditions in British and two other international cuisines.
- Know the technological developments that claim to support better health and food production including fortification and modified foods.
- Have in-depth understanding of the effects of; sensory perception, sensory qualities, personal preferences,

- To have an in-depth understanding on appropriate cooking methods used to conserve or modify nutritive value or improve palatability.
- To be able to write in detail about the working characteristics, functional and chemical properties of ingredients to achieve a particular result.
- Apply knowledge and understanding of; spoilage including enzymic action, mould growth, yeast production and bacteria; the helpful properties of some bacteria in food production.
- To have an in-depth understanding of the importance of managing the time and cost of recipes effectively whilst developing the ability to review and make improvements to recipes via the use of testing and sensory evaluation skills, by amending them to include the most appropriate ingredients, processes, cooking methods, portion sizes and to have considered the nutritional needs and food choices of target groups.
- To have an in-depth knowledge of food safety principles when buying, storing, preparing, cooking and serving food; and be able to apply them fully in practical lessons.



		seasonality, religion, culture,	- Know how heat is	
		ethical beliefs, medical	transferred to food	
		conditions, achieving a	through conduction,	
		balanced diet and cost when	convection and	
		choosing foods.	radiation and how	
		- Know the economic,	preparation and	
		environmental, ethical and	cooking affects the	
		socio-cultural influences on	sensory and nutritional	
		food availability, production	properties of food.	
		processes, and diet and	- Understand and discuss	
		health choices.	the scientific principles	
			underlying the	
			preparation and	
			cooking of food and	
			know that different	
			processes and different	
			cooking methods have	
			various effects on the	
			properties of food.	
7	- To have a detailed	- To have a detailed	- To have a detailed	- To have a detailed understanding
	understanding of the	understanding on where and	understanding on	of how to review, via the use of
	guidelines for a healthy diet,	how foods are grown, reared	appropriate cooking	testing and sensory evaluation
	including nutritional needs for	or caught; how processing	methods used to	skills, and make improvements to
	key groups; the impact of the	affects the sensory and	conserve or modify	recipes by amending them to



- macro and micro nutrients of energy intake and output.
- To know DRVs for specific lifestages and to have an understanding of diet-related health risks and special dietary needs and be able to apply knowledge to plan a balanced diet for key groups.
- nutritional properties of ingredients; how food and food security impacts on the environment, markets and communities.
- Be able to discuss the development of culinary traditions in British and two other international cuisines.
- Know the technological developments that claim to support better health and food production including fortification and modified foods.
- Have in-depth understanding of the effects of; sensory perception, sensory qualities, personal preferences, seasonality, religion, culture, ethical beliefs, medical conditions, achieving a balanced diet and cost when choosing foods.

- nutritive value or improve palatability.
- To be able to write in detail about the working characteristics, functional and chemical properties of ingredients to achieve a particular result.
- Apply knowledge and understanding of; spoilage including enzymic action, mould growth, yeast production and bacteria; the helpful properties of some bacteria in food production.
- Know how heat is transferred to food through conduction, convection and radiation and how

- Food Technology Progress Grid
- include the most appropriate ingredients, processes, cooking methods and portion sizes, as well as considering the nutritional needs and food choices.
- To have a detailed knowlwdge of food safety principles when buying, storing, preparing, cooking and serving food; and be able to apply them fully in practical lessons.



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		- Know the economic,	preparation and	
		environmental, ethical and	cooking affects the	
		socio-cultural influences on	sensory and nutritional	
		food availability, production	properties of food.	
		processes, and diet and	- Understand and discuss	
		health choices.	the scientific principles	
			underlying the	
			preparation and	
			cooking of food and	
			know that different	
			processes and different	
			cooking methods have	
			various effects on the	
			properties of food.	
6	- To have a detailed	- To have a detailed	- To have a detailed	- To have a detailed understanding
	understanding of the	understanding on where and	understanding on	of nutritional needs and food
	guidelines for a healthy diet,	how foods are grown, reared	appropriate cooking	choices when selecting recipes,
	including nutritional needs for	or caught; how processing	methods used to	including when making decisions
	key groups; the impact of the	affects the sensory and	conserve or modify	about the ingredients, processes,
	macro and micro nutrients of	nutritional properties of	nutritive value or	cooking methods and portion
	energy intake and output.	ingredients; how food and	improve palatability.	sizes.
	- To know DRVs for specific life-	food security impacts on the	- To be able to write in	- To use testing and sensory
	stages and to have an	environment, markets and	detail about the	evaluation skills to improve
	understanding of diet-related	communities.	working characteristics,	recipes during the preparation and
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health risks and special dietary needs and be able to plan a diet to meet the needs of key groups.

- Be able to discuss the development of culinary traditions in British and two other international cuisines.
- Know the technological developments that claim to support better health and food production including fortification and modified foods.
- Have in-depth understanding of the effects of; sensory perception, sensory qualities, personal preferences, seasonality, religion, culture, ethical beliefs, medical conditions, achieving a balanced diet and cost when choosing foods.
- Know the economic, environmental, ethical and socio-cultural influences on food availability, production processes, and diet and

- functional and chemical properties of ingredients to achieve a particular result.
- Apply knowledge and understanding of; spoilage including enzymic action, mould growth, yeast production and bacteria; the helpful properties of some bacteria in food production.
- Know how heat is transferred to food through conduction, convection and radiation and how preparation and cooking affects the sensory and nutritional properties of food.
- Understand and discuss

- cooking process and be able to justify the improvements.
- To have an in-depth knowledge of food safety principles when buying, storing, preparing, cooking and serving food; and be able to apply them fully in practical lessons.



	To have an understanding of	health choices.	the scientific principles underlying the preparation and cooking of food and know that different processes and different cooking methods have various effects on the properties of food.	To use testing and sonsor:
5	- To have an understanding of the guidelines for a healthy diet, including nutritional needs for key groups; the impact of the macro and micro nutrients of energy intake and output; to know DRVs for specific life-stages; to have an awareness of diet-related health risks and special dietary needs and be able to plan a suitable diet for key groups.	<ul> <li>To have an understanding on where and how foods are grown, reared or caught; how processing affects the sensory and nutritional properties of ingredients; how food and food security impacts on the environment, markets and communities.</li> <li>Be able to discuss the development of culinary traditions in British and two other international cuisines.</li> <li>Know the technological developments that claim to</li> </ul>	<ul> <li>To have an understanding on appropriate cooking methods used to conserve or modify nutritive value or improve palatability.</li> <li>To be able to write in detail about the working characteristics, functional and chemical properties of ingredients to achieve a particular result.</li> <li>Apply knowledge and</li> </ul>	<ul> <li>To use testing and sensory evaluation skills to improve recipes during the preparation and cooking process safely and effectively by using a variety of food commodities, cooking techniques and equipment.</li> <li>To have an understanding of the influence of lifestyle and consumer choice when developing a selection of meals and recipes.</li> <li>To have a sound knowledge of food safety principles when buying, storing, preparing, cooking and serving food; and be able to</li> </ul>



support better health and	understanding of;	apply them fully in practical
food production including	spoilage including	lessons.
fortification and modified	enzymic action, mould	
foods.	growth, yeast	
- Have in-depth understanding	production and	
of the effects of; sensory	bacteria; the helpful	
perception, sensory qualities,	properties of some	
personal preferences,	bacteria in food	
seasonality, religion, culture,	production.	
ethical beliefs, medical	- Know how heat is	
conditions, achieving a	transferred to food	
balanced diet and cost when	through conduction,	
choosing foods.	convection and	
- Know the economic,	radiation and how	
environmental, ethical and	preparation and	
socio-cultural influences on	cooking affects the	
food availability, production	sensory and nutritional	
processes, and diet and	properties of food.	
health choices.	- Understand and discuss	
	the scientific principles	
	underlying the	
	preparation and	
	cooking of food and	
	know that different	



processes and different cooking methods have various effects on the properties of food.  4 - To have a sound understanding of the relationships between diet, nutrition and health including the impacts of poor diet and health choices on a person's processes and different cooking methods have various effects on the properties of food.  - To have a sound understanding on where and understanding on cooking skills by planning, appropriate cooking preparing and cooking using wariety of food commoditiences of poor diet and health choices on a person's nutritional properties of nutritive value or equipment.	
<ul> <li>To have a sound understanding of the relationships between diet, nutrition and health including the impacts of poor diet and</li> <li>To have a sound - To have a sound understanding on where and how foods are grown, reared or caught; how processing affects the sensory and</li> <li>Various effects on the properties of food.</li> <li>To have a sound understanding on understanding on appropriate cooking methods used to conserve or modify</li> <li>Various effects on the properties of food.</li> <li>To have a sound understanding on appropriate cooking wethods used to cooking using methods used to cooking techniques and</li> </ul>	
4 - To have a sound - To demonstrate effective a understanding of the understanding on where and relationships between diet, nutrition and health including the impacts of poor diet and affects the sensory and properties of food.  - To have a sound - To demonstrate effective a understanding on cooking skills by planning, appropriate cooking preparing and cooking using methods used to cooking techniques and	
4 - To have a sound - To have a sound - To have a sound - To demonstrate effective a understanding of the relationships between diet, nutrition and health including the impacts of poor diet and - To have a sound - To demonstrate effective a understanding on where and how foods are grown, reared or caught; how processing the impacts of poor diet and affects the sensory and - To have a sound - To demonstrate effective a understanding on cooking skills by planning, appropriate cooking preparing and cooking using methods used to cooking techniques and	
understanding of the understanding on where and relationships between diet, nutrition and health including the impacts of poor diet and understanding on where and how foods are grown, reared or caught; how processing the impacts of poor diet and understanding on understanding on appropriate cooking appropriate cooking methods used to understanding on cooking skills by planning, appropriate cooking was methods used to cooking techniques and	
relationships between diet, nutrition and health including the impacts of poor diet and how foods are grown, reared nor caught; how processing affects the sensory and how foods are grown, reared or caught; how processing affects the sensory and appropriate cooking methods used to conserve or modify cooking techniques and	
nutrition and health including or caught; how processing methods used to variety of food commoditie the impacts of poor diet and affects the sensory and conserve or modify cooking techniques and	
the impacts of poor diet and affects the sensory and conserve or modify cooking techniques and	ı
health choices on a person's putritional properties of putritive value or equipment	
nealth choices on a person's   nutritional properties of   nutritive value of   equipment.	
health and well-being. To ingredients; how food and improve palatability To have a sound understan	ıg of
understand how peoples' food security impacts on the - To be able to write in the influence of lifestyle an	
nutritional needs change environment, markets and detail about the consumer choice when dev	ping
throughout life and apply this communities. working characteristics, a selection of recipes and b	ıble
knowledge to plan a balanced - Be able to discuss the functional and chemical to explain, justify and prese	
diet. development of culinary properties of ideas to others.	
traditions in British and two ingredients to achieve a - To have a sound knowledge	f
other international cuisines. particular result. food safety principles when	
- Know the technological - Apply knowledge and buying, storing, preparing,	oking
developments that claim to understanding of; and serving food; and be all	to
support better health and spoilage including apply them fully in practica	
food production including enzymic action, mould lessons.	
fortification and modified growth, yeast	
foods. production and	



- Have in-depth understanding	bacteria; the helpful
of the effects of; sensory	properties of some
perception, sensory qualities,	bacteria in food
personal preferences,	production.
seasonality, religion, culture,	- Know how heat is
ethical beliefs, medical	transferred to food
conditions, achieving a	through conduction,
balanced diet and cost when	convection and
choosing foods.	radiation and how
- Know the economic,	preparation and
environmental, ethical and	cooking affects the
socio-cultural influences on	sensory and nutritional
food availability, production	properties of food.
processes, and diet and	- Understand and discuss
health choices.	the scientific principles
	underlying the
	preparation and
	cooking of food and
	know that different
	processes and different
	cooking methods have
	various effects on the
	properties of food.



- To have an understanding of all the main nutrients in foods and their impact on the body.
  - To understanding how diets change through life and be able to plan simple diets linked to nutritional needs.
- To have an understanding of; the choices that people make about certain foods according to religion, culture, ethical beliefs or medical reasons; to be able to make informed choices about food and drink in order to achieve a varied and balanced diet.
- To know where food comes from, how it can be processed and the effects of this.
- Understand what is meant by food security and that this can have a significant impact on society.
- Know what food fortification is and other technological developments.
- Understand the factors that affect the availability of food; how food choice is affected by different factors.

- To have an understanding on various cooking methods used to modify nutritive value or improve palatability.
- To know about the working characteristics, functional and chemical properties of ingredients to achieve a particular result.
- Be aware of; spoilage including enzymic action, mould growth, yeast production and bacteria; the helpful properties of some bacteria in food production.
- Know how heat is transferred to food through conduction, convection and

- To have an understanding of the influence of lifestyle and consumer choice when developing a selection of meals and recipes using a variety of cooking methods, and to be able to present these ideas to others.
- To have a knowledge of food safety principles when buying, storing, preparing, cooking and serving food; and be able to apply them fully in practical lessons.



2	<ul> <li>To have a basic understanding of foods and nutrients and their impact on the body and health.</li> <li>To have an understanding</li> </ul>	- To have a basic understanding of how food is grown and the effects of using the senses when choosing food.	radiation and how preparation and cooking affects the sensory and nutritional properties of food.  - Understand and discuss the scientific principles underlying the preparation and cooking of food and know that different processes and different cooking methods have various effects on the properties of food.  - To have a basic understanding on the fact that time, temperature, moisture and the types of food	<ul> <li>To be able to plan, prepare and cook a selection of recipes with accuracy.</li> <li>To have a basic knowledge of food safety principles when buying,</li> </ul>
	where food comes from.		affects bacterial growth.	storing, preparing, cooking and serving food; and be able to apply them fully in practical lessons.



1	- To know why the body needs food and the need for certain nutrients and have some knowledge of the impact of these on health.	- To know that the sensory properties of food have an effect on food choice.	- To know that there are different factors that affect bacterial growth.	<ul> <li>To be able to prepare and cook a selection of recipes with some accuracy.</li> <li>To have a basic knowledge of food safety principles when buying, storing, preparing, cooking and serving food; and be able to apply them in practical lessons.</li> </ul>
В	- To know a number of different types of food and have some knowledge of the impact on their health.	- To know a number of different sensory words and their meanings.	- To know how to store food correctly and the importance of datemarks.	<ul> <li>To be able to complete a range of processes with some support.</li> <li>To have some basic knowledge of food safety principles when buying, storing, preparing, cooking and serving food; and be able to apply them in practical lessons with some support.</li> </ul>
B1	- To know some different types of food and have basic understanding of the impact on their health.	<ul> <li>To know some different sensory words and their meanings.</li> </ul>	- To understand that food must be stored in different ways in order to keep it safe.	<ul> <li>To be able to understand a recipe/method.</li> <li>To have very basic knowledge of food safety principles when buying, storing, preparing, cooking and serving food; and</li> </ul>



		be able to apply them in
		practical lessons with support.