



FOOD PREPARATION & NUTRITION	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
YEAR 10 Term = Autumn 1	<p><b>Unit 1 Protein</b></p> <ul style="list-style-type: none"> <li>• <b>Nutrition:</b> Can state that protein helps the body grow and repair, showing emerging understanding of HBV and LBV sources and the idea of complementation. Has been introduced to alternative proteins such as tofu, mycoprotein, and soya, with developing awareness of their benefits. Shows early recognition that protein needs vary by life stage, particularly for children.</li> <li>• <b>Food Science:</b> Gives simple reasons why we cook food (e.g. “to make it safe”), showing an emerging awareness of underlying principles. Initial links to heat transfer methods are being explored. Everyday language is used to describe processes like denaturation or coagulation, with early recognition of functional changes such as foams in meringue or gluten in bread dough.</li> <li>• <b>Food Safety:</b> Understands that bacteria grow quickly in warm conditions and can name some high-risk foods, showing developing food safety knowledge. Is beginning to recall key temperatures and safe cooling practices. Has been introduced to checks such as the float test for eggs and raw meat storage. Is exploring links between food-poisoning bacteria and related symptoms.</li> <li>• <b>Food Choice:</b> Uses basic sensory vocabulary such as sweet or crunchy, with developing language for aroma and mouthfeel. Can recognise the free-range logo</li> </ul>	<p><b>Unit 1 Protein</b></p> <ul style="list-style-type: none"> <li>• <b>Nutrition</b> Explains protein’s role, identifies HBV vs LBV sources and describes protein complementation with a common example (e.g. beans on toast). Outlines advantages of tofu, mycoprotein or soya and can state how protein requirements vary for children, teenagers and older adults.</li> <li>• <b>Food Science:</b> Describes a range of reasons for cooking food and links them to relevant heat-transfer methods. Gives clear, accurate definitions of denaturation and coagulation with everyday examples (e.g. egg white setting). Can outline foam and gluten formation in dishes such as meringue and bread.</li> <li>• <b>Food Safety:</b> Names key micro-organisms, explains the 5–63 °C “danger zone,” and applies correct cooling and reheating rules. Identifies high-risk foods, checks egg freshness using the float test, and selects safe fridge/freezer storage for meat. Matches at least three food-poisoning bacteria with typical symptoms.</li> <li>• <b>Food Choice:</b> Uses sensory-analysis vocabulary (aroma, mouthfeel, aftertaste) and basic scoring methods. Discusses animal-welfare logos (RSPCA Assured, free-range) and explains why some consumers choose vegetarian diets or avoid certain meats for religious reasons.</li> </ul>	<p><b>Unit 1 Protein</b></p> <ul style="list-style-type: none"> <li>• <b>Nutrition:</b> Confidently explains the function of protein and evaluates the impact of deficiency and excess. Accurately identifies HBV and LBV sources and gives detailed examples of protein complementation in real-world meals. Clearly compares tofu, mycoprotein and soya in terms of nutritional value, sustainability, and suitability for different diets. Demonstrates a secure understanding of how protein needs vary across life stages, including pregnancy, adolescence, and older age.</li> <li>• <b>Food Science:</b> Gives a well-rounded explanation of why food is cooked, linking it to safety, sensory quality, and digestibility. Fluently explains conduction, convection, and radiation, and uses accurate terminology to describe denaturation and coagulation with a range of examples. Clearly explains foam and gluten formation, referencing specific scientific processes and how method or conditions affect final outcomes.</li> <li>• <b>Food Safety:</b> Demonstrates detailed knowledge of microbial growth and how to control it. Explains the “danger zone” confidently and applies this to chilling, reheating, and storage decisions. Accurately matches several types of food poisoning with symptoms, causes, and likely foods. Proactively uses tests for egg/meat freshness and selects appropriate storage solutions without prompting.</li> <li>• <b>Food Choice:</b> Uses a wide range of sensory vocabulary and confidently leads or evaluates sensory tests using appropriate methods (e.g. triangle or ranking tests). Articulates informed opinions about ethical and religious food choices and</li> </ul>



Term = Autumn 2

and shows early awareness of animal welfare considerations. Demonstrates a general understanding of vegetarianism and religious dietary restrictions, with emerging awareness of the reasons behind different food choices.  
**Practical Application:** Follows hygiene and safety routines with increasing consistency. Selects equipment with support and applies developing medium-level skills to prepare simple protein dishes. Presentation is improving, with early attention to finishing touches and emerging awareness of how and why choices are made.

**Unit 1 – Protein and Food Provenance**

- Can identify basic ways meat and fish are sourced, with developing explanations.
- Shows emerging awareness of different farming methods and is beginning to distinguish key features.
- Recognises that food production impacts the environment and is exploring ideas around carbon footprint and climate change.
- Has been introduced to sustainability in meat and fish production.
- Can name primary and secondary processing, with early attempts to describe the steps and give examples.

- **Practical Application:** Works hygienically, safely and independently. Chooses and justifies equipment used. Utilises some high-level skills efficiently to make a range of protein based products. Shows some understanding of the importance of good presentation.

**Unit 1 – Protein and Food Provenance**

- Can describe where and how meat and fish are sourced, including basic methods of farming, rearing, and catching.
- Explains key differences between free-range, organic, and intensive farming methods.
- Demonstrates awareness of how food production contributes to climate change and can explain the meaning of carbon footprint in context.
- Can outline some sustainability concerns related to meat and fish production.
- Describes the basic steps in primary and secondary processing of meat and provides simple examples.

provides thoughtful comparisons of different egg production systems. Can link sustainability and consumer behaviour to product selection and diet planning.

- **Practical Application:** Works to a high standard of hygiene and safety with complete independence. Selects appropriate equipment confidently and applies advanced practical skills accurately and efficiently when making protein-based dishes. Takes great care with final presentation and is able to articulate why visual appeal matters, often exceeding expectations for finish and portioning.

**Unit 1 – Protein and Food Provenance**

- Provides detailed and accurate explanations of how meat and fish are sourced, including comparisons between rearing, farming, and fishing methods.
- Clearly distinguishes between free-range, organic, and intensive farming, evaluating the benefits and drawbacks of each.
- Explains the environmental impact of food production confidently, including specific examples of how farming and fishing contribute to climate change and carbon emissions.
- Shows a well-developed understanding of sustainability issues and can suggest solutions or alternatives to reduce environmental harm.
- Accurately describes the full process of primary and secondary processing of meat, using examples and technical vocabulary confidently.

**Unit 2 – Fats, Oils and Dairy Food Nutrition and Health**



<p>Term = Spring 1</p>	<ul style="list-style-type: none"> <li>• Can name sources of fats and shows a general understanding of their function, with developing awareness of their impact on health.</li> <li>• Is beginning to distinguish between saturated and unsaturated fats and identify relevant examples.</li> <li>• Shows initial understanding of diet-related health issues and how these may relate to fat intake.</li> <li>• Has made early attempts to comment on energy needs, with some context.</li> <li>• Can make simple comments on diet, showing emerging awareness of nutritional guidelines and their application.</li> </ul> <p><b>Food Science</b></p> <ul style="list-style-type: none"> <li>• Is beginning to describe processes such as aeration, shortening, or emulsification, with developing clarity and understanding.</li> <li>• Shows growing awareness of food science terms and is building confidence in applying them to practical examples.</li> <li>• Emerging understanding of how fats behave in recipes is evident.</li> </ul> <p><b>Unit 2 – Fats and Oils (+ Dairy) Food Science</b></p>	<p><b>Unit 2 – Fats, Oils and Dairy Food Nutrition and Health</b></p> <ul style="list-style-type: none"> <li>• Identifies main sources and functions of fats in the diet and describes health effects of deficiency and excess.</li> <li>• Can distinguish between saturated and unsaturated fats with everyday examples.</li> <li>• Explains how dietary fat intake links to health risks like obesity and cardiovascular disease.</li> <li>• Estimates appropriate energy needs for individuals based on age and activity level.</li> <li>• Makes basic evaluations of diets, recognising how they reflect nutritional guidelines.</li> </ul> <p><b>Food Science</b></p> <ul style="list-style-type: none"> <li>• Can describe how aeration works in a recipe and give a simple example (e.g. whisking egg whites).</li> <li>• Explains the shortening effect of fats and can name dishes where this is important (e.g. pastry).</li> <li>• Understands basic emulsification and can give a clear example (e.g. mayonnaise or salad dressing).</li> </ul>	<p><b>Unit 2 – Fats, Oils and Dairy Food Nutrition and Health</b></p> <ul style="list-style-type: none"> <li>• Identifies and explains a wide range of fat sources and their functions, linking clearly to specific health outcomes of deficiency and excess.</li> <li>• Compares saturated and unsaturated fats confidently, using well-chosen examples and nutritional insight.</li> <li>• Evaluates how fat intake contributes to diet-related health risks, referencing specific conditions such as cardiovascular disease and obesity with clarity.</li> <li>• Calculates or adjusts energy requirements for different individuals based on lifestyle, age, and activity with reasoning.</li> <li>• Critically analyses diets, using nutritional guidelines to give thoughtful and accurate recommendations for improvement.</li> </ul> <p><b>Food Science</b></p> <ul style="list-style-type: none"> <li>• Describes the scientific principles of aeration, shortening, and emulsification in detail, using clear, accurate terminology.</li> <li>• Confidently explains how fats behave in recipes and links this to successful outcomes in practical tasks.</li> <li>• Uses high-level examples to show understanding (e.g., explains the role of emulsifiers in stabilising mixtures in real dishes like hollandaise or mayonnaise).</li> <li>• Makes connections between scientific processes and how they affect texture, flavour, and nutritional profile in food products.</li> </ul>
------------------------	--	---	--



	<ul style="list-style-type: none"> <li>Has heard of plasticity and has emerging knowledge of how it affects the use or texture of fats in food preparation.</li> </ul> <p><b>Food Safety</b> Has a basic understanding that micro-organisms are used in food production and is beginning to distinguish their roles, such as the difference between bacteria and yeast. Can recognise the use of yeast in baking, with developing awareness of fermentation. Understands that mould causes food spoilage and is starting to explore ways to reduce the associated risks.</p> <p><b>Food Choice</b></p> <ul style="list-style-type: none"> <li>Is aware of allergies and intolerances, with developing understanding of how they affect diet.</li> <li>Shows a general awareness of the link between diet and health and is beginning to explore how PAL relates to energy needs.</li> <li>Can name influences on food choice such as cost or taste, with growing awareness of individual variation.</li> </ul> <p><b>Food Provenance</b></p>	<p><b>Unit 2 – Fats and Oils (+ Dairy)</b> <b>Food Science</b></p> <ul style="list-style-type: none"> <li>Understands the concept of plasticity and can explain how it affects the texture and use of fats in food preparation (e.g., spreading or shaping butter).</li> </ul> <p><b>Food Safety</b></p> <ul style="list-style-type: none"> <li>Can describe how micro-organisms are used positively in food production, such as the role of bacteria in cheese-making.</li> <li>Explains how yeast is used in baking to help dough rise through fermentation.</li> <li>Identifies how mould causes food spoilage and understands basic storage techniques to prevent it.</li> </ul> <p><b>Food Choice</b></p> <ul style="list-style-type: none"> <li>Can identify the difference between food allergies and intolerances and explain how they affect food choices (e.g., lactose intolerance).</li> <li>Recognises the importance of healthy eating and how physical activity level (PAL) affects energy requirements.</li> <li>Understands how lifestyle factors like time, cost, and convenience influence food choices for individuals and families.</li> </ul>	<p><b>Unit 2 – Fats and Oils (+ Dairy)</b> <b>Food Science</b></p> <ul style="list-style-type: none"> <li>Explains plasticity in detail, confidently describing how the structure of different fats affects their functionality in food preparation (e.g., soft vs hard fats for different textures).</li> <li>Applies understanding of fat behaviour to practical outcomes, such as pastry making and butter creaming</li> </ul> <p><b>Food Safety</b></p> <ul style="list-style-type: none"> <li>Describes with clarity how specific micro-organisms are used in food production and can explain the science behind fermentation, yoghurt and cheese-making.</li> <li>Explains the role of yeast in baking in depth, including its biological function and how temperature affects activity.</li> <li>Demonstrates a strong understanding of food spoilage and suggests effective methods for extending shelf life (e.g., vacuum packing, correct fridge zones).</li> </ul> <p><b>Food Choice</b></p> <ul style="list-style-type: none"> <li>Clearly distinguishes between food allergies and intolerances, giving multiple examples and explaining how these impact diet and product choice.</li> <li>Analyses how physical activity level (PAL) influences energy requirements, with reference to age, gender, and lifestyle.</li> <li>Evaluates how lifestyle factors (e.g., budget, work patterns, ethics) influence food choice</li> </ul>
--	--	---	---



<p>Term = Spring 2</p>	<ul style="list-style-type: none"> <li>• Has been introduced to food fortification and is beginning to explore its purpose and examples.</li> <li>• Recognises that additives are used in foods, with developing awareness of their function.</li> <li>• Can list a range of dairy products and is starting to explore the stages of primary and secondary processing, with support to build confidence in giving examples.</li> </ul>	<p><b>Food Provenance</b></p> <ul style="list-style-type: none"> <li>• Explains the purpose of fortifying foods (e.g., adding vitamins to spreads) and can give relevant examples.</li> <li>• Understands why additives such as emulsifiers are used in food products and can link this to product quality.</li> <li>• Describes the key steps involved in the <b>primary processing</b> of cereals and dairy products like milk and butter.</li> <li>• Can outline how <b>secondary processing</b> turns milk into other products (e.g., cheese, yoghurt) using clear examples.</li> </ul>	<p>and can link this to dietary recommendations.</p> <p><b>Food Provenance</b></p> <ul style="list-style-type: none"> <li>• Explains the reasons for food fortification confidently, referencing nutritional deficiencies and public health (e.g., adding folic acid to flour).</li> <li>• Describes the use of additives with precision, explaining how emulsifiers, stabilisers, and preservatives work, and when they are used.</li> <li>• Accurately outlines the full process of <b>primary processing</b> for dairy, meat, cereals, fruit and vegetables, including hygiene and transport considerations.</li> <li>• Describes <b>secondary processing</b> with detailed examples, such as how different bacteria strains or temperatures affect cheese or yoghurt textures and flavours.</li> </ul>
	<p><b>Unit 3 – Carbohydrates Food Nutrition &amp; Health</b></p> <ul style="list-style-type: none"> <li>• Can name carbohydrate-rich foods and is developing understanding of their role in the diet.</li> <li>• Shows initial awareness of starch and sugar, with emerging recognition of dietary fibre and its contribution to health.</li> <li>• Has been introduced to terms such as BMR and PAL, with early exploration of how they relate to energy needs.</li> <li>• Is beginning to consider how glycaemic index may influence food choices.</li> <li>• Demonstrates growing awareness of health conditions such as diabetes</li> </ul>	<p><b>Unit 3 – Carbohydrates Food Nutrition &amp; Health</b></p> <ul style="list-style-type: none"> <li>• Identifies the function of carbohydrates in the diet and can name common sources.</li> <li>• Describes the role and importance of starch, sugar, and dietary fibre in a balanced diet.</li> <li>• Understands the terms <b>BMR</b> (Basal Metabolic Rate) and <b>PAL</b> (Physical Activity Level) and can explain how these relate to energy needs.</li> <li>• Has a basic understanding of the glycaemic index and how it can affect energy levels.</li> </ul>	<p><b>Unit 3 – Carbohydrates Food Nutrition &amp; Health</b></p> <ul style="list-style-type: none"> <li>• Clearly explains the role of carbohydrates in the diet and accurately identifies a range of sources, including complex and simple carbohydrates.</li> <li>• Differentiates confidently between starch, sugars, and dietary fibre, explaining their functions and health impacts in detail.</li> <li>• Accurately applies the concepts of BMR and PAL to explain how individual energy needs vary by lifestyle, age, and activity.</li> <li>• Demonstrates a secure understanding of the glycaemic index and how it affects blood sugar levels and sustained energy release.</li> </ul>



	<p>and tooth decay in relation to carbohydrate intake.</p> <p><b>Food Science</b></p> <ul style="list-style-type: none"><li>• Is developing understanding of gluten and how it forms in food products.</li><li>• Can give a basic example of caramelisation, showing early awareness of the process and where it may occur in practical contexts.</li><li>• Is beginning to explore the concept of dextrinisation and its role in cooking outcomes such as browning.</li><li>• Can name some raising agents and is developing understanding of how they function and when they are used in recipes.</li></ul> <p><b>Food Safety</b></p> <ul style="list-style-type: none"><li>• Knows that yeast is used in food production, such as bread, and is developing awareness of the conditions it needs to work effectively.</li><li>• Is beginning to explore how to store and handle carbohydrate-rich foods safely, with growing confidence.</li></ul> <p><b>Food Choice</b></p>	<ul style="list-style-type: none"><li>• Explains how excess sugar can contribute to diet-related health issues such as type 2 diabetes and tooth decay.</li></ul> <p><b>Food Science</b></p> <ul style="list-style-type: none"><li>• Can describe how gluten is formed and its importance in products like bread.</li><li>• Explains what happens during caramelisation and can give examples in sweet dishes.</li><li>• Understands the process of dextrinisation and can link it to browning in starchy foods (e.g. toast).</li><li>• Can identify different types of raising agents (e.g., yeast, baking powder) and describe how they work to make food rise.</li></ul> <p><b>Food Safety</b></p> <ul style="list-style-type: none"><li>• Describes how micro-organisms like yeast are used positively in food production (e.g., bread-making).</li></ul>	<ul style="list-style-type: none"><li>• Explains in detail the health risks associated with excessive carbohydrate consumption, linking it clearly to diet-related conditions such as type 2 diabetes and tooth decay.</li></ul> <p><b>Food Science</b></p> <ul style="list-style-type: none"><li>• Describes gluten formation in depth, using technical vocabulary and explaining its importance in dough development and baked product structure.</li><li>• Explains the scientific process of caramelisation clearly, including temperature effects and examples of use in both sweet and savoury dishes.</li><li>• Demonstrates a strong understanding of dextrinisation, linking it confidently to cooking processes such as grilling and baking.</li><li>• Identifies and compares a variety of raising agents, describing how each one works and selecting appropriate agents for different recipes.</li></ul> <p><b>Food Safety</b></p> <ul style="list-style-type: none"><li>• Explains how micro-organisms like yeast are used in food production, describing optimal conditions for yeast growth and fermentation with accuracy.</li><li>• Demonstrates an understanding of food safety risks related to carbohydrate-rich</li></ul>
--	--	---	---



Term = Summer 1

- Recognises that people eat different foods at special events and is beginning to explore how celebrations and social factors influence food choices.
- Can name some international dishes, with developing awareness of their ingredients and cultural significance.
- Shows early understanding that lifestyle and culture shape food preferences, with growing confidence in explaining these influences.

**Unit 3 – Carbohydrates**

**Food Science**

- Has heard of **gelatinisation** and has developing knowledge of how it works and which foods it applies to.

**Food Choice**

- Is aware that some people have **food allergies or intolerances**, and is growing in confidence at suggesting suitable food alternatives.
- Has a basic idea of **coeliac disease** and is beginning to understand how it affects diet or food labelling.

**Food Provenance**

- Recognises that some foods like flour are changed after harvesting, showing emerging awareness of processing.

- Understands the importance of correct handling and storage of carbohydrate-rich foods to prevent spoilage or contamination.

**Food Choice**

- Understands that food choice is influenced by enjoyment, social occasions, traditions, and celebrations.
- Can identify key features of both British and international cuisines, with some cultural examples.
- Recognises that food preferences can be influenced by lifestyle, religion, and cultural background.

**Unit 3 – Carbohydrates**

**Food Science**

- Can describe the process of **gelatinisation** and how it thickens sauces, the temperatures involved in the process or dishes using starchy ingredients (e.g., roux sauce, custard).

**Food Choice**

- Identifies key differences between **food allergies and food intolerances** and can explain how they impact food choice.
- Understands what **coeliac disease** is and can suggest suitable dietary alternatives for those affected.

**Food Provenance**

foods and can suggest practical ways to minimise spoilage or contamination.

**Food Choice**

- Analyses how enjoyment, social occasions, and traditions influence food choice and can give thoughtful examples from different cultures.
- Compares features of British and international cuisines confidently, showing awareness of ingredients, preparation methods, and cultural importance.
- Explains how lifestyle, religion, and cultural background shape food choices and can link these influences to real-life dietary decisions and adaptations.

**Unit 3 – Carbohydrates**

**Food Science**

- Explains **gelatinisation** confidently, using accurate terminology to describe the temperature, thickening process, temperatures involved and its application in a variety of dishes (e.g. sauces, desserts).

**Food Choice**

- Clearly distinguishes between **food allergies, intolerances, and coeliac disease**, and can suggest a wide range of appropriate food substitutions or recipe adaptations.
- Understands how food labelling and legislation protect people with dietary needs and can interpret ingredient lists independently.



	<ul style="list-style-type: none"> <li>• Has been introduced to the concept of fortification and is beginning to explore examples.</li> <li>• Is developing understanding of modified starches and their use in food products.</li> <li>• Can name some crops and is building knowledge of how and where they are grown.</li> <li>• Shows basic awareness of food security, with growing curiosity about its impact.</li> <li>• Has heard of GM foods and is beginning to consider their role.</li> <li>• Can list wheat-based foods and is starting to explore primary and secondary processing and the use of additives.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains why <b>flour is fortified</b> and can give an example of some nutrients added for public health benefit.</li> <li>• Understands what <b>modified starches</b> are and can name a food product where they might be used.</li> <li>• Can describe <b>how and where crops such as wheat are grown</b> and understands the impact of climate or location.</li> <li>• Demonstrates a basic understanding of <b>food security</b> and what it means for global and local food supply.</li> <li>• Can explain what <b>GM (genetically modified) foods</b> are and outline one advantage and one concern.</li> <li>• Describes the <b>primary processing of wheat</b> (e.g., milling) and the <b>secondary processing</b> of flour into foods like pasta and bread.</li> <li>• Identifies why <b>additives</b> are used and can give examples of <b>colourings, sweeteners, flavourings, preservatives, and emulsifiers</b> in food products.</li> </ul>	<p><b>Food Provenance</b></p> <ul style="list-style-type: none"> <li>• Explains the purpose of <b>fortification of flour</b> in depth, including its link to health for public health benefit.</li> <li>• Describes the role and benefits of <b>modified starches</b> in processed foods, giving accurate examples and explaining their functional properties.</li> <li>• Demonstrates detailed understanding of <b>how and where key crops are grown</b>, including climate requirements, farming methods, and sustainability considerations.</li> <li>• Explains <b>food security</b> confidently, linking it to global challenges such as climate change, war, and population growth.</li> <li>• Describes <b>genetically modified (GM) foods</b> in detail, weighing up ethical, environmental, and nutritional implications.</li> <li>• Outlines the <b>primary processing of wheat and secondary processing into flour, bread, and pasta</b> clearly, using correct terminology (e.g. milling, proving, extrusion).</li> <li>• Explains the functions of a wide range of <b>additives</b> (e.g. colourings, sweeteners, flavourings, preservatives, emulsifiers), and can evaluate their pros and cons in terms of health and shelf-life.</li> </ul>
	<p><b>Unit 4 – Vitamins and Minerals Food Nutrition and Health</b></p> <ul style="list-style-type: none"> <li>• Can name some vitamins and minerals, with developing understanding of their functions and food sources.</li> <li>• Is beginning to recognise the impact of deficiencies or excesses on health.</li> <li>• Has been introduced to the idea of fat-soluble and water-soluble</li> </ul>	<p><b>Unit 4 – Vitamins and Minerals Food Nutrition and Health</b></p> <ul style="list-style-type: none"> <li>• Can identify key <b>functions and food sources</b> of important vitamins and minerals.</li> </ul>	<p><b>Unit 4 – Vitamins and Minerals Food Nutrition and Health</b></p> <ul style="list-style-type: none"> <li>• Describes a wide range of <b>vitamins and minerals</b>, explaining their <b>functions, food sources</b>, and symptoms of <b>deficiency and excess</b> with accuracy and confidence.</li> <li>• Clearly explains the difference between <b>fat-soluble</b> and <b>water-soluble</b> vitamins, giving</li> </ul>



Term = Summer 2

	<p>vitamins and is building confidence in identifying examples and explaining their differences.</p> <p><b>Unit 4 – Vitamins and Minerals</b> <b>Food Nutrition and Health</b></p> <ul style="list-style-type: none"> <li>Has a basic awareness that vitamins and minerals affect health and is beginning to explore how deficiencies can lead to conditions such as anaemia, rickets, or osteoporosis.</li> <li>Recognises that people have different dietary needs and is developing understanding of how and why these vary across different life stages.</li> </ul> <p><b>Food Science</b></p> <ul style="list-style-type: none"> <li>Has been introduced to enzymic browning and is beginning to explore what causes it and how it can be prevented in food preparation.</li> <li>Understands that cooking affects food nutrients and has emerging knowledge of how different <b>preparation or cooking methods</b> impact <b>micronutrient</b> levels.</li> </ul> <p><b>Food Safety</b></p> <ul style="list-style-type: none"> <li>Can suggest general ideas about keeping fruit and vegetables fresh</li> </ul>	<ul style="list-style-type: none"> <li>Describes common signs of <b>deficiency and excess</b> for selected nutrients.</li> <li>Understands the difference between <b>water-soluble</b> and <b>fat-soluble</b> vitamins and can give examples of each.</li> </ul> <p><b>Unit 4 – Vitamins and Minerals</b> <b>Food Nutrition and Health</b></p> <ul style="list-style-type: none"> <li>Can describe how a lack of specific vitamins or minerals can lead to <b>diet-related health risks</b>, including <b>anaemia, rickets, and osteoporosis</b>.</li> <li>Understands that <b>nutritional needs vary by life stage</b> and can give basic examples (e.g. teenagers need more calcium for bone development).</li> </ul> <p><b>Food Science</b></p> <ul style="list-style-type: none"> <li>Can explain what <b>enzymic browning</b> is and how it affects the appearance of certain foods (e.g. apples, bananas).</li> <li>Understands how <b>preparation and cooking methods</b> (e.g. boiling, chopping, frying) can affect the vitamin and mineral content of fruit and vegetables.</li> </ul> <p><b>Food Safety</b></p>	<p>detailed examples and understanding how cooking and storage methods can affect their presence in food.</p> <ul style="list-style-type: none"> <li>Can analyse diets or case studies to evaluate whether vitamin and mineral intake is appropriate and make informed suggestions for improvement.</li> </ul> <p><b>Unit 4 – Vitamins and Minerals</b> <b>Food Nutrition and Health</b></p> <ul style="list-style-type: none"> <li>Explains in detail how specific vitamin and mineral deficiencies lead to <b>anaemia, rickets, and osteoporosis</b>, using examples and correct terminology.</li> <li>Analyses how <b>life stage needs</b> vary, confidently explaining why nutritional requirements differ for children, teenagers, adults, pregnant women, and older adults.</li> </ul> <p><b>Food Science</b></p> <ul style="list-style-type: none"> <li>Clearly explains the process of <b>enzymic browning</b>, including the role of enzymes and oxygen, and can suggest multiple ways to reduce or prevent it.</li> <li>Describes how different <b>preparation and cooking methods</b> (e.g. boiling vs steaming, peeling vs leaving skin on) affect the retention or loss of <b>micronutrients</b>, and gives practical examples.</li> </ul> <p><b>Food Safety</b></p> <ul style="list-style-type: none"> <li>Gives detailed guidance on how to <b>buy, store, and handle fruit and vegetables</b>, considering temperature, packaging, and spoilage risks.</li> </ul>
--	--	--	---



	<p>but is unsure of correct <b>storage practices</b>.</p> <ul style="list-style-type: none"> <li>Recognises that <b>yeast</b> can spoil food and is beginning to understand how to prevent it.</li> </ul> <p><b>Food Choice</b></p> <ul style="list-style-type: none"> <li>Can find some information on <b>food labels</b> and has developing skills in interpreting nutritional values and identifying key ingredients and allergens.</li> </ul> <p><b>Food Provenance</b></p> <ul style="list-style-type: none"> <li>Has heard of terms like <b>seasonal</b> or <b>local food</b> and is beginning to understand how they relate to sustainability or food choices.</li> <li>Can give a basic explanation of <b>Fair Trade</b> and is starting to appreciate and state its benefits clearly.</li> <li>Has emerging ideas that food can be processed. Is beginning to describe the difference between <b>primary and secondary processing</b> (e.g. jam making).</li> <li>Knows that some products are <b>fortified</b> and is beginning to understand why or which nutrients are added.</li> </ul>	<ul style="list-style-type: none"> <li>Knows how to select, store, and handle <b>fruit and vegetables</b> to reduce waste and maintain freshness.</li> <li>Can describe how <b>yeast</b> causes food spoilage and suggest ways to reduce the risk.</li> </ul> <p><b>Food Choice</b></p> <ul style="list-style-type: none"> <li><del>Understands how to read <b>food labelling</b> to identify key nutritional information, including ingredients and allergens.</del></li> </ul> <p><b>Food Provenance</b></p> <ul style="list-style-type: none"> <li>Can explain the benefits of choosing <b>seasonal, local, or Fair Trade</b> produce and how this links to sustainability.</li> <li>Understands how buying decisions affect <b>food waste and food miles</b>.</li> <li>Can describe the <b>primary and secondary processing</b> of fruit into products like jam.</li> <li>Explains why some products are <b>fortified</b> and can name nutrients commonly added.</li> </ul>	<ul style="list-style-type: none"> <li>Explains how <b>yeast</b> contributes to food spoilage, including the conditions it thrives in, and how to prevent contamination in fresh and processed foods.</li> </ul> <p><b>Food Choice</b></p> <ul style="list-style-type: none"> <li>Interprets <b>food labelling</b> confidently and accurately, explaining how to use it to compare products, assess nutritional value, and identify allergens or additives.</li> </ul> <p><b>Food Provenance</b></p> <ul style="list-style-type: none"> <li>Explains the importance of choosing <b>seasonal, local, or Fair Trade</b> produce, and can weigh up ethical, environmental, and nutritional considerations.</li> <li>Evaluates how consumer choices affect <b>food miles, food waste</b>, and sustainability, providing thoughtful examples.</li> <li>Describes <b>primary and secondary processing</b> stages for products like jam in detail, including equipment, hygiene, and preservation methods.</li> <li>Explains the purpose of <b>fortification</b> with clarity, including why soya milk and other products are fortified, which nutrients are added, and how this benefits different consumers (e.g. vegans, those with deficiencies).</li> </ul>
--	--	---	---

