

National curriculum or specification coverage

- Culinary traditions in British and international cuisines: the distinctive features, characteristics and eating patterns of different cuisines.
- Food origins: where and how foods are grown, reared, or caught.
- Food miles, impact on the carbon footprint, buying foods locally.
- Sustainability of food: the impact of food waste on the environment, local, global markets and communities, effect of food poverty.
- Food security: access to safe sufficient food for all (World Health).
- Primary stages of processing and production to include point of origin, the transporting, cleaning and sorting of the raw food e.g. pasteurisation & homogenisation of milk.
- Secondary stages of processing and production to include how primary products are changed into other types of products, e.g. milk to cheese, cream and yoghurt.
- The definition and role of macronutrients and micronutrients in relation to human nutrition
- Protein, fat, carbohydrates, vitamins, minerals, water, dietary fibre. For each named: the specific function; the main sources; the consequences of malnutrition (over and under).
- Nutritional needs for a range of life-stages and for individuals with specific lifestyle needs.
- Learners should be able to use their knowledge of nutrition and current nutritional guidelines to: recommend guidelines for a healthy diet; identify how nutritional needs change due to age, life style choices and state of health; plan a balanced diet for a range of life-stages and for individuals with specific lifestyle needs. To specifically include: vegetarians - lacto-ovo, lacto, vegan; pregnant women; those with some religious beliefs that affect choice of diet (Hindu, Muslim, Jewish); lactose intolerance; coeliac; and individuals requiring high energy needs as a result of occupation or activity involvement.
- Consider the influence of lifestyle and consumer choice when adapting or developing meals and recipes.
- Consider nutritional needs and food choices when selecting recipes, including when making decisions about the ingredients, processes, and cooking methods.
- Use their testing and sensory evaluation skills, adjusting where needed, to improve the recipe during the preparation and cooking process.
- Explain, justify and present their ideas about their chosen recipes and cooking methods to others.
- Learners must be able to demonstrate practical skills from each skill group (listed in Appendix A of Eduqas GCSE Food Preparation & Nutrition Specification).

Date	Exams/ Assessments	Learning Intentions	Core Task/Assessments
31/08/26		World Cuisines – culture & diversity, traditional dishes associated with world cuisines research into distinctive features of some international cuisines	Homework: Plan & prepare appropriate resources for group cuisine presentations
07/09/26		Practical of Greek no-bake cheesecake – re-establish practical units and expectations, focus on food styling	
14/09/26		Factors affecting food choice, trends in consumption of multi-cultural foods	
21/09/26		Practical of Indian or Thai curry	
28/09/26		Group research into a specific international cuisine	
05/10/26		Practical of Chinese stir-fry	
12/10/26		Group presentations of the international cuisines research	
19/10/26		Practical of American chicken/halloumi nuggets	
26/10/26		HALF TERM	
02/11/26		Oracy & diversity focus lesson: Why have people in the UK become more adventurous with their food choices and tastes?	Homework: specific revision tasks for written assessment
09/11/26		Practical of English breakfast butty - food science (methods of heat transfer, effect of heat on protein)	
16/11/26		Food poverty, security, wastage	
23/11/26		Practical of mini banana loaf & sensory analysis of banana peel curry	
30/11/26		Food miles & carbon footprint	
07/12/26		Practical of chocolate swiss roll – decorate yule log at home OR Food science investigation: use of fruit in cakes to replace sugar	Assessment of practical skills
14/12/26		Genetically modified foods	
21/12/26		CHRISTMAS HOLIDAY	
28/12/26			
04/01/27		Practical of chill-con carne with rice OR bolognese sauce with pasta	Written assessment: cuisines & environmental food topics
11/01/27	Y9	Written assessment	
18/01/27	Y9	Practical of greek gyros (butterfly chicken, pound, marinade)	
25/01/27		DIRT written assessment & sauce making theory	
01/02/27		Practical of mac n cheese (all-in-one method)	

Year 9 Long Term Scheme of Learning 2026-2027
Subject: Food Preparation & Nutrition

08/02/27		introduction to nutrition: balanced diet, malnutrition, macro & micro nutrients, nutrients, sources & functions	Homework: Quiz on sauce making theory
15/02/27		HALF TERM	
22/02/27		Practical of chicken pies (roux method veloute sauce)	Homework: Quiz on nutrients, functions, sources, diet related health conditions
01/03/27		Recap nutrient sources & functions. Factors affecting nutritional requirements	
08/03/27		Practical sweet & sour chicken	
15/03/27		Effect of lack or excess of certain nutrients, diet related health conditions	
22/03/27		Practical of vegi spring rolls	
29/03/27		SPRING BREAK	
05/04/27			
12/04/27		Special diets theory: vegetarians	Homework: specific revision tasks for written assessment
19/04/27		Practical of vegan chocolate brownies	
26/04/27		Special diets theory: pregnant women, athletes (include protein theory)	
03/05/27		Practical of meatballs	
10/05/27		Special diets theory: intolerances/allergies, religious groups	
17/05/27		Practical of lasagne	
24/05/27		Recipe modification & planning for end KS3 practical assessment	Final KS3 practical assessment
31/05/27		HALF TERM	
07/06/27	Y9	KS3 Final practical assessment – independent remake of a dish made this year	
14/06/27	Y9	Written assessment	
21/06/27		End of KS3 treat practical – triple choc chip cookies	
28/06/27		DIRT written assessment	
05/07/27		Buffer practical lesson	Final KS3 written assessment
12/07/27		Buffer theory lesson	