

Key Stage 4 Curriculum Overview 2026-27

Year 10 Theory	The Relationship Between Diet & Health / Micro & Macro Nutrients	Food Provenance	Food Science
	This module is the backbone of the course and introduces all of the key nutrients, their functions and the benefits and issues related to improper consumption	This module re-introduces the key moral and environmental issues that influence consumers. It prepares students for key aspects of NEA2 as well as covering possible exam content	This module introduces new science based concepts as well as revisiting the science content covered at KS3. It is designed to help embed the key principles for NEA1 as well as covering possible exam content
	<u>Tier 3 technical language will be focussed on throughout the work and students will be encouraged to identify this language within their notes.</u> Introduction to food safety (1 session) The relationship between diet and health – illnesses caused by poor diet The eatwell guide Nutritional needs of different groups of people Energy Balance Protein Fats Carbohydrates Vitamins Minerals Water Nutrients in food	<u>Tier 3 technical language will be focussed on throughout the work and students will be encouraged to identify this language within their notes.</u> Source and Supply Food Processing and production – Primary and Secondary Processing Food Security Technological developments to support better health and food production Factors influencing food choice	<u>Tier 3 technical language will be focussed on throughout the work and students will be encouraged to identify this language within their notes.</u> Heat transfer Cooking Methods – nutritional and physical effects Improving sensory properties Working characteristics, functional and chemical properties of ingredients Sensory systems Preferential and sensory taste panels. Food Spoilage Bacterial growth Helpful micro-organisms Labelling and date codes
	Assessment – All notes are read and comments made, exam style work sheets are completed for each topic. Formally Marked Work – One extended exam style piece of work. One end of module test	Assessment – All notes are read and comments made, exam style work sheets are completed for each topic. Formally Marked Work – One end of module test	Assessment – All notes are read and comments made, exam style work sheets are completed for each topic. Formally Marked Work – One extended exam style piece of work
	Students are required to make their own notes. The detail and expectations will follow student ability.	Students are required to make their own notes. The detail and expectations will follow student ability.	Students are required to make their own notes. The detail and expectations will follow student ability.

Assessment types

- Formative Assessment
- Summative Assessment – Written feedback provided
- Homework – Teacher assessed

		Pastry	Bread	Cultural Foods
		4 hours (2 double sessions)	4 hours (2 double sessions)	6 hours (3 double sessions)
Year 10 Projects	Unit description	Knowledge Types of pastry Functions of key ingredients Identifying faults and remedies Skills Shortcrust Pastry – Rubbing in, Rolling Shaping, Using Egg to set a mixture Rough Puff / Flaky pastry- Lamination, shaping, forming, portion control, consistency in sizing	Knowledge Functions and properties of key ingredients Factors influencing the action of yeast. Identifying faults and remedies Skills A batch of Bread rolls – weighing and measuring, kneading, shaping, proving, baking, testing for readiness. Breads from other cultures (pretzels, bagels, naan)/enriched bread doughs- Flavourings, different cooking methods .	Knowledge Features and Characteristics of British Cuisine Factors Influencing other international cuisines. Traditional equipment and ingredients Skills Handling high risk proteins Knife skills Adjusting sensory properties Portion control Time management Testing for readiness
	Assessment	Outcomes will be assessed by referring to the mark scheme provided by the exam board. Students to record the verbal feedback given Planning	Outcomes will be assessed by referring to the mark scheme provided by the exam board. Students to record the verbal feedback given Planning	Outcomes will be assessed by referring to the mark scheme provided by the exam board. Students to record the verbal feedback given Planning
	Adaptive	The complexity of the outcome (including higher level skills) and the fact that students are not producing the same item as their peers, all combine to produce an extremely challenging environment.	The complexity of the outcome (including higher level skills) and the fact that students are not producing the same item as their peers, all combine to produce an extremely challenging environment.	The complexity of the outcome (including higher level skills) and the fact that students are not producing the same item as their peers, all combine to produce an extremely challenging environment.

Assessment types

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- Summative Assessment – Written feedback provided
- Homework – Teacher assessed

				Special Diets	High Level Skills	Food Science
				6 hours (3 double sessions)	18 hours (9 double sessions)	12 hours (6 double sessions)
Year 10 Projects	Unit description			Knowledge The dietary requirements of different groups of people. Making appropriate substitutions Balancing a diet Skills Team working Planning Menu design (choosing dishes that complement each other) Presentation skills	Knowledge Types of knives and their uses Key functions of ingredients Aeration Colloids Skills Filleting fish Choux pastry Piping Mashed potato Pasta making Making an emulsion Roulades Shaping and Forming Using Gelatine to set a mixture Working with chicken (jointing, filleting)	Knowledge Browning: Caramelisation, dextrinization, Malliard, Enzymic Raising agents: Air, Water Vapour, Carbon Dioxide The working properties of fats, carbohydrates and proteins Skills Research Planning Carrying out a fair test Evaluation Drawing evidence based conclusions
	Assessment			Outcomes will be assessed by referring to the mark scheme provided by the exam board. Planning Presentation	Outcomes will be assessed by referring to the mark scheme provided by the exam board. Planning	Outcomes will be marked against the NEA 1 mark scheme as provided by the exam board. Investigation
	Adaptive			The complexity of the outcome (including higher level skills) and the fact that students are not producing the same item as their peers, all combine to produce an extremely challenging environment.	The complexity of the outcome (including higher level skills) and the fact that students are not producing the same item as their peers, all combine to produce an extremely challenging environment.	The complexity of the outcome (including higher level skills) and the fact that students are not producing the same item as their peers, all combine to produce an extremely challenging environment.

Assessment types

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- Homework – Teacher assessed

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		NEA 1	NEA 2	NEA 2	Revision
		Half Term 1 (8 weeks)	Half Term 2 (7 weeks)	Term 2 (15 weeks)	Term 3 (8 weeks)
Year 11	Unit description	Knowledge The area of science knowledge tested is determined by the exam board when the task is set. Skills Research Planning Making a prediction Carrying out a fair test Evaluation Drawing evidence based conclusions	Knowledge Adapting recipes to meet the needs of individuals. Food provenance The exact nature of the task is determined by the exam board when the task is set Skills Research Applying nutritional knowledge to individual groups of people (link to Yr 10 Term 1) Calculating nutrition Calculating cost Planning	Skills Practical skills- as taught in Yr. 10 Time management Sensory testing Evaluation	Knowledge Recap all knowledge taught in Yr. 10 Skills Answering long answer questions Appropriate use of technical language
	Assessment	Deadlines are provided at the beginning of this unit Formal written feedback is not permitted in an NEA. Students receive whole class feedback. Theory homework (often blended learning) activities are set regularly to act as retrieval practice	Deadlines are provided at the beginning of this unit Formal written feedback is not permitted in an NEA. Students receive whole class feedback. Theory homework (often blended learning) activities are set regularly to act as retrieval practice	Deadlines are provided at the beginning of this unit Formal written feedback is not permitted in an NEA. Students receive whole class feedback. Theory homework (often blended learning) activities are set regularly to act as retrieval practice	Past paper style questions are marked weekly. Long answer questions. Theory homework (often blended learning) activities are set regularly to act as retrieval practice
	Adaptive	The very nature of this project is challenging. For the first time, students have to identify a problem and solve it by identifying a scientific method and conducting experiments.	The very nature of this project is challenging. Students have to identify a problem and solve it by developing and producing practical outcomes.	The very nature of this project is challenging. Students have to identify a problem and solve it by developing and producing practical outcomes.	Real past paper questions and mark schemes are used to promote high quality responses and tier 3 literacy (technical language) from all students.

Assessment types

- Formative Assessment
- Summative Assessment – Written feedback provided
- Homework – Teacher assessed

>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?

Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.

Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.

Encouraging creative expression to connect with the inner self and the transcendent.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

Promoting open-ended investigations rather than just seeking right answers.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

KS4 Food Preparation and Nutrition

Fostering a sense of belonging and interconnectedness with others, nature, and the universe:

- **Nutrition:** In our KS4 Food Preparation and Nutrition curriculum, we foster a sense of belonging and interconnectedness with nature through the study of the relationship between diet and health. Understanding what the body needs to be strong and healthy and how the resources provided by nature can provide the correct nutrients to allow us to be healthy in mind and body.
- **Cultural Diversity:** Our curriculum requires students to recognise requirements and restrictions that are present for those people who come from different cultural or religious backgrounds where some ingredients or preparation methods are considered to be unacceptable. Students learn to adapt recipes and working methods to ensure that the dishes they produce are inclusive.

Encouraging self-awareness, emotional intelligence, and moral reasoning:

- **Food Provenance:** Our curriculum looks at how food can be grown and reared in a way that is conscious of the environment and the need for food security for all. Students look at the effect of over fishing, intensive farming, GM foods and food miles on the lives of others and the environment and make value judgements regarding alternatives such as organic, free-range and fair trade production methods

Design & Technology

Curriculum – Key Stage 4

Promoting open-ended investigations rather than just seeking right answers:

- **KS4 Food Preparation and Nutrition: In our KS4 curriculum students study the science of food production. They learn to conduct scientific analysis of how ingredients interact to produce different outcomes with very small changes. The investigations are researched-based but results are often unexpected causing the students to have to really look at what is happening during the cooking process to understand the interactions.**

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder:

- **KS4 Food Preparation and Nutrition, Practical Work: In our KS4 Food Preparation and Nutrition curriculum, hands-on learning is central to the student experience. Pupils are taught a wide range of practical skills and are encouraged to work both independently and in teams to prepare, cook and present meals for target markets. This active engagement not only builds confidence and competence but also sparks a sense of wonder as students bring their ideas to life through making.**