



# CHORLTON HIGH SCHOOL: CURRICULUM

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## CHS Curriculum Intent

**SUCCESSFUL:** Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

**CREATIVE:** Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

**HAPPY:** Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

## CHS Curriculum Area Framework for Learning – Year 11

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| <b>SUBJECT</b> | Food Preparation and Nutrition (Eduqas/AQA) |
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| Year Group              | <b>11</b>   |  |   |  |  |
|-------------------------|---|--|---|--|--|
| Rationale/<br>Narrative | Year 11 will see student complete both pieces of NEA (Food investigation task and Food Preparation Task) as well as preparation for the written exam. This will provide students with the opportunity to explore the science of ingredients in relation to a specific task. As well as this students are able to practice a variety of practical skills as well as enhancing their time management through the food preparation task. Year 11 will allow students to grow in independence as they will be completing a variety of tasks and so NEA's will be individualised.  |  |   |  |  |
|                         | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   |
| KNOWLEDGE               | <p>NEA 1: Food Investigation Task (15%)</p> <p>Students will explore one of the following areas depending on the task.</p> <p>The working characteristics, functional and chemical properties of proteins, carbohydrates, fats and oils, raising agents Protein denaturation</p> <ul style="list-style-type: none"> <li>• Protein coagulation</li> <li>• Gluten formation</li> <li>• Foam formation</li> <li>• Gelatinisation</li> <li>• Dextrinization</li> <li>• Caramelisation</li> <li>• Shortening</li> <li>• Aeration</li> <li>• Plasticity</li> <li>• Emulsification</li> <li>• Enzymic browning</li> <li>• Oxidation</li> <li>• Chemical raising agents and how they work.</li> <li>• Mechanical raising agents (whisking, beating, folding, sieving, creaming and rubbing in)</li> </ul> <p>The working characteristics, functional and chemical properties of proteins, carbohydrates, fats and oils, raising agents.</p> | <p>Beginning of Autumn 2: CEE prep.</p> <p><b>Food and the Environment</b></p> <p>Environmental issues associated with food.</p> <ul style="list-style-type: none"> <li>• Seasonal foods</li> <li>• Sustainability e.g. fish farming</li> <li>• Transportation</li> <li>• Organic foods</li> <li>• The reasons for buying locally produced food.</li> <li>• Food waste in the home/food production/retailers.</li> <li>• Environment issues related to packaging</li> <li>• Carbon footprint.</li> </ul> <p><b>Sustainability of food</b></p> <p>The impact of food and food security on local and global markets and communities.</p> <p>Students will know: The challenges to provide the worlds growing population with a sustainable, secure supply of safe, nutritious and affordable high quality food.</p> <p>Students will have an awareness of:</p> <ul style="list-style-type: none"> <li>• Climate change</li> <li>• Global warming</li> <li>• Sustainability of food sources</li> <li>• Insufficient land for growing food</li> <li>• Availability of food</li> <li>• Fairtrade</li> </ul> | <ul style="list-style-type: none"> <li>• How peoples' nutritional needs change and how to plan a balanced diet for different life stages (young children, teenagers, adults and the elderly)</li> <li>• How to plan a balanced meal for specific dietary groups: vegetarian and vegan, coeliac, lactose intolerant and high fibre diets.</li> <li>• British and International cuisine- dishes, cooking methods, ingredients etc.</li> <li>• Sensory testing methods (preference tests, discrimination tests, grading tests)</li> <li>• Controlled conditions needed for sensory testing.</li> <li>• How to test sensory qualities of a wide range of foods and combinations.</li> </ul> | <ul style="list-style-type: none"> <li>• Current guidelines for a healthy diet.</li> <li>• Portion size and costing when planning a meal.</li> <li>• nutritional information and data to calculate energy and nutritional value.</li> <li>• How to test sensory qualities of a wide range of foods and combinations.</li> </ul> <p>NEA Completion by week 4 of spring 2.</p> <ul style="list-style-type: none"> <li>• Food processing and production and Food provenance:</li> <li>• Food production: primary processing related to the rearing, fishing, growing, harvesting and cleaning of the raw food material and secondary stages of processing related to how the raw primary processed ingredients are processed to produce a food product.</li> <li>• Secondary processing related to: how the raw primary processed ingredients are processed to produce a food product (flour into bread and/or pasta, milk into cheese and yoghurt, fruit into jams)</li> </ul> | <p><b>GENERAL REVISION</b></p> <p><b>TERMINAL EXAM.</b></p> <p>Topics as highlighted by students covered over course of lessons preceding examination. The focus will be mainly topics that could appear in the final exam. Predominately Section B</p> <p><b>Food Nutrition and Health</b></p> <ul style="list-style-type: none"> <li>• Macronutrients (fats, protein, carbohydrates)</li> <li>• Micronutrients: Vitamins (fat soluble, water soluble, antioxidant functions). Minerals (calcium, iron, sodium, fluoride, iodine, phosphorus)</li> <li>• Water</li> <li>Nutritional needs and health</li> <li>• Making informed choices for a varied and balanced diet</li> <li>• Energy needs</li> <li>• Nutritional analysis</li> <li>• Diet, nutrition and health</li> </ul> <p><b>Food Science</b></p> <ul style="list-style-type: none"> <li>• Cooking of food and heat transfer</li> <li>• Functional and chemical properties of food (proteins,</li> </ul> |



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|               |   | <ul style="list-style-type: none"> <li>• Problems of drought and flooding</li> <li>• GM foods</li> <li>• Food waste.</li> </ul> <p><b>NEA 2 introduced in December.</b></p>   |   |   | <p>carbohydrates, fats, fruit and vegetables, raising agents)</p> <p><b>Food Safety</b></p> <ul style="list-style-type: none"> <li>• Food spoilage and contamination</li> <li>• Principles of food safety</li> </ul> <p><b>Food Choice</b></p> <ul style="list-style-type: none"> <li>• Factors affecting food choice</li> <li>• Food choices</li> <li>• Food labelling and marketing influences</li> <li>• British and International cuisines</li> <li>• Sensory evaluation</li> </ul> <p><b>Food Provenance</b></p> <ul style="list-style-type: none"> <li>• <b>Environmental impact and sustainability of food.</b></li> <li>• Food Processing and production</li> </ul> |
| <b>SKILLS</b> | <ul style="list-style-type: none"> <li>• Analysing a task</li> <li>• Conducting secondary research into chosen task area, linking to prior knowledge</li> <li>• Consolidating relevant research.</li> <li>• Analysing research and plan relevant investigations</li> <li>• Devising a hypothesis.</li> <li>• Conducting relevant investigations that show understanding of how ingredients work and why.</li> <li>• Appropriate recording of results.</li> <li>• Analyse and interpret the results of investigative work.</li> <li>• Evaluate the hypothesis</li> <li>• Explain how the results can be applied in practical food preparation and cooking</li> </ul> | <ul style="list-style-type: none"> <li>• Exam technique- how to tackle a big question.</li> <li>• Time management in an exam.</li> <li>• Understand how to critically analyse a chart, table or food product</li> <li>• understand the context of an exam question</li> <li>• Analysing a task</li> <li>• Conducting relevant research into chosen task area, linking to prior knowledge</li> </ul> | <p><b>Skills will vary depending on students chosen task, technical skills they will showcase and target grade</b></p> <ul style="list-style-type: none"> <li>• General practical skills</li> <li>• Knife</li> <li>• Preparing fruit and vegetables</li> <li>• Use of the cooker</li> <li>• Use of equipment including electrical.</li> <li>• Cooking methods</li> <li>• Prepare, combine and shape</li> <li>• Sauce making</li> <li>• Tenderise and marinate</li> <li>• Dough</li> <li>• Raising agents</li> <li>• Setting mixtures</li> </ul> <p>Theoretical skills</p> <ul style="list-style-type: none"> <li>• Consolidating research.</li> <li>• Analysing research and plan relevant dishes.</li> </ul> | <p><b>Skills will vary depending on students chosen task, technical skills they will showcase and target grade</b></p> <ul style="list-style-type: none"> <li>• General practical skills</li> <li>• Knife</li> <li>• Preparing fruit and vegetables</li> <li>• Use of the cooker</li> <li>• Use of equipment including electrical.</li> <li>• Cooking methods</li> <li>• Prepare, combine and shape</li> <li>• Sauce making</li> <li>• Tenderise and marinate</li> <li>• Dough</li> <li>• Raising agents</li> <li>• Setting mixtures</li> </ul> <p>Theoretical skills</p> <ul style="list-style-type: none"> <li>• Costing, nutritional analysis and detailed, relevant and creative improvements.</li> </ul> | <ul style="list-style-type: none"> <li>• Exam technique- how to tackle a big question.</li> <li>• Time management in an exam.</li> <li>• Understand how to critically analyse a chart, table or food product.</li> <li>• understand the context of an exam question.</li> <li>• Analysing a task</li> <li>• Conducting relevant research into chosen task area, linking to prior knowledge.</li> </ul>  |



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|                    |   |  | <ul style="list-style-type: none"> <li>• Appropriate sensory recording of practical dishes results.</li> <li>• Justify the appropriateness of the final dishes.</li> <li>• Produce a detailed time plan that includes well thought through dovetailing and accurate timings</li> </ul>   |   |  |
| <b>ASSESSMENTS</b> | <p>Due to this being a piece of non-exam assessment students will be provided with feedback on all components.</p> <ol style="list-style-type: none"> <li>1. Food Investigation Assessment: Research Section (6 marks) <b>(verbal feedback and some suggestions for improvement)</b></li> <li>2. Food Investigation Assessment Investigation Section (15 marks) <b>(two star and a wish)</b></li> <li>3. Food Investigation Assessment: Analysis and Evaluation section (8 marks) <b>(verbal feedback and suggestions for improvement)</b></li> </ol> | <p>Due to this being a piece of non-exam assessment students will be provided with feedback on all components.</p> <ol style="list-style-type: none"> <li>1. <i>College Entry Examination</i></li> <li>2. <i>Food Preparation Assessment: Researching the task (6 marks)</i> <b>(verbal feedback and some suggestions for improvement)</b></li> <li>3. <i>Food Preparation Assessment: Demonstrating Technical skills (18 marks)</i> <b>(two star and a wish)</b></li> </ol> | <p>Due to this being a piece of non-exam assessment students will be provided with feedback on all components.</p> <ol style="list-style-type: none"> <li>1. <i>Food Preparation Assessment: Demonstrating Technical skills (18 marks)</i> <b>(two star and a wish)</b></li> <li>2. <i>Food Preparation Assessment: Planning for the final menu (8 marks)</i> <b>(verbal feedback and some suggestions for improvement)</b></li> </ol> | <p>Due to this being a piece of non-exam assessment students will be provided with feedback on all components.</p> <ol style="list-style-type: none"> <li>1. <i>Food Preparation Assessment: Making the final dishes (30 marks)</i> <b>(PRACTICAL EXAM)</b></li> <li>2. <i>Food Preparation Assessment: Analysis and Evaluation (8 marks)</i> <b>(two star and a wish)</b></li> </ol> | <ol style="list-style-type: none"> <li>1. Exam question (extended answer question)</li> <li>2. Exam question (extended answer question Inc. table analysis)</li> </ol> |