

Curriculum Knowledge Map



CHS Computing and Technology 2024/2025

GCSE Food Preparation and Nutrition

Year 10

Year 10	AUTUMN		SPRING		SUMMER	
	Unit Name	Unit Name	Unit Name	Unit Name	Unit Name	Unit Name
	Foundations in Food	Food, Nutrition and Health	Food Science	Food Choice	Food Safety	Food Provenance
<p>Declarative <i>What should they know?</i></p>	<p>Introduction to the main food preparation and nutrition topics Students will spend the first half term looking at and exploring the 5 main areas of the GCSE Food Preparation and Nutrition Specification to gain insight into their future studies on the course and develop their initial understanding of key concepts. Students will look at the main principles of:</p> <ul style="list-style-type: none"> • Food, nutrition and health – Macro Nutrients, Micronutrients, Nutritional Needs and Health. • Food Science – Cooking of food, Heat 	<p>Macronutrients</p> <ul style="list-style-type: none"> • Protein • Fats • Carbohydrates <p>Micronutrients</p> <ul style="list-style-type: none"> • Vitamins • Minerals • Water <p>Nutritional needs and health</p> <ul style="list-style-type: none"> • Making informed choices for a varied and balanced diet • Energy needs • How to carry out nutritional analysis • Diet, nutrition and health 	<p>Cooking of food and heat transfer</p> <ul style="list-style-type: none"> • Why food is cooked and how heat is transferred to food • Selecting appropriate cooking methods <p>Functional and chemical properties of food</p> <ul style="list-style-type: none"> • Proteins <ul style="list-style-type: none"> ○ protein denaturation ○ protein coagulation ○ gluten formation ○ foam formation • Carbohydrates <ul style="list-style-type: none"> ○ gelatinisation ○ dextrinisation ○ caramelisation • Fats and oils <ul style="list-style-type: none"> ○ shortening 	<p>Factors affecting food choice Factors which influence food choice</p> <ul style="list-style-type: none"> • To know and understand factors which may influence food choice <p>Food choices</p> <ul style="list-style-type: none"> • Food choice related to religion, culture, ethical and moral beliefs and medical conditions <p>Food labelling and marketing influences</p> <ul style="list-style-type: none"> • How information about food available to the consumer, including labelling and 	<p>Food spoilage and contamination</p> <ul style="list-style-type: none"> • Microorganisms and enzymes <ul style="list-style-type: none"> ○ the growth conditions for microorganisms and enzymes and the control of food spoilage ○ bacteria, yeasts and moulds are microorganisms ○ high risk foods ○ enzymes are biological catalysts usually made from protein. • The signs of food spoilage <ul style="list-style-type: none"> ○ enzymic action ○ mould growth ○ yeast action 	<p>Environmental impact and sustainability of food</p> <ul style="list-style-type: none"> • Food Sources <ul style="list-style-type: none"> ○ where and how ingredients are grown, reared and caught • Food and the environment <ul style="list-style-type: none"> ○ environmental issues associated with food • Sustainability of food <ul style="list-style-type: none"> ○ the impact of food and food security on local and global markets and communities <p>Food processing and production</p> <ul style="list-style-type: none"> • Food production

Curriculum Knowledge Map

	<p>Transfer and the Functional and Chemical Properties of Food.</p> <ul style="list-style-type: none"> • Food safety – Food Spoilage, Contamination and the Principles of Food Safety. • Food choice – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing. • Food provenance – Environmental Impact and Sustainability of Food, Food Processing and Production. 		<ul style="list-style-type: none"> ○ aeration ○ plasticity ○ emulsification • Fruit and Vegetables <ul style="list-style-type: none"> ○ enzymic browning ○ oxidation • Raising agents <ul style="list-style-type: none"> ○ chemical (baking powder, bicarbonate of soda, self-raising flours which produce carbon dioxide) ○ mechanical (whisking, beating, folding, sieving, creaming and rubbing in – all incorporate air into the mixture) ○ steam is produced when the water in any moist mixture reaches boiling point ○ biological (yeast) 	<p>marketing, influences food choice</p> <p>British and international cuisines</p> <ul style="list-style-type: none"> • Food products from British tradition and two different cuisines. • Cuisine is defined as: ‘a style characteristic of a particular country or region where the cuisine has developed historically using distinctive ingredients, specific preparation and cooking methods or equipment, and presentation or serving techniques’ <p>Sensory evaluation</p> <ul style="list-style-type: none"> • sensory testing methods • how taste receptors and olfactory systems work when tasting food 	<ul style="list-style-type: none"> • Microorganisms in food production <ul style="list-style-type: none"> ○ the use of microorganisms in food production • Bacterial contamination <ul style="list-style-type: none"> ○ the different sources of bacterial contamination ○ the main types of bacteria which cause food poisoning ○ the main sources and methods of control of different food poisoning bacteria types ○ the general symptoms of food poisoning <p>Principles of food safety</p> <ul style="list-style-type: none"> • Buying and storing food • The food safety principles when buying and storing food • Preparing, cooking and serving food <ul style="list-style-type: none"> The food safety principles when preparing, cooking and serving food 	<ul style="list-style-type: none"> ○ primary and secondary stages of processing and production. ○ how processing affects the sensory and nutritional properties of ingredients <p>• Technological developments associated with better health and food production</p> <ul style="list-style-type: none"> ○ Technological developments to support better health and food production including fortification and modified foods with health benefits and the efficacy of these
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Curriculum Knowledge Map

<p>Procedural <i>What should they be able to do?</i></p>	<p>During the half term students will complete several practical lessons quiche and Spanish omelette. These are mapped to develop and extend on the learning for the topics being covered (quiche links to nutrition and health and Spanish omelette focussing on the science of cooking food and function/chemical properties of eggs.</p> <p>During these practical's there will be procedural knowledge acquired relating to the application of skills:</p> <p>Curry/Biryani</p> <ul style="list-style-type: none"> • General practical skills – weigh and measure (Skill 1) • Knife Skills - Bridge hold, claw grip, peel, slice, dice and cut into even size pieces (i.e. batons, julienne) (skill 2). • Preparing fruits and vegetables (Skill 3) • Use of the cooker (Skill 4) 	<p>During the half term students will complete several practical lessons shepherd's pie and lasagne. These are mapped to develop and extend on the learning for the topics being covered (shepherd's pie links to nutrition and health and lasagne focussing on the science of cooking food and function/chemical properties of starch, fats and proteins.</p> <p>During these practical's there will be procedural knowledge acquired relating to the application of skills:</p> <p>Shepherd's pie</p> <ul style="list-style-type: none"> • General practical skills – weigh and measure (Skill 1) • Preparing fruits and vegetables (Skill 3) • Use of the cooker (Skill 4) • Prepare, combine and shape (Skill 7) <p>Ravioli</p>	<p>During the half term students will complete several practical lessons Profiteroles. These are mapped to develop and extend on the learning for the topics being covered.</p> <p>During these practical's there will be procedural knowledge acquired relating to the application of skills:</p> <p>Chelsea buns</p> <ul style="list-style-type: none"> • Students should know how to weigh and measure ingredients (Skill 1). • Students should understand how to make a dough (Bread) (Skill 10). • Students should understand how to use the Hob/Oven when cooking dishes (Skill 4). • Students should know how to shape and form ingredients (dough) for uniformity (Skill 4). <p>Profiteroles</p> <ul style="list-style-type: none"> • General practical skills – weigh and measure (Skill 1) 	<p>During the half term students will complete several practical lessons Chow Mein These are mapped to develop and extend on the learning for the topics being covered</p> <p>During these practical's there will be procedural knowledge acquired relating to the application of skills:</p> <p>Sensory Analysis (breads)</p> <ul style="list-style-type: none"> • Be able to analyse flavour profiles • Be able to describe the impact of taste, texture, touch, smell on sensory appeal. • Be able to explain the impact of ingredients upon the sensory appeal of products. • How to taste and season during the cooking process. • Change the taste and aroma through the use of infusions, herbs and spices, paste, jus, reduction. • How to change texture and flavour, use 	<p>During the half term students will complete several practical lessons fruit flan and Chelsea buns. These are mapped to develop and extend on the learning for the topics being covered</p> <p>During these practical's there will be procedural knowledge acquired relating to the application of skills:</p> <p>Cheesecake</p> <ul style="list-style-type: none"> • General practical skills – weigh and measure (Skill 1) • Preparing fruits and vegetables (Skill 3) • Use of the cooker (Skill 4) • Prepare, combine and shape (Skill 7) • Students should understand how to use the Hob/Oven when cooking dishes – sauce making (Skill 8). 	<p>During the half term students will complete several practical lessons Cheesecake and Ravioli. These are mapped to develop and extend on the learning for the topics being covered.</p> <p>During these practical's there will be procedural knowledge acquired relating to the application of skills:</p> <p>Lemon Meringue Pie</p> <ul style="list-style-type: none"> • General practical skills – weigh and measure (Skill 1) • Preparing fruits and vegetables (Skill 3) • Use of the cooker (Skill 4) • Prepare, combine and shape (Skill 7) • Students should understand how to use the Hob/Oven when cooking dishes – sauce making (Skill 8). • Making a dough (Skill 10) • Setting Mixtures (Skill 12).
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Curriculum Knowledge Map

	<ul style="list-style-type: none"> Students should understand how to use the Hob/Oven when cooking dishes – sauce making (Skill 8). <p>Pie (Homity/Pfeither) (Shortcrust Pastry)</p> <ul style="list-style-type: none"> General practical skills – weigh and measure (Skill 1) Preparing fruits and vegetables (Skill 3) Use of the cooker (Skill 4) Prepare, combine and shape (Skill 7) Sauce making (Skill 8) Making a dough (Skill 10) <p>Quiche</p> <ul style="list-style-type: none"> General practical skills – weigh and measure (Skill 1) Preparing fruits and vegetables (Skill 3) Use of the cooker (Skill 4) Prepare, combine and shape (Skill 7) Sauce making (Skill 8) Making a dough (Skill 10) 	<ul style="list-style-type: none"> General practical skills – weigh and measure (Skill 1) Use of the cooker (Skill 4) Use of equipment (pasta making machine) (Skills 5) Prepare, combine and shape (Skill 7) Sauce making (Skill 8) Reduction Making a dough (Skill 10) <p>Lasagne</p> <ul style="list-style-type: none"> General practical skills – weigh and measure (Skill 1) Preparing fruits and vegetables (Skill 3) Use of the cooker (Skill 4) Cooking methods (skill 6) Sauce making (Skill 8) 	<ul style="list-style-type: none"> Use of the cooker (Skill 4) Prepare, combine and shape (Skill 7) Making a dough (choux) (Skill 10) Raising agents (Skill 11) <p>Spanish omelette</p> <ul style="list-style-type: none"> General practical skills – weigh and measure (Skill 1) Preparing fruits and vegetables (Skill 3) Use of the cooker (Skill 4) Cooking methods (skill 6) 	<p>browning (dextrinisation, caramelisation) and glazing, add crust, crisp and crumbs.</p> <ul style="list-style-type: none"> Presentation and food styling. Use garnishes and decorative techniques to improve the aesthetic qualities, demonstrate portioning, presenting, and finishing. 		<p>Additional Practical – Student choice.</p> <ul style="list-style-type: none"> Range of skills to be applied based on the context delivered by teachers. Students to map their skills for practical's this year and as part of this lesson.
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Curriculum Knowledge Map

Disciplinary Literacy (Tier 3 Vocab)	Tier 3 Disciplinary literacy linked to the unit of study:	Tier 3 Disciplinary literacy linked to the unit of study:	Tier 3 Disciplinary literacy linked to the unit of study:	Tier 3 Disciplinary literacy linked to the unit of study:	Tier 3 Disciplinary literacy linked to the unit of study:	Tier 3 Disciplinary literacy linked to the unit of study:
	<ul style="list-style-type: none"> • Nutrition • Biological value • Function • Diet • Starch • Vitamins & Minerals • Deficiencies • Excess • Pastry • Shortening • Forming • Dough • Moral & Ethical • Medical reasoning • Intolerance • Environmental impact • Sustainability • Production, Primary, Secondary, Processing • Free range, Intensive, Organic • Convection & Conduction • Radiation, Transfer • Chemical properties • Raising agent, Mechanical, Chemical, Biological • Heat transfer • Coagulation 	<ul style="list-style-type: none"> • Basal Metabolic Rate (BMR) • Physical Activity Level (PAL) • Estimated Average Requirement (EARs) • Energy Density • Amino Acids • High Biological Value (HBV) • Low Biological Value (LBV) • Protein Complementation • Kwashiorkor • Fatty Acids • Glycerol • Saturated Fats • Unsaturated Fats • Fat Soluble vitamins • Water Soluble Vitamins • Cholesterol • Hydrogenation • Trans fats • Dietary Fibre • Constipation • Diverticular Disease 	<ul style="list-style-type: none"> • Shortening • Plasticity • Aeration • Creaming • Foam • Denaturation • Ph level • Marinade • Enzymic Browning • Oxidation • Physical raising agents • Chemical raising agents • Yeast • Bicarbonate of soda • Baking Powder • Fermentation • Carbon Dioxide • Palatability • Microwave • Radiation • Conduction • Convection 	<ul style="list-style-type: none"> • Vegetarian • Ovo-lacto vegetarian • Vegan • Lactovegetarian • Diabetes • Coeliac • Gluten • Lactose intolerance • Anaphylaxis • Epi pen • Olfactory • Sensory analysis • Palate Sensory characteristics • Rating Tests • Ranking tests • Star profile • Triangle testing • Paired preference tests 	<ul style="list-style-type: none"> • Use by date • Best before date • Frozen Food • Chilled Food • High risk foods • Low risk foods • Danger zone • Hygiene • Microorganisms, Bacteria, Pathogens, Enzymes • Enzymic browning • Contamination • Risks • Perishable, Storage 	<ul style="list-style-type: none"> • Transportation • Barn reared animals • Organic • Genetically Modified (GM) • Free range • Hydroponics • Fish Farms • Intensive farming • Greenhouse gases (GHG's) • Crop rotation • Fairtrade • Homogenised • Primary and Secondary processing • Pasteurised, Skimmed, Semi skimmed, Ultra heat treated, (UHT), Sterilised, Evaporated • Food Miles • Food Origin • Climate Change • Carbon Footprint • Recycling • Packaging • Landfill, Food Waste • Composting • Red Tractor • Climate change • Sustainability of food • Deforestation

Curriculum Knowledge Map

<p>Assessment</p>	<p>Key assessment task: Time plan - marked and fed back as part of a Key Assessed piece of work.</p> <p>Key assessment task: Topic Test - marked and fed back as part of a Key Assessed piece of work.</p> <p>Single Lesson exam technique and practice assessment lessons:</p> <ul style="list-style-type: none"> • Nutrition and Health • Food Safety • Nutrition and Provenance • Faults in food Preparation • Food Science - Carbohydrates: Gelatinisation, Dextrinisation & Caramelisation <p>Home learning activity: Food choice:</p> <ul style="list-style-type: none"> • Discuss a range of religious and cultural needs that manufacturers must consider when designing new food products. Include examples of different 	<p>Key assessment: Exam practice and technique. Assessment will be based upon exam style questioning of the topics being covered this half term (Food Nutrition and Health), using exam practice from past paper questions in short, medium and high-level responses to ensure breadth of assessment practice.</p> <p>Single Lesson exam technique and practice assessment lessons:</p> <ul style="list-style-type: none"> • Vitamins • Minerals • Energy Needs <p>Home learning activity: Food choice:</p> <ul style="list-style-type: none"> • Discuss a range of religious and cultural needs that manufacturers must consider when designing new food products. Include examples of different multicultural foods in your answer. • Describe the distinctive features 	<p>Key assessment: Food safety principles – students will be assessed on key areas of food safety and control measures to prevent food contamination and food poisoning. This links to learning surrounding common bacteria and storage requirements.</p> <p>Key assessment task: Progress Test - marked and fed back as part of a Key Assessed piece of work.</p> <p>Feedback should use a two star and wish model. Assessment will be based on prior learning up to Spring Term week 3.</p> <p>Single Lesson exam technique and practice assessment lessons:</p> <ul style="list-style-type: none"> • Heat Transfer • Selecting appropriate cooking methods 	<p>Key assessment: Practical assessment & Time plan assessment. During the practical lesson this half term students will be assessed on their ability to complete a thorough time plan and complete practical skills associated with the Chow Mein practical. This will form an assessment piece (commonly assessed in exam papers).</p> <p>Key assessment: Exam practice and technique. Assessment will be based upon exam style questioning of the topics being covered this half term (Food choice), using exam practice from past paper questions in short, medium and high-level responses to ensure breadth of assessment practice.</p> <p>Single Lesson exam technique and practice assessment lessons:</p> <ul style="list-style-type: none"> • Factors affecting food choice 	<p>Key assessment: Faults in pastry making. As students look at and complete their ravioli practical, they should understand how common faults can be found in pastry making and this will form an assessment piece (commonly assessed in exam papers).</p> <p>Key assessment: Exam practice and technique. Assessment will be based upon exam style questioning of the topics being covered this half term (Food provenance), using exam practice from past paper questions in short, medium and high-level responses to ensure breadth of assessment practice.</p> <p>Single Lesson exam technique and practice assessment lessons:</p> <ul style="list-style-type: none"> • Food Spoilage (buying and storing) • Bacterial Contamination • End of Topic Assessment 	<p>Key assessment task: Progress Test - marked and fed back as part of a Key Assessed piece of work. Feedback should use a two star and wish model.</p> <p><i>Assessment will be based on the 5 area of food based on learning that has taken place throughout year 10 and based on the knowledge and understanding of assessment practice completed in single lessons.</i></p> <p>Set as a full exam paper out of 100 marks, including multiple choice, short, medium and longer response questions.</p> <p>Single Lesson exam technique and practice assessment lessons:</p> <ul style="list-style-type: none"> • Genetically Modified (GM) Foods • Converting Recipes into time plans
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Curriculum Knowledge Map

	<p>multicultural foods in your answer.</p> <ul style="list-style-type: none"> Describe the distinctive features and characteristics of 1 international cuisine of your choice. <p>Home learning activity: Students to complete research and investigation into food choice topics to support learning in the following lesson.</p> <p>Food Provenance:</p> <ul style="list-style-type: none"> Explain how milk is made into cheese Explain how flour is made into bread <p>Home learning activity: Food Science:</p> <ul style="list-style-type: none"> Discuss the advantages and disadvantages of grilling, frying and roasting meat as methods of cooking. Explain with examples why gluten is important in bread making. 	<p>and characteristics of 1 international cuisine of your choice.</p> <p>Home learning activity: Students to complete research and investigation into food choice topics to support learning in the following lesson.</p> <p>Food Provenance:</p> <ul style="list-style-type: none"> Explain how milk is made into cheese Explain how flour is made into bread <p>Home learning activity: Food Science:</p> <ul style="list-style-type: none"> Discuss the advantages and disadvantages of grilling, frying and roasting meat as methods of cooking. <p>Explain with examples why gluten is important in bread making.</p>		<ul style="list-style-type: none"> End of Topic Assessment 		
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Curriculum Knowledge Map



Curriculum Knowledge Map



CHS Computing and Technology 2023/2024

GCSE Food Preparation and Nutrition

Year 11

Year 11	AUTUMN		SPRING	SUMMER	
	NEA 1: Food investigation (30% of coursework grade)		NEA 2: Food preparation assessment (70% of coursework grade)	Exam Preparation	Unit Name
	NEA 1 Task	Mock Examinations and Assessment	NEA 2 Task	Study Skills for Food Preparation and Nutrition	
Declarative <i>What should they know?</i>	<p>During this NEA task Students' will evidence their understanding of the working characteristics, functional and chemical properties of ingredients. <i>This task links to Food Science (studied in Year 10)</i></p> <p>Cooking of food and heat transfer</p> <ul style="list-style-type: none"> Why food is cooked and how heat is transferred to food Selecting appropriate cooking methods <p>Functional and chemical properties of food</p> <ul style="list-style-type: none"> Proteins <ul style="list-style-type: none"> protein denaturation protein coagulation gluten formation 	<p>Students will be completing the first of their Year 11 mock exam assessments. These assessment papers are exam board papers designed to assess students' knowledge and understanding form across the course and from prior learning.</p> <p>Topics include:</p> <ul style="list-style-type: none"> Food, nutrition and health – Macro Nutrients, Micronutrients, Nutritional Needs and Health. Food science – Cooking of food, Heat 	<p>During this NEA task Students' will evidence knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. <i>Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.</i> <i>This task evidences student's food preparation and nutrition skills covered throughout their practical lessons.</i></p> <p>Skills: Students must know how and when these food preparation skills can be applied and combined to achieve specific outcomes.</p> <p>Skill 1: General practical skills</p> <ul style="list-style-type: none"> Weigh and measure Prepare ingredients and equipment Select and adjust cooking times Test for readiness Judge and modify sensory properties <p>Skill 2: Knife skills</p> <ul style="list-style-type: none"> Fruit and vegetables Meat, fish or alternatives 	<p>Food Nutrition and Health</p> <ul style="list-style-type: none"> Macronutrients (fats, protein, carbohydrates) Micronutrients: Vitamins (fat soluble, water soluble, antioxidant functions). Minerals (calcium, iron, sodium, fluoride, iodine, phosphorus) Water Nutritional needs and health Making informed choices for a varied and balanced diet Energy needs Nutritional analysis Diet, nutrition and health <p>Food Science</p> <ul style="list-style-type: none"> Cooking of food and heat transfer 	

Curriculum Knowledge Map

	<ul style="list-style-type: none"> ○ foam formation • Carbohydrates <ul style="list-style-type: none"> ○ gelatinisation ○ dextrinisation ○ caramelisation • Fats and oils <ul style="list-style-type: none"> ○ shortening ○ aeration ○ plasticity ○ emulsification • Fruit and Vegetables <ul style="list-style-type: none"> ○ enzymic browning ○ oxidation • Raising agents <ul style="list-style-type: none"> ○ chemical (baking powder, bicarbonate of soda, self-raising flours which produce carbon dioxide) ○ mechanical (whisking, beating, folding, sieving, creaming and rubbing in – all incorporate air into the mixture) ○ steam is produced when the water in any moist mixture reaches boiling point ○ biological (yeast) 	<p>Transfer and the Functional and Chemical Properties of Food.</p> <ul style="list-style-type: none"> • Food safety – Food Spoilage, Contamination and the Principles of Food Safety. • Food choice – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing. • Food provenance – Environmental Impact and Sustainability of Food, Food Processing and Production. 	<p>Skill 3: Preparing fruit and vegetables</p> <ul style="list-style-type: none"> • Preparing fruit and vegetables <p>Skill 4: Use of the cooker</p> <ul style="list-style-type: none"> • Using the grill • Using the oven <p>Skill 5: Use of equipment</p> <ul style="list-style-type: none"> • Using equipment <p>Skill 6: Cooking methods</p> <ul style="list-style-type: none"> • Water based methods using the hob • Dry heat and fat-based methods using the hob <p>Skill 7: Prepare, combine and shape</p> <ul style="list-style-type: none"> • Prepare, combine and shape <p>Skill 8: Sauce making</p> <ul style="list-style-type: none"> • Starch based • Reduction • Emulsion <p>Skill 9: Tenderise and marinate</p> <ul style="list-style-type: none"> • Tenderise and marinate <p>Skill 10: Dough</p> <ul style="list-style-type: none"> • Making a dough (bread, pastry, pasta) • Shaping and finishing <p>Skill 11: Raising agents</p> <ul style="list-style-type: none"> • Eggs as a raising agent • Chemical raising agents • Steam as a raising agent • Biological raising agent <p>Skill 12: Setting mixtures</p> <ul style="list-style-type: none"> • Removal of heat • Use protein 	<ul style="list-style-type: none"> • Functional and chemical properties of food (proteins, carbohydrates, fats, fruit and vegetables, raising agents) <p>Food Safety</p> <ul style="list-style-type: none"> • Food spoilage and contamination • Principles of food safety <p>Food Choice</p> <ul style="list-style-type: none"> • Factors affecting food choice • Food choices • Food labelling and marketing influences • British and International cuisines • Sensory evaluation <p>Food Provenance</p> <ul style="list-style-type: none"> • Environmental impact and sustainability of food. • Food Processing and production 	
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Curriculum Knowledge Map

<p>Procedural <i>What should they be able to do?</i></p>	<p>Contexts released September for NEA 1</p> <p>Section A: Research (6 marks) Students carry out research into the ingredients to be investigated. The research will demonstrate how ingredients work and why. The outcome of the research should clearly inform the nature of the practical investigation and be used to establish a hypothesis or prediction for the food investigation task. Students should:</p> <ul style="list-style-type: none"> analyse the task, explaining the background research carry out secondary research, using different sources, focusing on the working characteristics, functional and chemical properties of the ingredients analyse the research and use the findings 	<p>Demonstrate knowledge and understanding of business concepts and issues.</p> <p>AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.</p> <p>AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.</p> <p>Skills</p> <ul style="list-style-type: none"> Exam technique- how to tackle a big question. Time management in an exam. Understand how to critically analyse a 	<p>Contexts released November/December for NEA 2</p> <p>During their NEA task students should be able to:</p> <ul style="list-style-type: none"> demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes. <p>Skills which should be evidenced throughout Practical examination include:</p> <p>Skill 1: General practical skills Skill 2: Knife skills Skill 3: Preparing fruit and vegetables Skill 4: Use of the cooker Skill 5: Use of equipment Skill 6: Cooking methods Skill 7: Prepare, combine and shape Skill 8: Sauce making</p>	<p>Demonstrate knowledge and understanding of business concepts and issues.</p> <p>AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.</p> <p>AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.</p> <p>Skills</p> <ul style="list-style-type: none"> Exam technique- how to tackle a big question. Time management in an exam. Understand how to critically analyse a 	
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Curriculum Knowledge Map

	<p>to plan the practical investigation</p> <ul style="list-style-type: none"> establish a hypothesis/predict an outcome as a result of the research findings. The hypothesis should be a statement which may be proved or disproved. <p>Section B: Investigation (15 marks)</p> <p>Students carry out practical investigations, related to the hypothesis or prediction, which demonstrate understanding of how ingredients work and why. Students will record the results of the practical investigation.</p> <p>Students should:</p> <ul style="list-style-type: none"> Investigate and evaluate how ingredients work and why through practical experimentation. Each investigation should be related to the research and have a clear aim which can then be concluded. The number of investigations will be 	<p>chart, table or food product</p> <ul style="list-style-type: none"> Understand the context of an exam question Analysing a task Conducting relevant research into chosen task area, linking to prior knowledge 	<p>Skill 9: Tenderise and marinate Skill 10: Dough Skill 11: Raising agents Skill 12: Setting mixtures</p> <p>Section A: Researching the task (6 marks) Students will research and analyse the: life stage/dietary group or culinary tradition related to the task. Students should:</p> <ul style="list-style-type: none"> analyse the task by explaining the research requirements carry out relevant research and analysis related to the: life stage, dietary group or culinary tradition identify a range of dishes e.g. by mind-mapping, or using annotated images select and justify a range of technical skills to be used in the making of different dishes. <p>Section B: Demonstrating technical skills (18 marks) Students will make 3–4 dishes to showcase their technical skills. Students should:</p> <ul style="list-style-type: none"> demonstrate technical skills in the preparation and cooking of three to four dishes. Refer to the Food preparation skills (page 9) section of the specification. select and use equipment for different technical skills in the preparation and cooking of selected dishes. Food safety principles should be demonstrated when storing, preparing and cooking. identify the technical skills within each dish. Photographic evidence will be needed to authenticate the technical skills. 	<p>chart, table or food product</p> <ul style="list-style-type: none"> Understand the context of an exam question Analysing a task Conducting relevant research into chosen task area, linking to prior knowledge 	
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Curriculum Knowledge Map

	<p>determined by the complexity of the investigations.</p> <ul style="list-style-type: none"> A range of appropriate testing methods should be identified and carried out to record the results e.g. annotated photographs, labelled diagrams, tables, charts, sensory testing methods, viscosity tests. <p>Section C: Analysis and evaluation (9 marks) Students will analyse and evaluate the results of the investigation and reflect upon their findings. Explanations will demonstrate how the results can be applied in practical food preparation and cooking. Students should:</p> <ul style="list-style-type: none"> analyse and interpret the results of the investigative work. The results will be linked to the research and data explaining the working characteristics, functional and 		<ul style="list-style-type: none"> students will select three dishes to make which allow them to showcase their technical skills to make for their final menu. The final dishes will relate to the task and research and be dishes that have not been made previously. <p>Section C: Planning for the final menu (8 marks) As a result of demonstrating technical skills, students will provide explanation for the final three dishes related to e.g., ingredients, processes, technical skills, nutrition, food provenance, cooking methods and portion size. A time plan will be produced for the final three dishes demonstrating dovetailing of different processes.</p> <p>Students should:</p> <ul style="list-style-type: none"> justify the appropriateness of the final dishes in terms of e.g., technical skills, nutrition, ingredients, cooking methods, food provenance, sensory properties and portion size produce a detailed time plan for the production of the final three dishes including appropriate techniques. Within the plan, food safety principles will be demonstrated when storing, preparing, cooking and presenting the final dishes demonstrate appropriate use of the three hours to dovetail tasks to prepare, cook and present the final three dishes not repeat any dishes from the 'demonstrating technical skills' stage when making their final menu. <p>Section D: Making the final dishes (30 marks) Students will prepare, cook and present a menu of three dishes within a single period of no more than three hours.</p>		
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Curriculum Knowledge Map

	<p>chemical properties of the ingredient(s)</p> <ul style="list-style-type: none"> • evaluate the hypothesis/prediction with justification • explain how the results/findings can be applied in practical food preparation and cooking. 		<p>Students should prepare, cook and present the final dishes, demonstrating:</p> <ul style="list-style-type: none"> • selection and use of equipment for different technical skills in the preparation and cooking of the final three dishes • knowledge and application of food safety principles (including temperature control) when storing, preparing, cooking and presenting the final three dishes • selection, knowledge and use of ingredients when producing different dishes • appropriate use of the three hours to demonstrate: technical skills, processes and the use of equipment • execution of a range of technical skills with accuracy • good judgement with regard to cooking times and methods and the sensory properties of • each dish • organisation and good planning using the time plan and linking tasks within the 3 hours • a range of finishing techniques to produce a high standard of presentation of the final dishes. <p>Section E: Analyse and evaluate (8 marks) Students will carry out sensory evaluation and record the results for all of their practical dishes. For the final dishes, students will carry out and record nutritional analysis, costing and identify improvements to their dishes.</p> <p>Students should:</p> <ul style="list-style-type: none"> • record and analyse the sensory properties (taste, texture, aroma and appearance) of the three final practical dishes • carry out nutritional analysis of the three final dishes 		
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Curriculum Knowledge Map

<p>Disciplinary Literacy (Tier 3 Vocab)</p>	<p>Tier 3 Disciplinary literacy linked to the unit of study:</p> <ul style="list-style-type: none"> • Research • Investigation • Analysis and evaluation <p><i>When writing their NEA portfolio students should be able to use and recall their prior learning terminologies as part of their communication through the folder. This will be personalised and specific to students learning and context chosen. RWCN strategies will be taught to support student progress.</i></p>	<p>Tier 3 Disciplinary literacy linked to the unit of study:</p> <ul style="list-style-type: none"> • Recall • Identify • Assess • Describe • Explain • Discuss • Evaluate • Mark scheme 	<ul style="list-style-type: none"> • analyse the cost of the three final dishes. <p>Tier 3 Disciplinary literacy linked to the unit of study:</p> <ul style="list-style-type: none"> • Research • Investigation • Analysis and evaluation <p><i>When writing their NEA portfolio students should be able to use and recall their prior learning terminologies as part of their communication through the folder. This will be personalised and specific to students learning and context chosen. RWCN strategies will be taught to support student progress.</i></p>	<p>Tier 3 Disciplinary literacy linked to the unit of study:</p> <ul style="list-style-type: none"> • Recall • Identify • Assess • Describe • Explain • Discuss • Evaluate • Mark scheme 		
<p>Assessment</p>	<p>Food Preparation and Nutrition Baseline assessment: At the start of the autumn term students will complete a baseline assessment for GCSE Food Preparation and Nutrition that covers the course content across all 6 units of the course (including practical skills). This will help identify areas/topics of strength and areas for development as we continue to pursue learning in Year 11.</p>	<p>College Entry Mock examination: Students will have a Mock exam during the exam window for Year 11 students. They will have 1 assessment paper, that reflect the Paper format for the summer examination. Feedback will be generated from these two assessments to enable students to develop their skills, knowledge and understanding with assessments.</p>	<p>Spring Mock examination: Students will have a Mock exam during the exam window for Year 11 students. They will have 1 assessment papers, that reflect format for the summer examination. Feedback will be generated from these two assessments to enable students to develop their skills, knowledge and understanding with assessments.</p>	<p>NEA Assessment: The students will complete their NEA 2 assessment. This will be assessed throughout the coursework task and cover the 5 marking points/sections:</p> <ul style="list-style-type: none"> • Section A: Researching the task • Section B: Demonstration of technical skills 	<p>Students will prepare for their final summer examination 50% of the final grade for the students.</p> <p><i>Each assessment paper will consist of multiple-choice questions, 4, 6, 9 and 12 mark responses to case study information.</i></p>	

Curriculum Knowledge Map

	<p>NEA Assessment: The students will complete their NEA 2 assessment. This will be assessed throughout the coursework task and cover the 5 marking points/sections:</p> <ul style="list-style-type: none"> • Section A: Researching the task • Section B: Investigation • Section C: Analysis and Evaluation <p>NEA makes up 15% of the final grade.</p>		<p><i>The focus here will be to see how student have developed their assessment practice since November to support for their Summer exams.</i></p>	<ul style="list-style-type: none"> • Section C: Planning for the final menu • Section D: Making the final dishes • Section E: Analyse and evaluate <p>NEA makes up 35% of the final grade.</p>		
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