

## KS5 Food Science and Nutrition Curriculum Mapping

Engineering Y12						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic(s)/ Subjects(s)</b>	Unit 1 Meeting Nutritional Needs of Specific Groups Unit 2: Ensuring Food is Safe to Eat related to theory and practical work	Unit 1: Meeting Nutritional Needs of Specific Groups continued. Unit 2 Ensuring Food is Safe to Eat: related to theory and practical work	Unit 1 Meeting Nutritional Needs of Specific Groups Nutrition theory Meal planning Recipe research	Feb – April: Begin 9½ chosen brief (option A or B) Planning 3 hours Practical exam 3½ hours • Evaluation 3 hours	Unit 2 Ensuring Food is Safe to Eat related to theory and practical work	Exam written paper released in June
<b>Knowledge and skills (Content)</b>	functions of Macro Nutrient Sources of Macro Nutrients, Functions of Macro Nutrients Pastry practical Gnocchi <b>Pavlova Meringue Roulade</b>	Unsatisfactory Nutritional Intake Obesity, CVD, Diabetes, Dental Disease, Cancer, Digestive Disorders <b>Set Cheesecake Fruit Decoration Crème Anglaise</b> Turned vegetables	Unit 2 Ensuring Food is Safe to Eat related to theory and practical work <b>Crème Anglaise Butchery of Chicken Butchery of Fish</b>	Planning 3 hours Practical exam 3½ hours • Evaluation 3 hours Unit 2 Revision for written paper	Revision for written paper	Prepare research for optional brief Unit 3 or 4 Unit 3 Experimenting to Solve Food Production Problems OR Unit 4 Current Issues in Food Science and Nutrition. Practical revision tasks related to food science: Pastry Ice-cream Bread
<b>Assessment</b>	Teacher Assessed Exam Question	Practise theory brief (not the scenario for the real task)	Mock unit 1 Examination	Exam brief practical exam and coursework		
<b>Cross Curricular Links</b>	<b>English:</b> Descriptive adjectives of sensory analysis and evaluation <b>Maths:</b> Measurement Ratio/Fractions/star diagrams <b>Geography:</b>	<b>Science:</b> Functional and chemical properties of <i>carbohydrates, proteins, fats, oils, acids, alkalis, enzymes, heat transfer</i> <b>English:</b>	<b>Science:</b> Functional and chemical properties of <i>carbohydrates, proteins, fats, oils, acids, alkalis, enzymes, heat transfer</i> <b>English:</b>	<b>Science:</b> Functional and chemical properties of <i>carbohydrates, proteins, fats, oils, acids, alkalis, enzymes, heat transfer</i> <b>English:</b>	<b>Science:</b> Functional and chemical properties of <i>carbohydrates, proteins, fats, oils, acids, alkalis, enzymes, heat transfer</i> <b>English:</b>	<b>Science:</b> Functional and chemical properties of <i>carbohydrates, proteins, fats, oils, acids, alkalis, enzymes, heat transfer</i> <b>English:</b>

	<p>Foods are grown and harvested</p> <p><b>PE:</b> Eatwell Guide and Diets Macronutrients Micronutrients</p> <p><b>Art and Design:</b> Presentation and decoration</p>	<p>descriptive adjectives of sensory analysis and evaluation</p> <p><b>Maths:</b> Measurement Ratio/Fractions</p>	<p>descriptive adjectives of sensory analysis and evaluation</p> <p><b>Maths:</b> Measurement Ratio/Fractions</p> <p><b>Art and Design:</b> Presentation and decoration</p>	<p>descriptive adjectives of sensory analysis and evaluation</p> <p><b>Maths:</b> Measurement Ratio/Fractions</p> <p><b>Art and Design:</b> Presentation and decoration</p>	<p>descriptive adjectives of sensory analysis and evaluation</p> <p><b>Maths:</b> Measurement Ratio/Fractions</p> <p><b>Art and Design:</b> Presentation and decoration</p>	<p>descriptive adjectives of sensory analysis and evaluation</p> <p><b>Maths:</b> Measurement Ratio/Fractions</p> <p><b>Art and Design:</b> Presentation and decoration</p>
<p><b>SMSC, British Values, Cultural Capital</b></p>	<p>Students studying KS4 Food look at recipes and ingredients from other cultures and explore creating menus and making dishes inspired by what they have found out. Students must consider cultural differences of the products. This also covers a lot of environmental issues.</p>		<p>Students studying KS4 Food look at recipes and ingredients from other cultures and explore creating menus and making dishes inspired by what they have found out. Students must consider cultural differences of the products.</p>	<p>As part of the examination board course content students are to explore the social, moral, cultural, and environmental values and evaluate constructively evaluate their own products</p>	<p>As part of the examination board course content students are to explore the social, moral, cultural, and environmental values and evaluate constructively evaluate their own products</p>	<p>As part of the examination board course content students are to explore the social, moral, cultural, and environmental values and evaluate constructively evaluate their own products</p>

<b>CEIAG</b>	<p>Progression from these qualifications:</p> <p><b>Apprenticeship</b> in the Food industry/ Hospitality industry</p> <p>Degree courses related to Food Science and Nutrition.</p>	<ul style="list-style-type: none"> <li>• Food technologist.</li> <li>• Chef</li> <li>• Restaurant Manger</li> <li>• Nutritional therapist.</li> <li>• Product/process development scientist.</li> <li>• Quality manager.</li> <li>• Regulatory affairs officer.</li> <li>• Scientific laboratory technician.</li> <li>• Technical brewer.</li> </ul>				
<b>Learning outside the classroom</b>	Students have several home works based on Food, nutrition, health, and Food choice	Students have several home works based on Food, nutrition, health, and Food choice	Students have several home works based on Time planning and evaluation.	N/A	N/A	N/A
<b>Additional Subject Specific Information</b>				Individual work. This must be pupil led not teacher. How to understand and the Interruption of an exam brief	Individual work. This must be pupil led not teacher.	Individual work. This must be pupil led not teacher.

## KS5 Food Science and Nutrition Curriculum Mapping

Engineering Y13						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic(s)/ Subjects(s)</b>	Unit 3 Experimenting to Solve Food Production Problems OR Unit 4 Current Issues in Food Science and Nutrition planning	Unit 3 Experimenting to Solve Food Production Problems OR Unit 4 Current Issues in Food Science and Nutrition planning	Unit 3 Experimenting to Solve Food Production Problems OR Unit 4 Current Issues in Food Science and Nutrition planning	Unit 3 Experimenting to Solve Food Production Problems OR Unit 4 Current Issues in Food Science and Nutrition planning	Unit 1 Meeting Nutritional needs of Specific Groups theory and practise papers if retaking exam in June	Revision if resitting unit 2
<b>Knowledge and skills (Content)</b>	HCCAP Understanding large scale food production Chemical reactions of fats	Introduction of exam brief. complete chosen brief for Unit 3 or 4 Unit 3 = 12 hours Unit 4 = 14 hours Hand in completed Unit 3 or 4 task.	Unit 2: Practise task as a group 'Easy Eats'	Unit 2 Ensuring Food is Safe to eat Theory and practical work	Unit 2 Ensuring Food is Safe to eat 1st. MAY BEGIN Unit 2 Ensuring Food is Safe to eat 8 HOUR TASK Complete in 3 weeks	REVISION FOR UNIT 1 Meeting Nutritional needs of Specific Groups WRITTEN PAPER: JUNE if retaking exam
<b>Assessment</b>	Teacher questioning	Exam coursework			Pasted papers	Exam paper
<b>Cross Curricular Links</b>	<p><b>English:</b> Descriptive adjectives of sensory analysis and evaluation</p> <p><b>Maths:</b> Measurement Ratio/Fractions/star diagrams</p> <p><b>Geography:</b> Foods are grown and harvested</p> <p><b>PE:</b> Eatwell Guide and Diets Macronutrients Micronutrients</p> <p><b>Art and Design:</b></p>	<p><b>Science:</b> Functional and chemical properties of <i>carbohydrates, proteins, fats, oils, acids, alkalis, enzymes, heat transfer</i></p> <p><b>English:</b> descriptive adjectives of sensory analysis and evaluation</p> <p><b>Maths:</b> Measurement Ratio/Fractions</p>	<p><b>English:</b> Descriptive adjectives of sensory analysis and evaluation</p> <p><b>Maths:</b> Measurement Ratio/Fractions/star diagrams</p> <p><b>Geography:</b> Foods are grown and harvested</p> <p><b>PE:</b> Eatwell Guide and Diets Macronutrients Micronutrients</p> <p><b>Art and Design:</b></p>	<p><b>English:</b> Descriptive adjectives of sensory analysis and evaluation</p> <p><b>Maths:</b> Measurement Ratio/Fractions/star diagrams</p> <p><b>Geography:</b> Foods are grown and harvested</p> <p><b>PE:</b> Eatwell Guide and Diets Macronutrients Micronutrients</p> <p><b>Art and Design:</b></p>	<p><b>Science:</b> Functional and chemical properties of <i>carbohydrates, proteins, fats, oils, acids, alkalis, enzymes, heat transfer</i></p> <p><b>English:</b> descriptive adjectives of sensory analysis and evaluation</p> <p><b>Maths:</b> Measurement Ratio/Fractions</p>	<p><b>Science questioning</b></p> <p><b>English:</b> descriptive adjectives of sensory analysis and evaluation</p> <p><b>Maths:</b> Exam questions</p>

	Presentation and decoration		Presentation and decoration	Presentation and decoration		
<b>SMSC, British Values, Cultural Capital</b>	Students studying KS4 Food look at recipes and ingredients from other cultures and explore creating menus and making dishes inspired by what they have found out. Students must consider cultural differences of the products. This also covers a lot of environmental issues	<p><b>Science:</b> Functional and chemical properties of <i>carbohydrates, proteins, fats, oils, acids, alkalis, enzymes, heat transfer</i></p> <p><b>English:</b> descriptive adjectives of sensory analysis and evaluation</p> <p><b>Maths:</b> Measurement Ratio/Fractions</p>	Students studying KS4 Food look at recipes and ingredients from other cultures and explore creating menus and making dishes inspired by what they have found out. Students must consider cultural differences of the products. This also covers a lot of environmental issues	As part of the examination board course content students are to explore the social, moral, cultural, and environmental values and evaluate constructively their own products	As part of the examination board course content students are to explore the social, moral, cultural, and environmental values and evaluate constructively their own products	As part of the examination board course content students are to explore the social, moral, cultural, and environmental values and evaluate constructively their own products
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