

What your child will learn each half term:

This overview shows the key topics, skills, and knowledge your child will be learning in **Food and Nutrition** in **Year 11**. It helps families understand what's being taught, how it builds on previous learning, and how you can support your child at home.

- **What we are learning:** The topic or focus for the half term.
- **Key knowledge & skills:** What students should understand and be able to do.
- **How we assess learning:** knowledge checks, practical tasks, written responses and formal assessments.
- **Key words to know:** Vocabulary students will learn and use.

	What we are learning	Key skills	How we will assess learning in this unit	Homework	Key vocabulary for this unit
HT 1	<p>What students are expected to learn and do for NEA 1 Section A:</p> <p>Understand the task – break down and analyze what is being asked.</p> <p>-Plan research – make a list or mind map of what needs to be researched before doing practical work.</p> <p>-Use reliable information – gather facts from secondary sources like textbooks, websites, videos, TV programmes, magazines, food packaging, or previous knowledge.</p> <p>Keep research focused – every piece of research should:</p> <ul style="list-style-type: none"> -Have a clear aim linked to the task. -Use a variety of sources. -Look closely at the properties of ingredients and processes. -End with an analysis, conclusion, and summary of findings. <p>Apply the research – explain how the findings will guide the practical experiments.</p> <p>Make a plan – set out practical investigations with a clear prediction (hypothesis).</p> <p>Record sources – keep a bibliography of where the information came from.</p> <p>NEA 1 - Section B</p> <p>Practical experiments – test how ingredients behave and react.</p>	<p>NEA 1 – Section A</p> <p>Task analysis – break down and understand the question.</p> <p>Research planning – list or map out what needs investigating.</p> <p>Information gathering – use a variety of reliable secondary sources.</p> <p>Critical thinking – focus on relevant ingredient/process properties.</p> <p>Analysis & conclusion – summarise findings clearly.</p> <p>Application – link research to future practical work.</p> <p>Planning & predicting – design investigations with hypotheses.</p> <p>Referencing – record all sources in a bibliography.</p> <p>NEA 1 - Section B</p>	Teacher Assessment + External Exam Board	<p>Catch Up Sessions and SENECA</p> <p>Revision Booklets to complete</p>	<p>Scientific investigation terms</p> <ul style="list-style-type: none"> • Hypothesis – a prediction you test in the investigation. • Variable – something that can change in an experiment. <ul style="list-style-type: none"> o independent variable – what you change (e.g. type of flour). o Dependent variable – what you measure (e.g. volume of bread). o Control variable – what you keep the same for fairness (e.g. oven temp). • Fair test – when only the independent variable is changed, and all other factors are controlled. • Repeatability / Reliability – repeating a test to check results are consistent. • Accuracy – how close your measurements are to the true value. • Evaluation – reflecting on your results, explaining successes/limitations. • Conclusion – what your investigation showed, linked to your hypothesis. <hr/> <p>Food science terms</p>

	<p>Controls – understand what needs to be kept the same for a fair test.</p> <p>Recording results – use tables, charts, graphs, photos, and taste tests.</p> <p>Next steps – use results to decide what to do or test in the following investigation, with clear reasoning.</p>	<p>Practical skills – carrying out food experiments safely and accurately.</p> <p>Control skills – knowing how to keep tests fair and reliable.</p> <p>Recording skills – presenting results clearly using tables, charts, photos, and taste tests.</p> <p>Analytical skills – making sense of results and using them to plan the next stage.</p>			<ul style="list-style-type: none"> • Gelatinisation – thickening when starch granules absorb liquid and swell (e.g. sauces). • Coagulation – protein molecules setting when heated (e.g. eggs). • Denaturation – protein structure unfolding due to heat, acid, or mechanical action. • Gluten development – formation of an elastic network when flour and water are mixed. • Aeration – adding air to mixtures (whisking, sieving, creaming). • Emulsification – mixing two immiscible liquids (oil + water) with an emulsifier. • Caramelisation – sugar browning when heated. • Plasticity – ability of fat to be spread and shaped. • Shortening – fat coating flour particles, giving a crumbly texture. • Maillard reaction – browning when protein and sugar react under heat. • Fermentation – yeast breaking down sugar into alcohol and carbon dioxide. • Dextrinisation – starch breaking down into dextrins, causing browning (e.g. toast). <hr/> <p>Sensory testing terms</p> <ul style="list-style-type: none"> • Sensory evaluation – structured testing of food samples. • Star profile / spider diagram – chart showing sensory characteristics. • Hedonic rating test – where testers rate how much they like a food.
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HT2	<p>NEA 1 Section C</p> <p>Analyse results – make sense of what the investigation shows.</p> <p>Link to research – explain how ingredient properties connect to findings.</p> <p>Conclude – state if the prediction was correct, with clear reasons.</p> <p>Apply learning – show how results can be used in real food preparation and cooking.</p> <p>Revision for mock Exams</p> <p>Mock Exam – DATE Tuesday 9th December am</p> <p>START NEA 2 – Section A</p> <ul style="list-style-type: none"> ♦ Research & Investigation: Choose focus, gather and assess primary/secondary info, and organise effectively. ♦ Analysis and evaluation: Identify key findings, link to nutrition/culture, evaluate reliability, and justify investigations. ♦ Planning & Organisation: Plan practical activities, select suitable recipes/ingredients, and manage time/resources. ♦ Communication & Presentation: Present clearly with terminology, combine text/visuals, explain ideas logically. 	<p>NEA 1 Section C</p> <p>Analytical skills – interpreting investigation results.</p> <p>Research skills – linking findings to ingredient properties.</p> <p>Evaluation skills – drawing justified conclusions.</p> <p>Application skills – using results to improve practical cooking.</p> <p>Section A</p> <p>Research: Focus selection, info gathering, evaluation, organisation</p> <p>- Analysis: Identify findings, link to needs/culture, evaluate reliability, justify</p> <p>- Planning: Plan activities, choose recipes/ingredients, manage time/resources</p> <p>- Communication: Clear presentation, use terminology, combine visuals/text, explain logically</p>	Teacher Assessment + External Exam Board	<p>Catch Up Sessions and SENECA</p> <p>Revision Booklets to complete</p>	<p>Analysis & Interpretation</p> <p>Trend/Pattern – overall direction of results.</p> <p>Anomaly/Outlier – unusual result.</p> <p>Significance – how important a result is.</p> <p>Consistency – similar results across repeats.</p> <p>Quantitative data – numbers (e.g. height, weight).</p> <p>Qualitative data – descriptions (e.g. taste, colour).</p> <p>Conclusions & Justification</p> <p>Supports/Does not support hypothesis – links back to prediction.</p> <p>Justification – reasons for the conclusion.</p> <p>Scientific reasoning – explains using food science.</p> <p>Reliability – results that can be repeated.</p> <p>Validity – test measured what it should.</p> <p>Evaluation of Investigation</p> <p>Control variables – factors kept the same.</p> <p>Effectiveness of controls – how well this was done.</p> <p>Sources of error – what might have gone wrong.</p> <p>Improvements – changes to make test better.</p>

					Success criteria – did the test achieve its aim? Application to Food Preparation Functional properties – how ingredients behave (e.g. thickening, setting). Ingredient interactions – how ingredients affect each other. Practical application – how findings guide cooking. Optimisation – improving recipes/methods. Sensory qualities – taste, texture, appearance, smell.
HT3	Students need to: <ul style="list-style-type: none"> Choose 3–4 suitable dishes to test and explain why they’re good options. Show creativity, technical skill, and understanding of ingredients and methods. Cook a range of dishes safely, independently, and to a good standard of finish and presentation. Record evidence of their choices and demonstrations. Taste and evaluate all dishes to decide on their final menu. <p>👉 In short: They trial, justify, cook, present, taste, and evaluate dishes to select their best final menu.</p>	Selecting & Justifying – Pick 3–4 suitable dishes and explain why. Creativity & Skill – Show technical ability and imaginative ideas. Cooking & Presentation – Work safely, independently, and produce well-finished dishes. Recording – Keep clear evidence of choices and practical work. Evaluating – Taste, review, and choose the best dishes for the final menu. Core process: Choose → Cook → Record → Present → Evaluate → Final menu.	Teacher Assessment + External Exam Board	SENECA Revision for end-of-year EXAM Revision Booklets to complete	Dish & Menu Selection – Suitability, balance, skills, cooking methods. Planning & Organisation – Time plan, sequencing, safety, hygiene. Justification & Evaluation – Nutrition, ingredients, cost, provenance, sustainability, sensory properties, portion size, reasons for choices. Communication – Clear presentation, correct terminology, and evaluation.
HT4	Section C – Planning <ul style="list-style-type: none"> Choose final dishes for the 3-hour cook. Create a detailed time plan with food safety. Justify dish choices (skills, nutrition, cost, ingredients, 	Section C – Planning Be able to: <ul style="list-style-type: none"> Pick 3 final dishes. Write a safe, clear 3-hour time plan. 			

	<p>methods, taste, portion size, provenance).</p> <p>Section D – Practical Assessment</p> <ul style="list-style-type: none"> • Cook and serve 3 complex dishes in 3 hours. • Show strong technical, presentation, and finishing skills. • Use equipment safely and accurately. • Stay organised, manage time well, and follow the plan. • Work independently with good hygiene and food safety. • Present dishes attractively with suitable garnish/decoration. <p>In short: Plan, justify, cook, manage time, show skill, and present 3 high-quality dishes safely and independently.</p>	<ul style="list-style-type: none"> • Explain choices (skills, nutrition, cost, taste, ingredients, portion, provenance). <p>Section D – Practical</p> <ul style="list-style-type: none"> • Cook and serve 3 dishes in 3 hours. • Show strong skills and good presentation. • Use equipment safely and accurately. • Stay organised, manage time, follow plan. • Work independently with hygiene and safety. • Present dishes neatly with garnish/finish. 			
HT5	<p>NEA 2 Section E</p> <ul style="list-style-type: none"> • Carry out sensory testing of the final dishes. • Carry out nutritional analysis of final dish. • Compare nutritional profile of dish against Dietary Reference Values for target group. • Cost the final dishes. • Evaluate the success of the dishes and identify improvements. 	<p>1. Sensory Testing Skills</p> <ul style="list-style-type: none"> • Evaluate taste, texture, appearance, and aroma. • Record observations accurately using structured methods. <p>2. Nutritional Analysis Skills</p> <ul style="list-style-type: none"> • Calculate energy, macronutrients, and micronutrients. • Use analysis tools/software and record data systematically. <p>3. Dietary Comparison Skills</p> <ul style="list-style-type: none"> • Compare nutrient values against DRVs. • Identify strengths/deficiencies and apply dietary guidelines. <p>4. Costing Skills</p> <ul style="list-style-type: none"> • Calculate ingredient costs, portion sizes, and wastage. • Compare alternatives and present for budgeting. <p>5. Evaluation Skills</p>	Teacher Assessment + External Exam Board	<p>SENECA Revision for end of year EXAM</p> <p>Revision Booklets to complete</p>	<p>Sensory Testing</p> <p>Appearance – How the dish looks (colour, shape, plating).</p> <p>Aroma – The smell of the food, contributing to flavour perception.</p> <p>Texture – The feel of food in the mouth (e.g., crunchy, smooth, tender).</p> <p>Flavour – The combination of taste and aroma.</p> <p>Palatability – How pleasant the food is to eat.</p> <p>Score/Rating Scale – A method to record sensory evaluations numerically.</p>
					<p>Nutritional Analysis</p> <p>Macronutrients – Nutrients required in large amounts: protein, carbohydrates, fats.</p> <p>Micronutrients – Nutrients required in small amounts: vitamins and minerals.</p>

		<ul style="list-style-type: none"> Assess dishes' taste, appearance, texture, and presentation. Identify strengths/weaknesses and suggest improvements. Reflect on time management, organisation, and execution. 			<p>Energy – The amount of calories or kilojoules provided by food.</p> <p>Portion Size – The quantity of food served or consumed.</p> <p>Nutrient Density – Amount of nutrients per calorie in a food.</p>	
					<p>Dietary Comparison</p> <p>Dietary Reference Values (DRVs) – Guidelines for nutrient intake for different groups.</p> <p>Target Group – The population for whom the dish is intended (e.g., children, adults).</p> <p>Nutritional Profile – The breakdown of nutrients in a dish.</p> <p>Deficiency – Lack of a nutrient in relation to DRVs.</p> <p>Excess – Too much of a nutrient compared to DRVs.</p>	
					<p>Costing</p> <p>Ingredient Cost – Price of ingredients used in a dish.</p> <p>Portion Cost – Cost of a single serving.</p> <p>Wastage – Food or ingredients that are discarded.</p> <p>Budgeting – Planning the cost to meet financial limits.</p>	
					<p>Evaluation</p> <p>Success Criteria – Standards to judge how well a dish meets objectives.</p> <p>Strengths – Aspects of the dish done well.</p> <p>Weaknesses – Aspects that could be improved.</p> <p>Improvements – Suggested changes to enhance the dish.</p>	

					Reflection – Thoughtful consideration of the cooking process and outcomes.
HT6	Exam Skills and Revision (6-7 weeks) Focus: Exam prep, past paper practice, and revision of key areas. Exam technique + Command words Past paper practice (nutrition focus) Past paper practice (food science focus)	Exam Technique & Command Words <ul style="list-style-type: none"> Interpret and respond accurately to command words (e.g., describe, explain, evaluate). Structure answers to maximise marks according to mark schemes. Develop time management skills during exams. 	External Exam Board	Fortnightly – preparation of ingredients for practicals. SENCA online knowledge checks linked to the all units.	See All Above
	Past paper practice (food safety/provenance) Mock exam / Walking-talking mock Gap analysis and personalised revision Final recap + Motivation and well-being	Past Paper Practice <ul style="list-style-type: none"> Apply knowledge in nutrition, food science, and food safety/provenance questions. Identify patterns and frequently tested topics. Practice writing clear, concise, and accurate answers under timed conditions. 			
		Mock Exams & Walking-Talking Mocks <ul style="list-style-type: none"> Experience realistic exam conditions to build confidence. Receive feedback to improve exam technique, accuracy, and timing. 			
		Gap Analysis & Personalised Revision <ul style="list-style-type: none"> Identify strengths and weaknesses in knowledge and skills. Create focused revision plans targeting weaker areas. 			
		Final Recap & Motivation <ul style="list-style-type: none"> Consolidate key concepts across all units. 			

		<ul style="list-style-type: none">• Develop strategies for stress management, focus, and exam readiness.			
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