

## GCSE Food & Nutrition Year 11

	Topic / Theme	Knowledge and Skills	Assessment	Cultural Capital Independent Learning
<b>Autumn – Term One</b>	<p><b>NEA (1)</b></p> <p>Learners are required through practical experimentation to investigate and evaluate an understanding of the working characteristics, functional and chemical properties of ingredients and use the findings of that investigation to achieve a particular result with respect to the preparation and cooking of food.</p> <p><b>Core Content</b> Yr10 examination content is repeated through NEA 1</p>	<p><b>NEA (1)</b></p> <p>Identify sources of information</p> <ul style="list-style-type: none"> <li>• sort and assess their ideas, carrying out a</li> </ul> <p>Nutritional assessment, trialling ideas</p> <ul style="list-style-type: none"> <li>• select and summarise research on the</li> </ul> <p>Nutritional composition and working characteristics of ingredients</p> <ul style="list-style-type: none"> <li>• select suitable choices for their practical</li> </ul> <p>Work, which provides the basis for their</p> <p>Investigations</p> <ul style="list-style-type: none"> <li>• produce plans for their chosen practical work/</li> </ul>	<p><b>NEA (1)</b></p> <p>Assessment of food skills is against the Specification assessment criteria for NEA1</p>	<p>Students will gain insight on the impact that the food manufacturing has on the environment and society, and the differences in various cultures and social-economic groups.</p> <p>Specific tasks within the curriculum encourage the use of a wide array of practical skills, food types and experiences, which are designed to appeal to girls &amp; boys to address issues of gender stereotyping and encourage future pathways and employment in areas with gender disparity.</p>

		<p>Activities/investigations</p> <ul style="list-style-type: none"><li>• plan and prepare methods for recording</li></ul> <p>Evidence of their practical work/activities/ investigations. These might include use of a digital camera, star profiles, smiley face charts, comparison charts, graphs, rating scales, sensory analysis, nutritional data and taste</p>		
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	Topic / Theme	Knowledge and Skills	Assessment	Cultural Capital Independent Learning
<b>Autumn – Term Two</b>	<p><b>NEA (1)</b></p> <p>Learners are required through practical experimentation to investigate and evaluate an understanding of the working characteristics, functional and chemical properties of ingredients and use the findings of that investigation to achieve a particular result with respect to the preparation and cooking of food.</p> <p><b>Core Content</b> Yr10 examination content is repeated through NEA 1</p>	<p><b>NEA (1)</b></p> <p><b>Testing</b></p> <ul style="list-style-type: none"> <li>• follow their plans</li> <li>• organise their resources effectively</li> <li>• use equipment safely and independently</li> <li>• complete a photographic journal of practical work</li> <li>• produce accurate analysis and evaluation of results.</li> </ul>	<p><b>NEA (1)</b></p> <p>Assessment of food skills is against the Specification assessment criteria for NEA1</p>	<p>GCSE Food preparation &amp; Nutrition develops cultural awareness through studies into specific food types and associated factors such as: Diet, health, growth etc.</p> <p>Extra curricula clubs and access to industrial partners / organisations and competitions will provide access to skills development, industrial developments, technological advancements, environmental and economic factors, the role of sustainability in society and sociocultural influences around the world in order to visualise future possibilities and guide career opportunities.</p>

	<p><b>NEA (2)</b> Learners are required to prepare, cook and present three dishes within a single period of no more than three hours and plan, in advance, how this will be achieved.</p>	<p><b>NEA (2)</b> give clear reasons for choice of dishes including identification of skills and techniques, sensory/ nutritional choice, costs, food provenance and seasonality with reference to the task</p> <ul style="list-style-type: none"> <li>• produce accurate recipes and timed plans</li> </ul> <p>for implementing their choices for practical work</p> <ul style="list-style-type: none"> <li>• follow their timed plan, making good use of the time available</li> <li>• organise their resources effectively</li> <li>• use equipment safely and independently</li> <li>• demonstrate a range of skills and techniques</li> </ul> <p>which should include: food preparation,</p>	<p><b>NEA (2)</b> Assessment of food skills is against the Specification assessment criteria for NEA2</p>	
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		<p>cooking and presentation skills, ICT skills</p> <p>(use of data</p> <ul style="list-style-type: none"><li>• produce three well-presented practical outcomes demonstrating a range of skills within a three hour period</li><li>• suggest improvements to their work</li><li>• include their own personal viewpoint about what they have learned from doing the task</li><li>• complete a photographic journal of practical work</li><li>• produce accurate analysis and evaluation of results.</li></ul>		
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## GCSE Food & Nutrition Year 11

	Topic / Theme	Knowledge and Skills	Assessment	Cultural Capital Independent Learning
<b>Spring – Term Three</b>	<p><b>NEA (2)</b> Learners are required to prepare, cook and present three dishes within a single period of no more than three hours and plan, in advance, how this will be achieved.</p> <p><b>Examination Jan / Feb</b></p>	<p><b>NEA (2)</b> give clear reasons for choice of dishes including identification of skills and techniques, sensory/ nutritional choice, costs, food provenance and seasonality with reference to the task</p> <ul style="list-style-type: none"> <li>• produce accurate recipes and timed plans</li> </ul> <p>for implementing their choices for practical work</p>	<p><b>NEA (2)</b> Assessment of food skills is against the Specification assessment criteria for NEA2</p>	<p>Students are encouraged to understand how other cultures, and the beliefs and views of others, affect the way food products and services are designed and used. They are taught to reflect on the users of products and how users' views, beliefs and social-economic status often determine the type of food product conceptualised, and why.</p>

		<ul style="list-style-type: none"> <li>• follow their timed plan, making good use of the time available</li> <li>• organise their resources effectively</li> <li>• use equipment safely and independently</li> <li>• demonstrate a range of skills and techniques</li> </ul> <p>which should include: food preparation, cooking and presentation skills, ICT skills (use of data)</p> <ul style="list-style-type: none"> <li>• produce three well-presented practical outcomes demonstrating a range of skills within a three hour period</li> <li>• suggest improvements to their work</li> <li>• include their own personal viewpoint about</li> </ul>		<p>Students will gain an awareness of how the diets and work of individuals influence and reflect society, different cultures and social economic groups. Students will gain an understanding of Britain's common diet as well as a knowledge of international diet.</p> <p>We encourage wider reading and the exploration of academic theory of food science. Research into nutrition concepts, the environment, cultures and the work of past and present chefs and professions, and their achievements, will develop the students' understanding of their own potential and the measures, skills and knowledge necessary to succeed.</p>
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		<p>what they have learned from doing the task</p> <ul style="list-style-type: none"> <li>• complete a photographic journal of practical work</li> <li>• produce accurate analysis and evaluation of results.</li> </ul>		
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<h2 style="margin: 0;">GCSE Food &amp; Nutrition</h2> <h3 style="margin: 0;">Year 11</h3>				
	Topic / Theme	Knowledge and Skills	Assessment	Cultural Capital Independent Learning
<b>Spring – Term Four</b>	<p><b>NEA (2)</b> Learners are required to prepare, cook and present three dishes within a single period of no more than three hours and plan, in advance, how this will be achieved.</p> <p>Completed practical – write up of NEA 2 notes</p>	<p>As above for NEA 2</p>	<p><b>NEA (2)</b> Assessment of food skills is against the Specification assessment criteria for NEA2</p>	<p>Students are expected to create and develop food products and ideas independently with varying degrees of innovation and flair.</p> <p>They will develop problem solving skills and the ability to analyse through independent learning in both a design and practical context, which will enrich the potential of all</p>



	<p><b>Core Content</b> <b>Section A – Nutrition</b> The relationship between diet and health</p>	<p><b>Core Content</b> <b>Section A – Nutrition</b></p> <p><b>The relationship between diet and health</b> A balanced diet to provide the correct combination of food and nutrients for good health.</p> <p>The government’s guidelines for a healthy diet and the inclusion of new regulations as they are issued</p> <p>Major diet-related health issues</p> <p><b>Nutritional and dietary needs of different groups of people</b></p> <p>Dietary needs for different stages of life Food allergies and intolerances The dietary reference values (DRVs) Macronutrients and micronutrients Calculation of nutritional values</p>	<p><b>Core Content</b> Assessment of core knowledge is through coursework marking, class tests &amp; mock examinations</p>	<p>students by providing valuable life skills and the mind-set to progress independently, especially in terms of future pathways and employment.</p> <p>Research into cultural foods, concepts and the work of past and present designers will develop the students’ understanding outside their own environment.</p>
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	Topic / Theme	Knowledge and Skills	Assessment	Cultural Capital Independent Learning
<b>Summer – Term Five</b>	<p><b>Core Content</b> Students will continue to develop practical cooking skills through developing a range of recipes and food products.</p>	<p><b>Core Content</b> Bread, rice, potatoes, pasta and other starchy foods Fruit and vegetables Milk and dairy foods Meat, fish, eggs, beans and other non-dairy sources of protein Foods and drinks high in fat and/or sugar</p> <p>The impact of food and food security on society, local and global markets and the environment Moral/ethical and environmental issues involved in food production</p> <p>Fortification Use of additives New and emerging foods</p> <p>Features and characteristics of individual cuisines</p>	<p><b>Core Content</b> Assessment of core knowledge is through coursework marking, class tests &amp; mock examinations</p>	<p>Students are provided with opportunities to experience and gain skills in the use of equipment such as power utensils and specialist hand cooking equipment used in many areas of employment. Students will be able to develop knowledge in use of computer controlled food equipment and production line equipment to manufacture products, and to develop an understanding of how everyday products are manufactured in industry.</p> <p>In GCSE Food preparation, enrichment of knowledge in a practical context is achieved using a variety of equipment and ingredients including:</p>

	<p><b>Core Content</b>          Nutritional content of the main commodity groups          Food security          Technological developments to support better health and food production          Development of culinary traditions              - British cuisine and international cuisines</p> <p>Factors influencing food choice</p> <p><b>Core Content</b>  <b>Food safety</b></p>	<p>Personal, social and economic factors, medical reasons          Religious and cultural beliefs          Ethical and moral beliefs</p> <p><b>Core Content</b>          Conditions and control for bacterial Growth.          Growth conditions and control for mould growth and yeast production          Signs of food spoilage          Helpful properties of micro-organisms in food production          Buying food</p> <p>Storing food          Preparing food</p> <p>Cooking and serving food</p>	<p><b>External Examination May / June</b></p>	<p>Basic utensils, powered utensils and electrical items.          Students will develop knowledge of digital design of foods via the internet and how the use of computer aided design (CAD) is used to develop solutions to food ideas e.g. 3d printed food.          They will gain specific transferable skills using ingredient software applications.</p>
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# Curriculum Map