

Year 11 Food Preparation and Nutrition Curriculum Map

	Autumn Term Nutrition	Spring Term Special diets	Summer Term Poor nutrition and cooking methods
Unit Length	Commodity: Butter, oils, margarine, sugar and syrup – 2 weeks <u>NEA 1: Food Investigation: brief released on 1st September of each year</u> <u>NEA 2: Food preparation brief released on 1st November of each year</u>	NEA 2: Food preparation - 10 weeks Revision – rest of the year until exam	Revision – Until June exam
Links to the National curriculum/Assessment Objectives	<p>COMPONENT 1: Principles of food preparation and nutrition taught through the commodity areas:</p> <ol style="list-style-type: none"> 1. Food commodities 2. Principles of nutrition 3. Diet and good health 4. The science of food 5. Where food comes from 6. Cooking and food prep <p>COMPONENT 2: Food Preparation and Nutrition in Action Two non-examination assessments (NEAs) (50% of the qualification), available during the final year of learning. Assessment 1: The Food Investigation Assessment (15% of the qualification) Assessment 2: The Food Preparation Assessment (35% of the qualification)</p>	<p>COMPONENT 2: Food Preparation and Nutrition in Action Two non-examination assessments (NEAs) (50% of the qualification), available during the final year of learning. Assessment 2: The Food Preparation Assessment (35% of the qualification)</p> <p>Revision: Recap the Principles of food preparation and nutrition taught through the commodity areas:</p> <ol style="list-style-type: none"> 1. Food commodities 2. Principles of nutrition 3. Diet and good health 4. The science of food 5. Where food comes from 6. Cooking and food prep 	<p>Revision: Recap the Principles of food preparation and nutrition taught through the commodity areas:</p> <ol style="list-style-type: none"> 1. Food commodities 2. Principles of nutrition 3. Diet and good health 4. The science of food 5. Where food comes from 6. Cooking and food prep

<p>Description of the topic and key learning outcomes (key knowledge and understanding)</p>	<p>Commodity group: Butter, oils, margarine, sugar and syrup</p> <ul style="list-style-type: none"> - Primary/secondary processing - Food miles - Food providence - classification - Reared/grown - Processing, storage and food hygiene - nutritional values - dietary considerations - investigation - fooe preparation – following recipes <p>NEA: Coursework is self-directed and reflective of their research and prior knowledge.</p> <p>Task 1:</p> <ul style="list-style-type: none"> - investigation & researching - selecting recipes - testing methods and writing hypothesis - investigating a fair test - practical investigation - analysing and evaluating <p>Task 2:</p> <ul style="list-style-type: none"> - research & investigation - identifying success criteria & brief - analysing and justifying decisions - trial recipes – practical skills - planning & dovetailing of recipes - nutritional profiles of recipes - cooking a 3 course meal in 3 hours - Analysing and evaluating final practical outcomes. 	<p>Revision:</p> <p>Eduqas guidance on planning revision: First priority is to focus on areas not covered sufficiently in Year 10, then general revision and exam paper technique. Remember in Year 10 it is suggested that each theory lesson includes examination question technique, so in Year 11 this will mean that learners are working on improving their skills rather than starting from scratch.</p> <p>Recap knowledge through a range of practicals and theory lessons with regular exam questions to cover topics revisited</p> <p>NEA: Coursework is self-directed and reflective of their research and prior knowledge</p> <p>Task 2:</p> <ul style="list-style-type: none"> - research & investigation - identifying success criteria & brief - analysing and justifying decisions - trial recipes – practical skills - planning & dovetailing of recipes - nutritional profiles of recipes - cooking a 3 course meal in 3 hours - Analysing and evaluating final practical outcomes. 	<p>Revision:</p> <p>Eduqas guidance on planning revision: First priority is to focus on areas not covered sufficiently in Year 10, then general revision and exam paper technique. Remember in Year 10 it is suggested that each theory lesson includes examination question technique, so in Year 11 this will mean that learners are working on improving their skills rather than starting from scratch.</p> <p>Recap knowledge through a range of practicals and theory lessons with regular exam questions to cover topics revisited</p>
<p>Related Concepts (that are revisited)</p>	<p>Practical cooking skills, using sharp knives, food hygiene, handling and preparing meats, high skill practical skills developed, working to a fair test, exploring cooking methods, dovetailing recipes and planning time, analytical skills when evaluating recipes from others and their own outcomes, testing against suitability for brief</p>	<p>Practical cooking skills, using sharp knives, food hygiene, handling and preparing meats, high skill practical skills developed, working to a fair test, exploring cooking methods, dovetailing recipes and planning time, analytical skills when evaluating recipes from others and their own outcomes, testing against suitability for brief</p>	<p>Extended written answers to exam questions, tier 2 & 3 language and understanding questions. Practice exam papers. Development of practical skills when carrying out revision style practicals to prepare for the first question in exam paper – surrounding cooking methods and processes of different foods.</p>
<p>Skills being taught</p>	<p>Nea tasks::</p> <ul style="list-style-type: none"> • Weighing and measuring • Appropriate knife skills (slicing, dicing, chopping, etc.) <p>56</p>	<p>Nea tasks::</p> <ul style="list-style-type: none"> • Weighing and measuring • Appropriate knife skills (slicing, dicing, chopping, etc.) <p>56</p>	<p>Revision:</p> <ul style="list-style-type: none"> • Range of revision techniques explored and tested • testing knowledge and understanding with mini-activities • developing skills when answering extended exam questions with 6+ marks

	<ul style="list-style-type: none"> • Control of oven/hob/grill and small scale electrical equipment • Greasing and lining tins and trays (<i>when relevant</i>) • Working hygienically and cooking food thoroughly • Working safely – avoiding accidents • Ability to manage time and dovetail • Appropriate presentation of dishes, with garnishing and decorative techniques used appropriately • Consideration to seasoning and flavours of finished dish. 	<ul style="list-style-type: none"> • Control of oven/hob/grill and small scale electrical equipment • Greasing and lining tins and trays (<i>when relevant</i>) • Working hygienically and cooking food thoroughly • Working safely – avoiding accidents • Ability to manage time and dovetail • Appropriate presentation of dishes, with garnishing and decorative techniques used appropriately • Consideration to seasoning and flavours of finished dish. 	
Milestone assessments	AC assessments on knowledge, extended exam questions built into lessons, exam question Do it now activities, coursework interim deadlines. Final submission date for NEA 1: Marked against the specification requirements.	AC assessments on knowledge, extended exam questions built into lessons, exam question Do it now activities, coursework interim deadlines. Final submission date for NEA 2: Marked against the specification requirements.	AC assessments. Use of exam questions to test knowledge- see short term plans for examples
Wider reading	Text book: http://illuminatepublishing.com/index.php?main_page=product_info&cPath=27&products_id=105 Nutritional requirements: http://www.nutrition.org.uk/healthyliving/resources/nutritionrequirements.html recipes: http://www.bbc.co.uk/food	Text book: http://illuminatepublishing.com/index.php?main_page=product_info&cPath=27&products_id=105 Nutritional requirements: http://www.nutrition.org.uk/healthyliving/resources/nutritionrequirements.html recipes: http://www.bbc.co.uk/food	Newspaper articles to keep up to speed with constant developments in the food industry/ health concerns/ scares/ public health advice. Text book: http://illuminatepublishing.com/index.php?main_page=product_info&cPath=27&products_id=105
Literacy programme	Tier 3 language used with exam command words. Teacher use of tear 2 language to model answers to pupils De-Coding of words so that it is fully understood. Reading and understanding the sequencing and dovetailing of recipes.	Tier 3 language used with exam command words. Teacher use of tear 2 language to model answers to pupils De-Coding of words so that it is fully understood. Reading and understanding the sequencing and dovetailing of recipes.	Tier 3 language used with exam command words. Teacher use of tear 2 language to model answers to pupils De-Coding of words so that it is fully understood. Reading and understanding the sequencing and dovetailing of recipes.3 language.
Homework	Knowledge organisers	Knowledge organisers	Knowledge organisers