Curriculum Map: GCSE Food Preparation and Nutrition Year 11

	Autumn	Spring	Summer
Content Declarative knowledge 'I Know'	Students recapped enzymic browning and oxidation, as they must know and understand: the functional and chemical properties of fruit and vegetables, and the scientific principles underlying these processes when preparing and cooking food. This term the students were given an opportunity to practise certain *Food preparation skills,* to help them perfect and hone skilful dishes in preparation for their practical exam. Students must know how and when their food preparation skills can be applied and combined to achieve specific outcomes. The choices of dishes, knife skills: filleting a chicken breast, portion a chicken, remove fat and rind, filleting fish, or alternatives (such as tofu and halloumi cheese). Sauce making, doughs, pastries, meringues, biscuit challenge, and an afternoon tea activity. Students also researched food choices related to religion, culture, ethical and moral beliefs, medical conditions, and life stages and created a suitable dish to demonstrate their practical cookery skills. Some of the lessons this term will consist of targeted revision, exam practise and exam techniques in preparation of the Mock written exam and the PPE.	In the spring term the year 11 students commence on their NEA2 Task. This final assessment will give the students the opportunity to put into practice all that they have learnt through the course. The task will be mainly practically based, for the students to showcase a range of food preparation and technical skills. They produce a concise portfolio of no more than 20 sides of A4, covering evidence of research, evidence of practical skills and technical skills, evidence of planning, preparing, cooking, and presenting, plus analysis and evaluating the nutritional profile of the dishes, the cost and sensory properties of the dishes. They will have the knowledge and understanding of nutrition, food, cooking and preparation of dishes to undertake this task. They select and analysis the task and consider the research they need to carry out to answer the task. They consider suitable practical dishes they could make to answer the task. When the research is completed, it is summarised which helps the students decide on the selection of dishes for them to demonstrate their technical skills. Students must select appropriate technical skills and processes and create 3-4 dishes to showcase their skills. The third section of the task is to plan for the final menu and select the final dishes. The students need to know how to demonstrate a range of technical skills, that they have previously researched. Once chosen, these dishes are analysed why they have been chosen, and then a time plan is written by the student for the dishes to be	During the final term in year 11, the students will be preparing for their written exam, which equates to 50% of their overall GSCE mark. The students will prepare a revision program after auditing what areas of specification have already been covered effectively in Year 9 and 10 and prioritise any topics not covered by students which need revising. The following would be revisited in this period: • how the written exam is organised • how to prepare for the written exam • the command words used in written exam • the types of questions that will be asked in a written exam including: • multiple choice • data response • structured question • open-ended response questions or free response questions. The students own notes, the textbook and revision guides provide advice and information about the written exam, preparation, command words and examples of questions. They will all participate in targeted revision session, after they have assessed their knowledge gaps. Introduction to revision topics, the students will complete a mock exam and then revision lessons would be broken into topics covering areas, for example: food nutrition, nutritional needs and health diet, nutrition, and health, cooking of food and heat transfer, functional and chemical properties,

		planned, prepared, cooked, and presented with in the 3 -hour exam. They prepare, cook, and present a final menu of two dishes to meet the needs of a specific context. Students must select appropriate technical skills and processes and create 2 dishes to showcase their skills. During the practical element of the assessment students must work independently e.g making their own judgements about cooking methods and making changes to recipes to improve palatability. They must work safely and hygienically and always adhere to food safety principles throughout this assessment. The assessment: Students need to know how to produce a concise portfolio. On completion of the making of the two final dishes, students will analyse and evaluate the outcomes through sensory testing, nutritional analysis, costing and identify improvements to their dishes. The outcome, of the NEA2 is a written or electronic portfolio including photographic evidence authenticating the practical outcomes. After handing in their portfolio the lessons up until Easter would be targeted revision sessions. More detail of this activity will be covered in the summer term.	food spoilage and contamination principles of food safety, factors affecting food choice, British and international, environmental impact and sustainability of food. They will also work on their own revision techniques/ using revision guides/ making revision cards/ practising questions/ completing exam papers/ multiple choice question/ using Seneca which is an online revision resource. In the written exam the students need to demonstrate their knowledge and understanding of nutrition, food, cooking and preparation. They will need to analyse and evaluate different aspects of nutrition, food, cooking and preparation. They students must also remember that they have practical knowledge and experience which will help them answer the theoretical questions.
Skills Procedural Knowledge 'I know how to'	When they prepare fresh fruits/ vegetables such as apples, pears, potatoes they must prevent enzymic browning by using lemon juice/ acids/ or cooking techniques. Oxidation e.g preventing water soluble vitamin loss when preparing and cooking vegetables. They practised their:	The students will demonstrate their knowledge and understanding of nutrition, food, cooking and preparation in the dishes they choose to plan, prepare, cook, and present. The skills students are required to consider are: the influence of lifestyle and consumer choice when developing meals and recipes.	The students will be well equipped to undertake this examination. They will know how to use all their knowledge and understanding of nutrition, food, cooking and preparation and apply this to the questions on the exam paper. They will know how to analyse and evaluate different aspects of nutrition, food, cooking

	Bridge hold, claw grip, peel, slice, dice and cut into even size pieces (i.e., batons, julienne) skills. The students would put into practise their food and preparation skills e.g. How to taste and season during the cooking process. How to change texture and flavour, use browning (dextrinisation, caramelisation) and glazing. Presentation and food styling. Use garnishes and decorative techniques to improve the aesthetic qualities. Demonstrate portioning, presenting, and finishing. Use technical skills of shortening, gluten formation, fermentation (proving) for bread, pastry, pasta. Roll out pastry, use a pasta machine, line a flan ring, create layers, proving and resting, glazing, such as pipe choux pastry, bread rolls, pasta, flat bread. When selecting recipes for tasks students need to consider, explain, and justify their reasons for choice. They would select, modify, and make recipes for different religions, cultures, and dietary groups. Also considering nutrition and healthy eating.	Consider nutritional needs and food choices when selecting recipes, including making decisions about the ingredients, processes, cooking methods and portion sizes. They develop the ability to review and make improvements to recipes by amending them to include the most appropriate ingredients, processes, cooking methods and portion sizes. They manage the time and cost of recipes effectively, use their testing and sensory evaluation skills, adjusting where needed, to improve the recipe during the preparation and cooking process. They explain, justify, and present their ideas, make decisions about which techniques are appropriate based on their understanding of nutrition, food, different culinary traditions, and cooking methods. They should be able to carry out these techniques safely and combine them into appealing meals whilst evaluating the results. Students must know which appropriate technical skills and processes they should choose to create 4-7 dishes to showcase their skills. They prepare, cook, and present a final menu of two dishes to meet the needs of a specific context. Their final menu dishes are completed within a single period of no more than 3 hours, and this must be planned in advance, which demonstrates how this will be achieved, this is in the form of a detailed time plan. Students must show how they work independently e.g making their own judgements about cooking methods and making changes to recipes to improve palatability during the assessment. They must also demonstrate how they work	and preparation when answering the questions. They students must remember that they have practical knowledge and experience to help them answer the theoretical questions.

		safely and hygienically and adhere to food safety principles throughout the assessment.	
Strategies Conditional Knowledge 'I know when to'	Students will know when to prepare and cook fruit and vegetables and retain their nutritional content. They must accurately demonstrate as many of the technical skills in the preparation of their dishes and know when to apply the principles of food science, nutrition, and healthy eating. Students must know how and when these food preparation skills can be applied and combined to achieve specific outcomes and specific dietary requirements. Students must always know when to work safely and hygienically and adhere to food safety principles.	Students will achieve the following assessment objectives when completing their practical NEA2. They will apply their knowledge and understanding of nutrition, food, cooking and preparation in the task as they produce a concise portfolio (not exceeding 20 A4 sides or A3 equivalent. They will need to plan, prepare, cook, and present dishes, combining appropriate techniques for this practical task, demonstrating their knowledge, and applying it. They will know how to consider nutritional needs and food choices when selecting recipes, including making decisions about the ingredients, processes, cooking methods and portion sizes. They will have the ability to review and make improvements to recipes by amending them to include the most appropriate ingredients, processes, cooking methods and portion sizes. They will know how to manage their time and cost of recipes effectively, use their testing and sensory evaluation skills, adjusting where needed, to improve the recipe during the preparation and cooking process. They will be able to explain, justify, and present their ideas, make decisions about which techniques are appropriate based on their understanding of nutrition, food, different culinary traditions, and cooking methods. They will be able to carry out these techniques safely and combine them into appealing meals whilst evaluating the results	The students need to use all their knowledge and understanding of nutrition, food, cooking and preparation and apply this to the questions on the exam paper. They will know how to analyse and evaluate different aspects of nutrition, food, cooking and preparation when answering the questions. They students must remember that they should apply their practical knowledge and experience to help them answer the theoretical questions.

		Students must apply their knowledge of food safety principles within the planning for the 3-hour assessment. The application of food safety principles will be credited and assessed when making the final dishes (Section D). In the last section of the NEA2 students will know how to analyse and evaluate different aspects of nutrition, food, cooking, and preparation including food made by themselves and others. The outcome of the NEA 2 is a: Written or electronic portfolio, that the students complete which include photographic evidence authenticating the practical outcomes of the individual.	
Key Questions	How can I demonstrate a complex dish in my Mock NEA2?	How can I achieve the highest grade possible in my NEA2? How can I ensure that I demonstrate food safety principles throughout my practical exam?	Where are the gaps in my theoretical knowledge? Do I need any help to achieve my aspirational target in the paper?
Assessment topics	Mock written exam Mock practical assessment (NEA2) PPE's Written exam paper	Actual NEA2 task Possible written exam in this term	Practise questions/ exam papers Written Exam
Cross curricular links/Character Education	Science: Functional and chemical properties ingredients. English: Analysis and evaluation of information, explanation, and justification skills, interpretating data, sensory analysis, and evaluation. Maths: Measurement, Ratio/Fractions/ analysing nutritional data. PE: Eatwell Guide and Diets, Macronutrients & Micronutrients. Art and Design: Presentation and decoration.	Science: Functional and chemical properties ingredients. English: Analysis and evaluation of information, explanation, and justification skills, interpretating data, sensory analysis, and evaluation. Maths: Measurement, Ratio/Fractions/ analysing nutritional data. PE: Eatwell Guide and Diets, Macronutrients & Micronutrients. Art and Design: Presentation and decoration.	Science: Functional and chemical properties ingredients. English: Analysis and evaluation of information, explanation, interpretating data, sensory analysis, and evaluation. Maths: Measurement, Ratio/Fractions/ analysing nutritional data. PE: Eatwell Guide and Diets, Macronutrients & Micronutrients. Art and Design: Presentation and decoration.