

ICKNIELD HIGH SCHOOL - KEY STAGE 4 CURRICULUM MAP

'Raising the Achievement of All'

WELL-SEQUENCED

CONTEXUALISED/INCLUSIVE

AMBITIOUS

SUBJECT: Food preparation and Nutrition

Year: 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Key Questions	<u>NEA 1</u> • Can you analyse a task brief? • Brain storm key ideas • What are the working characteristics and functions of the ingredients in a food product? • What is an investigation? • Can you plan an investigation based on the task brief? • What is an experiment? • What is a variable? • What is an independent variable? • What is dependent variable? • What is a control experiment? • What is an analysis and evaluation of a food product? • Retrieval of previously learnt knowledge	<u>NEA 2</u> • What is an analysis of task brief? • What is primary research. • What is secondary research? • What suitable dishes can be trialled dishes for task brief? • Justify why the dishes are suited for the task brief? • What facts do you need to include in an evaluation of trialled dishes? • Retrieval of previously learnt knowledge	<u>NEA 2</u> • What suitable dishes can be trialled for the task brief? • What facts do you need to include in an evaluation of trialled dishes? • Can you identify areas of improvement in your work and how can you improve your work? • Retrieval of previously learnt knowledge	<u>NEA 2</u> • What technical skills have you learnt? • What skills do you need to improve in? • What skills are you good at? • What high skilled dishes can you cook for the task brief? • Justify your choice of dishes for the task brief? • Explain how the dish meet the task brief, findings of the primary research, findings of the secondary research? • Compare your exam dishes to those already existing on the market? • What is a nutritional analysis? • What is a sensory analysis?	<u>Revision for exam unit</u> • What do you understand by the term 'food commodities'? • Name nutrients found in cereals, eggs, vegetables, fruits, meat and fish? • Describe how different food commodities can be stored. • List different types of dairy products, how they are processed, store and explain their nutritional value. • Explain with examples what is a high-risk food. • What are the benefits of eating soya, tofu, bean, nuts and seeds in the diet? • Define micro and macro nutrients and give examples and their sources.

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				• Explain how you can improve the dishes you have prepared?	• Explain nutritional deficiencies of different nutrients. • Explain different health conditions associated with different nutrients. • Explain facts to consider when planning meals for different groups of people. • Explain factors affecting choice of food. • Describe government guidelines to healthy eating.
Content: 'Know what'	<u>NEA 1</u> • Analysis of task brief. • Working characteristics and functions of ingredients. • Planning an investigation. • Experiment using different Types of ingredients to produce a food product. • Analysing and evaluating a food product made from using different types of ingredients. • Experiment 2 using suitable variables. • Analysing and evaluation of experiment 2. • Overall evaluation and conclusion.	<u>NEA 1</u> • Review on NEA 1 based on generic feedback. <u>NEA2</u> • Analysis of task brief. • Primary research based on task brief. • Secondary research based on task brief. • Trialled dishes suitable for task brief. • Evaluation of trialled dishes. • Retrieval of previously learnt knowledge.	<u>NEA 2</u> • Trialled dishes based on task brief. • Evaluation of trialled dishes. • Review on research section based on generic feedback. • Retrieval of previously learnt knowledge	<u>NEA 2</u> • Plan exam dishes. • Food preparation and nutrition practical exam. • Evaluation of practical exam. • Retrieval of previously learnt knowledge. • <u>Exam unit- Principals of food preparation and nutrition Revision</u>	<u>Exam unit revision</u> • Food commodities • Macro and micro nutrients; their sources; their functions in the diet; deficiency diseases and health conditions associated with them. • Energy requirements of individuals. • Plan balanced diets for different groups of people. • Factors affecting choice of food. • Effects of heat on food and nutrients. • Heat transfer and cooking methods.

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	• Retrieval of previously learnt knowledge				• Food provenance, methods of farming and how food is reared. • Food packaging and its impact on the environment.
Expertise: 'Know how'	<u>NEA 1</u> • Brainstorm ideas for the task brief. • Research and write information o working characteristics and functions of ingredients. • Create a table showing Plans for an investigation suitable for the task brief. • Write down variables and list of ingredients for the experiment. • Carry out an experiment using different types of ingredients to produce a food product. • Compare the structure, taste, texture, appearance, aroma and smell of the food products. • Draw sensory analysis and graphs to show the results. • Write and explanation of your findings for experiment 1. • Plan experiment 2 and explain aim of the experiment.	<u>NEA 1</u> • Review and make corrections on NEA 1 based on generic feed-back. <u>NEA2</u> • Brainstorm ideas for the task brief. • Design a questionnaire for the task brief. • Gather information using the questionnaire by asking 20 participants to complete the questionnaire. • Show results gathered from the questionnaire on graphs. • Write down a conclusion explaining how the findings can be used in carrying out the task. • Research using the internet the key ideas of the task brief. • Carry out a restaurant survey for the task brief.	<u>NEA 2</u> • Continue to prepare, cook and serve trialed dishes based on task brief. • Justify choice of dishes based on task brief and findings from the research. • Carry out a sensory analysis on the dishes cooked and explain how the meet the research findings. • Explain how the dishes can be improved. • Review the research section and explain how you performed and areas of improvement and how you can improve. • Review, complete, correct research section based on generic feedback. • Complete retrieval tasks by answering past exam questions based on	<u>NEA 2</u> • Research using the internet and text books to plan suitable dishes to cook in the practical exam. • Prepare, cook and serve 3 dishes suitable for the task brief in a 'Food preparation and nutrition' practical exam. • Write evaluation of practical exam showing a sensory analysis, nutritional analysis and write an explanation on how dishes and cooking skills can be improved. • Answer past exam questions based on previously learnt information. <u>Exam unit- Principals of food preparation and nutrition Revision</u>	<u>Exam unit revision</u> • Use exam techniques to answer exam type questions on all knowledge learnt in preparation of the exam unit.

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	• Carry out second experiment using suitable variables and ingredients. • Analyse results and explain findings for experiment 2. • Explain and justify results from the two experiments and explain giving reasons for the outcome. • Retrieval of previously learnt knowledge	• Plan, prepare cook and serve 4-6 dishes suitable for task brief. • Write an explanation justifying why the chosen dishes suit the task brief and research findings. • Carry out a sensory analysis on the dishes cooked and explain how they meet the research findings. • Explain how the dishes can be improved. • Complete retrieval tasks by answering past exam questions based on previously learnt knowledge.	previously learnt knowledge.	• Create revision tools e.g spider diagram, revision cards, posters etc • Use past exam papers to answer questions and review answers.	
Literacy/ Numeracy/ SMSC/	• Marking and measuring out of ingredients is included • Reading extracts from the exam specification • In class discussions to help with oracy and saying key words with guided reading and reading aloud				
Careers	• Class discussion on career pathways linking to designing, cooking and presenting food with science links • Starter activities linked to careers • Discussion on qualifications needed to go into the food industry with links to science-based careers • Cross curricular links to science, business, PE & DT				