

Curriculum Map Year 10: **Food and Nutrition AQA**

	Topic	Key Knowledge <i>What will students know by the end of this topic?</i>	Key Skills <i>What skills will students have developed by the end of this topic?</i>	Assessment Opportunities <i>How will student progress be measured? What are the key assessment pieces?</i>
Half Term 1	Introduction to Food and Nutrition GCSE AQA.	• Introduction to Food and Nutrition GCSE AQA. • Pupils will build upon prior learning from National Curriculum Design and Technology and, in particular, the subject content of Food Preparation and nutrition. • Students will work through Macronutrients, Protein, Fat and Carbohydrates • They will enhance their knowledge and understanding of what constitutes a healthy, balanced diet and good nutrition. This includes the Eatwell Guide, energy balance and the role of nutrients in a balanced diet. Before the start of the course they should already have developed a range of different practical skills and made a repertoire of predominantly savoury products which meet current guidelines for healthy eating. • Food hygiene and safety is to be recapped as an integral part of every lesson when preparing, cooking and serving foods.	• To showcase a range of technical skills when preparing and cooking. • Examine the denature of protein by making Lemon Tart – from the AQA text book. • Students will continue their study of Macronutrients and develop high level cooking skills, deboning chicken, filleting fish, plasticity in cake making. • To demonstrate and apply the principles of food safety and hygiene when cooking. • To demonstrate a good working routine in the food room. • To manage time successfully and present dishes for assessment.	Students will be assessed by end of topic tests, built in to lessons and homework. Exam-style multiple choice questions will be given.
Half Term 2	Macronutrients	• Students will continue to prepare and cook a range of high skill dishes. • To compete as many classic high skills as lessons allow in line with Macronutrient work e.g. Fish Pie. • To explain how the dishes meet the requirements of the new Eatwell Guide. • To understand why sensory testing is carried out and experiment with different types of sensory tests.	• To showcase a range of technical skills when preparing and cooking. • To demonstrate and apply the principles of food safety and hygiene when cooking. • To demonstrate a good working routine in the food room. • To manage time successfully and present dishes for assessment. • Practical skills from dishes: Fish Pie.	Students will be assessed by evaluation of cooked products and by end of topic tests. Students will be constantly assessed on their practical skills, by self-assessment peer assessment and by the teacher. Students will complete some exam-style multiple choice questions in

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				preparation for their Mock exam in April.
Half Term 3	Macronutrients and Food Investigation	- Students will continue to prepare and cook a range of high skill dishes. - Students will consolidate their learning of macro nutrients and lead into more in depth study of raising agents. - Students will cook a Victoria Sponge and complete a nutritional analysis of the recipe. - Students will independently complete an NEA 1-style investigation on Shortbread, pastry or other low cost product. - They will continue to develop high level skills making products such as Mille-Feuille Pastries, the Pasta making and sauce making (Roux/ Panada).	- To showcase a range of technical skills when preparing and cooking. - To demonstrate and apply the principles of food safety and hygiene when cooking. - To demonstrate a good working routine in the food room. - They will carry out a NEA1 type investigation. - To develop skills in garnishing, finishing and presentation of dishes. - To manage time successfully and present dishes for assessment. - Practical skills from dishes: Victoria Sponge, Pastries, Pasta, Roux, Panada.	Students will be assessed on their practice NEA 1. Student's Victoria Sponge will be evaluated and analysed in terms of nutrients. 'Mini mock' in-class assessment
Half Term 4	Mock Exam Preparation	- Students will be introduced to the idea of upskilling their dishes with suitable salads or vegetable accompaniments which increases nutritional content. - Students will complete their learning about micronutrients, water and fibre and cook a suitable dish to demonstrate their knowledge such as soup with the addition of dairy for calcium. - Students will prepare, cook and serve a traditionally British dish which uses locally sourced ingredients and celebrates the best of British cuisine. - Students will learn about gluten formation and more complex breads through baking bread. - Students will learn about enrichment through baking Chelsea Buns. - Students will learn about microorganisms in food production.	- To showcase a range of technical skills when preparing and cooking. - To demonstrate and apply the principles of food safety and hygiene when cooking. - To demonstrate a good working routine in the food room. - To manage time successfully and present dishes for assessment. - Practical skills from dishes: Soup, Bread, Chelsea Buns. - Students will demonstrate research skill by investigating primary and secondary processing of foods. Wheat/Milk	Students will be assessed on end of topic tests on macronutrients and micronutrients.

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Half Term 5	NEA 2 Practice and Vegetable Experiment	- Students will continue to tackle complex skilled dishes. Students will be challenged to cook two dishes in a double lesson to prepare for their NEA 2 practice next term e.g. a dessert and biscuits, a main meal and a dessert. - Students will complete an experiment by writing a hypothesis or prediction about the best way to cook vegetables/Potatoes to retain freshness and nutritional values. - Students will learn about special diets and specific dietary requirements and will cook dishes to cater to these.	- To showcase a range of technical skills when preparing and cooking. - To demonstrate and apply the principles of food safety and hygiene when cooking. - To demonstrate a good working routine in the food room. - To manage time successfully and present dishes for assessment. - Practical skills from dishes: dietary requirement meals, complex skill dishes. - Carry out a NEA1 type investigation.	Two dishes in a double lesson will be assessed. Students will practice answering different types of exam questions under examination conditions. Some of these will be peer-assessed. APRIL MOCK EXAMS
Half Term 6	Mock NEA 2	- Students will learn about food processing and environmental impact, additives in food production, fortification of foods in production and technological developments in food and health. - Students will learn about food provenance and food choice with an emphasis on British Food. Students will prepare an Afternoon Tea in groups. - Students will complete a mock NEA 2 Task: Students will choose an appropriate task in line with current trend advice from AQA. They will complete research under teacher guidance, a nutritional analysis, cost their recipes a complete an in-depth sensory analysis once cooked.	- To showcase a range of technical skills when preparing and cooking. - To demonstrate and apply the principles of food safety and hygiene when cooking. - To demonstrate a good working routine in the food room. - To manage time successfully and present dishes for assessment. - Practical skills from dishes: NEA 2 practical meals, afternoon tea.	Practice NEA is to be assessed using AQA mark scheme. Short end of unit tests on Additional topic covered Students will be assessed on their written mock NEA2 work and a grade given for their outcome

Curriculum Map Year 11: Food and Nutrition AQA

	Topic	Key Knowledge <i>What will students know by the end of this topic?</i>	Key Skills <i>What skills will students have developed by the end of this topic?</i>	Assessment Opportunities <i>How will student progress be measured? What are the key assessment pieces?</i>
Half Term 1	NEA 1	<u>Recap of Food Science</u> <u>NEA Task 1: Food Investigation</u> - Understand the requirements of the Year 11 course including: food investigation task, food preparation task and the final exam. - Teacher presentation on the food investigation task and what must be considered to complete it, including: research, investigations, food Labelling, environmental impact and sustainability.	- Students will start the term reviewing the food science carried out in Year 10. - Students will investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They will produce a report which will include research into 'how ingredients work and why'. - Outcome: Written or electronic report including photographic evidence.	NEA1 is to be assessed using AQA mark scheme, students and teacher are to log progress made as and when they work on the tasks. (NEA1 15% of GCSE)
Half Term 2	NEA 1/NEA 2	<u>Complete NEA 1 and start NEA2 after Mock exam</u> - Understand the requirements of the food preparation task. - Revision for key areas of the syllabus.	- Students will investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They will produce a report which will include research into 'how ingredients work and why'. - Outcome: Written or electronic report including photographic evidence. --- - Students will prepare, cook and present a final menu of three dishes to meet the needs of a specific context. Students must select appropriate technical skills and processes and create 3–4 dishes to showcase their skills. They will then produce their final menu within a single period of no more than 3 hours, planning in advance how this will be achieved. - Students must work independently e.g. making their own judgements about cooking methods and making changes to recipes to improve palatability.	NEA2 is to be assessed using AQA mark scheme, students and teacher are to log progress made as and when they work on the tasks. (NEA2 35% GCSE) NOVEMBER MOCK EXAM

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			- Students must work safely and hygienically. It is compulsory that students will adhere to food safety principles at all times throughout this assessment. - Students 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.	
Half Term 3	NEA 2	<u>NEA Task 2: Food Preparation</u> - Continue with NEA 2 work. - Revision for key areas of the syllabus.	- Students will prepare, cook and present a final menu of three dishes to meet the needs of a specific context. Students must select appropriate technical skills and processes and create 3–4 dishes to showcase their skills. They will then produce their final menu within a single period of no more than 3 hours, planning in advance how this will be achieved. - Students must work independently e.g. making their own judgements about cooking methods and making changes to recipes to improve palatability. - Students must work safely and hygienically. It is compulsory that students will adhere to food safety principles at all times throughout this assessment. - Students 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.	Mini tests on revision topics and examine longer questions on Section B of examination paper.
Half Term 4	Revision for GCSE Exam	<u>Completion of NEA 2 and Revision</u> Students will finish their NEA 2 this term and key topics of the course will be revisited for revision.	Students will be able to competently and confidently answer a range of past paper questions without prompts.	Continue with mini tests and exam type questions
Half Term 5	Revision for GCSE Exam	<u>Examination Preparation and Revision</u> Revision lessons will continue this half term key topics will be revised in depth. Exam skills will be re-visited:	Students will be able to competently and confidently answer a range of past paper questions without prompts.	Practice questions and papers

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		• how the written exam is organised • how to prepare for the written exam • the command words used in written exam		
Half Term 6		Revision/ End of School Year	• Students will be able to competently and confidently answer a range of past paper questions without prompts.	