



Curriculum Map

Subject: Food Preparation and Nutrition

Year group: 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>NEA INVESTIGATION</p> <p>Use of power point guidance based on previous candidates work and results</p> <p>Use of past students work as exemplars</p>	<p>NEA INVESTIGATION completion</p> <p>NEA FOOD PREP TASK</p> <p>Use of power point guidance based on previous candidates work and results</p> <p>Use of past students work as exemplars</p>	<p>NEA FOOD PREP TASK completion</p> <p>Use of power point guidance based on previous candidates work and results</p> <p>Use of past students work as exemplars</p>	<p>Methods of cooking Moist/dry/fry /grill Microwave Advant/ Disadvantages Effect on nutrition Links to prior learning and food science</p>	<p>Revision for written paper</p>	
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>NEA INVESTIGATION</p> <p>Scientific approach. Organising and carrying out experiments. Write up/analysis/evaluations/conclusions</p>	<p>NEA INVESTIGATION completion</p> <p>Scientific approach. Organising and carrying out experiments. Write up/analysis/evaluations/conclusions</p> <p>NEA FOOD PREP TASK</p> <p>Effective research and summarising techniques Recipe selection for high skill/high marks Time plan production with qc/h&s Use of nutrition programs Costing Write up/analysis/evaluations/conclusions</p>	<p>NEA FOOD PREP TASK completion with 3 hour practical</p> <p>Effective research and summarising techniques Recipe selection for high skill/high marks Time plan production with qc/h&s Use of nutrition programs Costing Write up/analysis/evaluations/conclusions</p>	<p>Use information and prior knowledge to answer exam que.</p>	<p>Common language used eg ‘explain’ ‘ state’, ‘describe’ How to give high mark answers for different length questions. How to give examples/extend answers How to recall and organise content which overlaps to give high level answer. Be familiar with mark scheme to see where marks are given and to eliminate silly mistakes</p>	
<p>Key Questions</p>				<p>How can we select cooking methods to increase efficiency and reduce energy?</p>		



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				<p>How can we select cooking methods to reduce nutrient loss?</p> <p>Which cooking methods demonstrate:</p> <ul style="list-style-type: none"> • Caramelisation • Dextrinization • Maillard reaction 		
Assessment	NEA INVESTIGATION	NEA INVESTIGATION completion NEA FOOD PREP TASK	NEA FOOD PREP TASK completion with 3 hour practical	In class discussion. Use exam questions to aid retention and prepare for the exam.	Past paper questions – short and longer Model answers as class Timed questions under exam conditions Use of SENECA to review learning/recall Use of revision guides	
Literacy/Numeracy/ SMSC/Character	<p>Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continued use of scientific key words <input type="checkbox"/> Development of student's use of prior knowledge <input type="checkbox"/> Development of wording for scientific investigations <p>Numeracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practise of weighing and measuring skills <p>SMSC/Character Independent work offers students the opportunity to take ownership of their learning, encouraging aspiration for, initiative with, and confidence in, their academic study. Group work fosters tolerance and resilience</p>	<p>Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continued use of scientific key words <input type="checkbox"/> Development of student's use of prior knowledge <input type="checkbox"/> Development of wording for exam questions. Developing writing style for longer exam questions <p>Numeracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practise of weighing and measuring skills. <input type="checkbox"/> Costing of ingredients <p>SMSC/Character Independent work offers students the opportunity to take ownership of their learning, encouraging aspiration for, initiative with, and confidence in, their academic study. Group work fosters tolerance and resilience</p>	<p>Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continued use of scientific key words <input type="checkbox"/> Development of student's use of prior knowledge <input type="checkbox"/> Development of wording for exam questions. Developing writing style for longer exam questions <p>Numeracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practise of weighing and measuring skills. Costing of ingredients <p>SMSC/Character Independent work offers students the opportunity to take ownership of their learning, encouraging aspiration for, initiative with, and confidence in, their academic study.</p>	<p>Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continued use of scientific key words <input type="checkbox"/> Development of student's use of prior knowledge <input type="checkbox"/> Development of wording for exam questions. Developing writing style for longer exam questions <p>Numeracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practise of weighing and measuring skills <p>SMSC/Character Independent work offers students the opportunity</p>		



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