

Our curriculum should provide an ambitious level of challenge for all students focussing on developing, securing, and applying knowledge, understanding and skills. At Key Stage 4, the curriculum should enable students to apply knowledge, understanding and skills to the new GCSE syllabi.

Subject: Food Preparation and Nutrition	Year Group: 11	Qualification: GCSE	Ability: Mixed
Department Vision:	To offer every students in Erdington Academy the opportunity to develop their creativity, practical knowledge and skills in preparation for the rapidly changing technology world.		
Intent: What should every student know, understand and be able to do by the end of the year?	Investigate and carry out experiment on the topic that is given. Investigate and plan the task. Research, trial and select a range of dishes which could form part of the final menu, justify your choice in relation to the chosen assessment and plan a dovetailed order of work to include health and safety points.		
Substantive Knowledge for the year	<p>Demonstrate your ability to improve and amend ingredients to include the most appropriate ingredients.</p> <p>Demonstrate an understanding of the working characteristics and functional and chemical properties of selected ingredients.</p> <p>Record outcome of investigation, the modification and adjustment made during the experiment.</p> <p>Look for the functional and chemical properties of Ingredients through practical experimentation.</p> <p>Analyse the data and result collected, draw conclusion.</p> <p>Justify findings, the reason for the results success or failure of the ingredients used.</p> <p>Evaluate the hypothesis and confirm if the predictions was proven</p>		
Disciplinary Knowledge for the year	<p>Investigate and carry out experiment on the topic that is given. (NEA1)</p> <p>Investigate and plan the task. Research, trial and select a range of dishes which could form part of the final menu, justify your choice in relation to the chosen assessment and plan a dovetailed order of work to include health and safety points.</p> <p>Prepare, cook and present a menu of three dishes (with accompaniments, if appropriate) within a single session. Demonstrate a wide range of technical skills and health and safety procedures when preparing, cooking and presenting your chosen selection of dishes.</p> <p>Photographic evidence of the completed dishes is essential</p> <p>Evaluate the selection, preparation, cooking and presentation of the three dishes (and any accompaniments). Reference should be made to: the acceptability of the chosen dishes (and any accompaniments) in relation to the assessment, the technical skills selected and demonstrated, and sensory properties; consider the taste, texture, aroma and appearance. Presentation and food styling of the</p>		

completed dishes must also be considered. **(NEA2)**

Yr: 11	Unit Title and number of lessons	Key Substantive Knowledge	Key Disciplinary Knowledge and Skills	Rigorous Assessable outcome(s)
Autumn Term	NEA1	Carry out experiment base on topic release. <ul style="list-style-type: none"> • Investigation • Plan of action • Research method • Experiment • Solution and conclusion • evaluation 	Demonstrate your ability to improve and amend ingredients to include the most appropriate ingredients. Demonstrate an understanding of the working characteristics and functional and chemical properties of selected ingredients. Look for the functional and chemical properties of ingredients through practical experimentation.	Internal pupil / teacher feedback sheet using criteria for successful outcomes. DO NOW/Feedback journal with green pen/red pen feedback.
	NEA1	Carry out experiment base on topic release. <ul style="list-style-type: none"> • Investigation • Plan of action • Research method • Experiment • Solution and conclusion • evaluation 	Look for the functional and chemical properties of ingredients through practical experimentation. Analyse the data and result collected, draw conclusion. Justify findings, the reason for the results success or failure of the ingredients used. Evaluate the hypothesis and confirm if the predictions were proven.	Internal pupil / teacher feedback sheet using criteria for successful outcomes. DO NOW/Feedback journal with green pen/red pen feedback.
Spring Term	NEA2	Research and carry out NEA 2 <ul style="list-style-type: none"> • Introduction • Research • Research methods • Plan of action • Tasting and trialling • Trials and evaluation • Reason for choice • Final choice • Time plan • Carry out practical task • Evaluation 	Investigate and plan the task. Research, trial and select a range of dishes which could form part of the final menu, justify your choice in relation to the chosen assessment and plan a dovetailed order of work to include health and safety points. Prepare, cook and present a menu of three dishes (with accompaniments, if appropriate) within a single session. Demonstrate a wide range of technical skills and health and safety procedures when preparing, cooking and presenting your chosen selection of dishes.	Internal pupil / teacher feedback sheet using criteria for successful outcomes. DO NOW/Feedback journal with green pen/red pen feedback.

			Photographic evidence of the completed dishes is essential	
	NEA2		Evaluate the selection, preparation, cooking and presentation of the three dishes (and any accompaniments). Reference should be made to: the acceptability of the chosen dishes (and any accompaniments) in relation to the assessment, the technical skills selected and demonstrated, and sensory properties; consider the taste, texture, aroma and appearance. Presentation and food styling of the completed dishes must also be considered.	Internal pupil / teacher feedback sheet using criteria for successful outcomes. DO NOW/Feedback journal with green pen/red pen feedback.
Summer Term	REVISION FOR EXAM	Nutrition and Nutrients Microorganisms and enzymes The signs of food spoilage	Function + sources of carbohydrates Deficiency + excess carbohydrates Starch (polysaccharides)	

		<p>Microorganisms in food production Bacterial contamination Buying and storing food Preparing, cooking and serving food Sensory evaluation Factors which influence food choice British and international cuisines</p>	<p>Sugars (monosaccharides/ disaccharides) Dietary fibre</p> <p>Energy needs BMR / PAL energy requirements Glycemic index Major diet related health risks, diabetes, tooth decay</p> <p>How to plan and modify recipes, meals and diets for special diets –low sugar, high fibre Portion size and costing the growth conditions for microorganisms and enzymes and the control of food spoilage bacteria, yeasts and moulds are microorganisms high risk foods enzymes are biological catalysts usually made from protein. enzymic action mould growth yeast action The use of microorganisms in food production the different sources of bacterial contamination the main types of bacteria which cause food poisoning the general symptoms of food poisoning. The food safety principles when preparing, cooking and serving food.</p>	
--	--	---	--	--

			<p>Healthy eating and physical activity level Lifestyle, time, cost Availability / season Religion Culture Medical Ethical + moral (animal welfare) Ethical + moral (sustainability) Food labelling and marketing influences Food products from British tradition and two different cuisines</p>	
--	--	--	---	--

--	--	--	--	--

