

**YEAR 11
CURRICULUM MAP**

Food Preparation & Nutrition

Key Focus – Food Choice and Provenance / NEA 1 & 2
Completion



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							EOY Assessment Point	
							HT6:	HT1 – HT5
							Overarching unit intent: N/A – Year 11 exams	<u>Key Disciplinary Knowledge</u>
							HT5	Food, Nutrition and Health
							Overarching unit intent:	Food Science
							Diagnostic Review of Year 10 and 11	Food Safety
							1 week on HT1 (Year 11)	Food Choice
							1 week on HT4 (Year 11)	Food Provenance
							1 week on HT1, HT2 and HT3 (Year 10)	<u>Key Concepts</u>
							1 week on HT4, HT5 and HT6 (Year 10)	50% written exam – 1 hour 45 min duration
								Section A – 20 multiple choice questions
								Section B – 5 questions of different styles from difference sections of the course.
			HT3:	HT4:				
	HT2:	Assessment Point: Summative or AFL	Overarching unit intent:	Overarching unit intent:	Assessment Point: Summative or AFL	Overarching unit intent:		
HT1:	Overarching unit intent:	HT1 & HT2	NEA 2: Food Preparation Task planning and completion	Food Provenance Module:	HT3 and HT4 (with elements of HT1 and HT2)	Diagnostic Review of Year 10 and 11		
Overarching unit intent:	NEA 1: Food Investigation Task preparation and completion	<i>End of unit test – Food Choice with interleaving section to cover Year 10 modules</i>	How to use hygiene and safety knowledge to plan a number of practical dishes	<i>Where and how ingredients are grown, gathered, reared and caught</i>	<i>End Provenance with interleaving section to cover Year 10 modules and Food Choice</i>	1 week on HT1 (Year 11)		
Food Choice Module:	How to research a given topic and use the information to plan and carry out investigations into the characteristics and functions of certain ingredients	Key disciplinary knowledge	Demonstration of planning, cooking and presentation of three dishes in a set three hour period	Genetically modified foods (GM)	Key disciplinary knowledge	1 week on HT4 (Year 11)		
The factors that may influence what we choose to eat	What methods can be used to record the investigation findings?	Food, Nutrition and Health	Understanding how to showcase technical skills by selecting the correct dishes	Seasonal and organic food	Food, Nutrition and Health	1 week on HT1, HT2 and HT3 (Year 10)		
Why food labels are used and how they influence food choice?	How should results be analysed and evaluated?	Food Science	Be able to produce a detailed time plan, incorporating dovetailing.	The environmental issues associated with food	Food Science	1 week on HT4, HT5 and HT6 (Year 10)		
What does the law say about food labelling?	How to present all of the findings as a report of 1500 – 2000 words	Food Safety		The carbon footprint of food	Food Safety			
How to interpret nutritional information		Food Choice		The reasons for buying locally produced food	Food Choice			
How does food marketing influence food choice?		Food Provenance		Food waste / Food security	Food Provenance			
The definition of cuisine		Key Concepts		Sustainability of Food Production	Key Concepts			
Cuisines from Britain and other countries		To make an informed choice about food given a wide range of scenarios		Fairtrade	To discuss and analyse the methods of food production			
How we taste food		To apply food science knowledge to investigate a given statement before analysing and communicating the findings (NEA1)		The primary stages of food processing and production	To apply knowledge of how food affect the environment			
Sensory testing methods used to evaluate food products				The secondary stages of food processing and production	To use practical skills and ingredient knowledge to plan and prepare 3 dishes that meet a set task (NEA2)			
How to set up a food tasting panel				How processing affects the sensory and nutritional properties of ingredients				
How food choices are related to:				Why and how some foods are nutritionally modified				
Religion and culture				Why and how some foods are fortified				
Ethical and moral beliefs				The use if additives in food products				
Medical conditions								



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