



Key Stage 4 Food and Nutrition Curriculum Maps

One single lesson of theory/fortnight

In Yr 10 students will do a MOCK NEA for the Food Investigation Task and Food Preparation Task (worth 50% of GCSE).

In Yr 11 The Food Investigation Task themes are released on 1 Sept and the Food Preparation Task themes are released on 1 Nov. The aim is to have all NEA complete by Feb half term.

	AUTUMN																	SPRING												SUMMER													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
YEAR 10	Topic – Nutrition & Health					Topic– Nutrition & Health					Topic – –Nutrition & Health					Topic – Nutrition & Health / Food Provenance / Food Choice					Topic — Nutrition & Health / Food Provenance / Food Choice					Topic — Food Provenance / Food Choice/ MOCK NEA 1					Topic – FPT (NEA2)												
	S –					S -					S –					S –					S -					S –					S –												
	- Relationship between diet and health Protein - Fat - Carbohydrate - Fibre					- Vitamins - Minerals - Water - Energy Balance					- Nutritional and dietary needs of different groups of people - Adults, Older People, Pregnant Women, Babies, Toddlers, School Children, Teenagers) - Food Allergies & Intolerances					- FPT – Gluten Free Investigation - Adapting Recipes and meals to follow dietary guidelines - DRV’s - Food Security (Cereals Module)					- Eggs - Dairy Foods - Fish - Fruit & Veg - Meat - Technological Developments - New & Emerging Foods/GMO					- Development of Culinary Traditions - Social & Economic Factors - Cultural & Religious Diversity - How British cuisine different from other international cuisines					- Context, Mind Map, Secondary Research into the task. Identify the key factors in the task. Identify possible dishes. Detailed reasons for choice. Planning for 3 hours practical exam. - Use the initial contexts to fully explore												
	P –					P –					P –					P –					P –					P –					P –												
How the relationship between diet and health in influenced by the different nutrients. A balanced diet.					How diet related diseases affect society and how they can be prevented					How the body utilises the different					How the major diet related health issues are impacting our					How to investigate the key differences between foods that contain gluten																							

	- How important Macronutrients are to people's health and their function in our diet. - How the amount of macronutrients can positively and negatively impact our health. - How fibre contributes to a healthy wellbeing Sk – - Be able to understand the key function of the nutrients in the diet and the consequences of not having enough. - Be able to develop their skills, techniques to successfully research, prepare dishes that meet	Micronutrients (Vitamins & Minerals) > Good food sources and deficiency diseases. - How important water is to our bodies and the consequences of not having enough of it. - How much energy we need and the main factors that influence an individual's energy requirement. - Be able to understand how diet related diseases can impact society Sk –	society and how to limit their presence. - How different groups of people need different nutritional and dietary needs - How food allergies and intolerances can impact on individuals' health - How key information is presented on food labels - Be able to understand the dietary needs of groups of individuals - Be able to develop their skills, techniques to successfully research, prepare dishes that meet the required brief. Sk –	vs. those that do not - How adapting recipes and meals to follow current dietary guidelines - How DRV's are important to achieving a healthy lifestyle - How Food Security impacts on the food that we have available - Be able to understand how to adapt recipes/meals for a specific need - Be able to understand the importance of dietary guidelines and how it can impact a society - Be able to understand how Food Security is relevant and impact Sk –	/ Organic Foods - How the different food commodities contribute to a balanced diet - Awareness of the nutritional value of food commodities and their function - Awareness of the different groups of dairy foods and primary and secondary methods of processing - Awareness of the different categories of P –	- How the different social and economic factors affect the food choice that people make - How culture and religion influence food choice - Be able to develop their skills, techniques to successfully research, prepare dishes that meet the required brief. Sk – Assessment – Work is recorded in folders and checked regularly. Practical work is assessed by the teacher MOCK FIT (NEA1) MOCK NEA Investigating the Context S –	the key factors for task. - Identify the suitability of possible dishes that relate to the task set. Consider the skills/techniques required and advantages and disadvantages to each dish. - Selection of chosen dishes taking into consideration of nutritional analysis, costings, food provenance, food seasonality and sensory analysis - Create detailed and accurate ingredients and equipment lists, Dovetailed and coloured coded time plan - Complete a 3-hour practical exam under exam conditions.
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	the required brief. Assessment – Work is recorded in folders and checked regularly. Practical work is assessed by the teacher.	- Be able to understand the importance of micronutrients and deficiency diseases - Be able to understand how to maintain a healthy fluid and energy intake and the consequences of an imbalance. Assessment – Work is recorded in folders and checked regularly. Practical work is assessed by the teacher.	Be able to understand key information on food labelling Assessment – Work is recorded in folders and checked regularly. Practical work is assessed by the teacher.	individuals' food choice in terms of food poverty, food availability, food utilisation Assessment – Work is recorded in folders and checked regularly. Practical work is assessed by the teacher.	f Fruit & Veg - Awareness of the different types of fish, methods of fishing, and sustainable fish supply - Awareness of the different types of meat and poultry, farming methods and food safety. - Awareness of technological developments: fortification, additives, preservatives, emulsifiers - Awareness of new and emerging foods:	- Context, Mind Map, Secondary Research into the Food Commodity, Working Characteristics, Functional and Chemical Properties P - - How to research the Working Characteristics, Functional and Chemical Properties - How to carry out an investigation into a food commodity or ingredient - How to record key observations as they relate to the task - How to analyse the observations considering the research carried out.	- Evaluate the task, identify strengths, weaknesses, improvements and recommended changes. Draw conclusions on how well task is met. Sk – - Be able to develop their practical skills - Be able to demonstrate high level and complex skills and techniques - Be able to present dishes to the professional standard - Be able to collate sensory analysis results and interpret suggested improvements - Be able to evaluate their work both objectively and subjectively and draw conclusion
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					organic, functional, GMO Sk – • Be able to develop their skills, techniques to successfully prepare dishes that meet the required brief • Be aware the how technology advancement in food affect what is used in food production Assessment – Work is recorded in folders and checked regularly. Practical work is assessed by the teacher	• Evaluate the investigation in terms of how well the task has been answered. Sk – • Be able to develop their investigative and analytical skills. • Be able to produce a detailed report (1500-2000 words) on the work carried out. • Be able to present findings in logical sequence using a range of methods. • Be able to draw conclusions from the investigation and how it can aid future practice.	s that answer the set task. Assessment – Work is checked by staff using the O: drive to access the work. Verbal feedback given and progress recorded on Excel sheet using a RAG rating
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						Assessment – Work is checked by staff using the O: drive to access the work. Verbal feedback given and progress recorded on Excel sheet using a RAG rating	
YEAR 11	Topic – NEA FIT (NEA1) Investigating the Context Planning Investigation S – - Context, Mind Map, Secondary Research into the Food Commodity, Working Characteristics, Functional and Chemical Properties - FPT/Demo on the using the food commodity /ingredient	Topic – NEA FIT (NEA 1) Carrying out investigation S – - Prepare a logical sequence of working - Complete records of observation, findings and evidence - Analysis of results/ findings	Topic – NEA 2 (FPT) FPT (NEA 2) Researching the Context S – - Context, Mind Map, Secondary Research into the task. Identify the key factors in the task. Identify possible dishes. Detailed reasons for choice. P – - Use the initial contexts to fully explore	Topic – NEA 2 (FPT) FPT (NEA 2) Planning for the exam Complete practical exam S – - Planning for 3 hours practical exam. P – - Create detailed and accurate ingredients and equipment lists, Dovetailed and coloured coded time plan	Topic – Cooking & Food Preparation S – - Why is food cooked - Methods of heat transfer - Methods of cooking - Effect of processing - Additives - Changes in food - Food preservation	Topic – Exam Preparation (Revision) S – - Work through past questions on key topics - Revision techniques - Online assessment vis Seneca Learning - FPTs on key practical skills e.g. sauces, pastry, bread, function of ingredients	

	- Aim of the investigation - Planning the investigations. Choice of investigation - Make predictions and use controls	Evaluate – review findings. Link finding together and how it will influence future practice	the key factors for task. - Identify the suitability of possible dishes that relate to the task set. Consider the skills/techniques required and advantages and disadvantages to each dish. - Selection of chosen dishes taking into consideration of nutritional analysis, costings, food provenance, food seasonality and sensory analysis	- Complete a 3-hour practical exam under exam conditions. - Evaluate the task, identify strengths, weaknesses, improvements and recommended changes. Draw conclusions to how well task is met.	- Food spoilage - Yeasts, moulds, bacteria & enzymes - Safe food storage & preparation		
P -	- How to research the Working Characteristics, Functional and Chemical Properties - How to identify the key words in the task - How to carry out mini demonstrations illustrating the functional properties - How to identify possible aims for the investigation	P – - How to carry out an investigation into a food commodity or ingredient - How to record key observations as they relate to the task - How to analyse the observations considering the research carried out. - Evaluate the investigation in terms of how well the	Sk – - Be able to explore the key factors for task - Be able to carry out relevant research around the task and	Sk – - Be able to prepare a detailed, accurate and dovetailed plan for the exam - Be able to create sensory analysis charts with instructions for each dish - Be able to develop their practical skills - Be able to demonstrate high level and	P – - The importance of cooking food, what prohibits us from eating some food raw - How to differentiate between the different heat transfer methods - How the different application of methods of cooking affect		

	- How to carry out relevant research for the task using a range of research methods - How to create a plan for the investigations. - How to choose a suitable item to show the working characteristics and functional properties	task has been answered Sk – - Be able to produce a detailed report (1500-2000 words) on the work carried out. - Be able to prepare recording charts for record of results - Be able to follow a plan, record all observations accurately - Be able to record any changes or adaptations - Be able to present findings in logical sequence	create a mindmap - Be able to give detailed reasons for choice for dishes taking all factors into consideration - Be able to do costings, nutritional analysis for each dish - Be able to identify food provenance and seasonality for each dish Assessment – Work is checked by staff using the O: drive to access the work. Verbal feedback given and progress recorded on Excel sheet using a RAG rating	complex skills and techniques - Be able to present dishes to the professional standard - Be able to collate sensory analysis results and interpret suggested improvements - Be able to create a photographic journal - Be able to evaluate their work both objectively and subjectively and draw conclusions that answer the set task. Assessment – Work is checked by staff using the O: drive to access the work. Verbal feedback given and progress recorded on Excel sheet using a RAG rating	different foods - How the effects of processing and cooking affect the properties and functions of fat, eggs, sugar and flour - The importance of the role and function of additives in food - How food preservation is used to extend shelf life - How to identify the causes and conditions of food spoilage - The advantages		
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	explain clearly what they are trying to find out • Be able to give detailed reasons for choice • Be able to conduct relevant research using a range of research methods • Be able to create a plan for the investigation • Be able to make predictions on what they think will happen and use controls Assessment – Work is checked by staff using the O: drive to access the work. Verbal feedback given and progress recorded on Excel sheet using a RAG rating	using a range of methods. • Be able to explain findings, include scientific terms. Refer back to research. Explain best outcomes • Be able to review work, make recommendations and draw conclusions from the investigation and how it can aid future practice. Assessment – Work is checked by staff using the O: drive to access the work. Verbal feedback given and progress recorded on Excel sheet using a RAG rating			and disadvantages of food preservation • The importance of safe storage and preparation of food Sk – • Be aware of the importance of why food is cooked and the consequences of eating certain foods raw • Be able to know the difference between methods of heat transfer and methods of cooking		
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					• Be aware of the effects of processing and cooking on key ingredients • Be aware of the role and function of additives used in foods • Be able to identify the different methods of food preservation both domestically and commercially. • Be able to identify the causes and conditions of food spoilage • Be aware of the importance		
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					of safe food storage and preparation Assessment – Work is recorded in folders and checked regularly. Practical work is assessed by the teacher		
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