

# Curriculum Overview - Year 11 Food:

## Year 11 Subject Intent Food, Preparation and Nutrition GCSE:

Students will demonstrate effective and safe high-level cooking skills by planning, preparing dishes using a variety of cooking techniques and equipment. Students will develop knowledge and understanding of the functional properties, chemical processes and nutritional content of foods. Students will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of different diets and health.

When	Topic	Link with School Intent 1 – Curriculum (C) 2 – Standards (S) 3 – Achievement (A) 4- Pastoral Support (P.S) 5- Educational experiences (EE) 6- Quality of teaching and learning. (T&L)	Department Intent (What we intend our students to have learnt?)  <i>Differentiated:</i> Key words/writing frames/ Build vocab. using literacy sheet/Chunked information instructional worksheets/Exemplar work displayed/Peer assessment and support/Seating plan/Working in groups <i>Extension:</i> Working independently/Explore potential to adapt recipes/Propose various alternatives to suit different dietary requirements/Produced high-quality finished products	Cross-curricular practical application	Implementation
Year 11	<ul style="list-style-type: none"> <li>3.6 Food provenance</li> <li>3.6.1 Environmental impact and sustainability</li> <li>3.6.1.1 Food sources</li> <li>3.6.1.2 Food and the environment</li> <li>3.6.1.3 Sustainability of food</li> </ul>		<p><b>Food provenance:</b></p> <ul style="list-style-type: none"> <li>Environmental issues associated with food</li> <li>Explain how each environmental issue may influence food choice, including: seasonal foods/ sustainable methods of farming / transportation of food and food miles / organic food / local produce / packaging / carbon footprint / food wastage</li> <li>How ingredients are grown, reared and caught, including: free range/ genetically modified</li> <li>Explain food security</li> </ul> <p><b>Food safety:</b></p>	<p><b>Science:</b> Functional and chemical properties of <i>carbohydrates, proteins, fats, oils, acids, alkalis, enzymes, heat transfer</i></p> <p><b>English:</b> descriptive</p>	<p><b>NEA Task 1: Food Investigation</b></p> <ul style="list-style-type: none"> <li>Analyse the task /</li> <li>Practical experiments and investigations / Analyse and interpret results of the investigative work / Evaluate hypothesis with justification</li> </ul> <p><b>NEA Task 2: Food</b></p>



	<ul style="list-style-type: none"><li>• 3.4 Food safety</li><li>• 3.4.1 Food spoilage and contamination</li><li>• 3.4.1.1 Micro-organisms and enzymes</li><li>• 3.4.1.2 The signs of food spoilage (also covers Revision 3.3</li><li>• <i>Food science – 3.3.2 Functional and chemical properties of food –</i></li><li>• 3.3.2.4 <i>Fruit and vegetables)</i></li><li>• 3.4.1.3 Micro-organisms in food production</li><li>• 3.4.1.4 Bacterial contamination</li><li>• 3.4.2.1 Buying and storing food</li><li>• 3.4.2.2 Preparing, cooking and serving food (also covers Revision 3.3.1</li></ul>		<p>Micro-organisms: yeasts, moulds, bacteria and their growth conditions/enzymes in food spoilage/ enzymic browning/control the different types of food poisoning bacteria/symptoms of food poisoning</p> <p><b>Food Skills</b> General practical skills/knife skills/preparing fruit and vegetables/use of cooker/cooking and equipment/sauces/dough/raising agents/setting mixtures</p>	<p>adjectives of sensory analysis and evaluation</p> <p><b>Maths:</b> Measurement Ratio/Fractions</p> <p><b>Geography:</b> Foods are grown and harvested</p> <p><b>PE:</b> Eatwell Guide and Diets Macronutrients Micronutrients</p> <p><b>Art and Design:</b> Presentation and decoration</p>	<p><b>Preparation Assessment -</b> Researching the task</p> <ul style="list-style-type: none"><li>• Demonstrating technical skills</li><li>• Planning for the final menu / Analysis and evaluation</li><li>• <i>Exam:</i> Written exam: 1 hour 45 minutes</li></ul>
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	<i>Cooking of food)</i> <ul style="list-style-type: none"><li>• Revision</li></ul>				
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