Sir William Ramsay School

EMPOWERING EVERYONE TO ACHIEVE

Curriculum Map For Food Tech Year 11

YEAR 11	Autumn 1	Autumn 2
Topics	**Food Choice** **If not completed by the end of Year 10** **Food Provenance** **Food sources, food and the environment, sustainability of food, food production and technological developments associated with better health.** **NEA Food Investigation Task** **Research, plan and carry out an investigation into the working characteristics, functional and chemical properties of ingredients.** (Removed from assessment in 2020 and 2021 due to covid pandemic)	**Completion of NEA Food Investigation Task** **Evaluation of Investigation** **Food Provenance Completion** **Food sources, food and the environment, sustainability of food, food production and technological developments associated with better health.** **NEA Food Preparation Task** **Section A - researching the task.** **Preparation for Mock Paper**
Substantive Knowledge – The Knowledge Taught By The Teacher	• Animal welfare, intensive farming, pesticides and fertilisers, Fairtrade, food miles and organic food production. • The four types of food provenance: - Growing - Reared - Gathered - Caught • The food quality assurance scheme, symbols and labels relating to food provenance. • Genetically modified food and the concerns around this type of farming. • The foods which are in season in the UK. • The environmental issues associated with the food industry, carbon footprint of food, climate change and how this is managed. • The ways on how to reduce food wastage. • Food security and how food can be produced sustainably to ensure that people have enough food, and the	**Preparation for Mock Paper** • Use knowledge to answer a range of exam style questions: - Nutrition and Diet - Food Science - Food Safety - Food Choice - Food Provenance

	environment is protected from damage. • The Fairtrade Code and how this ensures that farmers get fair prices for their crops and labour. • The difference between primary and secondary food processing. How wheat is processed into flour and milk is produced and used in secondary processing. • Nutritional modification, fortification and food additives and why these are added to foods.	
Disciplinary Knowledge – How The Knowledge Will Be Developed & Applied	**NEA Food Investigation Task** • AO1: Demonstrate knowledge and understanding of Nutrition, Food, cooking and preparation. • AO2: Apply knowledge and understanding of nutrition food, cooking and preparation. • AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others. • Analyse and research the task. • Set up a food investigation using hypothesis linked to own research. • Carry out a food investigation. • Set up sensory evaluation testing methods to evaluate results. • Support the environment and climate change through acquired knowledge and awareness. • Analyse the advantages and disadvantages of food provenance and create debate and discussion. • Use food science investigations to inform food production and new technologies. • Apply knowledge to practical work in NEA.	**NEA Food Preparation Task** • Know how to analyse the task in order to carry out the relevant research. • Use prior knowledge in dietary requirements and culinary traditions to complete research. • Be able to consider the type of research to be carried out. • Use a range of questionnaires, ingredient investigations, market research and product testing to complete research. • Use knowledge of food provenance to answer the more challenging, subjective based questions in the written paper. • Analyse the advantages and disadvantages of food provenance and create debate and discussion. • How food science investigations can inform food production and new technologies.
Skills	• Plan, prepare and cook dishes demonstrating awareness of food provenance and able to reduce food wastage. • Know where ingredients come from and how they are produced. • Analyse and research a task. • Write a hypothesis linked to research. • Set up and carry out food investigation task. • Use a range of testing methods to evaluate and analyse.	• Analyse and evaluate to form a conclusion. • Know where ingredients come from and how they are produced. • Analyse and research the task using a range of methods that link to the NEA task chosen. • Find a range of dishes that suit the task. Identify skills in each dish. • Summarise research and how this can be used in final outcomes.

		• Revision techniques – answering multi choice and longer style questions. • Able to use the command words in order to answer the longer style questions.
Links To Prior Learning	• Food provenance taught in Years 7 to 9 – seasonal foods and food miles. • Year 8 complete a topic on food wastage and looking at food labels. • Food production on a larger scale in Years 8 and 9. • Food science experiments in Year 8. • Sensory testing.	• Food production on a larger scale in Years 8 and 9. • Food science experiments in Year 8. • Sensory testing. • NEA - international assessment in Year 9 and Mini Mock in Year 10 - researching the task. • Linking the 5 topics learnt across Years 10 and 11 to answering exam questions. • IT skills use of OneDrive in Year 10.
Literacy/ Numeracy	• Literacy in all written tasks. Constructing longer style answers and debates. • Researching task and recording knowledge through written portfolio. • Analysis and evaluation. • Numeracy - wide range of number and proportion skills.	• Literacy in all written tasks. Constructing longer style answers and debates. • Researching task using a range of methods and recording knowledge through written portfolio. • Numeracy - wide range of number, proportion and data skills.
Cross Curricular	• PSHE - healthy eating. • Geography and Science - climate change and setting up investigations.	• PSHE - Healthy eating. • Geography and Science - climate change and setting up investigations.
Assessment	• Teacher Observation • Practical Assessments • NEA Write Up • End of Topic Test	• Teacher Observation • Practical Assessments • NEA Write Up • End of Topic Test

YEAR 11	**Spring 1 & 2**
Topics	**NEA - Food Preparation Task** **Section B - Demonstration of Skills** **Section C - Planning for Final Menu** **Section D - Making Section** **Section E - Evaluation** **Revision** **Food Science** **Nutrition & Diet**
	Revision • Nutrition and Diet • Food Science • Food Safety

Substantive Knowledge – The Knowledge Taught By The Teacher	• Food Choice • Food Provenance • Recap on macro nutrients, micronutrients, dietary needs, nutritional analysis of recipes. • Recap on the working properties of proteins, fats and carbohydrates. The use of raising agents. • Recap of why cooked food can have a poor outcome and be able to explain why.
Disciplinary Knowledge – How The Knowledge Will Be Developed & Applied	**NEA - Food Preparation Task** • Select dishes that are suitable for the task and identify the 12 key skills. • Use prior knowledge of nutrition, food choice and food provenance to select dishes. • Know the processes and cooking methods behind dishes chosen. • How to adapt dishes in section B for final menu. • Plan, prepare, cook and present dishes combining appropriate techniques. • Apply food safety knowledge. • Select equipment suitable for the process. • Sensory testing and recording results. • Planning - writing a time plan for final dishes. • Adapting recipes for final menu using similar skills. • Justification of choice. • Applying knowledge to demonstrate understanding of Food and Nutrition, Food Safety, Food Science, Food Choice and Food Provenance.
Skills	• Use the 12 Key Technical Skills • Nutritional Knowledge When Meal Planning • Sensory Testing • Planning • Presentation Skill • Adapting Dishes To The Task Requirements • Organisation Skills and Kitchen Management
Links To Prior Learning	• Building on the technical skills taught in Years 7 to 10. • Mock NEA in Year 10. • Linking together the 5 topics learnt across Years 10 and 11.
Literacy/ Numeracy	• Literacy in all written tasks. Constructing longer style answers and debates. • Researching task and recording knowledge through written portfolio. • Analysis and evaluation. • Written justification of final dish and writing a detailed time plan. • Numeracy - accurate measuring and weighing, number skills, proportion and analysing data. • Organising time over a specific time period.
Cross Curricular	• PSHE - healthy eating. • Self-reflection and organisation.
Assessment	• Year 11 Mock Exam • Teacher Observation and Ongoing Assessment and Feedback • Summative Assessment for NEA

YEAR 11	**Summer 1**
Topics	**Exam Preparation** **Revision Focus**

	Recap on Food Safety, Food Choice and Food Preparation
Substantive Knowledge – The Knowledge Taught By The Teacher	• Be able to use the command words to answer the longer style questions. • Multiple choice questions. • Nutrition and Nutritional needs. • Nutritional analysis of recipes. • Knowledge of working characteristics of ingredients. • Food safety and hygiene - knowing the temperatures that control bacteria growth. • Influences of food choice and applying this to exam questions. • Food provenance and the environment. • Food technology.
Disciplinary Knowledge – How The Knowledge Will Be Developed & Applied	• Applying knowledge to exam questions. • Applying knowledge to demonstrate understanding of Food and Nutrition, Food safety, Food science, Food choice and Food provenance. • How this knowledge can be applied to the wider world and help to make informative and healthy choices.
Skills	• Revision Skills • Selecting the Correct Command Word to Answer the Longer Questions • Reading Exam Questions to Ensure Maximum Marks • Knowledge of the Five Topics • Analyse and Evaluate
Links To Prior Learning	• Consolidation of theory learnt in Years 7 to 11.
Literacy/ Numeracy	• Literacy through reading and answering the written exam paper. • Understanding of the command words. • Reading data in nutritional analysis.
Cross Curricular	• PSHE - Healthy Eating • Self- Reflection and Organisation
Assessment	• Summative Assessment Through Final Exam