










# Curriculum Content Map Food Technology – Year 11

	TERM 1		TERM 2		TERM 3	
Unit title & description	NEA 1 – Food Science experiment	NEA 1 – Food Science experiment Core content linking to food science experiment	NEA 2 – Food Preparation assessment	NEA 2 – Food Preparation assessment	Revision – core content Diet and Good Health Where food comes from	Revision Principles of Nutrition Food Science
<b>Sequencing - Why is this taught and now?</b>	Students need to complete this worth 15% of overall mark Linking to learning from yr9 – cooking methods and heat transfer	Linking to learning from yr9  Bread making linking to what is learnt in yr9 – gluten and yeast	Students need to complete this worth 35% of overall mark  KS3 skills that have been learnt throughout their practical sessions	Students need to complete this worth 35% of overall mark  KS3 skills that have been learnt throughout their practical sessions	Content that was covered during yr10 being revisited and recapped ahead of component 1 exam	Content that was covered during yr10 being revisited and recapped ahead of component 1 exam
 Knowledge	<p><b>AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation (10%)</b></p> <p>Students are introduced to the NEA 1 brief. Using food science knowledge they research how ingredients work within the food.</p> <p>Topics covered from Spec: why food is cooked, to include, digestion, taste, texture, appearance and to avoid food contamination</p> <ul style="list-style-type: none"> <li>• how heat is transferred to food through conduction, convection and radiatio</li> </ul>	<p><b>AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others (5%)</b></p> <p>After carrying out research students complete a food science experiment and evaluate their findings</p> <p>Topics covered from spec:</p> <p>the working characteristics, functional and chemical properties of ingredients to achieve a particular result: (i) carbohydrates – gelatinisation, dextrinization (ii) fats/oils – shortening, aeration, plasticity and emulsification (iii) protein – coagulation, foam formation, gluten formation, denaturation (physical, heat and acid) (iv)</p>	<p><b>AO3 Plan, prepare, cook and present dishes, combining appropriate techniques (30%)</b></p> <p>Students are introduced to NEA 2 brief and gather research to help them to decide what dishes</p> <p>They trail and make 3 dishes that link to the brief</p> <p>Create a timeplan of how they will carry out the practical work.</p> <p>Topics covered from spec:</p>	<p><b>AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others (5%)</b></p> <p>Students prepare and present 3 dishes over 3 hours Health and safety, use of equipment, cooking skills and presentation skills are all marked</p> <p>Evaluating practical work against the brief that is set</p>	<p><b>AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation</b></p> <p><b>Topics covered:</b> RDI Diet related ill health How nutrients work in the body DMR</p> <p>Plan healthy meals Specific health needs Age, lifestyle, religion, disease, allergies</p> <p>Where food comes from: • food origins to include where and how foods are grown, reared, or caught • food miles, impact on the carbon footprint, buying foods locally</p>	<p><b>AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation</b></p> <p><b>Topics covered</b> <b>Macro and Micronutrients</b></p> <p>Learners must know and understand for each named macro nutrient and micronutrient:</p> <ul style="list-style-type: none"> <li>• the specific function</li> <li>• the main sources</li> <li>• dietary reference values</li> <li>• the consequences of malnutrition</li> <li>• complementary actions of the nutrients</li> </ul> <p>Learners need to know and</p>

		<p>fruit/vegetables – enzymic browning, oxidation</p> <ul style="list-style-type: none"> <li>• reasons why particular results may not always be achieved, e.g. a sponge cake sinks, a sauce goes lumpy</li> <li>• how to remedy situations when desired results may not be achieved in the first instance</li> </ul>	<p>Food Provenance and seasonality Healthy eating and nutritional skills</p>	<p>Students offer forward suggestions of improvements for if they were to make the dish again.</p>	<ul style="list-style-type: none"> <li>• impact of packaging on the environment versus the value of packaging</li> <li>• sustainability of food: the impact of food waste on the environment, local, global markets and communities, effect of food poverty</li> <li>• food security: access to safe sufficient food for all (World Health)</li> </ul>	<p>understand the dietary value of: (i) water (ii) dietary fibre (NSP)</p>
 Skills	<p>Use of raising agents Coagulation Gelatinisation</p>	<p>Use of raising agents Coagulation Gelatinisation</p>	<p>Knife skills Sauce making Pastry Doughs Deboning and filletting Presentation skills</p>	<p>Knife skills Sauce making Pastry Doughs Deboning and filletting Presentation skills</p>	<p>Exam prep and exam answers</p>	
<p><b>Retrieval practice</b> <b>Prior knowledge and skills that are revisited</b></p>						
 Literacy						
 Numeracy						
 Enrichment learning						

 British values						
 Character						
 Careers						
 Assessment opportunities						
<b>Personalise  d challenge  for all:  SEND, HPA</b>						