Year 11 Overview 2024-25 - *Food Preparation and Nutrition*

Date			Unit(s)		Key Learning Outcomes (Exam Links)
2-Sep (Tues)	A	1	**Food Provenance:** Food sources	**Food Provenance:** Food and the environment: Sustainability	**3.6.1 Environmental impact and sustainability of food 3.6.1.1 Food Sources**, where and how ingredients are grown, reared and caught. **3.6.1.2 Food and the environment**, environmental issues associated with food, **3.6.1.3 Sustainability of food**, the impact of food and food security on local and global markets and communities. **3.6.2 Food processing 3.6.2.1 Food production**, primary and secondary stages of processing and production. how processing affects the sensory and nutritional properties of ingredients. **3.6.2.2 Technological developments associated with better health and food production**, including fortification and modified foods with health benefits and the efficacy of these. Formal feedback: 1. Knowledge quiz after Food Provenance module.
8-Sep	B	2		Chelsea buns	
15-Sep (Inset)	A	3	**Food Provenance:** Technological developments	**Food Provenance:** Processing and production. Natural yoghurt/ jam	
22-Sep	B	4		Knowledge quiz - Food Provenance module. Revision activities for ST1	
29-Sep	A	5	**NEA 1** Introduction and start Section A - Research	**NEA 1** Section A - Research	
6-Oct	B	ST1		EXAM	
13-Oct	A	ST1	**NEA 1** Section A – Conclude Research write Hypothesis.	**NEA 1** Start Section B - Investigation 1	
20-Oct	B	8		**NEA 1** Section B - Investigation 1 write up	
Half Term					
3-Nov	A	9	Exam Feedback	**NEA 1** Section B - Investigation 2 and write up	**4.3 Non-exam assessment** **3.4.2. Principles of food safety** when buying and storing food. When preparing, cooking and serving. Formal feedback: 2. From ST1 Exam
10-Nov	B	10		**NEA 1** Section B - Investigation 3 and write up	
17-Nov	A	11	**NEA 1** Section B - Investigation 2 & 3 write up	**NEA 1** Section C - Analysis and evaluation HANDING IN	
24-Nov	B	12		Revision activities for ST1	
1-Dec	A	13	**Principles of Food Safety:** What to look for when buying food, Different types of food storage.	**NEA 2** Introduction, start Section A – Research	
8-Dec	B	14		**NEA 2** Section A – Selecting dishes	
15-Dec	A	15	**Principles of Food Safety:** Recognise good personal hygiene. Keyword cards.	**NEA 2** Section A – Planning technical skill practicals.	
Christmas Holiday					
5-Jan	B	16		**NEA 2** Section B – Demonstrating technical skills.	**3.4.1 Food spoilage and contamination,** the growth conditions for microorganisms and enzymes and the control of food spoilage, bacteria, yeasts and moulds are microorganisms. **3.4.1.2 The signs of food spoilage** enzymic action, mould growth, yeast action. **3.4.1.3 Microorganisms in food production** The use of microorganisms in food production. **3.4.1.4 Bacterial contamination** the different sources of bacterial contamination, the main types of bacteria, which cause food poisoning, the main sources and methods of control of different food poisoning bacteria types, the general symptoms of food poisoning. Formal feedback: 3. From ST2 Exam
12-Jan	A	17	**Food Spoilage & contamination:** How Bacteria grow and multiply	**NEA 2** Section B – Demonstrating technical skills.	
19-Jan	B	ST2		EXAM	
26-Jan	A	ST2	**Spoilage & contamination:** Micro-organisms and enzymes 1.	**NEA 2** Section B – Demonstrating technical skills.	
2-Feb	B	20		**NEA 2** Section C – Planning the final dishes.	
9-Feb	A	21	**Spoilage & contamination:** Micro-organisms and enzymes 2. Practical - Soft cheese	**NEA 2** Section C – Planning the final dishes.	
Half Term					
23-Feb	B	22	**Spoilage & contamination:** Micro-organisms in Food Production.	**NEA 2** Section D – Making the final dishes.	During NEA lessons students will stop working on NEA's at three o'clock to practice exam questions, do walking talking mocks etc. At least three of these will be fed back formally during this time.
2-Mar	A	23		**NEA 2** Section D – Making the final dishes.	
9-Mar	B	24	**Spoilage & contamination:** Types of food poisoning. Keyword cards.	**NEA 2** Section E - Analysis.	
16-Mar	A	25		**NEA 2** Section E - Evaluation HANDING IN	
23-Mar	B	26	**Revision:** Introduction – Macronutrients – fats, proteins, carbohydrates	**Revision:** Micronutrients - vitamins & minerals	
30- (finish Wed)	A	27		**Revision:** Making informed choices: Diet, nutrition and health	
Spring Holiday					
20-Apr	B	28	**Revision:** Functional and chemical properties of food 1	**Revision:** Functional and chemical properties of food 2	**NEA marks to be submitted by 7th May**
27-Apr	A	29		**Revision:** Factors influencing food choice and food choices	
5-May (Tues)	B	GCSE	**Revision:** Food safety	**Revision:** Environmental Impact and Sustainability	
11-May	A			**Revision:** Food labelling, Processing and Production	
18-May	B		**Revision:** British and international cuisines	**Revision:** Food spoilage and contamination	
Half Term					
1-Jun	A		**Revision:** targeted individual/past papers/games/quizzes etc **Written exam 10th June**		
8-Jun	B				
15-Jun	A				
22-Jun	B				
29-Jun	A				
6-Jul	B				
13-Jul	A				

UNIT - NEA 1

Prior	Current	Future learning
Work completed in functional and chemical properties section. Practicals completed so far. Investigation tasks done throughout year 10.	Understand how the Non-Exam Assessments work, and when they will be doing them. Understand what the NEA Investigation Task looks like. Complete all the research needed for your task and write up as report. Write up the hypothesis and prediction. Complete all the investigations needed for the task and write up in the report. Complete a final analysis and evaluation. Print out the report.	Leads directly into Investigation task set by the AQA for NEA 1, 15% of the GCSE. Knowledge needed for written paper.

- GW- They work well in a group and discuss the task ahead. Research into how ingredients work and the reasons why. Write a basic hypothesis relating to your research. Complete all the investigations needed for the task and write up in the report. Complete a final analysis and evaluation. Print out the report.
- BI- They work from the basic guide to set up a version of the report and discuss the task ahead in some detail. Relevant research into how ingredients work and the reasons why. Write a hypothesis and predict what could happen in the next stage. Complete all the investigations needed for the task and write up in the report. Complete a final analysis and evaluation. Print out the report.
- EW- They set up their own style of report and discuss the task ahead in fine detail. Relevant, detailed and concise research into how ingredients work and the reasons why. Independently write a clear and focused hypothesis and predict what could happen in the next stage. Complete all the investigations needed for the task and write up in the report. Complete a final analysis and evaluation. Print out the report.

Common misconceptions

Key learning outcomes
Understand the format of NEA1 and the need for completing a mock.
Complete the research section with guidance, use the google classroom documents set up for the project. Discuss what a hypothesis is and write an individual hypothesis based on the task given. Complete the investigations (these can be completed as a group but must be written up on an individual basis). Complete an analysis of the task and an evaluation with guidance.

Subject links:
Science – use of gases, gas in liquids, structure formations, oil and water emulsions, yeasts and moulds, use of heat to change structure, cells, enzymes and organisms.
Careers that can be discussed:
Food Scientist, food development, sensory analysist.
Key words for their learning:
Hypothesis, investigation, analysis, evaluation.
How will we know they have learnt it?
Completed investigations in groups, recorded through photographs in their project.
Completed NEA1 project.
Questioning throughout lessons.
ST1 exam.
Understanding/familiarisation at the start of the NEA1.

UNIT - NEA 2

Prior	Current	Future learning
Work completed all other topic areas can be drawn on. Practical tasks completed in year 10.	Understand what the NEA Preparation Task looks like.	Leads directly into Preparation task set by the AQA for NEA 2, 35% of the GCSE. Knowledge needed for written paper.

- GW- They work well in a group and discuss the task ahead. Selected some relevant dishes that closely reflect the research. Show basic technical skills and processes and quality of dishes.
- BI- They carefully read through the research part of the task that has been given to them. Selected some relevant dishes that closely reflect the research. Show basic technical skills and processes and quality of dishes.
- EW- They set up their own style of report and discuss the task ahead in fine detail. Selected a varied range of relevant dishes that closely reflect the research. Show accuracy (including some complex) technical skills and processes and quality of dishes.

Common misconceptions

Key learning outcomes:
Read carefully through the research. Find 8-10 products that could be produced that are suitable for a teenager and high in fibre. Demonstrating Technical Skills. Complete a dovetailed time plan to use when producing the final dishes. Complete your practical products using your time plan. Complete a final analysis and evaluation. Print out the report.

Links to history and culture:
Chosen project is linked to Teenagers and fibre in diets. Many aspects can be covered to do with teenage culture (lack of exercise and sleep, social media activity etc and how a diet affects both physical and metal health.
Subject links:
EFL – Health and wellbeing.
Careers that can be discussed:
Food scientist, Catering supplies, hospitality, mass catering in hospitals etc. Nutritionist, food technologist, dietitian, medical professions, catering, hospitality.
Key words for their learning:
Life stage, time plan, dovetailing
How will we know they have learnt it?
Completed NEA2 project.
Completed individual technical skills practical.
Completed individual time planned high skill/complex practical.
Questioning throughout lessons.
Understanding/familiarisation at the start of the NEA2.

Where has Equality Diversity and Inclusion (EDI) been included for teaching the curriculum?
Throughout discussion about Teenagers and their dietary requirements many other factors will be discussed.

UNIT - Principles of Food Safety

Key learning outcomes:
Introduction to course including the 12 practical skills that they need to cover and the theory topics.
Log on and get using the Digital book.
Understand what to look for when buying food, date marks, damaged packaging, nutritional information etc.
Understand the different types of food storage. Different types and temperatures, where to place ingredients in the fridge. Suitable materials for food storage.
Recognise good personal hygiene practice.
Identify safe working temperatures for storing food, identifying risks in food establishments.

Prior learning	Current learning	Future learning
Knowledge gained at KS3 bringing and storing Food in school before & after practical. Work on the germometer from Year 8. Knowledge of buying food from shops and storage at home.	An introduction to the course and the use of the digital book. Temperature control of fridge and freezer. Recap reasons for personal hygiene and kitchen hygiene. Date marks on packaging.	Used throughout course to ensure food brought, prepared and taken home is safe to eat. Needed for written paper. Life skills

- GW- They recognise the key terms associated with buying and storing food. They recognise good personal hygiene practise when working with food and identify safe working temperatures for storing food.
- BI- They understand the checks you can make when buying food. They understand good personal hygiene practise when working with food and know the safe working temperatures for storing food.
- EW- They fully appreciate the need for careful food purchasing and storage and can explain why it is important.

Common misconceptions

Practical's test starting skill level and working with high risk foods.
Knowledge is summarised in knowledge organisers kept in student books.
Students start to develop a pack of keyword cards to attach to their book.

Links to history and culture:
First use of refrigeration, relating to types of foods and cultures with different climates.
Subject links:
Science – bacterial growth, use of thermometers
Maths – reading temperatures
PSHE – personal care and hygiene
Careers that can be discussed:
General food industry jobs –related to the types of part time jobs teenagers can get working in kitchens, waiting on in restaurants, coffee shops etc.
Key words for their learning:
All on keyword cards including – ambient, shelf-life, core temperature, probe
How will we know they have learnt it?
Assessment is through both verbal and written feedback during practical lesson, completion of keyword cards and tested through exam question for homework.
Practical evidence (recorded through photographs in their book)
Where has Equality Diversity and Inclusion (EDI) been included for teaching the curriculum?
Awareness when discussing personal hygiene. Discussion when considering were food is purchased.

UNIT - Food Spoilage & contamination

Prior	Current	Future learning
Knowledge from Principles of Food storage topic. Enzymic browning in Year 7. Year 8 Bacterial growth lesson. Year 9 Types of food poisoning lesson.	How bacteria grow and multiply. Micro-organisms and enzymes and how they affect the food we eat, how they can be used in food production. Know the main types of food poisoning.	Used throughout course to ensure food brought, prepared and taken home is safe to eat. More frequent use of high risk foods during practical lessons. Needed for written paper. Life skills.

- GW- They recognise the key terms associated with bacteria growth. They know the definition of micro-organisms and enzymes. Recognise micro-organisms are used in food production and understand the main types of food poisoning.
- BI- They understand the checks you can make when handling food to prevent bacterial growth. They understand what conditions they need in order to live and multiply and the main types of food poisoning.
- EW- They fully appreciate the need for careful food handling and can explain why it is important. You can explain how enzymes spoil the palatability of food. Fully understand the main types of food poisoning and the effects on the body.

Common misconceptions

Key learning outcomes:
Builds on prior knowledge from Principles of Food storage topic and KS3 learning.
Understand how bacteria grow and multiply.
Understand what micro-organisms and enzymes are and how they affect the food we eat, how they can be used in food production.
Know the five main types of food poisoning and link them to specific foods.
Practical's allow students to work with high risk food safely and use new skills in a practical exam.
Knowledge is summarised in knowledge organisers kept in student books.
Complete keyword cards to attach to their book.

Subject links:
Science – cells, enzymes and organisms. Effects on the body of food poisoning bacteria.
Careers that can be discussed:
Environmental health officers, food hygiene inspector.
Key words for their learning;
All on keyword cards including – Pathogenic, organism, contaminate, catalyst, pasteurisation, spore, homogenised.
How will we know they have learnt it?
Knowledge is summarised in knowledge organisers kept in student books. Assessment is through both verbal and written feedback and tested through exam questions for homework and a practical exam for ST1.
Completion of keyword cards and tested through exam questions for ST1.
Practical evidence (recorded through photographs in their book)