



## KS4 – Year 11 Long Term Mapping

### Subject Intent/ Aims: Subject Intent/ Aims:

The GCSE in Food Preparation and Nutrition at St Philip Howard is designed for learners to: -

Be able to demonstrate effective and safe cooking skills by planning, preparing, and cooking a variety of food commodities whilst using different cooking techniques and equipment.

Develop knowledge and understanding of the functional properties and chemical characteristics of food, and sound knowledge of the nutritional content of food and drink.

Understand the relationship between diet, nutrition, and health.

Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, diet, and health choices.

Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking, and serving food.

Two non-examined assessments (NEAs) form part of the GCSE.

Non-Examination Assessment 1 (NEA1): The Food Investigation Assessment is worth 15% of the qualification or 30 marks. This is a scientific investigation into an area of food. Students investigate the different methods or ingredients used to make food. This involves planning experiments, making a prediction about what will happen, conducting the experiments, drawing conclusions about what happened and evaluating the method and prediction.

Non-Examination Assessment 2 (NEA2): The Food Preparation Assessment is worth 35% of the qualification or 70 marks. The NEA2 is the food preparation assessment and represents 35% of the qualification. In this assignment students will be given a choice of two tasks. Once the task has been chosen students **will** need to investigate and plan the task, select a final menu that showcases their skills and produce a plan as to how the dishes will be cook on the assessment day.





<p><b><u>ADVENT- Key Concepts:</u></b></p> <p>The Food Investigation requires each learner to:</p> <p>1.(a) Research and plan the task.</p> <p>(b) Investigate the working characteristics, function, and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result.</p> <p>(c) Analyse and evaluate the task.</p> <p>(2.) Produce a report which provides evidence of all the above and includes photographs and/or visual recordings to support the investigation.</p>	<p><b><u>LENT- Key Concepts:</u></b></p> <p>Assessment 2: The Food Preparation Assessment</p> <p>The NEA2 assesses the application of knowledge and understanding in relation to selecting dishes.</p> <p>The NEA2 is based on identifying cooking skills/techniques and the execution of practical skills.</p>	<p><b><u>PENTECOST- Key Concepts:</u></b></p> <p><b>Exam Preparation and Revision for final examination.</b></p> <p><b>Revision of the following units: -</b></p> <p>Nutrients</p> <p>Diet and good health.</p> <p>Food science</p> <p>Food spoilage</p> <p>Food provenance and food waste</p> <p>Cultures and cuisines</p> <p>Technological developments</p> <p>Factors affecting food choice.</p>



<u>Eduqas Coverage:</u>		<u>National Curriculum Coverage:</u>	<u>National Curriculum Coverage:</u>
Component 1 Assessment 1: The Food Investigation Assessment		Component 2 Assessment 2: The Food Preparation Assessment	Component 1
<u>Components (Key Content):</u> Recall key content from Year 10 ten  Create a map of the curriculum areas we went over last year. Focus on Food science.  Students will complete a research task given by the exam board. Task given by exam board on 1 <sup>st</sup> September each year.  Recap on key principles of how to conduct NEA 1.  Students study the mark scheme in groups of two, and look at exemplar	<u>HO Knowledge:</u>  Appraise and devise a plan for the task.  Provide a summary of the working characteristics and function of key ingredients.  Reconstruct the task.  Design suitable investigations and select suitable variables.	<u>Components (Key Content/ Knowledge)</u> Review the mark scheme prior to commencing NEA2.  Review pieces of exemplar pieces of coursework and analyse the reason for the marks given.  Assess their knowledge, skills and understanding in relation to the planning, preparation, cooking, and presentation of food.  Read over the design brief and type out the task details and analyse the task. Students conduct a mind map of research ideas.  Primary research- Students to conduct a Questionnaire or survey about the subject.  Undertake restaurant visits, market visits, relating to subject brief.  Secondary Research-use textbooks and the internet to research information relating to the task.	<u>Components (Key Content/ Knowledge)</u> Determine knowledge retention evidenced by exam results and improve answers.  Apply knowledge learnt by answering exam questions.  Revision of topics with particular focus on weaker areas.  Creating maps of the main topics.



<p>coursework and give marks, and offer a justification for the marks.</p> <p>Review of how to be successful in NEA1: Research methods, hypothesis setting, plan of action, writing up an experiment, analysis results of experiment and drawing conclusions, referencing sources.</p> <p>Use a range of resources to research the task.</p> <p>Research the chemical and functional properties of the focus ingredient.</p>		<p>Discuss the skill levels of dishes that are relevant to tasks.</p> <p>Highlight recipes that they would like to make or create a map of dishes they could make.</p> <p>Accurately and independently create a skilled dish (Trial dishes 1 to 5) with good quality of presentation.</p> <p>Analyse their practical work and evaluate its suitability for the task.</p> <p>Organise their dishes and dovetail their methods to complete them in 3 hours.</p> <p>Independently create 3 skilled dishes with good quality of presentation within a 3-hour time limit.</p> <p>Evaluate their dishes in relation to the brief and suggest improvements.</p> <p>Recall information taught in preparation for exam.</p> <p>Create a mind map of key terminology using knowledge organizer related to each Unit.</p>	
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<p>Create a working hypothesis and plan of action.</p> <p>Recognize how ingredients affect the outcome of the dishes.</p> <p>Students to conduct the NEA1 practical trials. This is to take place during the week commencing October.</p> <p><b>Conclusion and data analysis</b>-Demonstrate their ability to record the outcomes of their investigation and formulate the results.</p>		<p>Complete past examination with the aim to highlight areas of weakness.</p> <p>Complete RAG analysis of key topics</p>	
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<p><b>Section C-Evaluation</b> Was the hypothesis correct? Why or why not? Students analyse their results and conclude whether their original hypothesis was correct.</p> <p><b>December mock examination</b> Recall information taught in preparation for exams. Determine knowledge retention evidenced by exam results and improve answers.</p>			
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<b><u>Generic Composite Skills:</u></b>	<b><u>HO Composites:</u></b>	<b><u>Composite Skills:</u></b>	<b><u>HO Composites:</u></b>	<b><u>Composite Skills:</u></b>	<b><u>HO Composites:</u></b>
Assessment 1 is worth 15% of total qualification. Released on the 1 <sup>st</sup> of September of each academic year. Research and plan the task.	Assess key content from Year Ten.	Introduction to NEA2- The Food Preparation Assessment (35% qualification). Released on the 1 <sup>st</sup> of November each academic year.	Gain an understanding of the assessment brief. Outline the key elements of the brief.	Revise Nutrient groups. Protein, Carbohydrate, Fats, Vitamins and Minerals. To include deficiencies and excess	Plan how to answer 8- and 10-mark questions.
Investigate the working characteristics, function, and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result:	Select and investigate the task. given by the exam board.	Students will demonstrate understanding of the requirements of the task.	Conclude on how you intend to proceed with the task.	Food waste/provenance, seasonality, food Poverty, international cuisine, technological developments.	Formulate model answers on Food waste/provenance, seasonality, food Poverty, international cuisine, technological developments.
Analyse and evaluate the task.	Explain the key principles of how to conduct NEA1.	Prepare, cook, and present a menu of three dishes within a single session.	Develop cook and present a menu of three dishes within a single session.	Past exam practice, flash cards and revision guides.	
Assessment 2: The Food Preparation	Appraise the mark scheme and critique exemplary coursework.	Evaluate the selection, preparation, cooking, and presentation of the three dishes.	Propose how you can modify how you prepared, cooked, and presented the final three dishes.		
	Produce a hypothesis, and Plan of action. Conduct investigations.				
	Analyse and evaluate the results.				



	<p>Interpret the chemical and functional properties of the focus ingredient.</p> <p>Support and refer to the hypothesis and devise a plan of action.</p> <p>Explain how ingredients affect the outcome of the dishes.</p> <p>Assess the workings characteristics of the key ingredients through investigations.</p> <p>Predict outcomes and generate and justify the results.</p>				
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	<p>Interpret and summarise the results to draw valid conclusions.</p> <p>Rate knowledge and understanding of key concepts.</p>				
<p><b><u>Final composition/ Deliberate Practice:</u></b> Successful completion and submission of NEA1 Mock examination results on or above target grade.</p>		<p><b><u>Final composition/ Deliberate Practice:</u></b> Successful completion and submission of NEA2 The final three dishes completed to a high standard. A wide variety of the 21 skills as outlined in the appendix demonstrated.</p>		<p><b><u>Final composition/ Deliberate Practice:</u></b> Students have good knowledge of the specification. Students are adept at exam technique. Final grade is on or above predicted grade.</p>	



<p><b><u>Adapted Curriculum Content:</u></b></p> <p>Students complete one piece of research for NEA1 and NEA2.</p> <p>Students to complete two investigations for NEA1.</p> <p>Students use paper-based worksheets for Star Profiles.</p> <p>Sentence starters for NEA1 results and conclusions.</p>	<p><b><u>Adapted Curriculum Content:</u></b></p> <p>Students complete one piece of research for NEA1.</p> <p>Students use sentence starters for Justification for choice and evaluations.</p> <p>Students to complete A3 paper time plan</p> <p>Students make medium skilled dishes for NEA2 final practical.</p>	<p><b><u>Adapted Curriculum Content:</u></b></p> <p>More emphasis on short answer GCSE questions during revision.</p> <p>E revision Grade 4-5 questions.</p>
<p><b><u>Adaptive Implementation Practices:</u></b></p> <p>Writing frames and sentence starters used for NEA1 and 2.</p> <p>Students to create Primary Research</p> <p>Students are to be given handouts for research.</p> <p>Use of grade 6 exemplars to be used.</p>	<p><b><u>Adaptive Implementation Practices:</u></b></p> <p><i>Writing frames</i></p> <p><i>Sentences Starters</i></p> <p><i>TA support.</i></p>	<p><b><u>Adaptive Implementation Practices:</u></b></p> <p>Revision cards</p> <p>Scaffolded learning</p> <p>Coloured Nutrient revision key ring.</p> <p>Use of video clips</p> <p>GCSE Bitesize</p>



<b><u>Assessment/s (Formative and Summative):</u></b>	<b><u>Assessment/s (Formative and Summative):</u></b>	<b><u>Assessment/s (Formative and Summative):</u></b>
<p>Assessment 1: The Food Investigation Task Assessment released on the 1<sup>st</sup> of September every academic year.</p> <p>NEA1 Food Science Investigations to commence on the first week of October.</p> <p>Final submission date for NEA1 -the third week in October of each academic year.</p> <p>December Mock examination week commences on the 2<sup>nd</sup> week of November every academic year.</p> <p>Marked NEA1 given put to students after the October half term break.</p>	<p>Assessment 2: The Food Preparation Assessment Task released on the 1<sup>st</sup> of November of each academic year.</p> <p>Practical NEA2 examination preparation of final three dishes to commence on the second week of February of each academic year.</p> <p>Final submission date for NEA2 -the last Friday in February of each academic year.</p>	<p>Past examination papers used throughout revision (Pentecost) term.</p> <p>GCSE Food Preparation and Nutrition examination third week of June of each academic year.</p> <p>Exam questions used in plenaries and for RRR.</p>



<p><b><u>Key Terms:</u></b></p> <p>Food Science Design Brief Working characteristics Chemical properties Task Analysis Plan of Action Sensory Preference Photographic Evidence</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>Research Investigate Analyze Function Report Hypothesis Evidence</p>	<p><b><u>Key Terms:</u></b></p> <p>Cooking skills Primary Research Secondary Research Reasons for Choice</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>Menu Cook Present Prepare Technique Theme Justification</p>	<p><b><u>Key Terms:</u></b></p> <p>Visual Stimuli Past exam questions Extended exam questions Walk through mock paper. Specification Modelling</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>Identify Explain Discuss Describe Suggest Assess List Evaluation State Commodities</p>
<p><b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b></p> <p><b>Literacy</b>-The writing for the NEA1 must be well structured, clearly expressed. <b>Numeracy</b>-Specialist terminology to be used throughout. <b>Science</b> -Functional and working property of Food.</p>		<p><b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b></p> <p><b>literacy</b>-Writing time plan and using sensory descriptors for trial dish and final dish evaluations. <b>Numeracy</b>-Time management and dovetailing. <b>Geography</b>-NEA2 recipes from around the world.</p>		<p><b><u>Literacy/ Numeracy/ Cross-Curricular Links:</u></b></p> <p><b><u>Links:</u></b></p> <p><b>Literacy</b>-Reading exam questions and understanding and highlighting key words. <b>Numeracy</b>-Working to timings during the examination and calculating Assessment weightings. <b>Science</b>- Science of Cooking Food.</p>	



<u><b>SMSC/ BV/ RSHE:</b></u>	<u><b>SMSC/ BV/ RSHE:</b></u>	<u><b>SMSC/ BV/ RSHE:</b></u>
<p><b>SMSC-</b> Students will be given the opportunity to participate in making and evaluating food from other countries learning about others from the world around them.</p> <p><b>British Values-</b> The NAE's allow students to believe, act and express themselves freely.</p> <p><b>RSHE-</b> Food and Nutrition is about promoting healthy lifestyles and sustenance.</p>	<p><b>SMSC-</b> The choice of dishes and recipes - multicultural foods / festivals / celebrations.</p> <p><b>British Values-</b> NAE's allow students to believe, act and express themselves freely.</p> <p><b>RSHE-</b> Food Poverty involves organisations such as charities and CAFOD.</p>	<p><b>SMSC-</b> Both classroom and practical based lessons in Food offer pupils the opportunity to reflect on their experiences, use their imagination and creativity when cooking.</p> <p><b>British Values-</b> NAE's allow students to believe, act and express themselves freely.</p> <p><b>RSHE-</b> Different religions, culture, and lifestyle influence food choices made.</p>



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