

Food Preparation and Nutrition - Medium-Term Plan- Term 1-2-3

Food Investigation and NEA 2 Preparation

Term 1-6

| Year Group 11 | Subject: Food Preparation and Nutrition |
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| Prior learning- linked to National curriculum | Students will build upon and apply previous learning from KS3 and Year 10. Students will be expected to apply their knowledge and understanding of the specification from the Year 10 course and demonstrate a wide range of practical skills in the Non-Exam Assessment (NEA). The final written paper will assess their theoretical knowledge and understanding of the subject content of this specification. Students will have been taught a wide range of food preparation skills which have been integrated throughout the Year 10 scheme of work and linked where appropriate to the subject content. In the NEA, students must use and apply a variety of food preparation skills to achieve a range of different outcomes. The choice of recipes to demonstrate the skills will be at the discretion of the student. |
| Common Misconceptions | <ul style="list-style-type: none">• That all foods produced do not undergo any research and statistical analysis.• Planning and preparing foods for specific dietary requirements limits the sensory qualities of the food that can be provided.• Planning and preparation of ingredients require no pre planning or time plan creation.• The sensory evaluation of foods is limited to just taste, texture, aroma and appearance. |
| Rationale | Food preparation and nutrition enables learners to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking. Students must know how and when these food preparation skills can be applied and combined to achieve specific outcomes. |

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| | They then have the opportunity to complete a Mock of the NEA2 Task. Students will learn how to conduct food investigations and build up knowledge and understanding of the process of completing detailed food investigation in preparation for their NEA task 1 Food Investigation Task. |
| Vocabulary: | Keywords: Vitamins and Minerals; fat soluble vitamins; saturated unsaturated fats; sensory descriptors, Dove tailing; mise en place; Food plating; time management; research; conclusion; explanation; hypothesis; Environmental considerations |
| Cultural Capital: | There are a number of potential external and visiting opportunities for students to learn more about food and the career opportunities these include: Guest chefs and local catering business visits in and out of school Demonstrations from UK Food initiatives ie Cultural Cuisine Chinese institute, Vegan Society etc Cross Curricular: Linking with all subjects in the formation of written results ie Science in experiments write ups. Geography - food importing and seasonality, maths calculating nutritional and recipe costs along with nutritional analysis. |
| Key assessments- name the assessments | Draft NEA 2 Exam question Practices Mock Exam Papers Nov / Feb Seneca - FATS |
| What do children know/ can do now (EDSM) | Students carry out practical investigations, related to the hypothesis or prediction, which demonstrate understanding of how ingredients work and why. Students will analyse and evaluate the results of the investigation and reflect upon their findings. Explanations will demonstrate how the results can be applied in practical food preparation and cooking. Students record the results of the practical investigation. Emerging- Be able to complete a basic food science experiment comparing 2-3 different variables. be able to research a specific food need and explain reasons for choice of specific foods or recipes. Developing - Know how to complete a detailed food investigation through testing a hypothesis and concluding a set or tests with an conclusive summary of findings. Be able to investigate a food need and propose a range of dishes and reasons for |

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| | <p>choice. Planning and preparing a range of dishes to demonstrate food preparation skills</p> <p>Secure - Explain the process of a food investigation compelling experiments to test at least 2 hypothesis and summarising the results and provide an overall conclusion. To investigate and report on a range of specific food needs, providing analysis of dishes suitable for the task. Able to demonstrate through practical activities the making and presenting of dishes within a specified time frame</p> <p>Mastered -To be able to independently plan and complete a range of food investigations to test a specific hypothesis, detailing and recommending further investigation tasks. Complete a detailed analysis of a specific food group or dietary requirement that leads to the practical cooking of a range of dishes demonstrating a range of high level practical skills using a dove tailed plan and completing all work within a specific time frame</p> |
| What amendments are you going to make following evaluation of this module? | Will revise after first delivery of the unit |

| Term 3 | Lesson objective | Differentiation | Homework |
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| | Understand the requirements of the Year 11 course including: • food investigation task • food preparation task • final exam | <p>Learning Intent: revise and recall current knowledge</p> <p>Retrieval:</p> <p>SEND: Range of visual resources and animations to show the essential subject knowledge on fats.</p> <p>Challenge:</p> <p>Hinge Questions:</p> | Revision on Seneca |
| | NEA 1 | | |

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| | <p>Understand the requirements of the food investigation task including:</p> <ul style="list-style-type: none"> • research, plan and carry out an investigation into the working characteristics, functional and chemical properties of ingredients • record the investigation findings • analyse and evaluate results • present the food investigation task. | <p>Issue AQA food investigation tasks. Students to select one task to investigate further as NEA. • Class discussion – what is each task about and what will it involve? Link to prior work covered in year 10. • Small group discussion – split class into three groups and discuss each individual task. Students to select one of the tasks to investigate further for next lesson. • Recap of key skills needed in investigation work. What have we learnt in previous projects?</p> | |
| | <p>NEA 2</p> <p>Understand the requirements of the food preparation task including: • analyse a task and carry out research on a life stage/dietary group or culinary tradition • demonstrate a range of technical skills • plan a final menu for chosen life stage/dietary group or culinary tradition • prepare, cook and serve three dishes in a threehour session • analyse and evaluate final menu.</p> | <p>Plan and carry out research into chosen life stage, dietary group or culinary tradition. Develop research skills to gather and use primary and secondary sources of information. Develop analysis and evaluation skills and explain how findings will influence practical investigations. Present research in a concise and effectively communicated portfolio of work. Plan relevant and appropriate practical activities.</p> <p>What must be considered to complete the task including an overview and examples of: • Researching the task • Demonstrating technical skills • Planning for the final menu • Making the final dishes • Analyse and evaluate.</p> | |
| Lessons 20–30 revision | <p>Revision program compiled after auditing what areas of specification have already been covered effectively in Year 10 and prioritise any topics not covered by students which need revising.</p> | | |

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| and mock exam | <p>The following to be covered in this period:</p> <ul style="list-style-type: none"> • how the written exam is organised • how to prepare for the written exam • the command words used in written exam • the types of questions that will be asked in a written exam including: • multiple choice • data response • structured question • open-ended response questions or free response question | |
| | <p>Lesson 21: revision – food nutrition and health Illuminate textbook, pp 325–334 Hodder textbook, pp 439–451</p> <p>Lesson 22: revision – nutritional needs and health Illuminate textbook, pp 38–70 Hodder textbook, pp 145–189</p> <p>Lesson 23: revision – diet, nutrition and health Illuminate textbook, pp 70–77 Hodder textbook, pp 160–190</p> <p>Lesson 24: revision – cooking of food and heat transfer Illuminate textbook, pp 70–77 Hodder textbook, pp 160–190</p> <p>Lesson 25: revision –functional and chemical properties of food Illuminate textbook, pp 105–140 Hodder textbook, pp 206–236</p> <p>Lesson 26: revision – food spoilage and contamination Illuminate textbook, pp 158–201 Hodder textbook, pp 238–261</p> <p>Lesson 27: revision – principles of food safety Illuminate textbook, pp 158–201 Hodder textbook, pp 262–278</p> | Senecca Access to each topic covered |

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| | <p>Lesson 28: revision – factors affecting food choice Illuminate textbook, pp 202–220 Hodder textbook, pp 279–299</p> <p>Lesson 29: revision – British and international cuisine Illuminate textbook, pp 237–247 Hodder textbook, pp 300–327</p> <p>Lesson 30: revision – environmental impact and sustainability of food Illuminate textbook, pp 255–284 Hodder textbook, pp 342–410</p> | | |
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