

Curriculum Map

Subject: Food

Year Group: 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	<p>Students undertake the NEA 1 Science investigation right from day 1 which is worth 15% of their total mark. This topic comes out on September the 1st. We introduce the Science investigation which will comprise of a 1500 - 2000 word investigation into a given topic.</p> <p>Research of the topic begins with looking into the scientific side of the topic and developing research into the chemical properties of food. Students then produce coursework for the science investigation.</p> <p>Practical's will be related to the Science Investigation topic.</p> <p>It is recommended that three practical investigations will take place for this investigation in order to show a good amount of research and understanding of the topic.</p>	<p>NEA 2 Topic released November 1st. Students begin NEA 2, this is worth 35% of the total mark. This is a major piece of coursework that culminates in a 3 hour practical exam.</p> <p>An introduction to the theme is written along with an Eatwell Guide piece of work. Students use their worksheets from Yrs 9 and 10 as well as their Knowledge Organisers.</p> <p>Trials, testing and evaluation of products takes place with students choosing their own products to cook that suit the theme. Students are encouraged to trial products that are from their own culture.</p>	<p>NEA 2: Food Preparation and Nutrition non-examined practical assessment – students will produce and present 3 dishes in response to a set brief within a time allocation of 3 hours.</p>	<p>NEA 2: Evaluation of practical exam. Complete NEA 2.</p> <p>Exam revision: Exam on a Page Revision cards using the Cornell Method Revision Cards: EDUQAS Past papers</p>	<p>Mid May: Submission of marks for NEA 1 and 2.</p> <p>Exam revision Exam on a Page Revision cards using the Cornell Method Revision Cards: EDUQAS Past papers</p>	<p>June Exam</p>
Skills- What will be developed?	<p>Science investigating Hypothesis/Predicting Evaluation Teamwork</p>	<p>Students begin NEA 2. Trialling products Testing Evaluation of products.</p> <p>Students are encouraged to trial products that are from their own culture.</p> <p>Bread making Pastry making Pasta making Presentation</p>	<p>NEA 2 Practical Exam: Students create products for their exam.</p>	<p>Retrieval/Concrete answers: Testing Long answer question practice Quizzes</p>	<p>Retrieval/Concrete answers: Testing Long answer question practice Quizzes</p>	

Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Students must make the following: Hypothesis Decisions about the topic How to investigate the topic Record findings Evaluations Final conclusions. Team work is evident during the investigation of the topic however outcomes and evaluations must be individual.	Decisions about the topic How to investigate the topic Record findings Evaluations Final conclusions Students need to work independently to interpret the topic in their own way while still adhering to the topic.	Coursework will be completed and the practical exam will take place. Students independently decide what they will make. Evaluation of exam and final conclusion for NEA 2 coursework.	Exam Revision questions	Exam Revision questions	
SEND - how will support be seen? Seating plans? Simplified questions?	Seating Plans Questions tailored to suit ability. Students given individual assistance to complete theory. Practical: Students are teamed with more able students. Power Points to assist with instructions. Instructions are written on the work surface in both theory and practical to break down activities.	Seating Plans Questions tailored to suit ability. Students given individual assistance to complete theory. Students access the NEA 2 to their own ability. Practical: students choose a number of dishes to trial and from the trials they choose 3 dishes to make for their final exam products.	Seating Plans Questions tailored to suit ability. Students given individual assistance to complete theory. Students access the NEA 2 to their own ability. Practical: students choose a number of dishes to trial and from the trials they choose 3 dishes to make for their final exam products.	Seating Plans Questions tailored to suit ability. Students given individual assistance to complete theory. Students access the NEA 2 to their own ability. Practical: students choose a number of dishes to trial and from the trials they choose 3 dishes to make for their final exam products.	Seating Plans Questions tailored to suit ability. Students given individual assistance to complete theory. Students access the NEA 2 to their own ability. Practical: students choose a number of dishes to trial and from the trials they choose 3 dishes to make for their final exam products.	
Assessment - What? Why?	NEA 1: Assessment does not take place until the completion of the coursework	NEA 1: Assessed Moderated Marks on go4schools but not visible to students and parents	NEA 2: Assessment does not take place until the completion of the coursework	NEA 2 : Assessed Moderated Marks on go4schools but not visible to students and parents		
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Retrieval/Concrete answers: Testing Modelling products Independent learning: Creating products.	Retrieval/Concrete answers: Testing Modelling products Independent learning: Creating products.	Retrieval/Concrete answers: Testing Modelling products Independent learning: Creating products.	Retrieval/Concrete answers: Testing Modelling products Independent learning: Creating products.	Retrieval/Concrete answers: Testing Modelling products Independent learning: Creating products.	Retrieval/Concrete answers: Testing Modelling products Independent learning: Creating products.
Literacy - reading, extended accurate writing and oracy opportunities	Reading around the topic Power Points Extended writing	Reading around the topic Power Points Extended writing	Reading around the topic Power Points Extended writing	Power Points Extended writing Exam on a Page	Power Points Extended writing	Power Points Extended writing
Numeracy /computing skills	Weighing Measuring Temperature control	Weighing Measuring Temperature control	Weighing Measuring Temperature control	Reading around the topic Power Points Extended writing		

	Ratio	Ratio	Ratio			
Character development	All practical lessons relate directly to the NEA 1 and are related to career opportunities eg: Food technician	All practical lessons relate directly to the NEA 1 and are related to career opportunities eg: Food technician	All practical lessons relate directly to the NEA 2 and are related to career opportunities eg: Food technician Café ownership/Management Industry Students independently explore products that they can cook for the NEA2.	All practical lessons relate directly to the NEA 2 and are related to career opportunities eg: Food technician Café ownership/Management Industry Students independently explore products that they can cook for the NEA2.		
Equality/Diversity opportunities	<p>Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning accessible to all students.</p> <p>Students work as teams during practical lessons to wash up, dry up and clean work areas. They create a team version of the science experiment but must write their findings up individually.</p> <p>Global majority is supported in terms of curriculum and students who choose to cook products that support this. It is also supported within the text book. Support is provided to all students and all students have equal access to enable participation and opportunities. (Students who forget ingredients or who cannot afford ingredients are given them in order for them to participate fully in practical lessons) The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p>	<p>Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning accessible to all students.</p> <p>Students work as teams during practical lessons to wash up, dry up and clean work areas. They create a team version of the science experiment but must write their findings up individually.</p> <p>Global majority is supported in terms of curriculum and students who choose to cook products that support this. It is also supported within the text book. Support is provided to all students and all students have equal access to enable participation and opportunities. (Students who forget ingredients or who cannot afford ingredients are given them in order for them to participate fully in practical lessons) The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p>	<p>Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning accessible to all students.</p> <p>Students work as teams during practical lessons to wash up, dry up and clean work areas. Students are encouraged to make a range of trial dishes from all over the world and that suit the given theme.</p> <p>Global majority is supported in terms of curriculum and students who choose to cook products that support this. It is also supported within the text book. Support is provided to all students and all students have equal access to enable participation and opportunities. (Students who forget ingredients or who cannot afford ingredients are given them in order for them to participate fully in practical lessons) The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p>	<p>Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning accessible to all students.</p> <p>Students work individually during practical lessons to wash up, dry up and clean work areas. Students are encouraged to make a range of trial dishes from all over the world and that suit the given theme. Students complete the practical exam.</p> <p>Global majority is supported in terms of curriculum and students who choose to cook products that support this. It is also supported within the text book. Support is provided to all students and all students have equal access to enable participation and opportunities. (Students who forget ingredients or who cannot afford ingredients are given them in order for them to participate fully in practical lessons) The department actively encourages the team to avoid using stereo types</p>	<p>Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning accessible to all students.</p> <p>Global majority is supported in terms of curriculum and students who choose to cook products that support this. It is also supported within the text book. Support is provided to all students and all students have equal access to enable participation and opportunities. (Students who forget ingredients or who cannot afford ingredients are given them in order for them to participate fully in practical lessons) The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p>	

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Homework/Independent learning	Related to NEA 1 and 2 Knowledge organisers Quizzes Ingredients	Related to NEA 1 and 2 Knowledge organisers Quizzes Ingredients	Related to NEA 1 and 2 Knowledge organisers Quizzes Ingredients	Related to NEA 1 and 2 Knowledge organisers Quizzes Ingredients	Related to NEA 1 and 2 Knowledge organisers Quizzes Ingredients	
CIAG coverage/links	This links to the NEA 2 topic students undertake for their GCSE coursework.	This links to the NEA 2 topic students undertake for their GCSE coursework.	This links to the NEA 2 topic students undertake for their GCSE coursework.	Students are looking at college courses and A levels to reach their food goals. Food technician Food Teacher Café owner Restaurant chef Café Chef Sommelier Buyer Farmer Agricultural environmentalist Organic farmer Organic baker Baker	Students are looking at college courses and A levels to reach their food goals. Food technician Food Teacher Café owner Restaurant chef Café Chef Sommelier Buyer Farmer Agricultural environmentalist Organic farmer Organic baker Baker	Students are looking at college courses and A levels to reach their food goals. Food technician Food Teacher Café owner Restaurant chef Café Chef Sommelier Buyer Farmer Agricultural environmentalist Organic farmer Organic baker Baker