

**Levenshulme High School – Curriculum Map – GCSE Food**

		Term 1		Term 2		Term 3	
		7	7	6	6	5	7
<b>Year 10</b>	<b>Topic Title and NC link</b>	Fruit and vegetables, including potatoes (fresh, frozen, dried, canned and juiced)	Milk, cheese and yoghurt	Cereals (including flours, breakfast cereals, bread and pasta)	Meat, fish, poultry, eggs	Soya, tofu, beans, nuts, seeds	Butter, oils, margarine, sugar and syrup  <b>MOCK NEA1 –</b>
	<b><i>Pupils should know... (Core knowledge and concepts to learned)</i></b>	How and where fruits and vegetables are grown.  Processing of fruits & vegetables.  The difference between fruits and vegetables and the changes incurred through different cooking processes.  Nutritional guidance and up-to-date portion	How buying milk locally links to food miles, and how this compares to mass market/globalisation of the dairy industry.  How animals are reared, fed and milked.  Methods of preserving and processing milk.  Animal and non-dairy sources of milk The nutritional value of milk.	How and where cereals are grown.  Processing of cereals into secondary products.  Types of cereals.  Nutritional value of cereals relating to the Eat well Guide.  Importance of wholegrains, deficiencies and coeliac disease.  Chemical and physical	Farming, hunting and fishing.  Slaughter of animals and catching of fish and seafood.  Processing of meat, poultry, fish and eggs.  Animal types, categories of fish and eggs.  Nutritional value.  Religious considerations. Chemical and physical	How and where they are grown.  Secondary processing including Quorn mycoprotein.  Types of soya, bean, nut and seeds and their secondary products.  Nutritional values.  Allergies.  Mycoprotein and nuts as thickeners.	How to analyse a written brief.  How to conduct research from primary and secondary sources and record.  How to hypothesise based on research.  How to conduct a fair test and record data/findings.  How to analyse and evaluate results based

		<p>suggestions, along with evidence-based reasons for this.</p> <p>The nutritional values of fruits and vegetables.</p> <p>How fruit and vegetables affect bone &amp; blood health.</p> <p>What Oxidation/enzymic browning is, why this occurs and how it can be controlled.</p> <p>How to prepare &amp; store fruit &amp; vegetables hygienically and safely according to current law.</p> <p>Use of Seneca revision resources.</p>	<p>The link between those who are lactose intolerant and bone health.</p> <p>Chemical and physical structure of dairy products.</p> <p>Preparing &amp; storing dairy products hygienically and safely.</p> <p>Use of Seneca revision resources and end of unit test.</p>	<p>structure of cereal grains.</p> <p>Preparing &amp; storing cereal products hygienically and safely.</p> <p>Use of Seneca revision resources and end of unit test.</p>	<p>structure of meat, poultry, fish and eggs.</p> <p>Cooking methods.</p> <p>Preparing &amp; storing meat, poultry, fish and eggs hygienically and safely.</p> <p>Use of Seneca revision resources and end of unit test.</p>	<p>Preparing &amp; storing soya, beans, nuts and seeds hygienically and safely</p> <p>Extra theory testing using past paper questions.</p> <p>Use of Seneca revision resources and end of unit test.</p>	<p>on food science.</p> <p>Extra theory testing using past paper questions.</p> <p>Use of Seneca revision resources and end of unit test.</p>
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	<p><i>Pupils should be able to do... (Skills being developed)</i></p>	<p>Adapt and follow recipes using suitable ingredients and tools in order to prepare and cook a range of dishes using fruit and vegetables.</p> <p>Analyse a written brief, conduct an experiment and write up experiment.</p>	<p>Adapt and follow recipes using suitable ingredients and tools in order to prepare and cook a range of dishes using milk, cheese and yoghurt.</p> <p>Analyse a written brief, conduct an experiment and write up experiment.</p>	<p>Adapt and follow recipes using suitable ingredients and tools in order to prepare and cook a range of dishes using cereals.</p> <p>Analyse a written brief, conduct an experiment and write up experiment.</p>	<p>Adapt and follow recipes using suitable ingredients and tools in order to prepare and cook a range of dishes using meat, fish, poultry and eggs.</p> <p>Analyse a written brief, conduct an experiment and write up experiment.</p>	<p>Adapt and follow recipes using suitable ingredients and tools in order to prepare and cook a range of dishes using soya, tofu, beans, nuts and seeds.</p> <p>Analyse a written brief, conduct an experiment and write up experiment.</p>	<p>How to conduct a scientific food investigation which will assess their knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.</p> <p>How to analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.</p> <p>Research and plan the task.</p> <p>Investigate the working characteristics, function and chemical properties of</p>
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	<p><i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>To prepare students for food investigation unit they will be assessed on in y11- giving time to revisit this and apply the principles of the investigative process to other units throughout the year.</p>	<p>Needed her in order to provide a foundation of knowledge ready for content covered in HT5 (which builds on this further- K&amp;U of dairy needed before K&amp;U of alternative protein sources are explored).</p>	<p>It is important for students to learn about cereals and grains in more depth prior to then discovering how their properties are enhanced and altered by oils and fats in HT6.</p>	<p>Needed her in order to provide a foundation of knowledge ready for content covered in HT5 (which builds on this further- K&amp;U of animal sources of proteins needed before K&amp;U of alternative protein sources are explored).</p> <p>Builds on learning of ethical choices in y8.</p>	<p>Provides students with the knowledge and tools to follow alternative diets in response to their own choices (ethical, religious, cultural etc).</p> <p>Equips students with alternative HA skills needed to respond creatively to exam challenges in Y11 (especially the NE2).</p> <p>Early access to exam questions will build confidence when completing Mocks and GCSE exam papers.</p>	<p>Prepares them for when they have to complete the NEA 1 in year 11.</p> <p>Provides the students with and understanding of what the NEA 1 coursework should look like, how to plan for it and how to document it.</p> <p>Early access to exam questions will build confidence when completing Mocks and GCSE exam papers.</p>
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<b>Year 11</b>	<b>Topic Title and NC link</b>	Assessment 2: The Food Preparation Assessment (35% of the qualification) This will run through until the end of February HT		Principles of Food Preparation and Nutrition (50% of the qualification)	<b>Students will have completed this course by the end of HT4.</b>
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