Programme of study for ___Year 11 Food Preparation and Nutrition __2026-2027_____

Autumn (1st term)	Autumn (2nd term)	Spring (1st term)	Spring (2nd Term)	Summer (1st term)	Summer (2nd term)
Other timing: From: September To: October	Other timing: From: November to: December	Other timing: From: January to: February	Other timing: From: February To: March	Other timing: From: April to: May	Other timing: From: June to: July
Topic / Key Question: **What does it take to upskill a dish? Revision Techniques** • **How to write an evaluation: CATFLAPS** • **How to upskill dishes.** • **Investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical execution of the dishes (to include trialling and testing).** • **Evaluate the selection, preparation, cooking and**	Topic / Key Question: **NEA 1: Written Paper** **NEA 2: Mock Practical** Students will choose from official exam board issued brief one food preparation assessment. NEA 2 a folio of 15 pages 30 sides of A4 • **Produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation and photographs and/or visual recordings which demonstrate the learner's application of technical skills and the final outcomes**	Topic / Key Question: **NEA 2 Practical Assessment Final** Students will choose from official exam board issued brief one food preparation assessment. NEA 2 a folio of 15 pages 30 sides of A4 • **Investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical execution of the dishes (to include trialling and testing).** • **Evaluate the selection, preparation, cooking and**	Topic / Key Question: **NEA 2 Practical Assessment Final** **Prepare, cook and apply a variety of technical skills and make some creative and quality products with skill and precision. Present dishes with a good level of technical skill, suitable level of finish and decoration to match the chosen brief** **Written presentation should include Nutritional profile, costing, recipes, pictures of dishes made** **Students will evaluate their own practical cooking experiences, also appraise and evaluate their learning journey.**	Topic / Key Question: **Revision of all topics for Written Exam** **Revision** – factors that affect food choice. Cooking methods, Why food is cooked and how heat is transferred to food. Microorganisms and enzymes the food safety principles when buying and storing food. Environmental issues associated with food. The impact of food and food security on local and global markets and communities. Primary and secondary stages of processing and production. How processing affects the sensory and nutritional properties of ingredients.	Topic / Key Question: **Revision of all topics for Written Exam** **Revision** – factors that affect food choice. Cooking methods, Why food is cooked and how heat is transferred to food. Microorganisms and enzymes the food safety principles when buying and storing food. Environmental issues associated with food. The impact of food and food security on local and global markets and communities. Primary and secondary stages of processing and production. How processing affects the sensory and nutritional properties of ingredients.

presentation of the trial dishes • Produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation and photographs and/or visual recordings which demonstrate the learner's application of technical skills and the final outcomes		**presentation of the trial dishes.** • Produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation and photographs and/or visual recordings which demonstrate the learner's application of technical skills and the final outcomes		Name the micronutrients and macronutrients and state why they are needed in the diet. Explain the sources, types and functions of vitamins A, D, B group and C. Explain the sources, types and functions of calcium, iron and sodium. Technological developments. Exam preparation/revision	Name the micronutrients and macronutrients and state why they are needed in the diet. Explain the sources, types and functions of vitamins A, D, B group and C. Explain the sources, types and functions of calcium, iron and sodium. Technological developments. Exam preparation/revision
Key Learning Outcomes: • **AO1** Demonstrate knowledge and understanding of nutrition, food, cooking and preparation • **AO2** Apply knowledge and understanding of nutrition, food,	**Key Learning Outcomes:** • **AO1** Demonstrate knowledge and understanding of nutrition, food, cooking and preparation • **AO2** Apply knowledge and understanding of nutrition, food,	**Key Learning Outcomes:** • **AO2** Apply knowledge and understanding of nutrition, food, cooking and preparation • **AO3** Plan, prepare, cook and present dishes, combining	**Key Learning Outcomes:** • **AO2** Apply knowledge and understanding of nutrition, food, cooking and preparation • **AO3** Plan, prepare, cook and present dishes, combining	**Key Learning Outcomes:** • **AO1** Demonstrate knowledge and understanding of nutrition, food, cooking and preparation • **AO2** Apply knowledge and understanding of	**Key Learning Outcomes:** • **AO1** Demonstrate knowledge and understanding of nutrition, food, cooking and preparation • **AO2** Apply knowledge and understanding of

cooking and preparation • **AO4** Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others	cooking and preparation • **AO4** Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others	appropriate techniques • **AO4** Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.	appropriate techniques • **AO4** Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others	nutrition, food, cooking and preparation • **AO4** Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others •	nutrition, food, cooking and preparation • **AO4** Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others •
End of term 1 assessment to cover: NEA 2 Mock Practical Assessment Component 1: Written Mock (full). Mini quizzes on topic areas		**End of term 2 assessment to cover:** NEA 2 Practical Assessment Final Mini quizzes to encourage retrieval/build of course knowledge		**End of year assessment to cover:** Revision for all topics for Written Exam.	
Rationale for sequence: The sequence enables learners to make connections between theory and practice so that they can apply their understanding of food	**Rationale for sequence:** The sequence enables learners to make connections between theory and practice so that they can apply their understanding of food	**Rationale for sequence:** The sequence enables learners to make connections between theory and practice so that they can apply their understanding of food	**Rationale for sequence:** The sequence enables learners to make connections between theory and practice so that they can apply their understanding of food	**Rationale for sequence:** The sequence enables learners to make connections between theory and practice so that they can apply their understanding of food	**Rationale for sequence:** Revision of all topics covered during the course.

science and nutrition to practical cooking.	science and nutrition to practical cooking.	science and nutrition to practical cooking.	science and nutrition to practical cooking.	science and nutrition to practical cooking.	
Reading / literacy: Eduqas GCSE Food Preparation and Nutrition by Authors: Alison Clough-Halstead, Fiona Dowling, Victoria Ellis, Jayne Hill, Bethan Jones Students will be reminded about the importance of excellent presentation, using the correct grammar rules including full stops and capital letters in all written work as well as computer tasks. = reading instructions, extracting information, technical language, sensory descriptors, Neat and legible hand writing skills shall be incorporated in all lessons. Will use some lesson starters and plenaries/progress checks to develop literacy skills	**Reading / literacy:** Eduqas GCSE Food Preparation and Nutrition by Authors: Alison Clough-Halstead, Fiona Dowling, Victoria Ellis, Jayne Hill, Bethan Jones Students will be reminded about the importance of excellent presentation, using the correct grammar rules including full stops and capital letters in all written work as well as computer tasks. = reading instructions, extracting information, technical language, sensory descriptors, Neat and legible hand writing skills shall be incorporated in all lessons. Will use some lesson starters and plenaries/progress checks to develop literacy skills	**Reading / literacy:** Eduqas GCSE Food Preparation and Nutrition by Authors: Alison Clough-Halstead, Fiona Dowling, Victoria Ellis, Jayne Hill, Bethan Jones Students will be reminded about the importance of excellent presentation, using the correct grammar rules including full stops and capital letters in all written work as well as computer tasks. = reading instructions, extracting information, technical language, sensory descriptors, Neat and legible hand writing skills shall be incorporated in all lessons. Will use some lesson starters and plenaries/progress checks to develop literacy skills	**Reading / literacy:** Eduqas GCSE Food Preparation and Nutrition by Authors: Alison Clough-Halstead, Fiona Dowling, Victoria Ellis, Jayne Hill, Bethan Jones Students will be reminded about the importance of excellent presentation, using the correct grammar rules including full stops and capital letters in all written work as well as computer tasks. = reading instructions, extracting information, technical language, sensory descriptors, Neat and legible hand writing skills shall be incorporated in all lessons. Will use some lesson starters and plenaries/progress checks to develop literacy skills	**Reading / literacy:** Eduqas GCSE Food Preparation and Nutrition by Authors: Alison Clough-Halstead, Fiona Dowling, Victoria Ellis, Jayne Hill, Bethan Jones Students will be reminded about the importance of excellent presentation, using the correct grammar rules including full stops and capital letters in all written work as well as computer tasks. = reading instructions, extracting information, technical language, sensory descriptors, Neat and legible hand writing skills shall be incorporated in all lessons. Will use some lesson starters and plenaries/progress checks to develop literacy skills	**Reading / literacy:** Eduqas GCSE Food Preparation and Nutrition by Authors: Alison Clough-Halstead, Fiona Dowling, Victoria Ellis, Jayne Hill, Bethan Jones Students will be reminded about the importance of excellent presentation, using the correct grammar rules including full stops and capital letters in all written work as well as computer tasks. = reading instructions, extracting information, technical language, sensory descriptors, Neat and legible hand writing skills shall be incorporated in all lessons. Will use some lesson starters and plenaries/progress checks to develop literacy skills

i.e. circle the incorrect spelling, reading comprehension, summarising succinctly, identify and correct punctuation and grammar mistakes, sequencing information, etc. During practical lessons students will be asked to read and follow a recipe. Teacher will check students' understanding using focused questions i.e. pupils have to explain in their own words what to do for each step whilst making a food product. Students will correct spelling, grammar and punctuation mistakes on recipes. As part of homework tasks pupils will have to learn the spelling of key words to sit a test as a lesson starter.	i.e. circle the incorrect spelling, reading comprehension, summarising succinctly, identify and correct punctuation and grammar mistakes, sequencing information, etc. During practical lessons students will be asked to read and follow a recipe. Teacher will check students' understanding using focused questions i.e. pupils have to explain in their own words what to do for each step whilst making a food product. Students will correct spelling, grammar and punctuation mistakes on recipes.	i.e. circle the incorrect spelling, reading comprehension, summarising succinctly, identify and correct punctuation and grammar mistakes, sequencing information, etc. During practical lessons students will be asked to read and follow a recipe. Teacher will check students' understanding using focused questions i.e. pupils have to explain in their own words what to do for each step whilst making a food product. Students will correct spelling, grammar and punctuation mistakes on recipes. As part of homework tasks pupils will have to learn the spelling of key words to sit a test as a lesson starter.	i.e. circle the incorrect spelling, reading comprehension, summarising succinctly, identify and correct punctuation and grammar mistakes, sequencing information, etc. During practical lessons students will be asked to read and follow a recipe. Teacher will check students' understanding using focused questions i.e. pupils have to explain in their own words what to do for each step whilst making a food product. Students will correct spelling, grammar and punctuation mistakes on recipes.	i.e. circle the incorrect spelling, reading comprehension, summarising succinctly, identify and correct punctuation and grammar mistakes, sequencing information, etc. During practical lessons students will be asked to read and follow a recipe. Teacher will check students' understanding using focused questions i.e. pupils have to explain in their own words what to do for each step whilst making a food product. Students will correct spelling, grammar and punctuation mistakes on recipes. As part of homework tasks pupils will have to learn the spelling of key words to sit a test as a lesson starter.	i.e. circle the incorrect spelling, reading comprehension, summarising succinctly, identify and correct punctuation and grammar mistakes, sequencing information, etc. During practical lessons students will be asked to read and follow a recipe. Teacher will check students' understanding using focused questions i.e. pupils have to explain in their own words what to do for each step whilst making a food product. Students will correct spelling, grammar and punctuation mistakes on recipes.
Numeracy:	**Numeracy:**	**Numeracy:**	**Numeracy:**	**Numeracy:**	**Numeracy:**

Adding, subtracting, multiplying and dividing ingredients. Compare nutritional information on food labels. Putting weights on packaging in order of descending. Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %s,	Adding, subtracting, multiplying and dividing ingredients. Compare nutritional information on food labels. Putting weights on packaging in order of descending. Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %s,	Adding, subtracting, multiplying and dividing ingredients. Compare nutritional information on food labels. Putting weights on packaging in order of descending. Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %s,	Adding, subtracting, multiplying and dividing ingredients. Compare nutritional information on food labels. Putting weights on packaging in order of descending. Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %s,	Adding, subtracting, multiplying and dividing ingredients. Compare nutritional information on food labels. Putting weights on packaging in order of descending. Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %s,	Adding, subtracting, multiplying and dividing ingredients. Compare nutritional information on food labels. Putting weights on packaging in order of descending. Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %s,

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

Social:

Opportunities should be afforded to students to work collaboratively in a variety of groups to complete set tasks. Social = budgets

Moral:

Students should develop respect for each other's choices of ingredients in lessons.

Cultural:

Students should develop respect on views on cultural and religious beliefs on food choices during debate and feedback sessions.

Spiritual:

Consider the impact of discrimination on the spirit and the concept of prejudice

Clubs, extra-curricular, revision sessions, out of school activity available:

- Healthy Eating week
- Trip to a local restaurant
- Trip to Borough Market
- Macmillan Coffee Morning
- Working with a number of chefs from the industry
- Fish Hero's

Home Learning Topics: Revision Topics

- Principles of Nutrition
- Diet and Good Health
- The Science of Cooking Food
- Food Spoilage
- Food Provenance and Food Waste
- Cultures and Cuisines
- Technological Developments
- Factors Affecting Food Choice
- Basic Mixtures and Recipes
- Cereals
- Fruit and Vegetables
- Milk, Cheese and Yoghurt
- Meat, Poultry, Fish and Eggs
- Beans, Nuts and Seeds, Soya, Tofu and Mycoprotein
  Butter, Oil, Margarine, Sugar and Syrup