Year 11 Learning Journey Food 2024-2025

Key Constructs					
Nutrition	**Provenance**	**Food choice**	**Food safety**	**Food science**	**Cooking and preparation**

Week	Date	Topic					AOs	Assessment
1 (Thurs)	4.09.24	Welcome back Recap of main areas		Start NEA 1 – Scientific Investigation	(8 sides A4 or equivalent 2000 words) Not to exceed 10hrs 30 marks (15% GCSE)	Task Choice and Analysis		
2	09.09.24							
3	16.09.24	Research and Hypothesis (A = 6 marks)	Planning of Investigations (B = 15 marks)	Planning of Investigations	Inv 1	Write up inv 1 plan inv 2		
4	23.09.24							
5	30.09.24	Investigation 2	Write up inv 2 plan inv 3	Inv 3	Write up inv 3 plan inv 4	Inv 4		
6	07.10.24							
7	14.10.24	Write up inv 4	PAUSE	Evaluation (C = 9 marks)	Evaluation	HAND IN		
8	21.10.24						AO1 - 4	NEA1
Half term								
9	4.11.24	MOCKS/ PREP	MOCKS/ PREP Start NEA 2 – Food Preparation Assessment	(20 sides A4 or equivalent) Not to exceed 20hrs 70 marks (35% GCSE)	Task Choice and Analysis	Research (A = 6 marks)		
10	11.11.24							
11	18.11.24	MOCKS	MOCKS		Choosing dishes for skills trial	(B = 18 marks)		
12	25.11.24							MOCK
13	2.12.24	Dish 1	Evaluate/ plan	Dish 2	Evaluate/ plan	PAUSE		
14	9.12.24							
15	16.12.24	Dish 3	Evaluate/ plan	Dish 4	Evaluate/ plan	PAUSE		
CHRISTMAS								
16	06.01.25							
17	13.01.25	Dish catch up	Evaluate	Planning for the final menu	Dovetail planning	(C = 8 marks)		
18	20.01.25							
19	27.01.25			FINAL 3 dish practical tasks	OFF TIMETABLE	(D = 30 marks)		
20	03.02.25							
21	10.02.25	FINAL 3 dish practical tasks	OFF TIMETABLE	Evaluation (E= 8 marks)	Nutrition, cost (Jenny Ridgewell)			
Half term								
22	24.02.25							
23	03.03.25		HAND IN		PAUSE	Sheet signing etc		
24	10.03.25						AO1- 4	NEA2
25	17.03.25	REVISION PLAN	REVISION	REVISION	REVISION	REVISION		
26	24.03.25							
27	31.03.25							
EASTER								
28 (BH)	21.04.25							
29	28.05.25	EXAMS START						
30 (BH)	06.05.25							
31	12.05.25							
32	19.05.25							

Half term								
33	02.06.25							
34	09.06.25							
35	16.06.25					LAST EXAMS		
36	23.06.25							

Name:			Autumn	Spring	Summer
Subject Target		**Flightpath**			
Annual Exam Grade:		**BFL**			

AO1	Demonstrate knowledge and understanding of nutrition, food, cooking and preparation
AO2	Apply knowledge and understanding of nutrition, food and preparation
AO3	Plan, prepare, cook and present dishes, combining appropriate techniques
AO4	Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and other

NEA1 Food Science	**NEA2 Food Preparation**	**Written Exam**
15%	**35%**	**50%**

Date	**Assessment**	**Flight Path Grade**
	NEA1	
	MOCK	
	NEA2	

YR 11 KEY CONSTRUCTS for FOOD

NUTRITION					
There are recommended guidelines for a healthy diet (Eatwell Guide). Nutritional needs change for different lifestages, including those with specific dietary needs	There are recommended daily energy amounts provided by protein, fat and carbohydrates (starch, sugars, fibre) that should be included in the diet. Basal metabolic rate (BMR) and physical activity level (PAL) determine energy requirements in order to maintain a healthy body weight throughout life	The body needs macro and micro nutrients to function efficiently. Malnutrition is the result of a poor diet that doesn't meet dietary reference values	Energy and nutritional needs can be calculated for different people's needs Meals can be planned to consider dietary needs	There are major diet related health risks including obesity, cardiovascular, bone health, dental health, iron deficiency anaemia, diabetes	It is important to keep hydrated to enable the body to function

FOOD PROVENANCE/ ENVIRONMENTAL ISSUES			
Foods come from a range of sources; grown, reared, or caught	Processing affects the sensory and nutritional properties of ingredients	There are a range of environmental issues linked to food including food security	Food can be modified to improve food production and increase health benefits

FOOD CHOICES/ DISH PROPOSAL					
Sensory perception guides the choices that people make through taste receptors and olfactory systems	The sensory qualities of a range of foods can be tested through tasting panels	There are a range of factors that influence food choices, including enjoyment, preferences, seasonality, costs, availability, time of day, activity, celebration or occasion	People make choices about certain foods according to religion, culture, ethical belief or medical reason	People make informed choices about food and drink to achieve a varied and balanced diet, including awareness of portion sizes and costs	British Foods and International cuisine are different due to their distinctive features, characteristics, traditional and modern variations of recipes, cooking methods, presentation and eating patterns

FOOD SAFETY				
There are specific conditions needed for microorganisms to grow and multiply	Food spoilage can be recognised through taste, texture, appearance and aroma as the signs of microorganisms	Microorganism can be used in food production	There are many types of bacteria and food poisoning symptoms	There are a number of food safety principles in buying, storing, preparing, cooking and serving food

FOOD SCIENCE		
The working characteristics, functional and chemical properties of ingredients can be altered to achieve a particular result	Heat is transferred to food through conduction, convection and radiation	There are a range of cooking methods that impact on food

COOKING AND FOOD PREPARATION
There are a range of skills and processes that must be mastered

- consider the influence of lifestyle and consumer choice when developing meals and recipes
- consider nutritional needs and food choices when selecting recipes, including when making decisions about the ingredients, processes, cooking methods and portion sizes
- develop the ability to review and make improvements to recipes by amending them to include the most appropriate ingredients, processes, cooking methods and portion sizes
- manage the time and cost of recipes effectively
- use their testing and sensory evaluation skills, adjusting where needed, to improve the recipe during the preparation and cooking process
- explain, justify and present their ideas about their chosen cooking methods to others
- make decisions about which techniques are appropriate based on their understanding of nutrition, food, different culinary traditions and cooking and food preparation content in order to achieve their intended outcome. They should be able to carry out these techniques safely and combine them into appealing meals whilst evaluating the results.