Year 11 Topics

In year 11 we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS3 programme of study. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4 and KS5. It is a requirement of the exam board that all students complete their NEA 1 – Food Investigation Assessment (8 hours), and NEA 2 – Food Preparation Assessment (12 hours) during Year 11.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
NEA 1 – Food Investigation Assessment	Students will complete their NEA 1 Food Investigation Assessment. This is a requirement of the exam board. This is 15% of their qualification.	Use a range of relevant sources to research the task Use a range of relevant sources to research the task Create a plan of action Predict an outcome Demonstrate their ability to review and make improvements to the investigation by amending the ingredients to include the most appropriate ingredients, process and cooking method Record the outcomes of their investigation, the modification and adjustments made during the preparation and cooking process, and the sensory preference tests carried out to formulate the results Analyse the data and results collected, draw conclusions	Generic task vocabulary: • Research, sources, independent, primary, secondary, analyse, record, findings • Plan of action, time plan • Hypothesis, predict, outcome • Working characteristics, chemical properties, functional, modifications, trial • Review, conclude, improvements, amend, sensory descriptors, adjustments, preference, formulate, justify, reason, failure, proven Specific key words required for the task – released 1st September	Students will demonstrate their knowledge into practice through a variety of practical situations. Students will learn through explore, investigate, and research tasks Research skills – textbooks & internet. Classification/grouping/sorting/organising skills. Discussion (Oracy development). Communication skills, verbal & non-verbal Development of language skills, literacy and extended writing.

		Justify findings, the reasons for the success or failure of the ingredients selected to trial Evaluate the hypothesis and confirm if the prediction was proven Demonstrate an understanding of the working characteristics and functional and chemical properties of the ingredients selected		
NEA 2 – Food Preparation Assessment	Students will complete their NEA 2 Food Preparation Assessment. This is a requirement of the exam board. This is 35% of their qualification.		•	
Food commodities	Students will learn about a wide range of food commodities and ingredients. They will explore the physical and chemical changes of ingredients during cooking. Carry out experiments on a range of commodities and ingredients and will	The value of commodities The working characteristics of ingredients Origins of food Physical and chemical changes that can occur Complementary actions Prepare and cook	• Commodity, value, diet, contribution, characteristic, storage, food contamination, origins, physical, chemical, change, complementary actions, recipe. • Bread, cereal, rice, pasta, potatoes, flour, oats. • Fruit, vegetables, fresh, frozen, dried, canned, juiced. • Meat, cheese, yogurt. • Meat, fish, poultry, eggs • Soya, tofu, beans, nuts, seeds • Butter, oils, margarine, sugar, syrup	Students will demonstrate their knowledge into practice through a variety of practical situations. Students will learn through explore, investigate, and research tasks Research skills – textbooks & internet. Classification/grouping/sorting/organising skills. Discussion (Oracy development). Communication skills, verbal & non-verbal Development of language skills, literacy and extended writing.

	take into consideration the complementary actions of ingredients in a recipe.			
Principles of nutrition	Students will learn the principles of nutrition, physiological functions of macro and micro nutrients (including trace elements iodine and fluoride). They will learn the function, sources and complimentary actions of key nutrients. Students will also learn DRV, and the effects of malnutrition.	Definition of macro and micronutrients Main sources and specific function Dietary reference values Consequences of malnutrition – (over and under) Complementary actions of nutrients	• Protein, essential amino acids, non-essential amino acids, complementary proteins • Fats, oils, lipids, saturated, monosaturated, polyunsaturated, essential fatty acids • Carbohydrates, monosaccharides, disaccharides, polysaccharides • Fat soluble vitamins, vitamin A, vitamin D, water soluble vitamins, B vitamins, B1 thiamin, B2 riboflavin, B3 niacin, B12 cobalamin, B9 folic acide (folate) and vitamin C • Minerals, calcium, iron, potassium, magnesium • Trace elements, iodine, flouride	Students will demonstrate their knowledge into practice through a variety of practical situations. Students will learn through explore, investigate, and research tasks Research skills – textbooks & internet. Classification/grouping/sorting/organising skills. Discussion (Oracy development). Communication skills, verbal & non-verbal Development of language skills, literacy and extended writing.
Diet and good health	Students will learn energy requirements of humans. BMR. They will plan balanced diets focusing on individual requirements including nutritional	Recommended guidelines for a healthy diet How nutrients work in the body Changes in nutritional needs throughout life stages and state of health Individual specific lifestyle needs	• RDI, energy value, requirements, percentage energy, values, protein, fat, carbohydrate, deficiencies, macronutrients, micronutrients, dietary fibre, • Life stages, toddlers, teenagers, early/middle/late adulthood • Specific dietary needs, nutritional deficiencies, coeliac disease, type 2 diabetes,	Students will demonstrate their knowledge into practice through a variety of practical situations. Students will learn through explore, investigate, and research tasks Research skills – textbooks & internet. Classification/grouping/sorting/organising skills.

	deficiencies and specific dietary needs. They will also learn nutritional requirements throughout life, current nutritional guidelines and how to calculate energy and nutritional values.	Plan a balanced diet for a variety of nutritional needs Calculate and use nutritional data Energy balance	dental caries, iron deficiency, anaemia, obesity, cardio vascular disease (CVD), calcium deficiency, bone health, osteoporosis, nut/lactose/dairy intolerance, coronary heart disease (CHD), cholesterol, liver disease • Lifestyle, choice, vegetarians, lacto, lacto-ovo, vegan, religious beliefs – Hindu, Muslim, Jewish, occupation, activity level • Complementary actions, basic metabolic rate (BMI), physical activity level (PAL) • Recipe, meal, nutritional information, data, content, modify, reduce, increase	Discussion (Oracy development). Communication skills, verbal & non-verbal Development of language skills, literacy and extended writing.
The science of food	Students will learn the effects of cooking on food, sensory and nutritional properties and the working characteristics of food. They will also explore the effects of food spoilage, food storage and preparation, hygiene, wastage and environmental issues. In addition to this they will carry out experimental work developing and modifying recipes showing justification and reasoning of why results may not be	Why food is cooked How heat is transferred to food Cooking methods The use and control of micro-organisms Working characteristics of food, reasons and how to remedy problems Safe food storage Conditions for bacterial growth Food poisoning Food wastage	• Properties, sensory, nutritional, digestion, taste, texture, appearance, conserve, modify, nutritive value, palatability, functional, chemical • Heat transfer, conduction, convection, radiation, boiling, simmering, steaming, coagulation, denature, fermentation, gelatinisation, dextrination, shortening, aeration, plasticity, emulsification, foam formation, gluten. Enzymic browning, oxidisation • Inadequate, unacceptable • Micro-organisms, bacteria, refrigeration, freezing, dry/cold storage, packaging, date marks, labelling, growth conditions, preservation, mould, yeast, food spoilage, temperature, PH, moisture, time, cross-contamination, pickling, jam making, bottling, vacuum packing, hygiene,	Students will demonstrate their knowledge into practice through a variety of practical situations. Students will learn through explore, investigate, and research tasks Research skills – textbooks & internet. Classification/grouping/sorting/organising skills. Discussion (Oracy development). Communication skills, verbal & non-verbal Development of language skills, literacy and extended writing.

	achieved and suggest and demonstrate how to remedy practical cooking situations.		• Signs, symptoms, food poisoning, salmonella, campylobacter, e-coli, staphylococcus • Wastage, environment, financial implications	
Where food comes from safety when buying, storing, preparing and cooking food.	Students learn the development of culinary traditions in British and International cuisine (distinctive features, regional, historical, traditional/modern meal structure). Students will also learn about food manufacturing and processing (primary and secondary), production (positive and negative effects), technological developments, food modification and additives in food.	Food origins The impact on the environment Sustainability Development of different cuisines Stages of food processing Menus and meal structures	• Food origins, grown, reared, caught, food miles, carbon footprint, local, environment, value, waste, global markets, communities, food poverty, food security, country, region • Packaging • Culinary traditions, British, international, modern cooking methods, cooking methods, equipment, presentation, serving, commodities • Characteristics, eating patterns, nutritional guidelines, fortification, modified, flavour intensifiers, stabilisers, preservatives, colourings, emulsifiers, additives • Primary processing, secondary processing, technological development, transporting, cleaning, sorting, raw, sensory properties, nutritional properties	Students will demonstrate their knowledge into practice through a variety of practical situations. Students will learn through explore, investigate, and research tasks Research skills – textbooks & internet. Classification/grouping/sorting/organising skills. Discussion (Oracy development). Communication skills, verbal & non-verbal Development of language skills, literacy and extended writing.
Cooking and food preparation	Students will further develop their knowledge and understanding in factors affecting food choice. Students will apply advanced food	Sensory analysis and how to access the quality of food using sensory descriptors A range of factors that affect the food choices we make Planning recipes for a variety of users and different nutritional needs	• Sensory perceptions, choices, taste receptors, sensory qualities, taste panels, judge, manipulate, test for readiness • Factors, influence, enjoyment, preference, testing, food choice, seasonality, cost, availability, activity, celebration, occasion,	Students will demonstrate their knowledge into practice through a variety of practical situations. Students will learn through explore, investigate, and research tasks Research skills – textbooks & internet.

	preparation cooking techniques such as advanced knife skills, filleting, deboning, and accuracy/consistency. Students will apply factors that influence individual's food choice.	Preparation and cooking of ingredients to make a selection of recipes Presentation and finishing techniques The application of food hygiene and safety To follow a recipe independently and make own judgements when considering timings, flavour, texture and appearance Recipe development	culture, ethical belief, religion, medical, personal choice • Informed choice, balanced diet, variety, portion size, nutritional information, food labelling, marketing, influences, consumer • Planning, cooking, dish, recipe, dovetailed, preparation, ingredient, selection • Weigh, measure, knife skills, bridge and claw grip, solid, liquid, combine, shape, tenderise, marinate, setting, shape, finishing, dough, glaze, garnish, time management • Influence, lifestyle, consumer choice, adapting, developing, review, evaluate, improvements, amending,	Classification/grouping/sorting/organising skills. Discussion (Oracy development). Communication skills, verbal & non-verbal Development of language skills, literacy and extended writing.