FOOD PREPARATION AND NUTRITION			**Year: 11**		
AUTUMN		**SPRING**		**SUMMER**	
Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theme/ topic: **Olfactory System** **Taste Panels** **Working characteristics and functional properties** **Knowledge and skills for assessment NEA1**	**Theme/ topic:** **Knowledge and skills for assessment NEA1** **Introduction to the knowledge and skills for assessment NEA2**	**Theme/ topic:** **Knowledge and skills for assessment NEA2**	**Theme/ topic:** **knowledge and skills for assessment NEA2** **Revision**	**Theme/ topic:** **Revision**	**Exam**
By the end of this half term pupils will know:	**By the end of this half term pupils will know:**	**By the end of this half term pupils will know:**	**By the end of this half term pupils will know:**	**By the end of this half term pupils will know:**	**By the end of this half term pupils will know:**
What is the olfactory system Sensory qualities of food and taste testing Working characteristics and chemical properties of food. Knowledge and skills for assessment NEA1	The working characteristics and functional properties of the commodity decided by exam board. How to carry out taste testing panels, evaluate findings and draw conclusions The topic for the NEA2 assessment What research is required in order to meet the assessment criteria	How to ensure they get the best possible mark from practical work to include best possible coursework How to evaluate research done in order to justify choices made for practical work. What is a time plan, what is dove tailing, what food hygiene and health and safety information is required.	How to carry out practical exam in exam conditions How to evaluate practical course work to a high standard How to compare own work against another student	Subject areas for revision Revision techniques Techniques for answering exam style questions The knowledge and skills required to complete the assessment at the end of Year 11	

They will understand:	**They will understand:**	**They will understand:**	**They will understand:**	**They will understand:**	**They will understand:**
What the olfactory system is Sensory perception How taste receptors work to include Lingual papillae, sweetness, sour, salt, bitter and umami Smell sight and feel How to set up a taste panel How to carry out ratings, profile and star profiles. How to evaluate data and draw conclusions. Functional and chemical properties of proteins, carbohydrates, fats and oils Starch gelatinisation and dextrinization, types and functions of sugars Protein denaturation and coagulation (in books)	The working functional properties and working characteristics of food item decided by exam board How to carry out a fair test How to set up a taste panel How to gather results, analyse them and draw conclusions. How to plan research needed for NEA2 Understand the differences between primary and secondary sources of research How to collect quantitative and qualitative feedback.	The assessment criteria for NEA and the knowledge and skills they must demonstrate How to create a logical time plan to include dove tailing, relevant food hygiene and health and safety information. How to evaluate research both primary and secondary and use it to make informed decisions	How to evaluate the practical work they have carried out in the exam and how to suggest improvements. How to link the overall findings and conclusions to the initial brief. How to compare own work with that of another student and be able to justify marks awarded.	What knowledge to revise What materials to use to revise Know how to recall information Using different methods of revision to secure knowledge and understanding to long term memory	

Shortening Function of eggs in cooking and applying knowledge and skills in practical work Knowledge and skills for assessment NEA1					
They will know how to:	**They will know how to:**	**They will know how to:**	**They will know how to:**	**They will know how to:**	**They will know how to:**
How to carry out taste tests, rating, profile and star profiles by taste testing themselves. Make shortbread biscuits using different sugars and organise other students to carryout taste tests. Design taste tests for themselves in order to carry out a tasting panel for real. How to carry out a tasting experiment. How to compare findings. How to set up a taste panel and evaluate key findings How to draw conclusions.	How to carry out a fair test. How to carry out a recipe trial. How to demonstrate high level skills work. How to write a questionnaire	How to demonstrate their individual cooking skill level to the best of their ability. How to plan a practical activity in order to work to a deadline. How to work hygienically and safely	How to compare own work against others. How to create star diagrams and use of key terminology Use of descriptive words	How to answer exam questions using visual stimulus? How use PEE to ensure that longer answers demonstrate their knowledge	

How to make bread and toast for dextrinization How to compare marinade and unmarinated foods. Make an emulsification sauce for coleslaw. How to use deep fat fryer safely How fat changes colour and texture in food.					
Link to prior learning	**Link to prior learning**	**Link to prior learning**	**Link to prior learning**	**Link to prior learning**	**Link to prior learning**
Working characteristics of proteins/eggs Food experiments done previously Star diagrams Key terminology	High skills knowledge. Key terminology	NEA practice in previous year. High skills knowledge. Design work in lower school Key terminology	Key terminology Evaluations Star diagrams	Knowledge and skills from KS3 and KS4 curriculum	