

| <u>Year 10</u> | <u>Substantive Knowledge</u>  | <u>Disciplinary Knowledge</u>  | <u>Assessment</u>   |
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| <u>Term 1</u>  | <p>Unit 1 LO4: Know how food can cause ill health</p> <p>Students should be aware of and be able to analyse, identify explain or describe:</p> <p>Students should be aware of food safety prior to cooking</p> <p>Candidates could take an external food safety course, either online or through an external agency</p> | <ul style="list-style-type: none"> <li>✓ food-related causes of ill health             <ul style="list-style-type: none"> <li>○ common types of food poisoning</li> <li>○ symptoms of food induced ill health</li> <li>○ food safety hazards in different situations</li> <li>○ risks to food safety</li> <li>○ control measures</li> <li>○ food safety regulations</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❑ Learning mat assessment 1             <ul style="list-style-type: none"> <li>AO1 Demonstrate knowledge and understanding from across the specification.</li> <li>AO2 Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</li> <li>AO3 Analyse and evaluate information, making reasoned judgements and presenting conclusions</li> </ul> </li> <li>❑ Food spoilage Assessment 2 (AO1, AO3)</li> </ul> |

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| <p><b><u>Term 2</u></b></p> | <p><b>Unit 2</b></p> <p><b>LO1:</b> Understand the importance of nutrition when planning meals.</p> <p><b>LO2:</b> Understand menu planning</p> | <p>✓ Students should be able to</p> <p><b>Describe the functions of nutrients</b></p> <ul style="list-style-type: none"><li>• compare the nutritional needs of specific groups</li><li>• explain what happens if you don't have a balanced diet</li><li>• know how the different cooking methods impact on the nutritional value of foods</li><li>• know the factors to consider when planning menus</li><li>• be aware of environmental issues when cooking</li><li>• explain how the dishes meet the customer needs</li><li>• produce time plans for practical outcomes</li><li>• be aware of how to check ingredients are of good quality</li></ul> | <p><input type="checkbox"/> External online Food safety course (AO1 &amp; AO3)</p> |
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| <p><b><u>Term 3</u></b></p> | <p><b>Unit 1</b></p> <p><b>LO1:</b> Understand the environment in which hospitality and catering providers operate.</p> <p><b>LO5:</b> Be able to propose a hospitality and catering provision to meet specific requirements.</p> | <p>✓ Gain an understanding of the different types of establishments and the types of foods that they produce for customers.</p> <ul style="list-style-type: none"> <li>• describe the structure of the hospitality and catering industry</li> <li>• be aware of and be able to describe the job roles and working conditions.</li> <li>• explain the factors affecting the success of providers</li> </ul> <p>✓ Introduce learners to this type of activity.</p> | <p>☐ (AO1 &amp; AO3)</p> <p>Examination style questions assessment</p> |

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| <b>Term 4</b> | <p><b>Unit 1</b></p> <p>LO1: Understand the environment in which hospitality and catering providers operate.</p> <p>LO2: Understand how Hospitality and catering providers operate.</p> <p>LO3: Understand how Hospitality and catering provision meets health and safety requirements.</p> | <p>Menu Planning:</p> <ul style="list-style-type: none"> <li>✓ Types of menus</li> <li>✓ Cost</li> <li>✓ Portion control</li> <li>✓ Clients/customers</li> <li>✓ Time of day</li> <li>✓ Equipment</li> <li>✓ Skills of chef</li> <li>✓ Environmental issues</li> <li>✓ Seasonality</li> <li>✓ Organoleptic qualities</li> <li>✓ Skills of chef</li> </ul> | <p><input type="checkbox"/> Examination style questions assessment</p> |
| <b>Term 5</b> | <p><b>Unit 1</b></p> <p>LO1: Understand the environment in which hospitality and catering providers operate.</p> <p>LO2: Understand how Hospitality and catering providers operate.</p>   | <ul style="list-style-type: none"> <li>✓ For this section arranging a range of speakers or visits to enable the pupils to see first-hand how the industry works.</li> </ul> <p>This could include visits to:</p> <ul style="list-style-type: none"> <li>• local hotels</li> <li>• restaurants</li> </ul>  | <p><input type="checkbox"/> Examination style questions assessment</p> |

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|                      | <p><b>LO3:</b> Understand how Hospitality and catering provision meets health and safety requirements.</p>  | <ul style="list-style-type: none"> <li>• food suppliers</li> <li>• event services Guest speakers from:</li> <li>• hotel management</li> <li>• event organisers</li> <li>• wedding planners</li> <li>• food suppliers</li> <li>• health and safety executive from local industry</li> </ul>   |   |
| <p><b>Term 6</b></p> | <p>This term would be used to further develop exam technique and practical skills,<br/><br/>         Finish any content not covered and complete the internal assessments for the course.</p> | <ul style="list-style-type: none"> <li>✓ Students will have a practice examination papers in preparation for the examination</li> <li>✓ Students may be given the task chosen for Mock exam, along with the mark scheme for unit 2 so they are aware of how marks are given. They should be given a breakdown of the time allowed to complete the tasks set.</li> </ul> <p>Preparation time should also be allowed along with opportunity for them to study exemplar work so that pupils are fully aware of the requirements of the tasks.</p> | <ul style="list-style-type: none"> <li>☐ Unit 1 past paper questions are to be completed as a Mock examination (AO1 &amp; AO3)</li> </ul> |

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| <p><u>Practical's</u></p> <p><u>Term 1</u></p> | <p><b>Unit 2</b></p> <p>Practical work to be covered <b>LO3:</b></p> <ul style="list-style-type: none"> <li>• Be able to cook dishes. Developing and improving skills learnt at KS3</li> </ul> | <p>✓ Basic skills would be taught this first term: knife skills e.g. soups, salads, vegetable cuts</p> <ul style="list-style-type: none"> <li>• methods of cake making</li> <li>• yeast doughs</li> <li>• pastry making</li> <li>• sauces</li> </ul> <p>With emphasis on <b>food safety and hygiene</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>❑ Assessment on skills based on organoleptic. Marks to be added to personal assessment sheets for individual pupils</li> <li>❑ AO2 Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</li> </ul> |
| <p><u>Term 2</u></p>                           | <p><b>Unit 2</b></p> <p>Practical work to be covered <b>(LO3)</b></p> <p><b>Use of commodities</b></p>   | <p>✓ Students should prepare and cook a range of high-risk dishes and follow the principles they have learnt in the theory lessons.</p> <p>starter one week, then a main course, then a dessert Producing dishes using a range of commodities:</p> <ul style="list-style-type: none"> <li>• meat</li> <li>• fish</li> <li>• poultry</li> <li>• eggs</li> <li>• dairy</li> <li>• vegetarian alternatives</li> </ul> <p>When working with commodities links could be made to the needs of specific groups,</p> | <ul style="list-style-type: none"> <li>❑ Assessment on skills based on organoleptic. Marks to be added to personal assessment sheets for individual pupils</li> </ul>   |

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|               |   | including special dietary needs and allergies. Candidates should continue to use a range of cooking techniques when preparing the dishes   |   |
| <b>Term 3</b> | <b>Unit 2</b><br>Practical work to be covered (LO3)<br>Produce dishes to be served on a range of different menus. | <ul style="list-style-type: none"> <li>✓ presentation techniques and accompaniments for a range of dishes including:           <ul style="list-style-type: none"> <li>• vegetarian,</li> <li>• vegan dishes</li> <li>• dairy free</li> <li>• gluten free</li> <li>• low fat diets</li> <li>• healthy school meals</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>☐ Assessment on skills based on organoleptic. Marks to be added to personal assessment sheets for individual pupils</li> </ul> |
| <b>Term 4</b> | <b>Unit 2</b><br>Practical work to be covered (LO3)<br>Produce dishes to be served on a range of different menus. | <ul style="list-style-type: none"> <li>✓ presentation techniques and accompaniments for a range of dishes including:           <ul style="list-style-type: none"> <li>• Children</li> <li>• Teenagers</li> <li>• Adults</li> <li>• Elderly</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>☐ Assessment on skills based on organoleptic. Marks to be added to personal assessment sheets for individual pupils</li> </ul> |

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| <u>Term 5</u> | <b>Unit 2</b><br>Practical work to be covered (LO3) | <p>✓ Group work. Pupils to</p> <ul style="list-style-type: none"> <li>• plan,</li> <li>• trial,</li> <li>• prepare,</li> <li>• cook and</li> <li>• serve a three-course meal or range of dishes for a target group, or target catering outlet.</li> </ul> <p>To complete a portfolio of evidence to back up the choice of dishes made with reference to the specific nutritional needs of the target group. They should also include environmental issues and food safety.</p> <p>The meal/selection of dishes should include accompaniments and show excellent presentation skills. This should include:</p> <ul style="list-style-type: none"> <li>• meat/poultry/fish/vegetarian alternatives</li> <li>• eggs and dairy produce</li> <li>• cereals, rice, pasta, or flour</li> <li>• fruit and vegetables</li> </ul> | <input type="checkbox"/> Assessment on skills based on organoleptic. Marks to be added to personal assessment sheets for individual pupils |



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| <p><b>Term 6</b></p> | <p><b>Unit 2</b></p> <p>Practical work to be covered (LO3)</p> <p>Mock practical using previous years Brief</p> | <ul style="list-style-type: none"> <li>✓ Individual work. Pupils to           <ul style="list-style-type: none"> <li>• plan,</li> <li>• trial,</li> <li>• prepare,</li> <li>• cook and</li> <li>• serve a three-course meal or range of dishes for a target group, or target catering outlet.</li> </ul> </li> <li>✓ To complete a portfolio of evidence to back up the choice of dishes made with reference to</li> </ul> <p>To complete a portfolio of evidence to back up the choice of dishes made with reference to the specific nutritional needs of the target group. They should also include environmental issues and food safety.</p> <p>The meal/selection of dishes should include accompaniments and show excellent presentation skills. This should include:</p> <ul style="list-style-type: none"> <li>• meat/poultry/fish/vegetarian alternatives</li> <li>• eggs and dairy produce</li> <li>• cereals, rice, pasta, or flour</li> <li>• fruit and vegetables</li> </ul> | <ul style="list-style-type: none"> <li>☐ Mock practical using previous years Brief AO2</li> <li>☐ Assessment on skills based on organoleptic. Marks to be added to personal assessment sheets for individual pupils using WJEC Educas mark scheme</li> </ul> |
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|             | Substantive Knowledge  | Disciplinary Knowledge  | Assessment   |
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| Half-term 1 | <p>This term to be used to further develop practical skills, and start the internal assessments for the course.</p> <p>Students to be given the NEA task, along with the mark scheme for unit 2 so they are aware of how marks are given. They should be given a breakdown of the time allowed to complete the tasks set. Preparation time should also be allowed along with opportunity for them to study exemplar work so that candidates are fully aware of the requirements of the tasks.</p> <p>Practical work to be covered (LO3)</p> <p>Produce dishes to be served on a range of different menus. Special dietary needs –</p> <p><b>(They could also look at presentation techniques and accompaniments for a range of dishes.)</b></p> <p><b><u>Nutrition</u></b></p> | <p>✓ Students will cook each week. All dishes link to their theory practice and be taken from the WJEC scheme where all dishes focus on a specific are, relevant to the topic being studied at that time. Special dietary needs:</p> <ul style="list-style-type: none"> <li>-Vegan/vegetarian diet</li> <li>-Religious diets</li> <li>-Medical diets</li> <li>-Deficiencies</li> <li>-Life stages</li> </ul> <p>✓ Students should know and understand the function of the following Macro/micro nutrients and have an awareness of the need for a balanced/varied diet as well as cooking methods</p> | <ul style="list-style-type: none"> <li>❑ Practical's will be judged using WJEC NEA practical criteria. Teacher to choose which dishes to assess. Assessment on skills based on organoleptic. Marks to be added to personal assessment sheets for individual pupils</li> <li>❑ AO2 Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</li> <li>❑ NEA- 2hr write up of nutrition linked to brief.</li> </ul> <p>(no resources can be used for write up- 2hrs)</p> <ul style="list-style-type: none"> <li>▪ To be treated as an assessment as NEA is worth 60% of overall grade.</li> </ul> |

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|  | <p>Macronutrients and Micronutrients</p> <ul style="list-style-type: none"><li>• Macro-nutrients:</li><li>• carbohydrate</li><li>• fat</li><li>• protein.</li></ul> <p>Micro-nutrients:</p> <ul style="list-style-type: none"><li>• Vitamins:</li><li>• fat soluble vitamin A and vitamin D</li><li>• water soluble: vitamin B group and vitamin C.</li></ul> <p>Minerals:</p> <ul style="list-style-type: none"><li>• calcium</li><li>• iron</li><li>• sodium</li><li>• potassium</li><li>• magnesium</li></ul> <p>as well as:</p> <ul style="list-style-type: none"><li>• dietary fibre (NSP)</li><li>• water.</li></ul> <p>Students should be able to apply their knowledge of nutrition to:</p> <p>Different life-stages:</p> | <p>✓ Nutrition (Recap and revise for write up- <b>no resources can be used for write up-2hrs</b>)</p> | <p><b>NEA. Practical and Coursework will be 60% of overall marks</b></p> |
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Food Technology Year 11  
 SUBJECT OVERVIEW MAP 2024-2025

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|             | <ul style="list-style-type: none"> <li>• adults; early, middle, late (elderly)</li> <li>• children; babies, toddlers, teenagers.</li> </ul> <p>Special dietary needs for individuals who:</p> <ul style="list-style-type: none"> <li>• require different energy requirements based on lifestyle, occupation, age or activity level</li> <li>• require special diets</li> <li>• have medical conditions; allergens, lactose intolerance, gluten</li> <li>•       intolerance, diabetes (type 2), cardiovascular disorder, iron</li> <li>•       deficiency</li> </ul> |   |   |
| Half-term 2 | <ul style="list-style-type: none"> <li>• Continue Research into brief</li> <li>• Comparing existing products on the market</li> <li>• Carrying out a questionnaire then analysing findings</li> <li>• Exploring a variety of dishes and understanding how they relate to the brief</li> </ul>  | <ul style="list-style-type: none"> <li>✓ Students will cook each week. All dishes must link to the NEA brief</li> <li>✓ Students will learn how to use a variety of technical equipment and carry out different cooking methods and learn new techniques, which will prepare them for their practical exam</li> </ul> | <ul style="list-style-type: none"> <li>▪ Practical's will be judged using WJEC NEA practical criteria. Teacher to choose which dishes to assess.</li> </ul> <p>NEA to be treated as an assessment as it is worth 60% of overall grade.</p> <ul style="list-style-type: none"> <li>▪ Summative assessment</li> </ul> |

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|  | - | <ul style="list-style-type: none"> <li>✓ Students will continue to develop cooking skills by being set complex dishes from the WJEC scheme of work</li> </ul> <p>Students will be advised to buy food from local farmers markets, butchers and green grocers in relevance to the food miles/rearing food topics</p> <ul style="list-style-type: none"> <li>✓ Students to complete a portfolio of evidence to back up the choice of dishes made with reference to the specific nutritional needs of the target group.</li> <li>✓ They should also include environmental issues and <b>food safety</b> and <b>cooking methods</b>. The meal/selection of dishes should include accompaniments and show excellent presentation skills. This should include:           <ul style="list-style-type: none"> <li>• meat/poultry/fish/vegetarian alternatives</li> <li>• eggs and dairy produce</li> <li>• cereals, rice, pasta, or flour</li> <li>• fruit and vegetables</li> </ul> </li> </ul> | <p>NEA progress assessment with current actual and reflective predictive grade –</p> <p>Theory Tests/ quizzes on each section – every 2 weeks or on change of topic</p> <ul style="list-style-type: none"> <li>▪ Summative theory assessment across – convert to a percentage for predictive grading purposes</li> <li>▪ Homework built to extend as well as test knowledge recall</li> </ul> |
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| <p>Half term 3</p> | <p>Continue with NEA.</p> <ul style="list-style-type: none"> <li>• Writing a time plan</li> <li>• Deciding on chosen dishes for exam and explaining reasons behind choices. Choices must be justified against brief given by WJEC.</li> <li>• Carry out 3 hour practical exam in exam conditions. This exam to take place in February to allow time for evaluation and marking before sent off to exam board.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Students will cook each week. All dishes must link to the NEA brief</li> <li>✓ Students will learn how to use a variety of technical equipment and carry out different cooking methods and learn new techniques, which will prepare them for their practical exam - 45 marks</li> <li>✓ demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food</li> </ul> | <ul style="list-style-type: none"> <li>▪ Practical's will be judged using WJEC NEA2 practical criteria.</li> <li>▪ Practical's to be related to brief: Recipe trials for coursework write up</li> <li>▪ NEA to be treated as an assessment as it is worth 60% of overall grade.</li> <li>▪ <b>Carry out 3hour practical exam in exam conditions. This exam to take place in February to allow time for evaluation and marking before sent off to exam board.</b></li> </ul> |
| <p>Half term 4</p> | <p>Evaluate practical exam and complete NEA.</p> <p>Exam revision begins:</p> <ul style="list-style-type: none"> <li>• 1.1 Hospitality and catering provision</li> <li>• 1.2 How hospitality and catering providers operate</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Demonstrations, videos, documentaries and experiments will take place to put theory lessons into context.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Evaluation for coursework write up (Coursework/practical exam is 60% of overall marks)</li> <li>▪ Theory Tests/ quizzes on each section – every 2 weeks or on change of topic</li> <li>▪ Summative theory assessments– convert to a percentage for predictive grading purposes</li> </ul>  |

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|             | <ul style="list-style-type: none"> <li>• 1.3 Health and safety in hospitality and catering</li> <li>1.4 Food safety in hospitality and catering</li> </ul>   |   | <ul style="list-style-type: none"> <li>▪ Homework built to extend as well as test knowledge recall</li> </ul>   |
| Half term 5 | <p>Exam revision (unit 1 40% 80 marks):</p> <ul style="list-style-type: none"> <li>• 1.1 Hospitality and catering provision</li> <li>• 1.2 How hospitality and catering providers operate</li> <li>• 1.3 Health and safety in hospitality and catering</li> <li>• 1.4 Food safety in hospitality and catering</li> </ul> | <ul style="list-style-type: none"> <li>✓ Demonstrations, videos, documentaries and experiments will take place to put theory lessons into context.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Theory Tests/ quizzes on each section – every 2 weeks or on change of topic</li> <li>▪ Summative theory assessments– convert to a percentage for predictive grading purposes</li> <li>▪ Homework built to extend as well as test knowledge recall</li> </ul> |
| Half term 6 | <p><b>GCSE EXAM</b></p>  |   |   |