

KS5 Curriculum Overview: Food Year 12

Rationale: Throughout this year, students will **build on your knowledge** from KS4 and deepen their understanding of the key areas of Food. This will then allow them to continue to build the knowledge, skills and understanding required for the Exam and coursework. The year starts with us revisiting our knowledge of health and safety and then covering the rest of the theory required by the Food Science and nutrition specification including a 3 hour assessed practical as part of the coursework element of the course.

Term	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Autumn (Sept-Oct)	<p><u>Food safety; Nutrition (macro nutrients) and improving practical skills</u></p> <p>Understand the importance of food Safety. We revisit the work completed in KS4 or if new to food then theory will be taught for the first time.</p> <p>This unit focuses on macro nutrients. Students will understand the structure, function, sources, excess and deficiency of the macro nutrients (Protein, Carbohydrates and Fats).</p> <p>Practical skills will be developed with a focus on presentation skills as well as science in preparation for both units.</p>	<p>FAR 1 – Test</p> <p>FAR 2- Exam questions</p> <p>FAR 3 – mini protein assignment</p>	<p>HL1: Revision resource on bacteria</p> <p>HL2: Revision for Test</p> <p>HL3: Exam question on Food safety (Section A)</p> <p>HL4: Exam question on Food safety (Section B)</p> <p>HL5: Exam questions on Macro nutrients</p>	<p>Food safety booklet</p> <p>PowerPoints and work sheets on Staff share: Year 12 Nutrients</p> <p>Variety of ingredients (students provide their own)</p>	<p><u>Knowledge and skills</u></p> <ul style="list-style-type: none"> To be able to identify and explain the importance of food safety in the hospitality industry To be able to explain the structure, function, sources, excess and deficiency of the macro nutrients To develop high order practical skills including pastry; portioning chicken and filleting fish To develop presentation skills 	<p>Introduction to Exam questions</p> <p>Key vocabulary used</p> <p>Guided reading for practical tasks</p>
<u>Autumn</u> <u>(Nov-Dec)</u>	<p><u>Nutrition (Micro nutrients) and Dietary goals and guidelines</u></p> <p>This unit focuses on nutrition. Students will understand the structure, function, sources, excess and deficiency of the micro nutrients (Vitamins and Minerals) and water. Students will be able also develop research techniques as they will be developing their own notes which are suitable to their revision style.</p> <p>We also look at how to classify nutrients in foods; the interrelationship between nutrients and the effects of processing and cooking on nutrient stability. Preservation and processing are also investigated</p> <p>Further work is then completed on the nutritional needs of different groups and a</p>	<p>FAR 1 – Test</p> <p>FAR 2 – Exam questions</p> <p>FAR 3 – Abdul scenario</p>	<p>HL1: Revision for test</p> <p>HL2: Exam question on Food safety (Section B)</p> <p>HL3: Complete work on Abdul</p> <p>HL4: Complete work on Rhiannon</p>	<p>PowerPoints and work sheets on Staff share: Year 12 Nutrients</p> <p>Variety of ingredients (students provide their own)</p>	<p><u>Knowledge and skills</u></p> <ul style="list-style-type: none"> To be able to explain the structure, function, sources, excess and deficiency of the micro nutrients To develop an understanding of the interrelationship between nutrients and the impact of processing on these nutrients To be able to identify the nutritional needs of different groups and develop the skills needed to apply this to a given scenario 	<p>Key vocabulary used</p> <p>Core definitions of key words</p> <p>Research and write tasks.</p> <p>Exam style questions</p> <p>Guided reading for practical tasks</p>

	<p>main focus is then put on how to Answer Section C in the exam</p> <p>Practical skills continue to be developed with a focus on presentation skills in preparation for the coursework element of the exam</p>				<ul style="list-style-type: none"> To develop high order practical skills including pastry; portioning chicken and filleting fish To develop presentation skills 	
Spring (Jan-Feb)	<p><u>Section C, Mock Coursework and PPE</u></p> <p>Feedback on Rhiannon exam question. Further work is then completed on how to Answer Section C in the exam with another case study building on prior knowledge</p> <p>Work is then completed on a Mock Piece of coursework, developing a clear understanding of the requirements of the work. This includes a 3 hour practical exam to replicate the real thing.</p> <p>Revision for PPE and PPE exams in all subjects</p>	<p>FAR 1 – Rhiannon scenario</p> <p>FAR 2 – Mia Case study</p>	<p>HL1: Complete Mia case study</p> <p>HL2: work on Mock Coursework</p> <p>HL3: Revision for PPE</p>	<p>PowerPoints and work sheets on Staff share: Year 12 Case study – Mia</p> <p>Mock Coursework</p> <p>Variety of ingredients (students provide their own)</p>	<p><u>Knowledge and skills</u></p> <ul style="list-style-type: none"> To continue to develop an understanding of the nutritional needs of different groups and how to effectively answer Section C of the exam To practice producing three high quality restaurant style dishes for given TMG in 3 hours To develop exam technique through PPE 	<p>Key vocabulary used</p> <p>Core definitions of key words</p> <p>Exam style questions focussing on Extended writing of case study</p> <p>Knowledge organisers</p>
Spring (March-April)	<p><u>Coursework, Feedback of PPE and Revision</u></p> <p>Feedback on PPE and Mock Coursework. The feedback is crucial as students have to work totally independently during the real piece of work but they can refer back to their class notes including their mock coursework</p> <p>Work is then completed independently under timed, exam conditions on the coursework,. This includes a 3 hour practical exam.</p> <p>Students need to prep for interview linked to coursework. Start revision for exam</p>	<p>FAR 1 – Mock coursework</p> <p>FAR 2 – PPE</p> <p>FAR 3 – exam questions</p>	<p>HL1: Prep work for the coursework</p> <p>HL2: prep for interview</p> <p>HL3: exam questions</p>	<p>PowerPoints and work sheets on Staff share: Year 12</p> <p>Mock Coursework</p> <p>Revision booklets</p> <p>Variety of ingredients (students provide their own)</p>	<p><u>Knowledge and skills</u></p> <ul style="list-style-type: none"> To complete a high quality piece of coursework including producing three high quality restaurant style dishes for given TMG in 3 hours To be able to discuss with confidence all aspects of the coursework during an interview To develop exam technique through use of exam questions and revision 	<p>Key vocabulary used</p> <p>Core definitions of key words</p> <p>Guided reading for practical tasks</p> <p>Knowledge organisers</p>

<p>Summer (April-May)</p>	<p>Revision for exam</p> <p>Start revision for exam</p> <p>Students will work through a set of booklets and revisit all aspects of the specification. Exam questions will be completed and marked</p> <p>Students will complete another exam paper in lessons (split over two lessons)</p>	<p>FAR 1 – exam questions</p> <p>FAR 2: PPE 2</p>	<p>HL1: exam questions</p> <p>HL:2 Revision</p>	<p>Revision booklets</p> <p>Exam questions</p> <p>Second PPE</p>	<p>Knowledge and skills</p> <ul style="list-style-type: none"> To develop exam technique through use of exam questions and revision 	<p>Key vocabulary used</p> <p>Core definitions of key words</p> <p>Exam style questions</p> <p>Knowledge organisers</p>
<p>Summer (June-July)</p>	<p>Introduction to year 13 (Unit 3)</p> <p>Introduction to unit 3 Discussion around the properties of food that can be changed to impact the resulting products</p> <p>Theory work will be based on explaining how food properties can be changed – this will be supported by a range of practical sessions where the science will then be applied directly to the product made</p> <p>Students will also start to develop an understanding of how to conduct valid and reliable investigations which meet a set aim in preparation of their coursework next year.</p>	<p>FAR 1 – gluten ball investigation write up</p> <p>FAR 2 – aeration investigation write up</p> <p>FAR 3 – pastry investigation write up</p>	<p>HL1: Write up Notes</p> <p>HL2: prep of practical dishes</p>	<p>PowerPoints and work sheets on Staff share: Food and Nutrition: food and Nutrition: LO1</p> <p>Variety of ingredients (students provide their own)</p>	<p>Knowledge and skills</p> <ul style="list-style-type: none"> To develop knowledge and understanding of: How food properties can change To put the science into practice To develop an understanding of how to conduct a valid and reliable experiment 	<p>Key vocabulary used</p> <p>Core definitions of key words</p>