

### KS5 Curriculum Overview: Food Year 13

**Rationale:** Throughout this year, students will **build on knowledge** from KS4 with particular reference to NEA1 from the GCSE Food preparation and nutrition course. They will build an understanding of how to carry out a detailed investigation linked to a given scenario. They will also learn the knowledge needed for a Food Safety exam which is completed under exam conditions and linked to a particular scenario

Term /	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
<b>Autumn (Sept-Oct)</b>	<p><b><u>Unit 3 Experimenting to Solve Food Production Problems</u></b></p> <p>Students will revisit the Theory work covered at the end of year 12 and continue to deepen their understanding of the theory work - this will be supported by a range of practical sessions where the science will then be applied directly to the product made</p> <p>More emphasis will be put on students understanding how to conduct valid and reliable investigations which meet a set aim in preparation for the coursework element later in the year.</p> <p>Students will plan investigations into tempering chocolate, raising agents in cakes, and ice-cream manufacture using the knowledge recently gained</p>	<p><b>FAR 1</b> – Tempering chocolate write up</p> <p><b>FAR 2</b> – Raising agent investigation</p> <p><b>FAR 3</b> – Ice-cream investigation</p>	<p><b>HL 1</b> – Tempering chocolate write up</p> <p><b>HL 2</b> – Raising agent investigation</p> <p><b>HL 3</b> – Ice-cream investigation</p>	<p>PowerPoints and work sheets on Staff share: Year 13:Unit 3;pps</p> <p>Variety of ingredients for investigations</p>	<p><b><u>Knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>To develop knowledge and understanding of: how food properties can change</li> <li>To put the science into practice</li> <li>To develop an understanding of how to conduct a valid and reliable experiment</li> </ul>	<p>Key vocabulary used</p> <p>Core definitions of key words</p> <p>Research and write tasks.</p>
<b>Autumn (Nov-Dec)</b>	<p><b><u>Unit 3 Experimenting to Solve Food Production Problems</u></b></p> <p>Students will work through a mock piece of coursework as a group to develop an understanding of the requirements of this piece of work. This will include practical investigative work. The students will receive feedback on the Mock Coursework. This 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>Students will then be given the live task. This work is then completed independently under timed, exam conditions on the coursework,. This work includes several investigations which have been planned by the students</p>	<p><b>FAR 1</b> – Mock piece of coursework</p>	<p><b>HL1:</b> Work on mock coursework</p> <p><b>HL2:</b> Prep work for the real piece of coursework</p>	<p>PowerPoints and work sheets on Staff share: Year 13:Unit 3;pps</p> <p>Variety of ingredients for investigations</p>	<p><b><u>Knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>To complete a high quality piece of coursework</li> </ul>	<p>Key vocabulary used</p> <p>Core definitions of key words</p> <p>Research and write tasks</p>

<p><b>Spring (Jan-Feb)</b></p>	<p><b><u>Unit 3 Experimenting to Solve Food Production Problems and Unit 2 Ensuring food is safe to eat</u></b></p> <p>Students complete the live task</p> <p>Introduction to Unit 2. Theory work will be covered in lessons and students will write comprehensive notes.</p> <p>PPE exams – not in food...</p>	<p>N/A</p>	<p><b>HL1:</b> Prep work for exam lessons</p>	<p>PowerPoints and work sheets on Staff share: Year 13 Unit 2</p>	<p><b><u>Knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>To continue to develop an understanding of the theory work needed for unit 2.</li> </ul>	<p>Key vocabulary used</p> <p>Core definitions of key words</p> <p>Research and write tasks</p>
<p><b>Spring (March-April)</b></p>	<p><b><u>Unit 2 Ensuring food is safe to eat</u></b></p> <p>Continue to cover the necessary theory work; students will continue to write comprehensive notes.</p> <p>Students will complete a Level 2 Food Safety course on line to develop their knowledge further.</p>	<p><b>Notes will be checked for accuracy</b></p>	<p><b>HL1:</b> Prep work for the exam</p>	<p>PowerPoints and work sheets on Staff share: Year 13 Unit 2</p>	<p><b><u>Knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>To continue to develop an understanding of the theory work needed for unit 2</li> </ul>	<p>Key vocabulary used</p> <p>Core definitions of key words</p> <p>Research and write tasks</p>
<p><b>Summer (April-May)</b></p>	<p><b><u>Unit 2 Ensuring food is safe to eat</u></b></p> <p>Students will work through a mock piece of coursework as a group to develop an understanding of the requirements of this piece of work.</p> <p>The students will receive verbal feedback and some written feedback on the Mock Coursework.</p> <p>Students will then be given the live task on 1<sup>st</sup> May which is the day it is released. This work is then completed independently under timed, exam conditions.</p>	<p><b>Notes will be checked for accuracy</b></p>	<p><b>HL1:</b> Prep work for the exam</p>	<p>PowerPoints and work sheets on Staff share: Year 13 Unit 2</p> <p>Student notes</p>	<p><b><u>Knowledge and skills</u></b></p> <ul style="list-style-type: none"> <li>To apply the knowledge developed to the examination scenario</li> </ul>	<p>Key vocabulary used</p> <p>Core definitions of key words</p> <p>Research and write tasks</p>