Subject:	Autumn HT 1:	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
GCSE						
Food	Topic 1: Food	Topic 2: The science of	Topic 3: Principles	Topic 4: Diet and good	Topic 5: Where food	
Nutrition	commodities	food	of nutrition	health	comes from	
	<u>Commodities</u>	The effects of cooking on	Macronutrients	Energy	Food	NEA 1 practice
	● □ bread, cereals, flour,	food	and	requirements of	Provenance	science
	oats, rice, potatoes,	•why food is cooked, to	<u>Micronutrients</u>	Individuals EARs		Investigation Record on ecionee
Veer 10		toxture, appearance and to	the definition of	\Box the recommended daily intake (RDI) and the	Multicultural foods	and effects on
The course		avoid food contamination	macronutrients and	percentage		cooking in food
will be	canned and juiced)	• how heat is transferred to	micronutrients in	energy values of protein. fat	□ food origins to include where	Mini Science project
covered	• milk, cheese and	food through conduction.		and carbohydrates:	and how foods are grown,	 students will
through	yoghurt	convection and radiation and	\Box the role of	monosaccharide's (sugars)	reared, or caught \Box food miles, impact on the	explore a science
theory and	●□meat, fish, poultry,	how and why the production	macronutrients and	polysaccharides (starch) and	carbon footprint buying foods	practice
practical	eggs	of some dishes rely on more	micronutrients in	non-soluble polysaccharides	locally	assessment, they
lessons	 ■soya, tofu, beans, 	than one method of heat	human	(dietary fibre) vitamins and	impact of packaging on the	will be given a
Cooking and	nuts, seeds	transference	Nutrition	(i) a range of life-stages:	environment versus the value	investigate working
nreparation	• butter, oils, margarine,	now selection of appropriate cooking methods		toddlers, teenagers, early,	of	characteristics of
with focus to	sugar and syrup	can.	Macronutrients are	middle and late adulthood	packaging	ingredients through
exploring	• Ine value of the	(i) conserve or modify	defined as a class of	(ii) individuals with specific	□ sustainability of food: the	testing to produce
ingredients,	diet	nutritive value, e.g. steaming	chemical	dietary needs or nutritional	environment local global	an investigation
nutrition, high	 Ifeatures and 	of	humans consume in	deficiencies to include coeliac	markets and communities.	task
skilled dishes	characteristics of each	green vegetables	the largest	disease; diabetes	effect of	Desserb
and	commodity with	(ii) improve palatability e.g.	quantities	(type 2 diabetes only to be	food poverty	Plan of action
presentation	reference to their correct	Protoin	(i) protein: to include	caries: iron deficiency	□ food security: access to safe	Hypothesis
	storage to avoid food	\square the positive use of micro-	essential amino-	anaemia; obesity;	sufficient food for all (World	Produce testing
		organisms such as bacteria	acids in relation	cardiovascular disease (CVD);	Health)	ideas and charts
	• Life working	in	to nutritional	calcium deficiencies to	the distinctive features	Practical testing
	commodity with	dairy products: cheese,	(histidine isoleucine	include bone health; nut or	characteristics and eating	Investigate and
	reference to the skill	yoghurt; meat products:	lysine, leucine,	lactose (dairy)	patterns of	record outcomes
	group and	salami,	methionine,	(iii) individuals with specific	different cuisines. Cuisine is	Evaluate and
	techniques table listed in	cnorizo and termentation of	phenylalanine,	lifestyle needs to include	defined as a style	Revisit hypothesis
	Appendix A, e.g. when	sugar in uninks □ the working	threonine,	vegetarians: lacto-ovo, lacto.	characteristic	and predictions, did
	subjected to dry/moist	characteristics, functional	tryptophan, valine)	vegan, and those with	of a particular country or	they work
	methods of	and chemical	and non-essential	religious beliefs that affect	region, where the cuisine has	
	• The origins of each	properties of ingredients to	(alanine,	choice of diet, to include	distinctive ingredients, specific	
		achieve a particular result:	acid diutamic acid)	Hindu, Muslim, Jewish	preparation and cooking	
					methods or equipment, and	

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 experiment with the 	(i) carbohydrates –	(ii) fats, oils and	how nutrients work together	Presentation or serving	
commodity to explore	gelatinisation, dextrinization	lipids: saturated fats,	in the body, e.g.	techniques.	
physical and chemical	(ii) fats/oils – shortening,	monounsaturated	complementary actions	traditional and modern	
changes that	aeration, plasticity and	fats, polyunsaturated	basal metabolic rate (BMR)	variations of recipes to include	
occur as a result of given	emulsification	fats and essential	and physical activity level	variations of recipes to include	
actions	(iii) protein – coagulation,	fatty acids	(PAL) and their importance in	changing use of food	
• Consider	foam formation, gluten	(iii) carbohydrates:	determining energy	commodities, changes to	
complementary actions	formation, denaturation	monosaccharides.	requirements	nutritional guidelines, and use	
of a commodity in a	(physical, heat and acid)	disaccharides	Learners must have a sound	of	
recipe	(iv) fruit/vegetables –	and polysaccharides	awareness of other common	modern cooking methods and	
• proparo and cook	enzymic browning		dietary issues including	or equipment	
• prepare and cook	oxidisation	Micronutrients are	coronary heart disease (CHD)	□ meal structures:	
	\Box reasons why particular	required by humans	cholesterol and liver disease	presentation of menus within	
commodities	results may not always be	throughout life in		different	
	achieved e.g. a sponge	small quantities to	Dian halanaad diata	Cultures	
	cake sinks, a sauce does	facilitate a range of	Plan balanced diets	Cultures	
	lumpy	nacinitate a range of			
	□ how to remedy situations	functions	recommend guidelines for a	Food	
	how to remedy situations	(i) fat solublo	healthy diet	<u>FOOU</u> Menufacturing	
	when desired results may		identify how nutritional	Manufacturing	
	not	vitamins. Vitamin A,	needs change due to age, life		
	be achieved in the first		style	primary stages of	
	be achieved in the first	water soluble	choices and state of health	processing and production to	
		Vitamins: B Vitamins:	plan a balanced diet for:	include point	
	Food spollage	Bi thiamin B2	(i) a range of life-stages:	of origin, the transporting,	
	now to store foods correctly:	ribofiavin, B3 niacin,	toddlers, teenagers, early,	cleaning and sorting of the raw	
	retrigeration/treezing,	B12 cobalamin and	middle and late adulthood	food e.g. bags of fruit.	
	dry/cold storage, appropriate	B9 folic	(ii) individuals with specific	secondary stages of	
	packaging/covering of foods	acid (folate) and	dietary needs or nutritional	processing and production to	
	the importance of date-	vitamin C	deficiencies to include coeliac	include	
	marks, labelling of food	(ii) minerals: calcium,	disease; diabetes	how primary products are	
	products	iron, potassium and	(type 2 diabetes only to be	changed into other types of	
	to identify storage and	magnesium	considered), dental	products, e.g. wheat to bread:	
	preparation	(iii) trace elements, to	caries: iron deficiency	milk to cheese and voghurt:	
	the growth conditions,	include: iodine and	anaemia: obesity:	fruit to jams, jellies and juices.	
	ways of prevention and	fluoride	cardiovascular disease (CVD)	□ how processing affects the	
	control		calcium deficiencies to	sensory and nutritional	
	methods for enzyme action,	Learners must know	include bone health: nut or	properties	
	mould growth and yeast	and understand for	lactose (dairy)	of ingredients e.g. cured meat	
	production	each named macro	intolerances	products	
	the signs of food spoilage,	nutrient and	(iii) individuals with specific		
	including enzymic action,	micronutrient:	lifestyle needs to include	that claim to support better	
	mould growth, yeast		vegetarians: lacto-ovo lacto	that sidin to support better	
	production and bacteria	the specific function	vegan and those with		
	•	•	vegan, and mose with	1	

Subject:	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT	Summer HT 2
GCSE					1	
Food	NEA1 : Science	NEA 2 :				Revision &
Nutrition	investigation					Exam
	NEA1 – Release date 1 st Sept	2 weeks	They will choose 3 dishes	Commodities	The science of	Exam
	Students will complete a science	Revision for mocks	and serve with	Principles of	food, effects	
	NEA1 controlled assessment.	Revision for mocks focusing	accompaniments where	nutrition ,Macro	on cooking	
	2000 words	on exam style questions and	necessary. They will explain	and micro	and spoilage	
Year 11	They will be given a design brief to	re capping from last year.	why they have chosen them	nutrients	Where food	
	choose from and will research and	Various topics	and what skills they will use.	Diet and good	comes from-	
	plan a task, make a hypothesis		They will prepare	health, energy	provenance	
	and predict outcomes. They will	NEA 2 release date 1 st Nov	themselves for their exam	requirements,	and	
	complete a range of cooking	Over 2 terms the students will	by producing a time plan	balance,	manufacturing	
	the design brief and task shapen)	complete NEA2 30 slide	and lists of equipment and	calculating	food prop	
	They will choose their testing and	The students will choose a	serving equipment they will	nutition	food choico	
	record evidence and finally	design brief and produce a	They will complete a 3 hour			
	evaluate and conclude their	research project. Once they	practical exam to produce			
	outcomes	have conducted research they	the dishes and serve			
		will investigate dishes they	Following their practical			
	Section A	may like to consider and how	they will taste test and			
	. Research	they can adapt or change	evaluate their			
	. Plan of action	these through trialling. They				
	. Science considerations	will start to choose 3 dishes	Confirm reasons for choice			
	. Hypothesis	and serve with	and ideas of how they will			
	Section B	accompaniments where	adapt and change			
	. Make produce the batches of	necessary.	Justification and changes to			
	foods that need to be tested –		improve			
	. Record all processes	Research range of topics	Plan of action in order			
	photos and annotation	Research subject specific	Equipment			
	. Range of testing conducted-	Questionnaire/ Visit	Practical assessment			
	Section c	Taste test similar product				
	. Evaluate testing	Thalled disnes – savoury and				
		Beasons for choice				
	Homework – revision will be set	(trial dishes during practical				
	using a range of producing their					
	own, flash cards, seneca, GCSE					

pod, spellings, to recall information from year 1 have previously covere prepare them for their 0 theory exam in the sum	past Explore recipes and consider 0 they a basic plan of action d, to GCSE mer term		