



	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT	CORE LEARNING
Autumn Term	<p><b>Unit 1: Meeting Nutritional needs of specific groups.</b></p> <p>Nutrition:</p> <p>Macro &amp; Micronutrients:</p> <p>Food Hygiene &amp; Safety:</p> <p>Practical skill development:</p>	<p><i>Builds on/progresses knowledge from KS4.</i></p> <ul style="list-style-type: none"> <li>How nutrients are structured.</li> <li>Classify nutrients in food</li> <li>Describe functions of nutrients</li> <li>Characteristics of unsatisfactory intake</li> </ul> <p><i>Foundation knowledge for exam content &amp; coursework progress.</i></p> <ul style="list-style-type: none"> <li>How individuals take responsibility for food safety</li> <li>Methods used</li> <li>Risk analysis</li> </ul> <ul style="list-style-type: none"> <li>Interpret recipes for complex menus</li> <li>Plan production</li> <li>Use advanced techniques in preparation, cooking and presenting.</li> </ul>	<p>End of unit tests (in class) in relation to each macro &amp; micro nutrients.</p> <p>Level 2 Food Hygiene &amp; safety to be assessed in relation to practical application.</p> <p>Internal – Feedback on progress in relation to AC's for coursework. Formal assessment of one practical.</p>	<p>Using GCSE notes or the GCSE online textbook (<a href="http://www.illuminate.digital/aqafood/">www.illuminate.digital/aqafood/</a>) Username: SAIDAN3. Password: STUDENT3) create summary notes for all nutrients – Protein, Fat, Carbohydrates, Vitamins – A, B1,B2,B3,B12, Folic Acid, C, D; Minerals – Iron, Calcium, Magnesium, Phosphorous, Potassium, Sodium, Iodine and Fluoride.</p> <p>Compile a recipe folder of ideas for UNIT 1 Practical Work Skills</p> <p>Produce a plan of production to include: Sequencing Timings Equipment Method Presentation of final dishes Health, safety and hygiene points Quality checks Storage Serving suggestions</p>
	<b>Half-term</b>			
	<p>Assess how different situations affect nutritional needs – DRV's, PAL</p> <p>Practical skill development:</p>	<ul style="list-style-type: none"> <li>Different environments</li> <li>Different activities</li> <li>Physical activity factors</li> <li>Calculate nutritional needs - Energy</li> <li></li> </ul> <ul style="list-style-type: none"> <li>Interpret recipes for complex menus</li> <li>Plan production</li> <li>Use advanced techniques in preparation, cooking and presenting.</li> </ul>	<p>Longer answer questions - application of knowledge. Section C preparation.</p> <p>Internal – Feedback on progress in relation to AC's for coursework. Formal assessment of one practical.</p>	<p>Produce a full glossary of all key terms.</p> <p>Produce a plan of production to include: Sequencing Timings Equipment Method Presentation of final dishes Health, safety and hygiene points Quality checks Storage Serving suggestions</p>

Christmas Holiday				
Spring Term	Evaluate fitness for purpose of diets	<ul style="list-style-type: none"> <li>Nutritional/Balanced/ vs guidelines</li> </ul>	Longer answer questions - application of knowledge. Section C preparation.	Past paper questions: <a href="#">K:\Technology\Level 3\Revision\Past papers</a>  Research Section C scenarios – Teams  Internal Unit 1 coursework.
	Analyse nutritional needs of specific groups	<ul style="list-style-type: none"> <li>Different life stages</li> <li>Medical conditions</li> <li>Cultures</li> </ul>	Exam style question assessment.	
	Calculate nutritional requirements of given individuals	<ul style="list-style-type: none"> <li>Calculate – BMR, DRV'S, PAL etc</li> <li>Different individual requirements</li> </ul>		
	Characteristics of unsatisfactory intake	<ul style="list-style-type: none"> <li>Visible/non-visible</li> <li>Unsatisfactory characteristics</li> </ul>		
	Unit 1 Internal assessment			
Half-term				
	Section C – Scenarios	Application of knowledge.	Internal assessment – practical and report assessment.	Internal Unit 1 coursework.
	Unit 1 Internal assessment		Exam paper to be completed – 1 hr 45 mins. Exam conditions.	
Easter Holiday				
Summer Term	Revision	Application of knowledge.	Exam paper to be completed – 1 hr 45 mins. Exam conditions.	Revision
	Half-term			
	Unit 2 & Unit 4 introduction.	<ul style="list-style-type: none"> <li>Research methods</li> <li>Ingredients knowledge and understanding</li> </ul>	Practical assessment – verbal feedback	Background reading – Research methods.
	Multicultural project.	<ul style="list-style-type: none"> <li>Methods of preparation.</li> <li>Assess how changing conditions affect growth of microorganisms in different environments</li> </ul>		



**Course Outline:**

**Year 13**

	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT	CORE LEARNING
Autumn Term	<p>Unit 4: <b>Current issues in food science and nutrition.</b> Proposal &amp; planning of research project – as a group/classroom activity.</p> <p>Unit 2: <b>Ensuring food is safe to eat</b> Understand how the microorganisms affect food safety</p>	<ul style="list-style-type: none"> <li>Propose research into a current issue related to food science and nutrition</li> <li>Plan, including justification and methodology of research into a current issue.</li> <li>Describe properties of microorganisms</li> <li>Explain how microorganisms affect food quality</li> <li>Assess how preservation methods prevent the growth of micro organisms</li> </ul>	Deadlines – discussion/verbal feedback	<p>Using the media – newspapers, magazines or online investigate and keep a log of current issues in food science and nutrition.</p> <p>Compile a list of possible research methods to further investigate each of the above issues.</p> <p>Investigate local food events online – street food, food festivals, festivals that may include an element of food etc.</p> <p>Review exemplar material.</p>
	Half-term			
	<p>Unit 4: Design primary research tools Analyse data Evaluate quality of information</p> <p><b>Controlled Assessment</b></p> <p>Unit 2: Understand how food can cause ill health</p>	<ul style="list-style-type: none"> <li>Primary research tools – questionnaires, interviews, focus groups, recording documents. Practical activities. (6 – 8 pieces of research)</li> <li>Data analysis</li> </ul> <p><b>Begin the non-exam assessment (Sequence as above)</b></p> <ul style="list-style-type: none"> <li>Explain the physiology of food intolerances</li> <li>Explain the physiological basis of food allergies</li> <li>Explain the physiological basis of food poisoning</li> <li>Describe the symptoms of food induced ill health</li> </ul>	<p>Deadlines – discussion/verbal feedback</p> <p>Mock Scenarios – timed conditions tbc</p> <p>Content/Key terms assessment</p>	<p>Key term vocabulary</p> <p>Search for food events that take place away from a conventional kitchen setting and explore menu choices, ingredients used and methods of presentation.</p>
Christmas Holiday				
Spring Term	Unit 4: <b>Controlled Assessment</b>	<ul style="list-style-type: none"> <li><b>Primary research</b></li> <li><b>Evaluate quality of information</b></li> </ul>	Deadlines – discussion/verbal feedback	

	Unit 2: Understand how food safety is managed in different situations	<ul style="list-style-type: none"> <li>Assess how changing conditions affect growth of microorganisms in different environments</li> <li>Describe food safety hazards in different environments</li> </ul>	Mock Scenarios – timed conditions tbc  Content/Key terms assessment	
	Half-term			
	Unit 4: <b>Controlled Assessment</b>  Unit 2: Understand how food safety is managed in different situations	<ul style="list-style-type: none"> <li><b>Analyse current issues related to food science and nutrition</b></li> <li><b>Evaluate how key stakeholders respond to current issues</b></li> <li>Explain control measures used to minimise food safety risks</li> <li>Justify proposals for control measures in different environments</li> </ul>	Deadlines – discussion/verbal feedback  Mock Scenarios – timed conditions tbc  Content/Key terms assessment	
	Easter Holiday			
Summer Term	Unit 4: Submission  Unit 2: Controlled Assessment preparation		Mock Scenarios – timed conditions tbc  Content/Key terms assessment	
	Half-term			