Year: 11
Subject: Food Technology

Term	Week	Focus	Summary	Learning Outcomes	Learning skills
Term 1.1	1	Intro to the NEA.	Teacher presentation on NEA. To include details about the food investigation and the food preparation task, including: • Time allowed and length of task • Assessment details and mark allocation Assessment breakdown • Assessment criteria	Understand the requirements of the Year 11 course including: • food investigation task • food preparation task • final exam. (This lesson is not included in the 10 hours as it is information giving only).	Collaboration Linking
	2	Intro to the NEA.	Guidelines for feedback and assessment. • Student discussion and mind mapping activity: top tips for the NEA. • Recap mock NEA completed in Y10 and discuss: • what went well (WWW) • even better if (EBI).	Understand the requirements of the Year 11 course including: • food investigation task • food preparation task • final exam. (This lesson is not included in the 10 hours as it is information giving only).	Collaboration Linking
	3	Understand the requirements of the food investigation task.	Information about the food investigation task and what must be considered to complete it, including: • Research • Investigations • research, plan and carry out an investigation into the working characteristics, functional and chemical properties of ingredients • record the investigation findings • analyse and evaluate results • present the food investigation task	Understand the requirements of the food investigation task including: • research, plan and carry out an investigation into the working characteristics, functional and chemical properties of ingredients • Analysis and evaluation	Critical Thinking Harding working
	4	Researching into the chosen task for the practical investigation.	Analysis of chosen task and researching before commencing practical investigation. • Gathering information and data for NEA that is relevant to the task. • Analysis and conclusions and summary of findings	• Research, plan and carry out an investigation into the working characteristics, functional and chemical properties of ingredients.	Critical Thinking Harding working

				• Develop research skills to gather and use primary and secondary sources of information. • Develop analysis and evaluation skills and explain how findings will influence practical investigations. • Write a hypothesis or prediction based upon research findings. • Plan relevant and appropriate practical investigations referring to research findings and hypothesis.	
	5	Researching into the chosen task for the practical investigation.	Analysis of chosen task and researching before commencing practical investigation. • Gathering information and data for NEA that is relevant to the task. • Analysis and conclusions and summary of findings	• Research, plan and carry out an investigation into the working characteristics, functional and chemical properties of ingredients. • Develop research skills to gather and use primary and secondary sources of information. • Develop analysis and evaluation skills and explain how findings will influence practical investigations. • Write a hypothesis or prediction based upon research findings. • Plan relevant and appropriate practical investigations referring to research findings and hypothesis.	Analytical thinking Risky learning
	6	Carrying out practical investigation.	Carry out a wide range of appropriate practical investigations, linking directly to hypothesis/ prediction, working under controlled conditions to undertake the practical investigations.	• Carry out a range of practical investigations into the working characteristics, functional and chemical properties of ingredients as identified in research findings. • Identify essential controls when carrying out a food investigation. Record results from investigation using charts, graphs, tables, sensory testing and annotated photographs.	Creative thinking Analytical thinking

				• Explain how results of each investigation should be used to form the next stage of investigation with reasoning.	
Term 1.2	1	Carrying out practical investigation.	Carry out a wide range of appropriate practical investigations, linking directly to hypothesis/ prediction, working under controlled conditions to undertake the practical investigations.	• Carry out a range of practical investigations into the working characteristics, functional and chemical properties of ingredients as identified in research findings. • Identify essential controls when carrying out a food investigation. Record results from investigation using charts, graphs, tables, sensory testing and annotated photographs. • Explain how results of each investigation should be used to form the next stage of investigation with reasoning.	Creative thinking Analytical thinking
	2	Writing evaluations for the practical investigation.	Written analysis and evaluation which is detailed and giving justification of findings as a result of carrying out the practical investigations of the main points with reference to original hypothesis.	• Analyse and interpret the results of investigative work. • Link the results to research explaining the working characteristics, functional and chemical properties of ingredients tested. • Write a conclusion to the hypothesis/prediction with reasons and justifications. • Explain how results can be applied into practical food preparation and cooking.	Critical Thinking Analytic Thinking
	3	Introduction of the food preparation task and what must be considered to complete the task.	Introduction of the food preparation task and what must be considered to complete the task including an overview and examples of: • Researching the task • Demonstrating technical skills • Planning for the final menu	Understand the requirements of the food preparation task including: • analyse a task and carry out research on a life stage/dietary group or culinary tradition • demonstrate a range of technical skills • plan a final menu for chosen life stage/dietary group or culinary tradition	Linking Agile example

			• Making the final dishes • Analyse and evaluate	• prepare, cook and serve three dishes in a three hour session • analyse and evaluate final menu.	
	4	The food preparation task, section A.	Looking into what the task requires and involves and researching into it before commencing the trials.	• Plan and carry out research into chosen life stage, dietary group or culinary tradition. • Develop research skills to gather and use primary and secondary sources of information. • Develop analysis and evaluation skills and explain how findings will influence practical investigations. • Present research in a concise and effectively communicated portfolio of work. Plan relevant and appropriate practical activities.	Linking Agile example
	5	The food preparation task, section A.	Looking into what the task requires and involves and researching into it before commencing the trials.	• Plan and carry out research into chosen life stage, dietary group or culinary tradition. • Develop research skills to gather and use primary and secondary sources of information. • Develop analysis and evaluation skills and explain how findings will influence practical investigations. • Present research in a concise and effectively communicated portfolio of work. Plan relevant and appropriate practical activities.	Linking Agile example
	6	The food preparation task, section A.	Looking into what the task requires and involves and researching into it before commencing the trials.	• Plan and carry out research into chosen life stage, dietary group or culinary tradition.	Linking Agile example

				• Develop research skills to gather and use primary and secondary sources of information. • Develop analysis and evaluation skills and explain how findings will influence practical investigations. • Present research in a concise and effectively communicated portfolio of work. Plan relevant and appropriate practical activities.	