

# Curriculum Assessment Map: Year 10 GCSE Food

	<b>Autumn Term One</b>	<b>Autumn Term Two</b>	<b>Spring Term One</b>	<b>Spring Term Two</b>	<b>Summer Term One</b>	<b>Summer Term Two</b>
<b>Topic</b>	Commodity: Fruit and vegetables	Commodity: Diary	Commodity: Cereals	Commodity: Meat, fish, poultry and eggs	Commodity: Fats and sugars	Commodity: Beans, pulses and alternatives
<b>Key Learning &amp; Skills</b>	<ul style="list-style-type: none"> <li>Theory of fruit and vegetables (provenance / classification / seasonality / nutrition / spoilage / preservation)</li> <li>Core Knowledge:</li> <li>Principles of nutrition</li> <li>Diet and Good Health</li> <li>The science of cooking food</li> <li>Food spoilage</li> <li>Food provenance and food waste</li> <li>Cultures and cuisines</li> <li>Technological developments</li> <li>Factors affecting food choice</li> </ul>	<ul style="list-style-type: none"> <li>Theory of dairy: Types / processing / nutrition / storage / science</li> <li>Core Knowledge:</li> <li>Principles of nutrition</li> <li>Diet and Good Health</li> <li>The science of cooking food</li> <li>Food spoilage</li> <li>Food provenance and food waste</li> <li>Cultures and cuisines</li> <li>Technological developments</li> <li>Factors affecting food choice</li> </ul>	<ul style="list-style-type: none"> <li>Theory of cereals and cereal products: Types / processing / nutrition / provenance / storage /</li> <li>Core Knowledge:</li> <li>Principles of nutrition</li> <li>Diet and Good Health</li> <li>The science of cooking food</li> <li>Food spoilage</li> <li>Food provenance and food waste</li> <li>Cultures and cuisines</li> <li>Technological developments</li> <li>Factors affecting food choice</li> </ul>	<ul style="list-style-type: none"> <li>Theory of meat, fish, poultry and eggs: classification / nutrition / storage / food spoilage and food poisoning / science of cooking / processing / cooking methods</li> <li>Core Knowledge:</li> <li>Principles of nutrition</li> <li>Diet and Good Health</li> <li>The science of cooking food</li> <li>Food spoilage</li> <li>Food provenance and food waste</li> <li>Cultures and cuisines</li> <li>Technological developments</li> <li>Factors affecting food choice</li> </ul>	<ul style="list-style-type: none"> <li>Theory of fats and sugars: types / classification / provenance / science of fats / uses of fats / effect of heat / science of sugars / nutrition</li> <li>Core Knowledge:</li> <li>Principles of nutrition</li> <li>Diet and Good Health</li> <li>The science of cooking food</li> <li>Food spoilage</li> <li>Food provenance and food waste</li> <li>Cultures and cuisines</li> <li>Technological developments</li> <li>Factors affecting food choice</li> </ul>	<ul style="list-style-type: none"> <li>Theory of beans, nuts, seeds, soya, tofu and mycoprotein: types / nutrition / uses / technological developments</li> <li>Core Knowledge:</li> <li>Principles of nutrition</li> <li>Diet and Good Health</li> <li>The science of cooking food</li> <li>Food spoilage</li> <li>Food provenance and food waste</li> <li>Cultures and cuisines</li> <li>Technological developments</li> <li>Factors affecting food choice</li> </ul>
<b>End points</b>	<ul style="list-style-type: none"> <li>Students will have cooked at least three products linked to the commodity being studied.</li> <li>Pupils work books will contain core knowledge needed for this commodity.</li> <li>Completion of End of Unit test</li> </ul>	<ul style="list-style-type: none"> <li>Students will have cooked at least three products linked to the commodity being studied.</li> <li>Pupils work books will contain core knowledge needed for this commodity.</li> <li>Completion of End of Unit test</li> </ul>	<ul style="list-style-type: none"> <li>Students will have cooked at least three products linked to the commodity being studied.</li> <li>Pupils work books will contain core knowledge needed for this commodity.</li> <li>Completion of End of Unit test</li> </ul>	<ul style="list-style-type: none"> <li>Students will have cooked at least three products linked to the commodity being studied.</li> <li>Pupils work books will contain core knowledge needed for this commodity.</li> <li>Completion of End of Unit test</li> </ul>	<ul style="list-style-type: none"> <li>Students will have cooked at least three products linked to the commodity being studied.</li> <li>Pupils work books will contain core knowledge needed for this commodity.</li> <li>Completion of End of Unit test</li> <li>NEA1 mock</li> </ul>	<ul style="list-style-type: none"> <li>Students will have cooked at least three products linked to the commodity being studied.</li> <li>Pupils work books will contain core knowledge needed for this commodity.</li> <li>Completion of End of Unit test</li> <li>NEA2 mock</li> </ul>



# Curriculum Assessment Map: Year 10 GCSE Food

<p><b>Informal (formative) Assessment</b></p>	<ul style="list-style-type: none"> <li>• Practical assessments:</li> <li>• Knife skills</li> <li>• Curry</li> <li>• Soup</li> <li>• Fruit dessert</li> <li>• Verbal feedback</li> <li>• Written work checked using the literacy codes</li> <li>• Whole class feedback</li> <li>• GRIT</li> <li>• DIRT</li> </ul>	<ul style="list-style-type: none"> <li>• Practical assessments</li> <li>• Cheese cake</li> <li>• Macaroni Cheese / lasagne (gelatinisation)</li> <li>• Verbal feedback</li> <li>• Written work checked using the literacy codes</li> <li>• Whole class feedback</li> <li>• GRIT</li> <li>• DIRT</li> </ul>	<ul style="list-style-type: none"> <li>• Practical assessments</li> <li>• Fresh pasta</li> <li>• Rough puff pastry</li> <li>• Chelsea Buns</li> <li>• Verbal feedback</li> <li>• Written work checked using the literacy codes</li> <li>• Whole class feedback</li> <li>• GRIT</li> <li>• DIRT</li> </ul>	<ul style="list-style-type: none"> <li>• Practical assessments</li> <li>• Portioning a chicken</li> <li>• Verbal feedback</li> <li>• Written work checked using the literacy codes</li> <li>• Whole class feedback</li> <li>• GRIT</li> <li>• DIRT</li> </ul>	<ul style="list-style-type: none"> <li>• Practical assessments</li> <li>• Profiteroles (choux pastry)</li> <li>• NEA1 Sugar in cakes experiment</li> <li>• Verbal feedback</li> <li>• Written work checked using the literacy codes</li> <li>• Whole class feedback</li> <li>• GRIT</li> <li>• DIRT</li> </ul>	<ul style="list-style-type: none"> <li>• Practical assessments</li> <li>• Plant based street food</li> <li>• Verbal feedback</li> <li>• Written work checked using the literacy codes</li> <li>• Whole class feedback</li> <li>• GRIT</li> <li>• DIRT</li> </ul>
<p><b>Formal (summative) Assessment</b></p>	<ul style="list-style-type: none"> <li>• End of unit test</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit test</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit test</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit test</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit test</li> <li>• Mock NEA1</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit test</li> <li>• Mock NEA2</li> </ul>

*Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects*

## Curriculum Assessment Map: Year 11 GCSE Food

	<b>Autumn Term One</b>	<b>Autumn Term Two</b>	<b>Spring Term One</b>	<b>Spring Term Two</b>	<b>Summer Term One</b>	<b>Summer Term Two</b>
<b>Topic</b>	NEA1	NEA1 / NEA2	NEA2	NEA2 / Revision	Revision	
<b>Key Learning &amp; Skills</b>	<ul style="list-style-type: none"> <li>Pupils research the brief provided by the Exam board.</li> <li>Plan for NEA1 practical experiment.</li> <li>Create a hypothesis which they will test in the practical experiment.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of 3 hour practical exam testing 4 – 5 variables linked to NEA1 brief</li> <li>Introduction to NEA2</li> <li>Pupils begin research section, drawing information from a range of sources</li> <li>Trialling of design ideas</li> </ul>	<ul style="list-style-type: none"> <li>Completion of trial ideas with full evaluation</li> <li>Justification of final ideas, linked to detailed research and trialling and testing.</li> <li>Formulation of dovetailed time plan for NEA2 practical exam</li> </ul>	<ul style="list-style-type: none"> <li>Completion of 3 hour practical exam where pupils prepare and cook 3 products plus accompaniments where appropriate.</li> <li>Detailed evaluation using sensory analysis and customer feedback.</li> <li>Pupils submit all work.</li> <li>Revision on core knowledg, basic mixtures and recipes and commodities.</li> </ul>	<ul style="list-style-type: none"> <li>Core Knowledge:</li> <li>Principles of nutrition</li> <li>Diet and Good Health</li> <li>The science of cooking food</li> <li>Food spoilage</li> <li>Food provenance and food waste</li> <li>Cultures and cuisines</li> <li>Technological developments</li> <li>Factors affecting food choice</li> <li>Commodity revision</li> </ul>	
<b>End points</b>	<ul style="list-style-type: none"> <li>Fully completed research</li> <li>Basic plan for experiment</li> <li>Hypothesis</li> </ul>	<ul style="list-style-type: none"> <li>NEA 1 3 hour practical exam</li> <li>Testing of hypothesis and evaluation.</li> <li>Completed research from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>Trial ideas completed and evaluated</li> <li>Detailed dove tailed time plan ready for practical exam</li> </ul>	<ul style="list-style-type: none"> <li>NEA2 3 hour practical exam.</li> <li>Completed evaluation</li> <li>Full coursework submission</li> </ul>	Completion of GCSE written exam	
<b>Informal (formative) Assessment</b>	<ul style="list-style-type: none"> <li>Verbal feedback</li> <li>Written work checked using the literacy codes</li> <li>Whole class feedback</li> <li>GRIT</li> <li>DIRT</li> </ul>	<ul style="list-style-type: none"> <li>Verbal feedback</li> <li>Written work checked using the literacy codes</li> <li>Whole class feedback</li> <li>GRIT</li> <li>DIRT</li> </ul>	<ul style="list-style-type: none"> <li>Verbal feedback</li> <li>Written work checked using the literacy codes</li> <li>Whole class feedback</li> <li>GRIT</li> <li>DIRT</li> </ul>	<ul style="list-style-type: none"> <li>Verbal feedback</li> <li>Written work checked using the literacy codes</li> <li>Whole class feedback</li> <li>GRIT</li> <li>DIRT</li> </ul>	<ul style="list-style-type: none"> <li>Mock exam questions</li> <li>Revision tests</li> </ul>	
<b>Formal (summative) Assessment</b>	<ul style="list-style-type: none"> <li>NEA1 15% of GCSE</li> </ul>	<ul style="list-style-type: none"> <li>NEA1 Practical Exam</li> <li>NEA1 Coursework Grade marked using the EDUQAS assessment criteria</li> <li>Year 11 Mock Exam</li> </ul>	<ul style="list-style-type: none"> <li>NEA2 35%</li> </ul>	<ul style="list-style-type: none"> <li>NEA2 Practical Exam marked using the EDUQAS mark sheet for practical work</li> <li>NEA2 Coursework Grade using the EDUQAS assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>GCSE Exam 50%</li> </ul>	

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