

Year 10	Autumn 1	How can we make healthy food choices? What macronutrients and micronutrients does our body need to function? How do we make informed choices for a varied and balanced diet? What are the different groups within the Eatwell guide? How can we meet the Recommended Intake (RI) values?
	Autumn 2	How can we have good nutrition with food choices and prepare safe food? How do we make sure our food choices give our bodies the energy it needs? How do we carry out a nutritional analysis on our food choices? What impact does microorganisms and enzymes have on food? What are the signs of food spoilage? How can we produce food that is safe to consume?
	Spring 1	What are the principles of food safety? How does bacteria contaminate our food and how can we prevent this? How can we safely buy, store, prepare, cook and serve food? Why is food cooked and how is heat transferred to food? How do we select appropriate cooking methods for the food we prepare? What are the functional and chemical properties of food?
	Spring 2	How can we use the properties of ingredients to produce food products? What are the functional and chemical properties of carbohydrates? What are the scientific principles of fats and oils? What is enzymic browning and oxidation? What are the types and roles of raising agents in food preparation?
	Summer 1	What has an impact on our food choices? What factors influence our food choices? How do different religions, cultures, ethical and moral beliefs impact on food choices? How do allergies and intolerances impact on our food choices? How is information about ingredients and nutrition made available to consumers? What are the distinctive features and characteristics of cooking different cuisines? How do we use sensory testing methods to evaluate food?
	Summer 2	Where do our foods and ingredients come from? Where and how are ingredients grown, reared and caught? What are the environmental issues associated with food? What is the impact of food and food security on local and global markets and communities? What are the primary and secondary stages of food processing and production? How does the processing of food affect the sensory and nutritional properties of ingredients? How do technological developments support better health in food production?
Year 11	Autumn 1	NEA 1 – How do we conduct a food investigation? What are the functions of different ingredients? How can we test and compare foods when they are combined? How to research, plan and carry out an investigation into the working characteristics, functional and chemical properties of ingredients. How do I develop research skills to gather and use primary and secondary sources of information? What do I do to develop analysis and evaluation skills and explain how findings will influence practical investigations? How can I write a hypothesis or prediction based upon research findings? What steps do I need to take to plan relevant and appropriate practical investigations referring to research findings and hypothesis? What do I do to carry out a range of practical investigations into the working characteristics, functional and chemical properties of ingredients as identified in research findings? How can I identify essential controls when carrying out a food investigation? How can I display my findings from practical investigation? What do we do to analyse and interpret the results of investigative work? How can I link the results to research explaining the working characteristics, functional and chemical properties of ingredients tested? What is the best way to write a conclusion to the hypothesis/prediction with reasons and justifications? How can I explain how results can be applied into practical food preparation and cooking?
	Autumn 2	
	Spring 1	
		NEA 2 – What is a food practical? How can we deliver food products to meet the need for a given food context? What are the nutritional needs of different groups? What are the skills we can include to deliver a complex food product, demonstrating our practical skills? What is a sensory evaluation? How do we evaluate a food product using the different sensory analyses? 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 Prepare, cook and serve three dishes in a three- hour session. Analyse and evaluate final menu.
	Spring 2	How do I prepare for my food preparation and nutrition exam? How can I make sure I am revising effectively for this subject? How do I memorise and recall knowledge I need for the exam? How do I maximise marks in this subject's exam? What are the gaps in my knowledge and how can I address them? How do I approach exam questions in this subject to ensure I reach the highest grade?
	Summer 1	
	Summer 2	
		Exams