

CoDA Curriculum – Design + Innovation Food & Cookery (NCFE Technical Award)



Improving the life chances of all students

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10	Content area 3. Food groups, key nutrients and a balanced diet 3.1 Food groups 3.2 The components of a balanced diet 3.2.1 Proportions of the food groups 3.2.2 UK government healthy eating tips 3.3 Nutrients 3.3.1 Sources and functions of macronutrients	Content area 3. Food groups, key nutrients and a balanced diet 3.3.2 Sources and functions of micronutrients 3.3.3 Sources and functions of minerals 3.3.4 Sources and functions of water 3.4 Nutrient imbalances 3.5 Fibre 3.6 Nutritional requirements for different groups of people	Content area 3. Food groups, key nutrients and a balanced diet 3.7 Food-related health conditions 3.7.1 Health conditions 3.7.2 Intolerances 3.7.3 Allergies 3.8 Nutritional information on food labels	Content area 1. Health and safety relating to food, nutrition and the cooking environment 1.1 Safe and hygienic working practices relating to the individual and the cooking environment 1.2 Potential hazards and risks in the cooking environment 1.3 Hazard Analysis and Critical Control Point (HACCP) 1.4 Minimising risk in the cooking environment 1.5 Safe and hygienic working practices when using cooking equipment and utensils	Content area 2. Food legislation and food provenance 2.1 The Food Standards Agency and food safety legislation 2.2 Food provenance 2.2.1 Grown 2.2.2 Reared 2.2.3 Caught 2.3 Food transportation 2.4 Food processing 2.4.1 Why food is processed 2.4.2 Advantages of processed food 2.4.3 Disadvantages of processed food 2.5 Food manufacturing 2.5.1 Why food is manufactured 2.5.2 Advantages of manufactured food 2.5.3 Disadvantages of manufactured food	Content area 4. Factors affecting food choice 4.1 Social factors 4.2 Environmental factors 4.3 Seasonality
	Practical tasks 5. Food preparation, cooking skills and techniques 5.1 Key stages and the purpose of a recipe 5.2 The characteristics and function of ingredients 5.3 Preparation skills 5.4 Cooking techniques and skills 5.5 Presentation skills to include garnishing and decoration A range of selected practical tasks, usually weekly, to enable students to practise and demonstrate the range of skills and techniques required by the GCSE. These include (but not limited to): knife skills, presentation techniques , weighing and measuring, testing for readiness, use of equipment (eg blender, pasta machine, food processor), use of different cooking methods, rolling out, shaping, coating, sauce making, dough making (eg bread, pasta, pastry), use of various raising agents, setting mixtures. Students will initially be given ingredients lists to supply their own ingredients. As the year progresses, students are expected to be increasingly independent and source (with guidance) their own recipes to fit the topics being studied.					

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Y11	6. Recipe amendment, development, and evaluation 6.1 Recipe amendment 6.1.1 Amending and developing recipes 6.2 Evaluating completed dishes	7. Menu and action planning for completed dishes 7.1 Interpreting a customer brief 7.2 Menu planning 7.3 Action planning 7.4 Evaluating the planning and outcome of completed dishes against the requirements of a customer brief	NEA tasks – (16.5 hours – 5.5 weeks) An internal synoptic project which will assess the knowledge and understanding from across the qualification. The maximum mark for this assessment is 96. This is a mixture of written work and practical tasks. These could include being asked to plan, prepare, and cook a number of dishes, as well as providing the relevant nutritional information linked to each dish.	Completion of NEA and Exam Preparation Revision of all topics studied in year 10 to include any gaps in knowledge. Pupils will use a variety of revision techniques including online tools, quizzes, demonstrations and past papers.	Exam Preparation and Final written exam (100 marks). 1h30m written exam. A mixture of multiple choice questions, short and long answers, 86 marks.	

Students will be taught to...
<ul style="list-style-type: none"> demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment develop knowledge and understanding of the functional properties as well as the nutritional content of food and drinks understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

Students will be taught and assessed on their ability to...	
AO1	Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
AO2	Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.
AO3	Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.
AO4	Demonstrate and apply relevant technical skills, techniques and processes The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector by applying the appropriate processes, tools and techniques.
AO5	Analyse and evaluate the demonstration of relevant technical skills, techniques and processes The emphasis here is for learners to analyse and evaluate the essential technical skills, processes, tools and techniques relevant to the vocational sector