Topic: Non-Examined Assessment 1- Food Science Investigation		Duration: 13 lessons	Composite: NEA
Key vocabulary:	**Core knowledge Components**	**Powerful knowledge components crucial to commit to long term memory**	**Links to previous and future topics**
Hygiene Safety Experiment Variables Independent variable Dependent variable Control variable Hypothesis Investigation Testing Sensory analysis Munsell chart Anomalies Data Conclusion Food science	• Recall the food science knowledge from prior learning- coagulation, leavening, gelatinisation, caramelisation, Dextrinisation, heat transfer, raising agents, use of microbes in foods and shortening. • Analysis the brief- examine the food science terminology within the brief. • Understand the difference between primary and secondary research- use primary and secondary research to gather relevant information related to the task. • Produce a realistic hypothesis to suit the brief. • To plan a scientific investigation- exploring ways in which the success of a product can be tested. • Define the term variable- describe the difference between independent variables, dependant variables and a control variable. • Complete a food science investigation with a selection of variables informed by research. • Complete a variety of testing throughout the investigation including sensory analysis testing. • Understand the importance of consistency when producing variables to reduce the risk of human error and anomalies. • Present data in a variety of formats- interpretation of data. • Use sensory analysis terms to describe the organoleptic properties of the variables. • Use data to drawn conclusions and examine the finding of the experiment- compare finding to hypothesises. • Reflect upon the conduct of the investigation and examine how results may have been influenced. • Use a variety of sources to back up the information with the investigation. • Produce an investigation that is clear, easy to follow and uses a variety of formats to present data. • Ensure you have answered the question	• Understand the importance of hygiene and safety in food science investigation. • Demonstrate an understanding of food science through the planning and research of the task. • Provide a detailed understanding of the chemical properties of ingredients in cooking, through the completion of an experiment. • Work successful to a plan informed by your research. • Produce a detailed evaluation of the findings for the investigation.	Food Science modules in year 10 and 9. Mock NEA 1 in Year 9 and 10.

Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability via:
Pupils will have to interpret the task from the exam board, picking out key vocab and analysing there meaning. Pupils will have to research from a variety of course, interpret and pick out the key	Pupils will be required to vocalise the planning of there experiment to their teacher.	Pupils will be required to produce a 1000- 1500 report outlining the finding of their investigation.	Pupils encouraged to worked as independently as possible throughout their NEA. Pupils are to complete three investigations for which they are reflective on the previous investigation.	Teamwork, leadership, collaboration, time management, independent and group problem solving. Pupils will work towards and maintain a routine that helps them produce a food product hygienically and safely.

information and collect this information into research.				

SEND

The following statements outline how the curriculum is planned to benefit SEND learners:

Pupils have been provided with an open activity as pupils experiments are self-lead through ensuring learner buy in.
NEA 1 is an opportunity for retrieval practical as it is building upon the prior knowledge of food science, pupils have also completed a Mock NEA 1 so therefore will be with the requirements and layout.
Pupil will be word processing their work, supporting accessibility.
NEA 1 is scaffolded with over learning as each section leads onto the next.
Pupil can visually see the outcomes and the effect of variables, allowing them to talk about first-hand experiences in their conclusion.