

Scheme of work: Year 10

This scheme of learning has been developed for Year 10 students studying our GCSE Food Preparation and Nutrition (8585). It is a practical and creative course which focuses on giving students the necessary skills and subject knowledge to provide the foundation for the NEA and final examination in year 11. This scheme of work is intended to be a flexible course covering 40 lessons (2 single or 1 double lesson per week) in year 10. You can easily adapt the course to meet individual schools curriculum requirements.

The recipe suggestions for practical activities are examples only and may be substituted to meet the individual needs of different schools and their students. We anticipate that schools with one hour lessons will need to adapt the content or extend over additional sessions. Reference is made to the resources in the AQA approved Hodder and Illuminate textbooks produced for this specification, and although they are helpful resources, it is not necessary to purchase the books to successfully deliver the course.

Topics and themes

- 1. Food, nutrition and health
- 2. Food science
- 3. Food safety
- 4. Food choice
- 5. Food provenance

Food preparation skills

The food preparation skills have been integrated throughout the scheme of work and linked where appropriate to the subject content. Students must be taught how and when to use different food preparation skills to achieve a range of different outcomes.

There are recipe suggestions included as suitable examples, but the choice of recipes to demonstrate the skills will be at the discretion of the individual school.

The skills include:

1. General practical skills including: weighing, measuring, preparing ingredients and equipment, correct cooking times, testing for readiness and sensory testing.

2. Knife skills including: fruit, vegetables, meat fish or alternatives.

- 3. Preparing fruit and vegetables.
- 4. Using the cooker including: the hob, grill and oven.

5. Use of equipment including: blenders, food processors, mixers, pasta machines and microwave ovens.

6. Cooking methods including: steaming, boiling, simmering, blanching, poaching and frying.

- 7. Techniques to prepare, cook and combine different ingredients.
- 8. Sauce making including: starch based, reduction and emulsions.
- 9. Tenderising and marinating different ingredients.
- 10. Making dough including: bread, pastry and pasta.
- 11. Use of raising agents including: eggs, chemical, steam and biological.
- 12. Setting of mixtures through use of heat and egg protein.

Prior knowledge at KS3

Pupils will build upon prior learning from National Curriculum Design and Technology and, in particular, the subject content of cooking and nutrition. They will enhance their knowledge and understanding of what constitutes a healthy, balanced diet and good nutrition. This includes the Eatwell Guide, energy balance and the role of nutrients in a balanced diet. Before the start of the course they should already have developed a range of different practical skills and made a repertoire of predominantly savoury products which meet current guidelines for healthy eating. Food hygiene and safety is to be taught as an integral part of every lesson when preparing, cooking and serving foods.

Teachers have the flexibility of specifying an individual recipe for a whole class to make or giving restricted choice from a selection of one or more of the recipes from the suggested range of practical outcomes listed. All the activities and lessons can be easily adapted to cater for different dietary needs, reduce costs and timings. There will be opportunities for demonstrations, paired work and small group work if and when appropriate.

Food Preparation and Nutrition

Learning objective	Learning activity :	Differentiation and extension	Resources
Lesson 1a Features of the course. The 12 practical skills. Course specification. Course assessment. The food Investigation. The food preparation task. The final examination.	Introduction to the course and outline of the course. Outline of the specification at a glance. • Outline of the 12 main skills. • Outline of how the course is assessed. Introduction to NEA: • Food investigation (15%) • Food preparation Task (35%) • Final examination (50%).		Teacher presentation of course and all materials available.Questioning and answering and hyperlinks of resources made available for students.Publisher resources.Students to record target levels for course.Text books or e- text books issued with logins or numbers recorded.SpecificationCourse companion guideAQA Skills checklistAQA Assessment materialsIlluminate resourcesHodder resources

Learning objective	Learning activity	Differentiation and extension	Resources
Lesson 1b Students will learn: To understand the importance of eating a variety of different foods from the Eatwell Guide.	Eatwell Guide Presentation BNF PowerPoint on recommendations of the Eatwell Guide 2016. • Explain what's changed • Identify the	Differentiation through effective questioning techniques. BNF Micro Nutrients Differentiated recipe ideas with varying degrees	Eatwell Guide BNF Eatwell Guide 2016 Illuminate or Hodder text books and digital bundles. Menu template
To understand the importance of eating the correct proportions of each section of the guide for a healthy balanced diet.	main sections in the guide Discuss the key messages from the guide Main Activity Plan a day's meals for a teenager based upon the advice of	of complexity and challenge. Explanation of assessment criteria and how it will influence choice of dish: Differentiation of skills and outcomes in	BBC Good Food Recipes Possible recipes Ideas: Spaghetti Bolognaise Fajitas Chili
To plan a suitable savoury meal for a teenager that meets all the advice of the Eatwell guide.	the Eatwell Guide. From the chosen menu, plan and make a nutritionally balanced savoury meal or lunch dish which will appeal to a teenager.	recipes. Complex skill (highest mark band) Medium Skill (middle mark band)	Risotto Jambalaya, Homemade soup/ bread
To justify choice of dish and explain how it meets current dietary guidelines for healthy eating. To test knowledge and understanding of Eatwell Guide	 The dish must: contain foods from all the main sections of the Eatwell Guide include starchy carb- ohydrates, protein, fruit and vegetables, 	Basic Skill (Low mark band) Differentiated questions and style of questioning in test your knowledge.	Test your knowledge practice questions: <u>Illuminate</u> <u>resources</u> <u>Hodder resources</u>

through use of practice questions.	dairy and lower fat alternatives • reflect the recommended proportions for each section	
	 demonstrate different technical skills 	
	 be suitable for preparing, cooking and serving up in a given time during the next practical lesson. 	
	Plenary	
	Selection of recipe, student presentation and explanation of how choice of dish meets Eatwell Guide recommendations. Identification of skills.	
	Homework	
	Test your knowledge and understanding of the Eatwell Guide.	
	Stretch and Challenge	
	Individual use of BNF PowerPoint and textbook to create a visual mind map or set of flash cards to summarise the new advice on the Eatwell Guide about the	

	importance of healthy food choices and a balanced diet.		
Lesson 2a and b	Eatwell Guide -	Differentiation	BBC Good Food
Students will	Practical 1	Chicken Fajitas.	<u>Recipes</u>
learn:	Savoury dish which meets Eatwell	Complex	Recipes
To prepare, cook	guidelines and	Chicken, de- boned.	Lesson
and serve a	demonstrates skill.	marinated, meat	PowerPoint with
healthy savoury	Starter Activity	and vegetables	risk assessment
product suitable	Questioning for	prepared	and hygiene and
for a teenager.	learning: recap what	correctly and	safety instructions
To showcase a	makes a successful	cooked with	Instruction cards
range of technical	practical lesson?	precision. Served	for setting up for
skills when preparing and	Outline of assessment criteria	on homemade flatbread with a	practical work
cooking a suitable	for practical work	range of	Online Classroom
savoury dish.	and technical	homemade	Stopwatch
(S1, S2, S3, S4,	challenge.	sauce and	Ingredients, trays
S5, S6, S7 and	Main Activity	accompaniments	and room and
S9)	Students create,	eg salsa,	equipment set up
To demonstrate	prepare, cook and	guacamole and salad. All	for practical
and apply the	serve a healthy	technical skills	activities.
principles of food	savoury dish that will	and processes	Instruction cards
safety and	appeal to teenagers	executed and	for tidying away
hygiene when cooking.	and meet the guidelines on new	fajitas presented	for practical work
-	Eatwell Guide.	to an excellent	Sensory word
To demonstrate a		standard. Meets	bank and chart to
good working routine in the	There will be an opportunity to	all sections of Eatwell guide.	carry out sensory
food room.	showcase different		testing of dishes
	food preparation	Medium	made in terms of
To explain how the dish meets	skills, technical	Chicken	appearance, taste, consistency and
the requirements	challenges to 3	marinated and	smell. (Hodder
of the new	different levels of	seasoned. Meat	book)
Eatwell Guide.	demand.	and vegetables	Assessment
To understand	Complex skill:	prepared and cooked to a good	Criteria for
why sensory	(Highest mark	standard and	practical work
testing is carried	band) Student	served with	Camera and
out and	demonstrates the execution	tortilla wrap and	names for
experiment with	of skills and	served with a	photographing
different types of	technical	suitable	work if necessary.
sensory tests.	processes to	dip/accompanim	

To use a word bank and tasting chart to carry out sensory testing.	an excellent standard. Medium demand: (Middle mark band) Student demonstrates the execution of skills and processes to a good standard. Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard. Student activity and discussion: Nhy do we carry out sensory evaluations of foods? How to set up sensory analysis. Sensory evaluation of meal. Use of tasting chart and word bank for sensory testing. Stretch and Challenge Explain how your dish and the ingredients meet the advice given on the new Eatwell plate	ent. All skills and processes executed effectively and fajitas presented to good standard. Meets most sections of Eatwell Guide. Basic Chicken and vegetables are prepared and cooked to a basic standard. Use of readymade sauce or Fajita kit used and no accompaniments . Skills, processes and presentation are basic and meet some of the Eatwell Guide sections.	Illuminate and Hodder Textbooks or digital bundles.
	new Eatwell plate guidelines. (10 Marks) Plenary		

	Celebration display and teacher assessment and feedback on outcomes. Completion of lesson log and skills audit. Homework: Read protein chapter in textbook or student e- book.		
Lesson 3a Students will learn the: definition of protein functions of protein in the body main sources of protein in the diet effects of a deficiency or excess of protein in the diet amount of protein needed at different life stages.	Introduction to Protein Starter Activity BNF link to protein video. Presentation and class discussion: • What is protein? • Why are proteins important? • functions of protein in the diet • sources of proteins • high biological value proteins • low biological value proteins • protein alternatives • protein complementat ion • effects of deficiency and	Differentiation Range of visual resources and animations to show the essential subject knowledge on proteins. Necklace to explain amino acid chain. Key words and definitions in Illuminate and Hodder textbooks Differentiated questions in the practice your knowledge and understanding section of textbooks. This practical task may be changed to	Resources Illuminate and Hodder textbooks and digital bundles. BNF Macronutrients PPT BNF Proteins PowerPoint on proteins. Practice questions to test students' knowledge and understanding of proteins. Quorn BBC Good Food Recipes Recipes for a: • fish pie • shepherd's pie • cottage pie • vegetarian shepherd's pie

	excess protein	include other	 chicken,
	in the diet.	savoury HBV and	leek and
	Test your knowledge	LBV protein	potato pie.
	/practice questions.	recipes and	potato pic.
	practice questions.	adapted easily.	
	Plan for practical	(The recipe ideas	
	activity next lesson:	are intended as	Explore Food BNF
		a suggestion	<u>Nutritional</u>
	 adults need 	only. Any other	<u>analysis</u>
	between 45	recipes can be	
	and 55 grams	used as an	
	of protein per	alternative to	
	day.	meet different	
	 plan and 	schools lesson	
Lesson 3b	make a dish	times, individual	
	that contains	circumstances,	
Students will	both HBV and	dietary and	
learn:	LBV sources	cultural needs.)	Resources
to demonstrate	of protein and	·····,	Illuminate and
and apply	provides an		Hodder textbooks
knowledge and	adult with		
understanding of	between 15-		and digital
the Eatwell Guide	18 grams of		bundles.
and its	protein per		BBC Good Food
proportions.	portion.		Recipes
	Recipe ideas	Differentiation	
To select a	include	Range of visual	Teacher
suitable savoury	traditional	resources and	demonstration set
dish which	fish, cottage	animations to	up including all
contains both	or shepherd's	show the	ingredients and
HBV and LBV	•		equipment.
protein sources.	pie.	essential subject	Recipes available
Te describe the	Stretch and	knowledge on	for a:
To describe the	Challenge	proteins.	ισι α.
effect of heat on a		Key words and	 fish pie
range of different	Use BNF website or	definitions in	e chanhard's
protein foods.	other nutritional	Illuminate and	 shepherd's
To research the	profile website to	Hodder Text	pie
health benefits of	work out how much	books	 cottage pie
a range of	protein there is in		<u> </u>
alternative	the recipe.	Differentiation	 vegetarian
protein foods	How could this recipe	through effective	shepherd's
including:	be adapted for: lacto	questioning	pie
	vegetarian, vegan	techniques	 chicken,
• soya	and coeliac diets?	during	leek and
 mycoprot- 		demonstration	potato pie.
ein eg		using Bloom's	Perero pier
ciireg		<u> </u>	

Quorn		taxonomy.	a any athen
Quorn • quinoa.	 Protein Starter questions: What sections of the Eatwell Guide are in a fish pie? Why is fish pie such an excellent source of protein? What other nutrients are 	The practical activity may be changed and adapted easily. The recipe ideas are intended as a suggestion only. Any other recipes can easily be used as an alternative to meet different schools lesson times, individual circumstances, dietary and cultural needs.	 any other HBV protein main meal. Quorn Health benefits of soya beans Health benefits Quinoa
	in a fish pie? Teacher demonstration HBV protein dish of choice eg traditional fish pie, cottage or shepherd's pie which contains both HBV and LBV sources protein and provides an adult with between 15–18 grams of protein per portion. Class discussion What happens to the protein in the following foods on heating? • meat and fish • eggs • flour • milk	Recipe could be a high protein light lunch snack if time limited in lesson. Differentiation of skills and outcomes in recipes. Differentiated research tasks on protein alternatives.	

	• cheese. Student Activity Research the following protein alternatives:		
	 soya beans 		
	 mycoprotein eg Quorn 		
	• quinoa.		
	Find out about each ingredient, its health benefits, nutritional profile and recipe ideas. Produce a fact file on each ingredient.		
	Homework		
	Bring in the recipe, ingredients and a serving dish for HBV protein dish. Calculate how much it has cost to make and how many it will serve.		
Lesson 4a and b Students will learn: To prepare, cook and serve a savoury dish which contains	Practical 2 - HBV and LBV protein dish. Starter Activity Questioning for learning: recap what makes a successful practical lesson?	Differentiation Fish pie. Complex: Fish filleted and all bones removed with no excess waste, fish and vegetables	Resources BBC Good Food Recipes Online Classroom Stopwatch
both HBV and LBV proteins and meets Eatwell guidelines for a healthy diet. To showcase a	Outline of assessment criteria for practical work and technical challenge.	prepared correctly and cooked with precision. Homemade sauce and potato	Lesson power point with risk assessment and hygiene and safety instructions
range of technical skills when	Main Activity Practical lesson.	mashed and piped on top. All technical skills	Instruction cards for setting up and

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preparing and cooking a suitable	Students create,	and processes executed and	tidying away for practical work
savoury dish.	prepare, cook and	fish pie	
(S1, S2, S4, S5,	serve a savoury dish	presented to an	Ingredients trays and room and
S6, S8 & S12)	containing good sources of both HBV	excellent	
To demonstrate		standard. Meets	equipment set up
	and LBV proteins, meets Eatwell	all sections of	for practical activities.
and apply the		Eatwell guide.	activities.
principles of food safety and	guidelines and demonstrates range	Medium: Skin	Assessment
hygiene when	of different skills.	removed from a	Criteria for
cooking.	of unterent skills.	filleted fish with	practical work
COOKING.	There will be the	some waste. Fish	Lantons or printed
To demonstrate a	opportunity to		Laptops or printed
good working	showcase different	and vegetables prepared and	nutritional profiles of recipes.
routine in the	food preparation	cooked to a good	or recipes.
food room.	skills, technical	standard and	Explore Food BNF
To develop skills	challenges to 3	served in a	Nutritional
in garnishing,	different levels of	homemade	<u>analysis</u>
finishing and	demand.	sauce with	Comore and
presentation of	Complex skill:	mashed potato	Camera and names for
dishes.	(Highest mark	topping. All skills	
	band) Student	and processes	photographing
To analyse the	demonstrates	executed	work if necessary.
protein content of	the execution	effectively and	Lesson Logs and
the dish and how	of skills and	fish pie	skills checklists.
effectively it	technical	presented to	Illuminate and
meets 1/3 of the	processes to	good standard.	Hodder Textbooks
DRV's for an	an excellent	Pie meets most	or digital bundles.
adult.	standard.	sections of	or algital ballates.
		Eatwell guide.	
	Medium	-	
	demand:	Basic :	
	(Middle Mark	Use of pre	
	Band) Student	filleted fish. Fish	
	demonstrates	and vegetables	
	the execution	are prepared	
	of skills and	and cooked to a	
	processes to a	basic standard.	
	good	Use of ready	
	standard.	made sauce and	
		basic potato	
	 Basic (lowest 	topping. Skills,	
	mark band)	processes and	
	Student	presentation are	
	demonstrates	fairly basic and	
	the technical	dish meet some	

	skill and	of Eatwell guide	
	processes to a basic standard.	sections.	
	Plenary		
	1. Nutritional analysis of dish and evaluation of protein content.		
	2. Costing of ingredients.		
	3. Portion size.		
	Stretch and Challenge Explain how your dish and ingredients would be a suitable choice of meal for a family of 4 with two teenage children. (10 marks)		
	Celebration display and teacher assessment and feedback on outcomes. Completion of lesson log and skills audit.		
	Homework		
	Read through carbohydrate chapter in textbook or student e- book.		
Lesson 5a	Carbohydrates	Differentiation	Resources
Students will learn:	Starter BNF link to carbohydrate video.	Range of visual resources and	<u>BNF</u> <u>Carbohydrates</u>
The definition of carbohydrate.	Presentation power point, food display and class discussion on carbohydrates:	animations to show the essential subject knowledge on	Government
The functions of carbohydrate in	 What is carbohydrate? 	Carbohydrates. Key words and	report on carbohydrates and

the diet. The main sources of carbohydrate. The effects of deficiency and excess of carbohydrate in diet.	 What are the functions of carbohydrate in the diet? What are the main sources of carbohydrate in the diet? sugar, free sugars and hidden sugar 	definitions in Illuminate and Hodder textbooks. Display of sugar foods or photographs with amounts listed.	health (Scientific Advisory Committee on Nutrition 2015) Power point on proteins. BBC News Sugar Report
The amount of carbohydrate needed for everyday life. The importance of reducing the amount of free sugars in our diets today	 sugar alternatives. starches and non-starch polysaccharid es(NSP) effects of a deficiency in carbohydrate effects of excess carbohydrates in diet. Test your knowledge or practice questions on carbohydrates. Stretch and 	Illuminate and Hodder differentiated practice questions on carbohydrates to test your knowledge. The Guardian sugar quiz	Practice questions to test students' knowledge and understanding of carbohydrates. The Guardian sugar quiz Making sense of sugar quiz
Lesson 5b Students will learn: • the definition of dietary fibre • the	Challenge Watch the BBC News report 'Can you be trusted to eat less sugar?' and answer the following question: Free sugars should be no more than 5% of our total carbohydrate intake per day. This is	Range of visual resources and animations to show the essential subject knowledge on proteins. Key words and definitions in	Resources Illuminate and Hodder textbooks

functions of dietary fibre the different types of dietary fibre	approximately 30gms (6 teaspoons per day) for teenagers and adults. Explain what advice you would give to	Illuminate and Hodder Text books Differentiation Effective questioning techniques	and digital bundles. Display or photograph of high fibre foods. BNF Fibre and Water
 the effect of excess and deficiency of dietary the dietary reference values for fibre. how to modify an existing recipe to reduce the amount of free sugar in the recipe and/or increase the amount of dietary fibre in the recipe. 	teenagers about their sugar intake and suggest ways they can reduce their sugar consumption. (8 marks) Homework activity Find out how much sugar there is per serving in the following foods and drinks: breakfast cereal, fruit yoghurt, coca cola, mars bar, biscuits, cakes and any other convenience foods in your food cupboard or fridge at home. Dietary Fibre Starter Activity Presentation, food display and class discussion on dietary fibre: • What is dietary fibre? • What are the functions of dietary fibre in the diet? • What are the main sources of dietary fibre in the diet?	during demonstration using Bloom's taxonomy. The practical activity may be changed and adapted easily. The recipe ideas are intended as a suggestion only. Any other recipes can easily be used as an alternative to meet different schools lesson times, individual circumstances, dietary and cultural needs. Differentiation of skills and outcomes in recipes.	BBC Good Food Recipes Possible Practical outcomes: Bramley Apple Cake Rhubarb Crumble Slice Blackcurrant Bakewell Lightly Spiced Carrot Cake Summer Fruit Squares Baked Blueberry Bites. Any other recipe of choice for muffin, cake or tray bake. BNF Nutritional Analysis (Explore Food)

 effects of a deficiency in dietary fibre. 	
 effects of excess dietary fibre in diet. 	
 ways to increase the fibre in your diet. 	
Teacher Demonstration: lightly spiced carrot cakes or savoury muffins.	
Practical Activity: Find a recipe for a muffin, tray bake or cake that you could adapt to increase the fibre and reduce the sugar. Explain how you have adapted your recipe to reduce the sugar and increase the dietary fibre.	
Stretch and Challenge	
Calculate the fibre and sugar content of the recipe using the BNF nutritional programme - explore food.	
Homework	
Bring in all ingredients and a serving dish for practical lesson next week.	

Carbohydrates	Starter Activity	Differentiation	Resources
Lesson 6a and b	What makes a	Cake Making	DDC Cood Food
Increased dietary	successful practical	adaptations.	BBC Good Food
fibre and reduced	lesson? Outline of		<u>Recipes</u>
sugar practical.	assessment criteria	Complex	Online Classroom
Students will	for practical work	Prepare and	<u>Stopwatch</u>
learn:	and technical	bake a	Stopwaten
	challenge.	challenging cake	Lesson power
To prepare, cook	5	mixture with	point with risk
and serve muffin,	Main Activity	skill, accuracy	assessment and
tray bake or cake	Practical lesson.	and precision.	hygiene and
that has been		The cake has	safety instructions
adapted to reduce	Students create,	been cooked for	Instruction cards
the sugar and	prepare, cook and	the correct time	for setting up and
increase the fibre.	serve muffin, tray	and has risen	tidying away for
To showcase a	bake or cake that has	well. All	
range of technical	been adapted to	technical skills	practical work
skills when	reduce the sugar and	and processes	Ingredients trays
preparing and	increase the fibre.	executed	and room and
cooking a suitable	There will be the	effectively and	equipment set up
dish.	opportunity to	the cake has	for practical
(S1, S2, S3, S4,	showcase different	been effectively	activities.
S5, S11 and S12)	food preparation	presented and	Assessment
	skills, technical	served to a very	Criteria for
To demonstrate	challenges to 3	high standard.	practical work
and apply the	different levels of	The sugar	practical work
principles of food	demand.	content of the	Laptops or printed
safety and		cake has been	nutritional profiles
hygiene when	Complex skill:	reduced and the	of recipes.
cooking.	(Highest mark	fibre increased.	
To demonstrate a	band) Student		Explore Food BNF
good working	demonstrates	Medium	Nutritional
routine in the	the execution	Prepare and	<u>analysis</u>
food room.	of skills and	bake a cake	Camera and
	technical	mixture with	names for
To develop skills	processes to	some skill and	photographing
in garnishing,	an excellent	accuracy. The	work if necessary.
finishing and	standard.	cake has been	
presentation of	Medium	taken out of	Lesson Logs and
dishes.	demand:	oven at the	skills checklists.
To analyse the	(Middle Mark	correct time and	Illuminate and
sugar and fibre	Band)	has risen fairly	Hodder Textbooks
content of the	Student	well. Most	or digital bundles.
dish and explain	demonstrates	technical skills	
how it has been	the execution	and processes	
now it has been	the execution	anu processes	

reduced.	of skills and	have been	
	processes to a good	executed effectively and	
	standard.	cake has	
	Basic (lowest	presented and served to a good	
	mark band) Student	standard. The	
	demonstrates	sugar content of cake or fibre	
	the technical skill and	content has	
	processes to a	improved slightly.	
	basic standard.	Basic	
	Plenary	A basic cake	
	1. Nutritional	mixture has	
	analysis of dish and	been made using a simple range	
	evaluation of fibre and sugar content of	of ingredients.	
	dish.	The cake has been made and	
	2. How many grams	decorated to a	
	of sugar per portion?	basic standard, demonstrate	
	3. How many grams of fibre per portion?	limited technical skill and no	
	Stretch and	changes to adapt	
	challenge: Explain why you consider	sugar or fibre.	
	your dish and		
	ingredients to be a suitable choice for a		
	person trying to		
	reduce the amount of sugar and		
	increase the amount		
	of fibre in their diet (10 marks).		
	Plenary		
	Celebration display		
	and teacher		
	assessment and feedback on		
	outcomes.		
	Completion of lesson		

log and skills audit. Homework	
Read through fats chapter in textbook or student e- book.	

Lesson 7a - Fats	Fats in the diet	Differentiation	Resources
Lesson 7a - Fats Students will learn: The definition of Fat. The functions of fat in the diet. The main sources of fat in the diet. The effects of deficiency and excess of fat in diet. The amount of fat needed for everyday life. The importance of reducing the amount of saturated fat in our diets today The ingredients and methods to prepare and cook a savoury flan or quiche with a short crust pastry base. The ability of fat to shorten foods such as pastries.	Fats in the diet Starter BNF link to fat video or flora healthy eating quiz. Presentation Power point, food display and class discussion on fats: • What is fat? • What are the functions of fat in the diet? • Saturated and saturated fats • Cholesterol • Effects of a deficiency in fat • Effects of fat in diet • Advice on reducing the amount of fat in our diets. Practice questions and test your knowledge. 1. Describe 3 functions of fat in the diet (3 marks). 2. Explain the main differences between saturated fats. (4 marks). 3. Why is a diet too	Differentiation Range of visual resources and animations to show the essential subject knowledge on fats. Key words and definitions in Illuminate and Hodder textbooks. Display of high fat foods or photographs with amounts listed. Illuminate and Hodder differentiated practice questions on fats to test your knowledge.	Resources Illuminate and Hodder textbooks and digital bundles. Display or photographs of high fat foods. BNF Fats Flora Healthy Eating Quiz BBC Good Food Recipes Possible Practical outcomes: Savoury flan Quiche Mediterranean tart Demonstration set up BNF Nutritional Analysis (Explore Food)

Lesson 7b Students will learn: The definition of shortening and understand the effect of using different fats to shorten pastry. Write a hypothesis or prediction about what type of fat is best for short crust pastry. Investigate what is the best type of fat for pastry making. Work in groups to prepare and make up short crust pastry using different types and ratios of fat: flour. Investigate 6 different types of fat used in pastry making and the ratios of each. To develop and practice	high in saturated fat considered to be harmful to your health? (4 marks)? 4. Name 3 sources of animal fats (3 marks). 5. Name 3 sources of vegetable fat (3 marks). 5. What is cholesterol and describe the two different types of cholesterol (3 marks). Teacher demonstration Quiche or savoury flan eg roasted Mediterranean vegetable with adaptations to reduce saturated fat content. Homework activity Test your knowledge or practice questions on fats. Practical Investigation - Fats in pastry Group work activity: What is the best type of fat or oil for making short crust	 Differentiation Range of visual resources and animations to show the essential subject knowledge on fats and pastry making. Key words and definitions in Illuminate and Hodder textbooks. Differentiated worksheets for investigations. Clear step by step instructions to make short crust pastry with control checks and advice. 	Resources Food investigations and ingredients all set up for class. Ingredients may be pre weighed or not depending on time available and ability within the group. Investigation sheet to write up the experiment with aims, predictions, hypothesis, methods, results charts, conclusions and evaluations. Camera for photographs. Equipment for practical investigation.
		NEA advice on carrying out Food Investigation in	Animation on pastry making.

sensory analysis techniques when investigating foods.	one batch of short crust pastry using different types of fats and ratios of	both Illuminate and Hodder textbooks and digital bundles.	
To develop analysis and evaluation skills when working with different	fats. Write group hypothesis and predictions for pastry experiment.		
fats.	Practical Investigation:		
	Group 1: 100% - 100% butter		
	Group 2: 50% butter 50% vegetable fat		
	Group 3: 100% vegetable fat		
	Group 4: 100% vegetable oil		
	Group 5: 100% low fat spreads		
	Group 6: 100% margarine		
	1. Students to follow clear instructions to make up each batch short crust pastry, rolling out to 5mm thick and cut with a scone cutter into circles of equal diameters.		
	2. Bake for 8- 10 minutes at 200 C until golden brown and crumbly.		
	3. Record results once cooked and cooled.		
	4. Compare the		

1. 1	
results and photograph samples. Think carefully about the controls applied to make this a fair test.	
5. Carry out sensory testing of each pastry sample looking specifically at crumbliness of texture, shortness, flavour, colour and appearance. (Ranking or rating test).	
6. Analyse and evaluate findings, explain how they will influence the fats uses to make pastry next lesson.	
Plenary: Class discussion of results and findings: which fat was the best for pastry making and which one will you use for quiche or flan next week and why?	

Lesson 8a and b	Fats in Pastry	Differentiation	Resources
Students will	making - Practical	Savoury flan or	<u>BBC Good Food</u>
learn:	activity	quiche.	Recipes
To prepare, cook	Starter	Complex	
and serve a	What makes a	Prepare and	<u>Online Classroom</u>
savoury quiche or	successful practical	make short crust	<u>Stopwatch</u>
flan that has been	lesson? Outline of	pastry to	Lesson power
adapted to reduce	assessment criteria	required shape	point with risk
the saturated fat	for practical work	and thickness	assessment and
content.	and technical	with skill,	hygiene and
To showcase a	challenge.	accuracy and	safety instructions
range of technical	Main Activity	precision. The	Instruction cards
skills when preparing and cooking a suitable	Practical lesson. Students create,	pastry has been baked blind and a fat reduced filling has been	for setting up and tidying away for practical work
savoury dish.	prepare, cook and	added. It has	Ingredients trays
(S1, S2, S3, S4,	serve a savoury flan	cooked for the	and room and
S5, S6, S8, S11 &	or quiche with a	correct time and	equipment set up
S12)	short crust pastry	set well. All	for practical
To demonstrate and apply the principles of food safety and hygiene when	base and reduced fat filling of choice. There will be the opportunity to showcase different	technical skills and processes executed effectively and the flan has	activities. Assessment Criteria for practical work
cooking.	food preparation	been effectively	Laptops or printed
To demonstrate a	skills, technical	presented and	nutritional profiles
good working	challenges to 3	served to a very	of recipes.
routine in the food room.	different levels of demand. • Complex skill:	high standard. Medium Prepare and	Explore Food BNF Nutritional
To develop skills	 Complex skill. (Highest mark	make short crust	<u>analysis</u>
in garnishing,	band) Student	pastry to	Camera and
finishing and	demonstrates	required shape	names for
presentation of	the execution	and thickness	photographing
dishes.	of skills and	with some skill,	work if necessary.
To identify	technical	accuracy and	Lesson Logs and skills checklists.
nutritional profile	processes to	precision. The	
and science	an excellent	pastry has not	
behind the recipe.	standard. • Medium demand: (Middle Mark Band)	been pre baked and a filling has been added. It has cooked correctly and has	Illuminate and Hodder Textbooks or digital bundles.

demonstrates the execution of skills and processes to a good standard. • Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard. Stretch and Challenge 1. Use explore food to carry out a nutritional analysis of the dish? 2. Name the practical skills demonstrated in this recipe? 3. Read the textbooks and find out what is the science behind this recipe? • shortening of pastry, • roasting of vegetables, • coagulation of protein in eggs and cheese Plenary	skills displayed and the flan has been effectively presented and served to a good standard. Basic A pastry mix has been made using a simple range of ingredients. The flan has been made with a basic filling and demonstrates limited technical skill. Ready- made pasty may have been used.
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	assessment and feedback on outcomes. Completion of lesson log and skills audit. Homework Read through		
	vitamins chapter in textbook or student e- book.		
Lesson 9a and B Students will learn: Vitamins A, D, E & K. The functions of vitamins in the body. The main sources of vitamins in the body. The effect of excess and deficiency of vitamins in the diet The dietary reference values for the different vitamins needed every day.	Micronutrients - Fat Soluble Vitamins Starter Activity Presentation, food display and class discussion on fat soluble vitamins: Student activity Using the textbooks and vitamin table produce a set of revision cards to help you learn the information on all the essential fat and water soluble vitamins. For each fat soluble vitamin: • The definition of each vitamin • What are the	Differentiation Range of visual resources and animations to show the essential subject knowledge on vitamins. Key words and definitions in Illuminate and Hodder textbook. Differentiated questions in the practice your knowledge and understanding section of textbooks. The practical task is intended to be open ended to allow	Resources Illuminate and Hodder textbooks and digital bundles. BNF Micro Nutrients BBC Good Food Recipes Recipe ideas for each vitamin. Vitamin A - Smoked mackerel pate with orange and watercress salad. Vitamin D - Salmon or chicken wrapped in Parma ham and pesto.
Lesson 9b Water soluble vitamins B & C Students will	functions of each vitamin in the diet • What are the main sources	creativity and differentiation by outcome. Differentiated	Vitamin E - Prawn pilaf with rocket salad. Vitamin K- Italian pasta with
learn The definition of vitamins B1, B2, B3, B9, B12 and C.	 of each vitamin Effects of deficiency of each vitamin 	books on with information on the different vitamins groups. Homework	Spinach, Tomato, parmesan and Olives. Vitamin B1 - Pork stroganoff with

The functions of	Effects of	Bring in all	rice
vitamins in the body. The main sources	excess of each vitamin in diet.	ingredients and complete vitamin fact file for	Vitamin B2- Lentil Dhal, Chili and beans
of vitamins in the body.	Presentation Food display and	homework.	Vitamin B3- Nicoise salad with Tuna
The effect of excess and deficiency of vitamins in the	class discussion on water soluble vitamins:		Vitamin B9 Hummus and pitta bread
diet The dietary reference values for the different	Student activity Using the textbooks and vitamin table produce a set of revision cards to help		Vitamin B12 Vegetable stir fry with Teriyaki Salmon
vitamins needed every day.	you learn the information on all the essential fat and water soluble vitamins. For each water soluble vitamin:		Vitamin C Vegetable kebabs and Cous Cous salad or stir fry.
	 the definition of each vitamin 		
	 what are the functions of each vitamin in the diet 		
	 what are the main sources of each vitamin? 		
	 effects of deficiency of each vitamin? Effects of excess of each vitamin in diet. 		
	Practical activity: allocate every student a specified		

	vitamin from list above. Research task: 1. Produce a fact file on specific vitamin. 2. Plan and make a soup, salad or light lunch dish which is rich in specified vitamin and can be made in 1 hour.		
Lesson 10a and b Students will learn: To prepare, cook and serve soup, salad or starter that is rich in specified Vitamin and suitable for preparing cooking and serving in 1 hour. To showcase a range of technical skills when preparing and cooking a suitable vitamin rich dish. (S1, S2, S3, S4, S5, S6,) To demonstrate and apply the principles of food safety and hygiene when cooking. To demonstrate a good working routine in the food room.	Vitamins Practical Lesson Starter Activity What makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge. Main Activity Practical lesson. Students create, prepare, cook and serve a soup, salad or starter rich in a one of the following vitamins: A, D, E, K, B1, B2, B3, B9, B12 and C. There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand. • Complex skill: (Highest mark	Differentiation Complex (Highest mark band) Student demonstrates the execution of practical skills and technical processes to an excellent standard. The dish made is an excellent source of researched vitamin. Medium (Middle Mark Band) Student demonstrates the execution of skills and processes to a good standard. The dish made is a good source of researched vitamin. Basic (lowest mark band) Student demonstrates	Resources BBC Good Food Recipes Online Classroom Stopwatch Lesson power point with risk assessment and hygiene and safety instructions Instruction cards for setting up and tidying away for practical work Ingredients trays and room and equipment set up for practical activities. Assessment Criteria for practical work Laptops or printed nutritional profiles of recipes. Explore Food BNF Nutritional

To develop skills in garnishing, finishing and presentation of dishes. To manage time successfully and present dish with fact file for assessment in 1 hour. Why the preparation and cooking of foods has an effect on vitamin content.	demonstrates the execution of skills and technical processes to an excellent standard. • Medium demand: (Middle Mark Band) Student demonstrates the execution of skills and processes to a good standard.	and processes to a basic standard. The dish made provides a basic source of researched vitamin. Differentiated stretch and challenge questions.	Camera and names for photographing work if necessary. Lesson Logs and skills checklists. Illuminate and Hodder Textbooks or digital bundles.
	 Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard. 	Differentiation by task and outcome.	
	Stretch and Challenge		
	1. What are antioxidants? (2 marks)		
	2. Name the 3 vitamins that are all antioxidants. (3 Marks)		
	3. Find 2 recipes which provide good sources of each of the following vitamins: A, C and E. (6 marks)		
	4. Explain why		

	antioxidants are important in the diet. (3 marks) 5. Describe 3 ways to retain vitamin C during food storage, preparation and cooking. (6 marks)		
	Plenary Celebration display and student presentation on each recipe, reasons for choice and vitamin selected. Teacher assessment and feedback on outcomes. Completion of lesson		
	log and skills audit. Homework Read through minerals chapter in textbook or student e- book.		
Lesson 11a and b Students will learn about the minerals calcium, iron, salt and fluoride. The functions of each mineral in the body. The main sources	Mineral Presentation. Starter Activity Power point, food display and class discussion on the following minerals: calcium, iron, sodium, iodine and fluoride.	Differentiation Range of visual resources and animations to show the essential subject knowledge on minerals. Key words and definitions in	Resources Illuminate and Hodder textbooks and digital bundles. Display or photographs of high fat foods. Possible Practical
of minerals in the body.	Student Activity Using the	Illuminate and Hodder textbook.	outcomes: <u>BBC Good Food</u>
The effect of excess and deficiency of different minerals	information in the text books, create a visual mind map for	Differentiated questions in the practice your knowledge and	<u>Recipes</u> Lasagne Moussaka
in the diet The dietary	calcium, iron, sodium and fluoride. For each mineral find out	understanding section of	Pasta Bake

reference values the following:	textbooks.	
reference values for the different minerals needed every day. Lesson 9b To identify the main ingredients in moussaka, pasta bake or similar style pasta dish. To understand the scientific principles of how starch thickens a sauce by gelatinisation. To analyse the nutritional value of the meal and in particular the mineral content of the dish. To the dish. to the dish. to analyse the nutritional value of the meal and in particular the mineral content of the dish. to the dish. to the dish. to analyse the nutritional value of the dish. to the dish. to analyse the nutritional value of the dish. to the dish dish next lesson.	textbooks. Practical activity task. The practical task is intended to be open ended to allow creativity and differentiation by outcome. Differentiated text books with different levels of information on the different mineral groups.	Macaroni cheese Spaghetti carbonara Cauliflower cheese Demonstration set up for dish to be made. Recipes for iron rich salad and vegetable accompaniments. BNF Nutritional Analysis (Explore Food)

	Stretch and Challenge 1. Serve the meal with a suitable iron rich vegetable or salad accompaniment. 2. Explain the science behind how flour thickens a white sauce in a pasta dish. 3. Complete a nutritional analysis of the dish and calculate the amount of calcium in the dish and compare it to the DRV's for calcium for a teenager. Homework 1. Bring in all ingredients and serving dish. for practical lesson next		
	week. 2. Complete practice and test questions.		
Lesson 12a and b Students will learn: To prepare, cook and serve main meal that is rich in calcium and vitamin D. To showcase a range of technical skills when preparing and	Calcium and Vitamin D Practical Starter: What makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge. Main Activity: Practical lesson. Students create,	Differentiation Complex Prepare and make homemade dish with skill, accuracy and precision. The ingredients and sauces are all homemade. All technical skills and processes executed with	Resources <u>BBC Good Food</u> <u>Recipes</u> <u>Online Classroom</u> <u>Stopwatch</u> Lesson power point with risk assessment and hygiene and safety instructions

		•••••••	
cooking a suitable calcium rich dish. (S1, S2, S3, S4, S5, S6, S7, S8 and S10) To demonstrate and apply the principles of food safety and	prepare, cook and serve a soup, salad or starter rich in a one of the following vitamins: A, D, E, K, B1, B2, B3, B9, B12 and C. There will be the opportunity to	precision and the dish has been effectively presented and served with a suitable iron rich accompaniment to a very high standard.	Instruction cards for setting up and tidying away for practical work Ingredients trays and room and equipment set up for practical
hygiene when cooking. To demonstrate a good working routine in the food room.	showcase different food preparation skills, technical challenges to 3 different levels of demand.	Medium: Used a good range of ingredients to make a suitable dish with some accuracy and precision. The	activities. Assessment Criteria for practical work Laptops or printed nutritional profiles
To develop skills in garnishing, finishing and presentation of dishes. To manage time	 Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical 	sauces are all homemade. All technical skills and processes executed effectively and the dish has	of recipes. Camera and names for photographing work if necessary. Lesson Logs and
successfully and present dish for assessment. To serve the dish	processes to an excellent standard. • Medium	been suitably garnished and presented to a good standard.	skills checklists. Illuminate and Hodder Textbooks or digital bundles.
with a suitable salad or vegetable accompaniment which is rich in iron.	demand: (Middle Mark Band) Student demonstrates the execution of skills and processes to a good standard.	Basic: A basic savoury dish have been made using a simple range of ingredients. The dish has been made with a ready-made or simple sauce and	
	 Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic 	demonstrates limited technical skill. There is little or no attempts to serve the dish with a garnish or decorative finish.	

	standard.		
	Stretch and Challenge:		
	1. Name two health conditions that a diet deficient in calcium and vitamin D could lead to (2 Marks).		
	2. Explain why the DRV's for calcium and iron are higher for teenagers than they are for adults or young children (4 marks).		
	3. Explain why your chosen savoury dish is healthy, nutritionally balanced and provides a good source of calcium and Vitamin D for a teenager (8 marks).		
	Plenary: Celebration display of practical outcomes. Teacher assessment and feedback on outcomes.		
	Completion of lesson log and skills audit.		
	Homework: Revise for end of topic test on the Eatwell Guide and all macro and micro nutrients and nutrition studied to date.		
Lesson 13a and b	End of topic test: The Nutrients. Starter	Differentiation	Resources

	A A		
Students will	Activity: Outline	Differentiated	Practice questions
learn:	general advice on	questioning	from:
The importance of	answering exam questions and how to	styles	Illuminate and
good preparation	prepare for final	throughout	Hodder final exam
and revision in	exam including:	paper.	
advance of end of	Different types of	Evomplar	chapter in text books.
		Exemplar	DOOKS.
topic assessment.	exam questions	questions and	End of topic test
	including multiple choice, short answer	responses.	on nutrition and
To practico		End of test on	the nutrients.
To practice	questions, data	the nutrients	NEA practica Tack
answering	response, recipe information, mid	and nutrition to	NEA practice Task and advice:
different types of exam questions	mark and open	include: multiple	allu auvice.
under	ended responses.	choice, short	Illuminate and
examination	enueu responses.	answer	Hodder final exam
conditions.	 Marking 	questions, data	chapter in text
contaicions.	schemes	response, recipe	books.
	including	information, mid	NEA: Practical
To develop exam	different level	mark and open	Activity brief on
technique when	of responses	ended	celebration meal.
answering	(Low, mid and	responses.	
different types of	upper band)	NEA homework	Differentiated
questions.	with advice on	task:	research task on
questions.	how to		Health and
	structure and	Students to	Nutrition.
To test knowledge	plan	research the	Research sources:
and	responses.	NEA task and	
understanding of	 Issue end of 	present the	Textbooks
nutrition and the	topic test	following	Trusted websites
different nutrients	using a	information on	
in food.	variety of	one A4 sheet:	Newspaper and
	different	What are the	magazine articles
	question	Eatwell	Multimedia:
To develop	styles on the	guidelines?	YouTube clips and
research skills	following	What are the	Illuminate
and apply	topics:	main nutrients	animations
knowledge of	Eatwell Guide advice.	and what makes	Interview with
healthy eating			family members
and nutrition into	Current	a good nutritionally	to ask them what
practical activities.	advice on	balanced main	they need and
	healthy	meal?	would like.
	eating.		
	Macronutrients:	What recipe	
		have you chosen	
	 Protein, 	to make and	

	carbohydrates	explain the dish	
	and fats.	is:	Resources
	Macronutrients: • Vitamins: fat-	Meeting Eatwell advice	Illuminate and Hodder textbooks. (Preparing for the
Lessons 13b	soluble	Nutritionally	NEA - Food
Students will	vitamins A, D,	balanced	preparation task).
learn:	E and K Vitamins: 	A suitable choice for your family.	Mini assessment checklist
To develop research skills.	water soluble vitamins B1, B2, B6, B9,	Showcasing good technical skill.	A4 differentiated templates and
	B12 and C	Bring in A4	writing frames:
To develop	 Antioxidant 	research and recipe to next	Research
planning skills to	vitamins A, C, and E	week's lesson.	Planning sheets
include details of timings,	 Minerals: 	Differentiation	Sensory testing
instructions for making and	calcium, iron, salt, fluoride	Range of resources on	Nutritional analysis
include important	and water.	how the task is	Evaluation and
hygiene or safety points.	Student activity: End of topic test.	going to be assessed.	improvements.
To analyse the	Plenary: Mini NEA Task- Celebration	Differentiated A4 student templates and	<u>BBC Good Food</u> <u>Recipes</u>
nutritional value of the meal.	Meal Plan and make a nutritionally	writing frames for recording	<u>Jamie Oliver</u>
	balanced main meal for your family with	research, plans	<u>Home Cooking</u> <u>Recipes</u>
To calculate the	good sources of HBV	for making, sensory testing	
total costs of the dish, how many it	protein and meets the advice of the	and evaluation of	
will serve and	Eatwell guide. Your	task.	Illuminate and
portion size.	dish should showcase a range of technical		Hodder textbooks.
	skills and may be	Key words and definitions in	Planning for
To produce a time plan for making.	served with a suitable	Illuminate and	practical work in the NEA.
ματι τοι πιακιτιχ.	accompaniment.	Hodder textbook.	
	Carry out sensory analysis of the dish	Practical activity task.	<u>BNF Nutritional</u> <u>Analysis (Explore</u>
	on your family and	The practical	<u>Food)</u>
	produce a nutritional profile of your dish.	task is intended	
	Frome of your dom	to be open	
food pro task. Class di Student chosen reasons suitable Submis researc healthy nutritio Assessr	dish and s why it is a e choice. sion of A4 h sheets on eating and n. ment outline. this task	ended to allow creativity and differentiation by outcome. The Food preparation task could be extended to include a dessert or pudding that is a good source of one of the antioxidant vitamins A, C and E.	
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	Research the task.	Differentiated planning sheets.	
	Plan the meal.	Exemplar planning sheets	
2 1 2 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Prepare, cook and serve the meal and any possible accompanime nts showcasing technical skill.	Use of internet or textbooks to analyse nutritional profiles of dishes made.	
	Analyse the nutritional value of the meal and evaluate the success of meal.		
lmporta informa			
can be (adapted	recipe chosen either a dish 1 from a s lesson or a		

completely new recipe of your choice. Photographs must be included of work.	
2. If time permits and schools have the flexibility of another practical lesson before the end of term then a 2nd course, accompaniment or dessert may be added to the brief to extend the mock NEA further.	
3. This could be serve the main meal with a suitable dessert that is high in the antioxidant vitamins A, C and E.	
Student activity: Planning for the practical task.	
Stretch and Challenge: . 1.Nutritional analysis of the meal using textbooks, internet or BNF nutritional software programme. 2. Work out the final costing of the meal, how many it serves and final cost per portion.	
Homework:	
Bring in all ingredients and a serving dish for Food Preparation Task.	

	1		
14 a and b	Practical activity:	Making	Resources
Students will	Main course dish.	differentiation	Recipes.
learn:	Starter Activity:	Complex skill: Competent	
To prepare and	Questioning for	execution of skill	BBC Good Food Recipes
cook a	learning: recap what	and processes to	<u>Necipes</u>
nutritionally	makes a successful	an excellent	<u>Jamie Oliver</u>
balanced savoury	practical lesson? Outline of	standard.	Home Cooking
main course dish	assessment criteria	Selective use of	Recipes
which meets the	for practical work	a range of	Lesson power
advice of the Eat	and technical	equipment with	point with risk
well guide.	challenge.	precision and	assessment and
	_	accuracy. Dish	hygiene and
- - · ·	Main Activity:	shows a high	safety
To apply a variety	Practical lesson.	level of challenge	instructions.
of technical skills and make some	Students create,	and complexity. Dish shows a	Instruction cards
creative and	prepare, cook and	wide range of	for setting up for
quality products	serve a nutritionally	finishing	practical work.
with skill and	balanced main meal	techniques such	
precision (S1, S2,	with good sources of	as garnishing	<u>Online Classroom</u>
S3, S4, S5, S6,).	HBV protein, meets	and decoration.	<u>Stopwatch</u>
	Eat well guidelines and demonstrates	All dishes are	Ingredients trays
	range of different	presented with	and room and
To demonstrate	skills.	excellent	equipment set up
and apply the		attention to	for practical
principles of food	There will be the	detail and	activities.
safety and	opportunity to	finished to an	Instruction cards
hygiene when	showcase different	excellent standard.	for tidying away
cooking.	food preparation skills, technical	Excellent use of	for practical work.
	challenges to 3	time plans and	Sensory word
To present a dish	different levels of	application of	bank and chart to
with a good level	demand.	hygiene and	carry out sensory
of technical skill		safety.	testing of dishes
and is presented	Complex skill: (Highest mark		made in terms of
with a suitable	band) Student	Medium: A range of skills to good	appearance, taste,
level of finish and	demonstrates	standard.	consistency and
decoration for	the execution	Equipment used	smell.
serving.	of skills and	with some	Assessment
	technical	accuracy. Dish	criteria for
Ta assure and	processes to	shows some	practical work.
To carry out	an excellent	level of demand	
sensory analysis	standard.	and uses a range	Camera and
with family using a rating test.	Medium	of finishing	names for
a rating test.			photography.

· ·		
demand: (Middle Mark Band) Student demonstrates the execution of skills and processes to a good standard. • Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard. Stretch and Challenge: 1. Nutritional analysis of dish and evaluation of protein content. 2. Costing of ingredients. 3. Portion size 4. Explain how dish and ingredients would be a suitable choice of meal for a family of 4 with two teenage children (10 marks).	techniques to garnish and decorate. Presentation is good and dish is finished to a good standard. Good use of time plans and hygiene and safety. Basic: Some basic skills and processes used with some inaccuracies during making. Basic use of equipment and dish shows some demand but limited use of skill to cook and present. Limited hygiene and safety.	BNF Nutritional Analysis (Explore Food)
family of 4 with two teenage children (10		

	Homework: Sensory testing(rating) of dish with family. Preparation to make a dessert high in anti-oxidant vitamins A, C and E.		
Lesson 15a and b (Additional Optional Lesson if time available) Students will learn: To prepare and cook an accompaniment that provides a valuable source of one of the antioxidant vitamins A, C and E To apply a variety of technical skills and make some creative and quality products with skill and precision. (S1, S2, S3, S4, S5, S6, and some others) To demonstrate and apply the principles of food safety and hygiene when cooking.	Practical Activity Starter Activity: Questioning for learning: recap what makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge. Main Activity: Practical lesson. Students create, prepare, cook and serve a dish to accompany the main meal cooked previous lesson. The chosen dish must contain a rich source of one of the anti- oxidant vitamins A, C or E. There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.	Making differentiation Complex: Competent execution of skill and processes to an excellent standard. Selective use of a range of equipment with precision and accuracy. Dish shows a high level of challenge and complexity. Dish shows a wide range of finishing techniques such as garnishing and decoration. All dishes are presented with excellent attention to detail and finished to an excellent standard. Excellent use of time plans and application of hygiene and safety.	Resources Recipes. BBC Good Food Recipes Jamie Oliver Home Cooking Recipes Lesson power point with risk assessment and hygiene and safety instruction cards for setting up for practical work. Online Classroom Stopwatch Ingredients trays and room and equipment set up for practical activities. Instruction cards for setting up for practical work. Sensory word bank and chart to carry out sensory testing of dishes
To present a dish	(highest mark	Medium: A range	made in terms of

with a good level of technical skill and is presented with a suitable level of finish and decoration for serving. To carry out sensory analysis with family using profiling test.	 band) Student demonstrates the execution of skills and technical processes to an excellent standard. Medium demand: (middle mark Band) Student demonstrates the execution of skills and processes to a good standard. Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard. Stretch and Challenge: What is the definition of an antioxidant (2 marks)? Name 3 foods rich 	of skills to good standard. Equipment used with some accuracy. Dish shows some level of demand and uses a range of finishing techniques to garnish and decorate. Presentation is good and dish is finished to a good standard. Good use of time plans and hygiene and safety. Basic: Some basic skills and processes used with some inaccuracies during making. Basic use of equipment and dish shows some demand but limited use of skill to cook and present. Limited hygiene and safety.	appearance, taste, consistency and smell. Assessment criteria for practical work. Camera and names Antioxidant Advice BNF Nutritional Analysis (Explore Food)
	in antioxidants (3 marks). 3. Explain why antioxidants are important in the diet and why your choice of dish is rich in antioxidants (3		

	marks).		
	Plenary:		
	Celebration display and teacher assessment and feedback on outcomes.		
	Completion of lesson log and skills audit.		
	Homework: Sensory Analysis using profiling test with family.		
Lesson 16 a	Mini NEA - Analysis	Differentiation	Resources
Students will learn:	and Evaluation Starter Discussion: Why is it important	Range of visual resources to show the	Illuminate and Hodder textbooks.
How to record the results of sensory testing in a rating or profiling chart?	to carry out sensory analysis and evaluate practical work and making activities? Sensory testing	essential subject knowledge on NEA.	<u>BBC Good Food</u> <u>Recipes</u>
To analyse the results of sensory testing and write	techniques: Sensory testing using profiling test on main course dish.	Key words and definitions in Illuminate and Hodder textbook.	<u>Jamie Oliver</u> <u>Home Cooking</u> <u>Recipes</u>
detailed conclusions on the results.	Sensory testing using rating test on desserts.	Templates and writing frames	Exemplars NEA task sheets on research, planning, making
To calculate costs of dish(es) and evaluate how cost	Main Activity: Students write detailed conclusions and evaluation on:	for less able and SEN students to present their work on.	and evaluating. Various
effective and value for money	1. Results of	work on.	worksheets and resources:
the dish is for family.	sensory testing of dish(es). Testers, fair	Sentence starters and	Research
	testing, opinions on the dish and any	literacy materials	Planning
To analyse the	advice and	for writing conclusions and	Recording
nutritional profile of the dish and	recommendations on how could the	evaluations to	practical work
suggest	sensory qualities of	findings.	Writing

modifications for improvement.	the dish be improved?	Exemplar of NEA	conclusions and evaluations.
To evaluate work.	2. The costings, portion size and number of servings of each dish. Write up a conclusion to the final cost of the dish. Did the dish provide good value for money for your family? Were you pleased with the overall cost and why? How could you reduce your costs further?	style portfolio. Exemplar time plans from Illuminate and Hodder textbooks. Differentiated planning sheets. (High, medium and lower levels of complexity and detail required. Lesson logs and	BNF Nutritional Analysis (Explore Food)
	3. The nutritional	skills checklists.	
Lesson 16b Students will	profile of the dish analysed using BNF explore food		Resources
learn: The assessment criteria for the task and how their work has been assessed. The strengths of their work. The weaknesses of their work. Areas to improve their work and attainment in future tasks.	nutritional. What nutrients did the dish contain and what ingredients did they come from? Comment on all the amount of protein, carbohydrates, fat, vitamin A, B, C and D, calcium and iron content of the dish. What nutrients were present in high or low quantities? What changes could you make to your dish to make it more nutritionally balanced.	Differentiation Not required as student feedback is individual and personalised.	Individual Student Feedback sheets Assessment Criteria End of Unit Test NEA
	4. How does this dish meet the current guidelines and proportions advised in the Eatwell Guide?		

What needs to be improved and what you need to do? Plenary: Collate research, plans for making, photographs of making and evaluations for assessment. Hand in for teacher assessment and feedback.	
Mini NEA and Nutrients Test Feedback and Target Setting	
Student Activity:	
Teacher assessment and feedback on:	
 Mini Food Preparation Task 	
 End of Unit Test – Nutrition 	
Student feedback and target setting:	
 What went well? 	
 Even better if? 	
Targets for next term:	
Plenary:	
Student completion of lesson log and skills checklist.	

Eatwell Guidelines 2016 - Lesson 17a Students will learn: To understand the importance of eating a variety of different foods from the Eatwell Guide. To understand the importance of planning balanced meals. To record and analyse daily diet. To consider portion size and	The Eatwell Guide and Food Choices BNF Power point on the recommendations of Eatwell Guide 2016. Student activity: How well do you match up to the Eatwell Guide? 1. Record all food and drink for 24 hours. 2. Analyse how well the food you have consumed matches the Eatwell guide. 3. Which group did you consume too much of and why?	Differentiation Effective questioning techniques during demonstration using Bloom's taxonomy. Differentiated outcomes from dietary analysis task.	Resources Eat Well Guide BNF Eatwell Guide 2016 Daily Diet Sheet Portion size guide
learn: To understand the importance of eating a variety of different foods from the Eatwell Guide. To understand the importance of planning balanced meals. To record and analyse daily diet.	 the recommendations of Eatwell Guide 2016. Student activity: How well do you match up to the Eatwell Guide? 1. Record all food and drink for 24 hours. 2. Analyse how well the food you have consumed matches the Eatwell guide. 3. Which group did you consume too 	techniques during demonstration using Bloom's taxonomy. Differentiated outcomes from dietary analysis	2016 Daily Diet Sheet

	portion sizes of different foods. Why is it important to eat the correct portion size?		
Lesson 17b Students will learn: The importance of consuming the right diet at different life stages. To include: The dietary needs of pre-school children. The dietary needs of school children	Dietary needs at different life stages Student research activity: Create a revision mind map of each of the following life stages: 1. Preschool children aged 1-4. 2. School children aged 5-12. 3. Teenagers. 4. Adults.	Differentiation Range of visual resources and animations to show the essential subject knowledge on a balanced diet and good nutrition during different life stages. Key words and definitions in Illuminate and Hodder textbook.	Resources Illuminate and Hodder textbooks. BBC Good Food Recipes Jamie Oliver Home Cooking Recipes Annabel Karmel Fishcakes Practical activity task briefs.
aged 5-12. The dietary needs of teenagers. The dietary needs of adults. The dietary needs	 5. The elderly. 5. The elderly. For each life stage research, the following: 1. What happens to the body? 	Differentiated questions in the practice your knowledge and understanding section of textbooks.	Resources for mind mapping by hand or on computer. <u>GCSE Mind</u> <u>mapping</u> <u>Programme</u>
of the elderly. To develop mind mapping and revision techniques to revise dietary needs of different life stages.	 Nutrients that are important in the diet. Any advice on eating habits and food choices. Practical activity: Select one of the following to carry out next lesson. Young children are often fussy eaters and need to be encouraged to eat healthily and try 	Practical activity task. The practical tasks are varied and intended to be open ended to allow creativity and differentiation by outcome. Schools can choose to offer students option of selecting one task, work in	Stretch and challenge testing knowledge questions on dietary needs of different life stages. Recipe Ideas: Fish cakes Beef, fish or veggie burger, sweet potato wedges and salad Italian style

different foods. Plan and make some homemade fish fingers or fish cakes and serve with a suitable carbohydrate or vegetable accompaniment. 2. Teenagers need approximately 40- 50 grams of protein in their diet for growth and repair. Plan and make healthy option meat, fish or veggie burger with a suitable carbohydrate and/or vegetable/salad accompaniment. 3. Many adults enjoy	groups on different tasks or allow them free choice of task. Stretch and Challenge questions to test knowledge of each life stage. Students must not select a dish previously made. Differentiated planning sheets	chicken with mozzarella filling, wrapped with Parma ham, served with fresh pasta and rocket salad. Beef Cobbler or casserole, mash and vegetables.
gourmet food which is both healthy and nutritionally balanced. Plan and make an interesting chicken dish that has been seasoned or marinated. Serve the dish gastro style with a suitable carbohydrate and vegetable or salad accompaniment.		
4. Elderly adults often enjoy traditional foods which are based upon meat, potatoes and 2 vegetables. Plan and make a traditional, easy to eat dish which is based upon locally		

	sourced meat or fish, potatoes and 2 vegetables. Homework: Bring in ingredients and dish.		
Lesson 18 a and B Students will learn: To prepare and cook recipe which meets the dietary needs of a chosen life stage. To apply a variety of technical skills and make some creative and quality products with skill and precision. (S1, S2, S3, S4, S5, S6, and some others)	Practical activity: Dietary needs at different life stages. Starter activity: Questioning for learning: recap what makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge. Main Activity: Practical lesson. Students create, prepare, cook and serve a suitable dish to meet the dietary needs of a chosen	Differentiation Complex: Competent execution of skill and processes to an excellent standard. Selective use of a range of equipment with precision and accuracy. Dish shows a high level of challenge and complexity. Dish shows a wide range of finishing techniques such as garnishing and decoration.	Resources Recipes from Illuminate and Hodder textbooks BBC Good Food Recipes Jamie Oliver Home Cooking Recipes Lesson power point with risk assessment and hygiene and safety instructions. Instruction cards for setting up for practical work.
To demonstrate and apply the principles of food safety and hygiene when cooking. To present a dish with a good level of technical skill and is presented with a suitable level of finish and decoration for serving. To carry out	life stage. There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand. • Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to an excellent	All dishes are presented with excellent attention to detail and finished to an excellent standard. Excellent use of time plans and application of hygiene and safety. Medium: A range of skills to good standard. Equipment used with some accuracy. Dish	Online Classroom Stopwatch Ingredients trays and room and equipment set up for practical activities. Instruction cards for tidying away for practical work. Sensory word bank and chart to carry out sensory testing of dishes made in terms of appearance, taste, consistency and

sensory analysis with family using profiling test.standard.• Medium demand: (Middle Mark Band) Student demonstrates the execution of skills and processes to a good standard.• Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard.• Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard.• Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard.• Give 3 reasons why young children should only have small portions (2 marks). 2. Name 3 recipes high in iron that would prevent teenage girls becoming anemic (3 marks).3. Explain why it is important for adults to have a diet low in saturated fat and salt (6 marks).4. Discuss the dietary problems you may face if you regularly eat ready	shows some level of demand and uses a range of finishing techniques to garnish and decorate. Presentation is good and dish is finished to a good standard. Good use of time plans and hygiene and safety. Basic: Some basic skills and processes used with some inaccuracies during making. Basic use of equipment and dish shows some demand but limited use of skill to cook and present. Limited hygiene and safety.	smell. Assessment criteria for practical work. Camera and names
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		Plenary: Celebration display and teacher assessment and feedback on outcomes.		
		Completion of lesson log and skills audit.		
		Homework: Costing analysis of dish.		
(2 sing	n 19a & b gle lessons) nts will	Special dietary needs Student research activity: Select one of	Range of sources of information on the different	Illuminate and Hodder textbooks.
	the tance of ng recipes	the following special dietary needs to study further:	special dietary needs to be researched.	<u>BBC Good Food</u> <u>Recipes</u>
	et a range cial dietary :	 Vegetarian including vegans. Coeliac. 	Key words and definitions in Illuminate and	Recipe ideas:
•	vegetarian and	 3. Lactose intolerant. 4. High fibre. 5. Deduced surger and 	Hodder textbook.	Italian style cheesecake
	vegans	5. Reduced sugar or salt.	Differentiated	Tiramisu
•	coeliac	6. Reduced fat.	questions in the	Trifle.
•	lactose	Produce an	practice your knowledge and	
•	intolerant high fibre	informative recipe card and fact sheet	understanding section of	Recipe cards from supermarkets to
•	reduced	on chosen special dietary need which	textbooks.	show as exemplar.
	sugar or	includes information		
	salt	on the diet, details of foods to eat more of	Practical activity	Computer facilities
•	reduced fat.	and foods to be	task.	or laptops for recipe cards and
•	students	avoided and reasons why.	Pango of	nutritional
	will learn:	Recipe adaptation	Range of differentiated	analysis.
•	how to	activity: Suggest	recipes including	
	adapt a recipe for	ways of adapting the recipe for a chilled	cheesecake, tiramisu and	Questions to test
	a layered	and layered dessert	trifle.	knowledge and understanding of
	dessert	to make it suitable		different special
	and make it suitable	for each of the different dietary	Stretch and	dietary needs.
	for a range	needs listed.	Challenge	Worksheet on

of different	Student activity	questions on	recipe adaptation
of different dietary needs. • to produce an informativ e recipe card for chosen layered and chilled dessert.	Student activity: Produce the recipe card for layered dessert with the following information on it: • the ingredients and quantities of chosen dish. • step by step guide to make the dish	questions on recipe adaptations.	recipe adaptation of breakfasts for different special dietary needs.
	 photograph of the dish 		
	 an explanation of why the recipe is suitable for specific dietary need. 		
	 the nutritional profile of the dish using BNF nutritional programme 		
	 costings of the dish to make 		
	 special dietary claims of the dish 		
	 serving suggestions and portion size. 		

	Stretch and Challenge: Breakfast is one of the most important meals of the day. Plan a range of breakfasts suitable for each of the special dietary needs listed above. Homework: Bring in dessert ingredients.		
Lesson 20a and b Students will learn: To adapt a given recipe for a layered dessert to make it suitable for chosen dietary need. To apply a variety of technical skills and make some creative and quality products with skill and precision. (S1, S2, S3, S4, S5, S11 and 12) To demonstrate and apply the	Practical activity: Special dietary needs. Starter Activity: Questioning for learning: recap – What makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge. Main Activity: Practical lesson. Students create, prepare, cook and serve layered dessert which has been adapted to meet a chosen dietary needs.	Differentiation Complex: Competent execution of skill and processes to an excellent standard. Selective use of a range of equipment with precision and accuracy. Dish shows a high level of challenge and complexity. Dish shows a wide range of finishing techniques such as garnishing and decoration. All dishes are presented with	Resources Recipes from Illuminate and Hodder textbooks BBC Good Food Recipes Jamie Oliver Home Cooking Recipes Lesson power point with risk assessment and hygiene and safety instructions. Instruction cards for setting up for practical work. Online Classroom Stopwatch
principles of food safety and hygiene when cooking. To present a dish with a good level of technical skill	There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.	excellent attention to detail and finished to an excellent standard. Excellent use of time plans and application of	Ingredients trays and room and equipment set up for practical activities. Instruction cards for tidying away for practical work.

and is presented with a suitable level of finish and decoration for serving. To carry out sensory analysis with family using profiling test.	 Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to an excellent standard. Medium demand: (Middle Mark Band) Student demonstrates the execution of skills and processes to a good standard. Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard. Stretch and Challenge: Give 3 reasons why people may choose to follow a vegetarian diet (3 marks). Compare the diet of a vegan to one of a lacto -ovo vegetarian diet (3 marks). Name 3 foods a 	hygiene and safety. Medium: A range of skills to good standard. Equipment used with some accuracy. Dish shows some level of demand and uses a range of finishing techniques to garnish and decorate. Presentation is good and dish is finished to a good standard. Good use of time plans and hygiene and safety. Basic: Some basic skills and processes used with some inaccuracies during making. Basic use of equipment and dish shows some demand but limited use of skill to cook and present. Limited hygiene and safety.	Sensory word bank and chart to carry out sensory testing of dishes made in terms of appearance, taste, consistency and smell. Assessment criteria for practical work. Camera and names
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	coeliac should avoid. (3 marks).		
	3. Explain why it is important for adults to have a diet high in dietary fibre (5 marks).		
	4. Give the definition of lactose intolerance and identify 3 dairy free alternatives (5 marks).		
	Plenary: Celebration display and teacher assessment and feedback on outcomes.		
	Completion of lesson log and skills audit.		
	Homework: Costing analysis of dish.		
Lesson 21a and b	Introduction: Energy Needs	Differentiation	Resources
Students will learn:	Starter: BNF link to	Range of visual resources show	Illuminate and Hodder textbooks.
Why the body needs energy.	energy video. Presentation and class discussion:	the essential subject knowledge on	<u>BBC Good Food</u> <u>Recipes</u>
How energy is measured.	• why the body	energy.	Recipe for
The basal metabolic	needs energy.how energy is	Key words and definitions in Illuminate and	Lasagne Meat
rate(BMR) is and	measured.	Hodder textbook.	Fish
how it is measured.	 the basal metabolic 	Differentiated questions in the	Vegetarian
What physical activity level is.	rate(BMR) is and how it is measured.	practice your knowledge and understanding	<u>Jamie Oliver</u> <u>Home Cooking</u> <u>Recipes</u>
How BMR and PAL work	 what is physical 	section of textbooks.	Practical activity task brief.
together to determine how	activity	Practical activity	

	Challenge:		
	1. Give 3 reasons why your body needs energy (3 marks).		
	2. Discuss the effects of both an excess and deficiency of energy in the diet (6 marks).		
	3. Suggest ways to adapt the following recipes to reduce their energy value:		
	a) Prawn salad baguette with mayonnaise		
	B) Fish and Chips		
	C) Cheesecake		
	D) Chocolate Brownies (8 marks).		
	Homework: Bring in ingredients for Lasagne. Read through energy chapter.		
Lesson 22a and b Students will	Practical - Energy Needs	Differentiation	Resources
learn:	Starter: What makes	Complex: Prepare and	BBC Good Food
To prepare, cook	a successful practical	make homemade	<u>Recipes</u>
and serve main	lesson? Outline of	pasta to required shape and	Online Classroom
meal that a good source of energy	assessment criteria for practical work	thickness with	Stopwatch
To showcase a	and technical	skill, accuracy and precision.	Lesson power point with risk
range of technical	challenge.	The pasta and	assessment and
skills when preparing and	Main Activity: Practical lesson.	both sauces are all homemade.	hygiene and safety instructions
cooking a suitable	Students create,	All technical	_
calcium rich dish.	prepare, cook and	skills and	Instruction cards for setting up and
(S1, S2, S3, S4,	serve a healthy	processes	tidying away for
S5, S6, S7, S8 and S10)	option Lasagne which is high in	executed with precision and the	practical work
anu STOJ			

To demonstrate and apply the principles of food safety and hygiene when cooking. To demonstrate a good working routine in the food room. To develop skills in garnishing, finishing and	energy. There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand. • Complex skill: (Highest mark band) Student demonstrates	lasagne has been effectively presented and served with a suitable iron rich accompaniment to a very high standard. Medium: Used readymade pasta to make dish with some accuracy and precision. The	Ingredients trays and room and equipment set up for practical activities. Assessment Criteria for practical work Laptops or printed nutritional profiles of recipes. Camera and
assessment. To serve the dish with a suitable salad or vegetable accompaniment which is rich in iron.	 Medium demand: (Middle Mark Band) Student demonstrates the execution of skills and processes to a good standard. Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard. Stretch and Challenge: Describe the ideal method to make a 	executed effectively and the lasagne has been suitably garnished and presented to a good standard. Basic: A basic pasta and sauce dish have been made using a simple range of ingredients. The pasta dish has been made with a ready-made sauce and demonstrates limited technical skill. There is little or no attempts to serve the dish with a garnish or decorative finish.	Illuminate and Hodder Textbooks or digital bundles.

	smooth white sauce without lumps (4 Marks). 2. Discuss the different factors that can affect the gelatinisation of a starch thickened sauce? (6 marks). 3. Explain why lasagne and salad is such a healthy option meal which provides teenagers with a good source of energy. (8 marks). Plenary: Celebration display of practical outcomes. Teacher assessment and feedback on outcomes. Completion of lesson log and skills audit. Homework: Research task: What are the 6 major diet related health risks today?		
	major diet related health risks today? Find out 3 facts or statistics on each.		
Lesson 23a and b Students will learn the relationship between diet, nutrition and health.	The Big Six: Dietary Related Illnesses. Starter Activity: Class discussion and presentation on dietary related illnesses:	Differentiation Range of visual resources show the essential subject knowledge on a range of different dietary	Resources Illuminate and Hodder textbooks. Sections on Diet, Nutrition and Health
The major diet related diseases, what causes them and how to prevent them	 Obesity Cardiovascula r disease (Coronary Heart Disease 	related illnesses and conditions. Key words and definitions in	BBC Good Food Recipes Recipe ideas:

including	and high	Illuminate and	
including:	and high blood	Hodder textbook.	Soups and
obesitycardiovasc	pressure).		starters
• caruiovasc ular	pressurej.	The practical	Main courses
disease	 Bone health 	task is intended	Main Courses
(coronary	including	to be open	Desserts
heart	rickets and	ended to allow	
disease	osteoporosis.	creativity and	
	Dental Health	differentiation by	Computer facilities
and high blood	Dental Health	outcome.	or laptops for
	Iron deficiency	Differentiated	paired
pressure).	anemia	Differentiated	presentations or
 bone 	Turne O	text books with	cue cards with
health	• Type 2	different levels	presentations.
including	diabetes	of information	
rickets and	Paired research task:	on the different	
osteoporos	Prepare a short	illnesses.	
is.	presentation on one	Students will be	
dental	of the dietary related	working in pairs	
Health	illnesses above.	to plan, prepare,	
• iron	Presentation to	cook and serve a	
deficiency	include the following	2 course meal	
anemia	information on	they have	
Type 2	specified illness or	adapted to make	
diabetes.	health condition:	it suitable of	
To work as a		serving to a	
team and plan a	Recent	person with a	
suitable menu for	statistics and	dietary related	
specific dietary	definition	health condition.	
illness or health	 An outline of 		
condition.	the main	One student will	
Τ	causes of the	make soup,	
To negotiate	illness or	starter or	
which student is	condition	dessert and the	
going to make		other the main	
which course and	Advice on	course. Both	
dish from their	preventing	dishes will have	
chosen menu.	and treat the	been adapted to	
	illness or	meet specific	
	condition	dietary illness or	
	 Menu with 	condition.	
	recipe ideas	The dishes can	
	for a 2 course	be served with	
	meal.	suitable	
		accompaniments	
	Paired Practical	if appropriate.	
	Activity: 2 Course		

	Meal. 1. Plan and make a suitable 2 course meal for an adult with a specified dietary related illness. 2. The menu may be a soup or starter followed by a main course or a main course or a main course and dessert. 3. The chosen recipes must have adapted both ingredients and cooking method to make the dish more suitable for meeting the specific dietary illness or condition. Paired Pupil Presentations: Specific dietary		
Lesson 24a and b	serving dishes to make chosen 2 course meal. Dietary Related	Making	Resources
Students will learn: To prepare, cook and serve main meal that a good source of energy To showcase a	Illnesses - Paired Practical: 2 Course Meal. Starter Activity: What makes a successful practical lesson? Outline of assessment criteria	differentiation Complex: Competent execution of skill and processes to an excellent standard. Selective use of	Recipes from Illuminate and Hodder textbooks BBC Good Food Recipes Jamie Oliver Home Cooking
range of technical skills when preparing and cooking a suitable	for practical work and technical challenge.	a range of equipment with precision and accuracy. Dish	Recipes Lesson power point with risk

calcium rich dish.	Main Activity:	shows a high	assessment and
(S1, S2, S3, S4,	Practical	level of challenge	hygiene and
S5, and S6)	lesson.Students	and complexity.	safety
To demonstrate	create, prepare, cook	Dish shows a	instructions.
and apply the	and serve a healthy	wide range of	Instruction cards
principles of food	option meal suitable	finishing	for setting up for
safety and	for a client with a	techniques such	practical work.
hygiene when	specific dietary	as garnishing	practical work.
cooking.	related illness.	and decoration.	Online Classroom
_		All dishes are	Stopwatch
To demonstrate a	There will be the	presented with	la madiente tueve
good working	opportunity to	excellent	Ingredients trays
routine in the	showcase different	attention to	and room and
food room.	food preparation	detail and	equipment set up
To develop skills	skills, technical	finished to an	for practical
in garnishing,	challenges to 3	excellent	activities.
finishing and	different levels of	standard.	Instruction cards
presentation of	demand.	Excellent use of	for tidying away
dishes.	Complex skill:	time plans and	for practical work.
	(Highest mark	application of	Caracanterio
To manage time	band) Student	hygiene and	Sensory word
successfully and	demonstrates	safety.	bank and chart to
present dish for	the execution	Medium: A range	carry out sensory
assessment.	of skills and	of skills to good	testing of dishes made in terms of
To serve both	technical	standard.	
dishes as a	processes to	Equipment used	appearance, taste,
complete meal	an excellent	with some	consistency and smell.
with a suitable	standard.	accuracy. Dish	smeil.
salad or vegetable		shows some	Assessment
accompaniment if	 Medium 	level of demand	criteria for
appropriate.	demand:	and uses a range	practical work.
	(Middle Mark	of finishing	Camera and
	Band)	techniques to	
	Student	garnish and	names.
	demonstrates	decorate.	
	the execution	Presentation is	
	of skills and	good and dish is	
	processes to a	finished to a	
	good	good standard.	
	standard.	Good use of time	
	• Basic (lowest	plans and	
	mark band)	hygiene and	
	Student	safety.	
	demonstrates	-	
	the technical	Basic: Some	
	skill and	basic skills and	
L	Shiii allu		

basic with sor standard. inaccura during r Stretch and Challenge: equipme 1. What is the BMI dish sho for an adult to be demand considered obese? (1 limited mark). skill to d	acies making. se of ent and bws some 1 but use of cook and . Limited and
Students will nutritional needs and Differen	

learn:	Health.	questioning	questions on
To practice answering different types of	Starter Activity: Recap advice on answering exam	styles throughout paper.	chapter 2 - Food, nutrition and Health.
exam questions under examination conditions. To test knowledge and understanding of nutrition and the	questions and how to prepare for final exam including: Main Activity: End of unit test. Peer Assessment: Peer assess end of module test.	Different types of exam questions including multiple choice, short answer questions, data response, recipe information, mid	Jamie Oliver Home Cooking Recipes Practical activity task brief. Stretch and challenge testing knowledge
different nutrients in food. Peer assessment	Feedback and target setting:	mark and open ended responses.	questions energy needs
techniques when assessing Mark papers	 What went well Even better if 	Marking schemes including	
	Teacher moderation:	different level of responses (Low,	
	Check and verification of marks.	mid and upper band) with	
	Homework: Read through chapters on Food science, cooking of food and how heat is transferred. Make notes or a set of revision cards on the topic to include:	advice on how to structure and plan responses.	
	 why food is cooked 		
	 3 methods of heat transfer; conduction, convection and radiation. 		
	 definitions of the following cooking methods with 		

	3 food examples of each: baking, barbequing, boiling, braising, dry frying, stir frying, shallow frying, grilling, roasting, simmering, steaming, and poaching.		
Lesson 25b Students will learn: The reasons why food is cooked. The different ways that heat can be transferred. Write a hypothesis or prediction about what way of cooking vegetable to retain freshness and nutritional values. To work in groups to use different methods of cooking a vegetable.	Cooking of foods and how heat is transferred into foods. Starter discussion: • Why is food cooked? • Ways that food preparation and cooking affects food? • How is transferred? • Pupil activity: Card sort to match the correct cooking method with the correct definition.	Differentiation Range of visual resources and animations to show the essential subject knowledge on different methods of heat transfer. Key words and definitions in Illuminate and Hodder textbooks. Illuminate and Hodder differentiated practice questions cooking methods to test your knowledge.	Resources Illuminate animations: • tenderising meat protein • conduction • convection • radiation • microwavin g Illuminate and Hodder textbooks and digital bundles. Vegetables may be pre prepared depending on time available and
To develop and	Presentation:	Key words and	ability within the group.

investigation skills similar to those used later in NEA. To develop sensory analysis techniques when investigating foods. To develop analysis and evaluation skills when working to investigate the best cooking time methods for vegetables.	animations Conduction, convection, radiation and microwaving. Group Activity: Vegetable experiment. • What is the most successful way to cook vegetables and retain appearance, colour, flavour texture and nutritional value? • What is the optimal time to cook vegetables for and why? Record results once cooked and cooled. Compare the results and photograph samples. Think carefully about the controls applied to make this a fair test. Carry out sensory testing of each vegetable sample looking specifically at appearance, texture, flavour, colour. (Ranking or rating test).	different cooking methods in Illuminate and Hodder textbooks. Differentiated worksheets for vegetable investigations. Demonstration of Deli Kebabs if needed.	Investigation sheet to write up the experiment with aims, predictions, hypothesis, methods, results charts, conclusions and evaluations. Camera for photographs. Equipment for practical investigation.
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	how they will influence the method you will use in next practical to cook vegetables next lesson. Plenary: Planning for next practical lesson. Plan and make some kebabs which include a seasoning or marinade. Serve on a bed of stir fried vegetables or roasted vegetable cous cous. Try to demonstrate at least 2 or possibly 3 different methods of heat transfer during the lesson.		
Lesson 26a and b To prepare, cook and present kebabs with a range of vegetable and carbohydrate accompaniments that demonstrate 2-3 different methods of heat transfer. To showcase a range of technical skills when preparing and cooking a suitable calcium rich dish. (S1, S2, S3, S4, S7, and S8) To demonstrate and apply the principles of food	Different methods of heat transfer Practical activity: Kebabs, with stir fried or roasted vegetables served on a bed of noodles or cous cous. Starter: What makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge. Main Activity: Practical lesson. There will be the opportunity to showcase different food preparation skills, technical challenges to 3	Differentiation Complex: Competent execution of skill and processes to an excellent standard. Selective use of a range of equipment with precision and accuracy. Dish shows a high level of challenge and complexity. Dish shows a wide range of finishing techniques such as garnishing and decoration. All dishes are presented with excellent	Resources BBC Good Food Recipes Jamie Oliver Home Cooking Recipes Kebab recipes Online Classroom Stopwatch Lesson power point with risk assessment and hygiene and safety instructions Instruction cards for setting up and tidying away for practical work Ingredients trays and room and

safety and	different levels of	attention to	equipment set up
hygiene when	demand.	detail and	for practical
cooking.		finished to an	activities.
To demonstrate a good working routine in the food room. To develop skills in garnishing,	Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to an excellent standard.	excellent standard. Excellent use of time plans and application of hygiene and safety.	Assessment Criteria for practical work Laptops or printed nutritional profiles of recipes.
finishing and presentation of dishes. To manage time successfully and present dish for assessment.	Medium demand: (middle mark Band) Student demonstrates the execution of skills and processes to a good standard.	Medium: A range of skills to good standard. Equipment used with some accuracy. Dish shows some	Camera and names for photographing work if necessary. Lesson Logs and skills checklists.
To serve kebabs as a complete meal with a suitable salad or vegetable accompaniment if appropriate.	Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard. Stretch and Challenge: 1. Describe the 3 methods of heat transfer during cooking (3 marks).	level of demand and uses a range of finishing techniques to garnish and decorate. Presentation is good and dish is finished to a good standard. Good use of time plans and hygiene and safety.	Illuminate and Hodder Textbooks or digital bundles.
	 2. Create a mind map of all the different ways of cooking the following three ingredients: chicken, potatoes and green vegetables. 3. Extend each mind map to give reasons why the different ways of cooking your chosen food is used (e.g. for food safety, 	Basic: Some basic skills and processes used with some inaccuracies during making. Basic use of equipment and dish shows some demand but limited use of skill to cook and present. Limited hygiene and	

to develop flave	urs, safety.
texture etc.). 4. Discuss why steaming and s frying are a go cooking method families (6 mar Plenary: Celebr display of pract outcomes. Tead assessment an feedback on outcomes. Completion of I log and skills a Homework: Marinating is th process of soak meat, fish or vegetables befo cooking. Explain marinating tenderises toug cuts of meat an makes them te and juicy (5 Ma	d for s). ation cal her esson dit. e ng re why her d der
27a and b Functional and	Differentiation Resources
Student will learn: chemical prope	Animations to liluminate and
The meanings of Starter Activity	complex
the following were the meat terms: vegetables in t	or Illuminate
Kehahs tenderi	ed by processes and gluten and fat
protein denaturati marinating the	n shortening gluten
before hand? S	$\Delta 0 \Delta$ animation on
 Illuminate anim protein on the coagulation 	Gluten halls
coagulatio protein or mak	
n of other video	show the <u>Recipes</u>
foam resources from Youtube ate	essential subject
formation Youtube etc	knowledge on <u>Jamie Oliver</u> different <u>Home Cooking</u>
Apply scientific	: methods <u>Recipes</u>
knowledge of learning.	functional and Test your
these terms to 1. What are the	chemical knowledge and

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recipes they have	causes of protein denaturation?	properties of	practice questions.
already made the course including	2. Why did	proteins.	Demonstration set
marinating, pasta	marinating our	Key words and	up for Swiss roll
making, bread	kebabs make them	definitions in	or meringues.
making and	tender?	Illuminate and	Demonstration set
whisking	3. What caused the	Hodder	
3	•••••	textbooks.	up for bread rolls, flavoured breads
meringues.	eggs in our quiche to		
11b	coagulate and set?	Illuminate and	or pizza.
Gluten formation	4. Why do chilled	Hodder differentiated	
Students will	layered desserts		
learn:	thicken and go	practice	
The estantifie	creamy?	questions	
The scientific	5.Why does whisking	cooking methods	
principles	sugar and egg whites	to test your	
underlying the	make form a foam	knowledge.	
role of protein	and make	Key words and	
and the formation	meringues? 6. What is the	definitions of	
of gluten when		different cooking	
making a bread	common link?	methods in	
dough.	Teacher	Illuminate and	
To identify the	demonstration:	Hodder	
ingredients	whisking air into a	textbooks.	
required to make	mixture using	Demonstration	
bread, their	mechanical action to	of pizza and	
functions and the	make meringues or	bread.	
essential stages	Swiss roll.	Diedu.	
of production	Practice questions on		
processes and	protein properties.		
stages when	Protein denaturation,		
making bread and	coagulation and		
bread products.	foam formation.		
	Show Illuminate or		
	AQA animation on		
	gluten. What is		
	gluten and how is it		
	is used in bread,		
	pasta and cakes?		
	Teacher		
	demonstration:		
	Bread making and		
	pizza making.		
	Questioning for		
	learning:		
	Ingredients, types of		

	flour, gluten content, sugar, salt, yeast, conditions for microbial growth, CO2 production, kneading, proving and step by step production of bread or pizza. Practice questions to test recall: 1. Name the 2 proteins in bread making flour and explain why they are important when making doughs such as bread, pasta and pastry (4 marks). 2. What is the best type of flour for the bread and pasta making and why (4 marks)? 3. What is the best flour for cake making and why (4 marks). Homework: Bring in ingredients for bread based product of choice e.g. Bread rolls, focaccia, pizza etc.		
Lesson 28a and b To prepare, cook and a bread based product which applies the scientific principles using the protein gluten to bind the dough and give elasticity. To understand	Physical and chemical properties of food Practical activity: Bread products - Gluten Starter Activity: What makes a successful practical lesson? Outline of assessment criteria	Differentiation Complex: Competent execution of skill and processes to an excellent standard. Selective use of a range of equipment with precision and accuracy. Dish	Resources BBC Good Food Recipes Jamie Oliver Home Cooking Recipes Bread and Pizza recipes Online Classroom

the function of	for practical work	shows a high	Stopwatch
yeast as a raising agent in bread making.	and technical challenge.	level of challenge and complexity. Dish shows a	Lesson power point with risk
To showcase a range of technical skills when	Main Activity: Practical lesson. There will be the opportunity to	wide range of finishing techniques such as garnishing	assessment and hygiene and safety instructions Instruction cards
preparing and cooking bread based rolls or pizza (S1, S2, S3,	showcase different food preparation skills, technical challenges to 3	and decoration. All dishes are presented with excellent	for setting up and tidying away for practical work
S4, S5 and S8, S10 and S11) To demonstrate	different levels of demand. Complex skill:	attention to detail and finished to an	Ingredients trays and room and equipment set up
and apply the principles of food safety and	(Highest mark band) Student demonstrates the	excellent standard. Excellent use of	for practical activities. Assessment
hygiene when cooking. To demonstrate a	execution of skills and technical processes to an	time plans and application of hygiene and	Criteria for practical work Laptops or printed
good working routine in the food room.	excellent standard. Medium demand: (Middle Mark Band)	safety. Medium: A range of skills to good	nutritional profiles of recipes. Camera and
To develop skills in garnishing, finishing and presentation of	Student demonstrates the execution of skills and processes to a	standard. Equipment used with some accuracy. Dish	names for photographing work if necessary.
dishes. To manage time	good standard. Basic (lowest mark	shows some level of demand and uses a range	Lesson Logs and skills checklists.
successfully and present dish for assessment.	band) Student demonstrates the technical skill and processes to a basic	of finishing techniques to garnish and decorate.	Illuminate and Hodder Textbooks or digital bundles.
To suggest ways of adapting the dough recipe to make it suitable for coeliac diets.	standard. Practice questions to test knowledge. 1.Describe the 3 main conditions that	Presentation is good and dish is finished to a good standard.	
	yeast needs to multiply (3 marks). 2. Explain, with	Good use of time plans and hygiene and safety.	
	examples, why gluten is important in bread making (4	Basic: Some basic skills and	
	marks). 3. Explain what makes bread rise (3 marks). 4. Bread is a staple part of the diet of many cultures. Discuss ways bread can be adapted to make it a healthier option and meet a range of special dietary needs (8 marks). Stretch and Challenge Carry out a scientific investigation to find out which is the best type of flour to use in bread making. (Use NEA chapter in book.) Plenary: Celebration display of practical outcomes. Teacher assessment and feedback on outcomes. Completion of lesson log and skills audit. Homework: Find the definitions of the following scientific terms and give 3 practical examples of each in cookery: 1. Gelatinisation 2. Caramelisation and 3. Dextrinisation	processes used with some inaccuracies during making. Basic use of equipment and dish shows some demand but limited use of skill to cook and present. Limited H & S.	
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Lesson 29a Students will learn: The	Functional and chemical properties of food.	Differentiation. Illuminate animations on enzyme	Resources Illuminate textbook and animations

aciontific		browning and	
scientific principles underlying the use of fats and oils to demonstrate the following processes: 1. Shortening eg pastry making. 2. Aeration e.g. making a cake. 3. Plasticity e.g. Pastry making. 4. Emulsification e.g. salad dressings or mayonnaise. Fruit and vegetables 1. Enzyme browning of fresh fruit. 2. Oxidation and preventing vitamin loss when preparing and cooking vegetables.	Starter Activity: 6 different workstations set up around the room with practical examples and some facts on each of the scientific processes listed below: 1. Shortening eg pastry making. 2. Aeration eg making a cake. 3. Plasticity eg Pastry making. 4. Emulsification eg salad dressings or mayonnaise. 5. Enzyme browning of fresh fruit. 6. Oxidation and preventing vitamin loss when preparing and cooking vegetables' Student research activity: Students are put in groups of 3-4 and given a set of 6 revision cards each. They have 5 minutes at each work station to write down an explanation of what each term means and find as many practical examples linked to	browning and emulsification are available. Stretch and Challenge: Make your own salad dressing or mayonnaise either by hand or by the food processor. Test your knowledge and practice questions. Differentiated resources on each work station and photographs or actual examples of foods.	Fact files on each Work station resources Revision cards. Photographs of different foods for display or actual foods sources.
	of what each term means and find as many practical		

	questions. Homework: Research the different types of raising agents used in food today. Find as many different examples as possible.		
Lesson 29b Students will learn about: The scientific principles underlying the use of 4 different types of raising agents used in food today: • chemical • steam • biological	Presentation: what are raising agents and how do raising agents work? Choose one of the following methods of adding air to a mixture: Chemical: Adding baking powder to a Victoria sandwich cake. Trapping air: Lemon Meringue Pie or Swiss roll Rolling and folding to trap air: Flaky or puff pastry – Mediterranean tart, cheese twists or sausage rolls Steam: Choux pastry – Chocolate eclairs or profiteroles. Biological: Chelsea buns or hot cross buns. Student Activity: Select one of the methods of trapping air and recipes above and complete a detailed plan for making the dish next lesson.	Differentiation by task. Teachers can have the flexibility of offering all 4 tasks or reducing it to either only one or two to manage the practical more effectively depending on the size and ability of the group. Recipes can also be adapted to simplify according to ability of class. Demonstration can be done if required. Stretch and challenge: Make one of the other dishes for your family next week at home.	Resources Recipes for: Victoria sandwich Lemon meringue pie Swiss roll Mediterranean tart Sausage rolls Chocolate profiteroles Chelsea buns or hot cross buns. Planning sheets.
Lesson 30a and b	Raising agents in	Making	Resources

	food to dow		
Students will	food today.	differentiation	BBC Good Food
learn:	Practical Activity:	Complex:	Recipes
	Raising agents.	Competent	<u>Necipes</u>
To apply	Starter: What makes	execution of skill	Jamie Oliver
knowledge and	a successful practical	and processes to	Home Cooking
understanding of	lesson?	an excellent	Recipes
using different	Main Activity:	standard.	
raising agents to	Practical lesson.	Selective use of	Victoria sandwich
food.	Plan and make a one	a range of	cake
To showcase a	of the following	equipment with	Lemon meringue
	dishes that	precision and	J
range of technical	demonstrates one	accuracy. Dish	pie
skills when	method of adding air	shows a high	Flaky or puff
preparing and	to a mixture:	level of challenge	pastry
cooking dishes	Chemical: Adding	and complexity.	
with raising	baking powder to a	Dish shows a	Chocolate
agents added (S1,	Victoria sandwich	wide range of	profiteroles
S2, S3, S4, S5	cake	finishing	Chelsea buns or
and S11).	Trapping air: Lemon	techniques such	hot cross buns.
To demonstrate	Meringue Pie or	as garnishing	
and apply the	Swiss roll	and decoration.	Online Classroom
		All dishes are	Stopwatch
principles of food	Rolling and folding to		
safety and	trap air: Flaky or puff	presented with	Lesson power
hygiene when	pastry -	excellent	point with risk
cooking.	Mediterranean tart,	attention to	assessment and
To demonstrate a	cheese twists or	detail and	hygiene and
good working	sausage rolls	finished to an	safety instructions
routine in the	Steam: Choux pastry	excellent	Instruction cards
food room.	chocolate eclairs or	standard.	for setting up and
	profiteroles.	Excellent use of	tidying away for
To develop skills	Biological: Chelsea	time plans and	practical work
in garnishing,	buns or hot cross	application of	practical work
finishing and	buns. (Flexibility for	hygiene and	Ingredients trays,
presentation of	whole class make	safety.	room and
dishes.	one specific dish or	Medium: A range	equipment set up
To manage time	allow choice of one	of skills to good	for practical
To manage time	from list above. The	standard.	activities.
successfully and	lesson could be		
present dish for	repeated to give	Equipment used	Assessment
assessment.	opportunities to do	with some	Criteria for
	more practical).	accuracy. Dish	practical work
	Test your knowledge	shows some	Laptops or printed
	practice questions.	level of demand	nutritional profiles
	1. Name 4 different	and uses a range	of recipes.
	ways of adding air to	of finishing	·
	a mixture (4 marks).	techniques to	Camera and
		garnish and	

	 2. Explain the term chemical raising agent and give examples of its use in cooking (3 marks). 3. Yeast is a biological raising agent. Describe the 3 conditions that yeast needs to multiply and explain why they are important parts of the fermentation process (6 marks). Stretch and Challenge Carry out an investigation into the conditions that yeast needs to ferment. Make a hypothesis, carry out the test, record your findings and write a report with conclusions to your findings. How will your results influence your future practical work when using yeast. Plenary: Celebration display of practical outcomes. Teacher assessment and feedback on outcomes. Completion of lesson log and skills audit. Homework: Complete end of topic test. 	decorate. Presentation is good and dish is finished to a good standard. Good use of time plans and hygiene and safety. Basic: Some basic skills and processes used with some inaccuracies during making. Basic use of equipment and dish shows some demand but limited use of skill to cook and present. Limited H & S.	names for photographing work if necessary. Lesson Logs and skills checklists.
Lesson 31a and b Students will learn: What is meant by the term micro-	Micro- organisms and enzymes Starter Activity: Demonstration: Balloon, yeast and	Differentiation Illuminate animations for visual learners.	Resources Power point on microorganisms and enzymes

food to spoil and make it unsafe to eat. R Conditions for growth of micro- organisms in order to grow and multiply. What enzymes are and how they spoil the palatability of foods. R the call of foods. C C C C C C C C C C C C C C C C C C C	o investigate conditions for CO2 oroduction in yeast Research Task: Read the chapter of the book and watch the animations. Produce a set of revision cards on the following: 1. Definition of a micro-organism. 2. The names of the 3 main types of micro-organisms are that spoil food and cause food boisoning. 3. What 5 conditions to micro- organisms need to multiply? 4. Definition of a migh risk food with examples. 5. Definition of an enzyme and explanation of how enzymes affect food. 5. Definition of yeast and explanation of nould and how mould affects food. 7. Definition of yeast and explanation of nould and how mould affects food. 7. Definition of yeast and explanation of now yeast affects food. Class discussion: Results of experiment. Practice questions and test knowledge.	information. Investigation into conditions for CO2 production for more able student. Stretch and Challenge: 1. Carry out your own experiment with yeast to investigate the factors that affect yeast multiplying and producing CO2. 2. Make up some guacamole and explain how you prevented it going brown.	 Bacteria Mould Enzymic browning Demonstration set up of the balloons, yeast and test tubes at beginning of lesson to investigate conditions for CO2 production in yeast. Practice questions and test your knowledge from Illuminate and Hodder textbooks.
Lesson 31b M Students will F	Aicroorganisms in Food production: Starter Activity:	Differentiation Differentiated tasks and	Resources Hodder case

Food Deisoning	Discussion Crasta a	activitian in hath	studios
Food Poisoning The bacteria that cause food poisoning How bacteria grow and multiply Temperature control to reduce or prevent bacteria multiplying. The use of micro- organisms in the production of: 1. Cheddar cheese 2. Bread 3. Yoghurt.	Discussion Create a mind map of the 5 main food poisoning bacteria, the food and drinks they are found in, symptoms and causes. Student Activity: 1. What are the key temperatures for bacterial growth? Label the thermometer with important temperatures for bacterial growth including: freezing, chilling, danger zone, serving, reheating and boiling. 2. Food safety quiz, bacteria matching activity and practice questions. Home learning and planning practical. 1. Select a British cheese of your choice such as cheddar or stilton. Research the ingredients, it's nutritional value, cost, how it is made, matured and flavoured. 2.Planning for next practical.	activities in both Illuminate and Hodder textbook chapters on Food Spoilage and contamination. Stretch and challenge activity. Illuminate: Case study: Food poisoning at the barbeque. Temperatures worksheet Matching Activity: Match the food to the food poisoning bacteria Soup can be served with homemade bread or savoury scones.	studies Campylobacter E coli Salmonella listeria Staphylococcus aureus Illuminate barbeque case study. Worksheets on key temperatures for bacteria growth.
	for next practical.		
Lesson 32 a and b Students will learn:	Traditional British soups and bread rolls.	Differentiation Complex: Competent execution of skill	Resources Soup and bread recipes

		and processes to	
To prepare, cook	Starter Activity:	and processes to an excellent	Leek and potato
and serve a	What makes a	standard.	Broccoli and
traditionally	successful practical	Selective use of	stilton
British soup which	lesson? Outline of	a range of	Stitton
uses locally	assessment criteria	equipment with	Pea and ham
sourced	for practical work	precision and	Apple and parsnip
vegetables and	and technical	accuracy. Soup	Apple and parship
celebrates the	challenge.	and bread show	Lentil and bacon
best of British	Main activity:	high level of	Fish chowder
cuisine.	Practical lesson	challenge and	rish chowder
To showcase a		complexity. Soup	Cream of
range of technical	There will be the	shows a wide	Asparagus,
skills when	opportunity to	range of	chicken or
preparing and	showcase different	finishing	mushroom
cooking a suitable	food preparation	techniques such	Savoury scones
soup (S1, S2, S3,	skills, technical	as garnishing	recipe
S4, S5, S6, S7 &	challenges to 3	and decoration.	recipe
S9)	different levels of	All dishes are	Online Classroom
	demand.	presented with	Stopwatch
To demonstrate	Complex skill:	excellent	Lesson power
and apply the	(Highest mark band)	attention to	point with risk
principles of food	Student	detail and	assessment and
safety and	demonstrates the	finished to an	hygiene and
hygiene when	execution of skills	excellent	safety instructions
cooking.	and technical	standard.	Salety Instructions
To demonstrate a	processes to an	Excellent use of	Instruction cards
good working	excellent standard.	time plans and	for setting up and
routine in the		application of	tidying away for
food room.	Medium demand:	hygiene and	practical work
	(Middle Mark Band)	safety. Medium:	Ingredients trays
To explain how	Student	A range of skills	and room and
the soup makes	demonstrates the	to good	equipment set up
the best use of	execution of skills	standard.	for practical
locally sourced	and processes to a	Equipment used	activities.
ingredients.	good standard.	with some	
To taste and	Basic (lowest mark	accuracy. Soup	Assessment
evaluate the	band) Student	shows some	criteria for
sensory qualities	demonstrates the	level of demand	practical work
of the soup.	technical skill and	and uses a range	Laptops or printed
To discuss what	processes to a basic	of finishing	nutritional profiles
went well and	standard.	techniques to	of recipes.
even better if.	Practice questions	garnish and	
	and knowledge test:	decorate.	Camera and
	1. How can	Presentation is	names for
		good and dish is	photographing
	consumers make		

 · · · ·	a	
environmentally	finished to a	Lesson Logs and
friendly choices when	good standard.	skills checklists.
shopping for food	Good use of time	
products (7 marks)?	plans and	
2.The sales of	hygiene and	
organic fruit and	safety. Basic:	
vegetables continue	Some skills and	
to increase. Discuss	processes used	
the advantages and	with some	
disadvantages of	inaccuracies	
buying organic fruit	during making of	
and vegetables? (6	a simple soup.	
marks). 3. locally	Basic use of	
sourced and	equipment and	
seasonal ingredients	dish shows	
are becoming	limited skill to	
increasingly popular.	cook and	
Discuss the	present. Limited	
advantages of buying	hygiene and	
local ingredients in	safety. No	
season (6 marks).	accompaniments	
Plenary: Celebration		
display of practical		
outcomes. Teacher		
assessment and		
feedback on		
outcomes.		
Completion of lesson		
log and skills audit.		
Homework to stretch		
and challenge: To		
create a recipe		
leaflet of farmer's		
market dish to be		
made with		
information on the		
following:		
ingredients, where		
they are sourced		
from, farming		
methods used to		
grow rear and		
process the		
ingredients, food		
miles, the nutritional		
profile of the dish,		

	costings and the type of packaging it will be sold in.		
Lesson 33a and b Students will learn: To identify and discuss the different factors that influence what we eat today including: Healthy Eating and physical activity level (PAL) Dietary and medical reasons Lifestyle - job, income and time available to cook food Time of day and eating habits Food availability and seasonality Enjoyment, celebrations, preferences and social aspects of food Cultural and religious influences Ethical and moral influences.	Factors which influence food choices Starter Activity: Class discussion - what factors influence our food choices today? Paired student activity: Micro teaching. Give each paired group a different factor to discuss. Read the textbook chapters on 'Factors affecting food choice' and prepare a short micro presentation on individual factor explaining why it influences what people choose to eat. Pupil Presentations: Factors affecting food choice. Practice questions to test knowledge: 1. List 3 factors that influence what people eat (3 marks). 2. Give 3 reasons why it is important to encourage young children to try a variety of different foods (3 marks). 3. Many people have health or medical conditions that influence their food	Differentiation Key words and definitions in Illuminate and Hodder textbooks. Differentiation of task, questions and recipes Stretch and challenge activities to extend more able students. Paired work to complement learning styles. Open ended practical task to allow differentiation by choice of outcome and complexity. Students must make a different dish and not make something previously made.	Resources Illuminate and Hodder textbooks Chapters on food choices. BBC Good Food Recipes Jamie Oliver Home Cooking Recipes Test your knowledge and practice questions. Food packaging samples for traffic light labelling task. Recipe ideas Chicken and vegetable pie Alince pie Sausages and mash Cowboy hotpot Mince pie Sausages and mash Cowboy hotpot Mince pie Sausages and mash Cowboy hotpot Mince cobbler Cornish pasties Toad in the hole Cumberland pie Beef Wellington Liver and onions
The media	choice. Identify some		

of these influences	
	Pork pie
and explain how they	
will affect food	
choices (5 marks).	
4. Families are often	
very busy during the	
week. Explain how a	
busy lifestyle	
influences what we	
eat and suggest	
ways a family can	
ensure they eat	
healthy, well	
balanced meals (5	
marks).	
Stretch and	
Challenge: From	
December 2016 all	
food manufacturers	
must put nutritional	
information on	
packaging.	
1. Explain how the	
traffic light system of	
food labelling	
informs customers	
about making	
healthy food choices.	
2. Find a good	
example of a food	
package which uses	
the traffic light	
system to present	
nutritional	
information.	
3. List all the	
information that	
must go on the label	
by law.	
Homework and	
planning for	
practical. Plan and	
make a traditionally	
British main meal	
that can serve a	
family of four and	
ranning of four and	

	cost less than £10 to make. Use locally sourced ingredients where possible and serve with a suitable accompaniment, sauce or gravy.		
 34 a and b Students will learn: To prepare, cook and serve a traditionally British main meal which uses locally sourced vegetables and celebrates the best of British cuisine. To showcase a range of technical skills when preparing and cooking a suitable soup (S1, S2, S3, S4, S5, S6 and others). To demonstrate and apply the principles of food safety and hygiene when cooking. To demonstrate a good working routine in the food room. To explain how 	Traditional British Cuisine - Main Meals Starter: What makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge. Main Activity: British main meals practical. There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand. Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to an excellent standard. Medium demand: (middle mark band) Student demonstrates the execution of skills	Differentiation Complex: Competent execution of skill and processes to an excellent standard. Selective use of a range of equipment with precision and accuracy. Main meal shows high level of challenge and complexity. Meal shows a wide range of finishing techniques such as garnishing and decoration. All dishes are presented with excellent attention to detail and finished to an excellent standard. Excellent use of time plans and application of hygiene and safety. Medium: A range of skills	Resources BBC Good Food Recipes Jamie Oliver Home Cooking Recipes Online Classroom Stopwatch Recipe ideas Chicken and vegetable pie Mince pie Sausages and mash Cowboy hotpot Mince cobbler Cornish pasties Toad in the hole Cumberland pie Beef Wellington Liver and onions Pie and mash Pork pie Lesson power point with risk assessment and
the meal makes the best use of fresh locally sourced	and processes to a good standard. Basic (lowest mark band) Student	to good standard. Equipment used with some	hygiene and safety instructions Instruction cards

ingredients. To identify the environmental impact of some of our food choices. To taste and evaluate the sensory qualities of the main meal. To discuss what went well and even better if. (WWW and EBI).	demonstrates the technical skill and processes to a basic standard. Practice questions and knowledge test: 1. What is the definition of cuisine (1 mark)? 2. Explain why people may choose foods with the RSPCA Assured Logo on it (3 marks). 3. Discuss the advantages and disadvantages of the following: a) Organic foods b) Free range eggs and chicken c) locally sourced ingredients d) seasonal ingredients e) Marine Stewardship Council (MSC) fish (5 x 5 marks)	accuracy. Main meal shows some level of demand and uses a range of finishing techniques to garnish and decorate. Presentation is good and dish is finished to a good standard. Good use of time plans and hygiene and safety. Basic: Some skills and processes used with inaccuracies during making of a simple meal. Basic use of equipment and dish shows limited skill to cook and present. Limited H & S. No	for setting up and tidying away Ingredients trays and room and equipment set up Camera and names for photographing Lesson Logs and skills checklists.
went well and even better if.	foods with the RSPCA Assured Logo on it (3 marks). 3. Discuss the advantages and disadvantages of the following: a) Organic foods b) Free range eggs and chicken c) locally sourced ingredients d) seasonal ingredients e) Marine Stewardship Council	finished to a good standard. Good use of time plans and hygiene and safety. Basic: Some skills and processes used with inaccuracies during making of a simple meal. Basic use of equipment and dish shows limited skill to cook and present. Limited	skills checklists.
	Stretch and Challenge: Write an article for a food magazine that promotes the local produce from your area. Include information on local ingredients and benefits of buying		

	locally sourced ingredients. Include recipes for dishes.		
Lesson 35a and b Students will learn:	International Cuisine - Research task Starter: Mock NEA: International Cuisine	Differentiation: Complex Research Relevant, concise	Resources <u>AQA NEA</u>
To develop research skills and carry out research into the cuisine of another	Plan, prepare, cook and present two dishes from an International culinary tradition of your choice.	and accurate research that shows discrimination when selecting	Mock NEA Task brief Research sources Laptops or ICT
country. About the	Class discussion: What are the different types of	and acquiring information to answer the task. Research	facilities to present research on.
ingredients and food products from different international	international cuisine? Assessment outline - Students will:	includes ingredients, equipment, cooking	BBC Good food magazines for recipe ideas
countries.	 Research the task. Plan the 	techniques eating patterns and presentation	Illuminate and Hodder NEA chapter
About the distinctive features of chosen cuisine	meal.Prepare, cook and serve the	styles. Research reflects detailed understanding and culinary	advice Assessment criteria NEA task 2
including ingredients, equipment, cooking	meal and any possible accompanime nts	tradition. Selected a good range of relevant dishes closely	2 Specification Recipes from
techniques, eating patterns and presentation	showcasing technical skill. • Analyse the	reflecting the research and culinary	different international cuisines.
styles.	value of the meal and	tradition. Medium Research	Templates for setting out NEA Research
To gather research from a variety of	evaluate the success of meal.	Relevant research carried out related to	Planning Nutritional
different primary and secondary sources.	Assessment information:	the chosen culinary tradition.	Analysis Costing
To present	How it's assessed: Students will	Includes an analysis of culinary	Sensory analysis

un an an all fine dia an		ture dittione of	
research findings	produce a concise	traditional	Analysis and
in a concise and	portfolio including:	cuisine. A good	Evaluation
relevant way.	 Evidence of 	selection of	
	research and	suitable dishes	
	analysis of their	chosen which	
	chosen task	reflect the	
		research and	
	• Evidence of making	chosen task.	
	2 dishes which	Basic Research	
	demonstrate culinary	Limited research	
	techniques from	carried out into	Resources
Lesson 35b	chosen cuisine.	culinary	Resources
To develop	Evidence of	tradition. Limited	Illuminate and
planning skills to	planning, preparing,	analysis of the	Hodder textbooks.
include details of	cooking and	culinary	(Preparing for the
timings,	5	tradition.	NEA - Food
instructions for	presenting a menu of 2 dishes within 2	Selected some	preparation task).
making and	food lessons.	trial dishes	
include important		reflecting the	BNF Nutritional
hygiene or safety	 Analysis and 	research and	Analysis (Explore
points.	evaluation of the	chosen task.	<u>Food)</u>
	nutritional, cost and		A4 differentiated
	sensory properties of		templates and
To analyse the	the final menu.		writing frames:
nutritional value	This assessment is to		writing frames.
of the meal.	be carried out under	Differentiation	Research
	supervised	Range of	Planning sheets
To calculate the	conditions. (NB	resources on	r tanning sheets
total costs of the	Students will not be	how the task is	Sensory testing
dish, how many it	assessed on section	going to be	Nutritional
will serve and	C due to time	assessed.	analysis
portion size.	constraints in this		analysis
To produce a	mock NEA).	Differentiated A4	Evaluation and
time, plan for		student	improvements.
making.	Research Activity:	templates and	
	Research the	writing frames	
	ingredients and food	for recording	
	products from	research, plans	
	different	for making,	
	international	sensory testing	
	countries. Include	and evaluation of	
	the distinctive	task.	
	features of chosen		
	cuisine such as		
	ingredients,	Differentiated	
	equipment, cooking	planning sheets.	
	techniques, eating	-	

patterns and presentation styles. Complete for homework.	Exemplar planning sheets	
Planning the task: International Cuisines.		
Student activity:		
 2 course international menu and reasons for choice. 		
 Planning for the practical task to list accurate timings, step by step instructions and any important hygiene and safety checks identified throughout. 		
 Nutritional analysis of the meal using textbooks, internet or BNF nutritional software programme. 		
• Work out the final costing of the meal, how many it serves and final cost per portion.		
Homework:		

	Bring in all ingredients and a serving dish for Food Preparation Task		
Lesson 37a and b Students will learn: To prepare and cook a nutritionally balanced savoury main course dish which meets the advice of the Eat well guide.	Practical Activity: International Dish 1. Starter Activity: Questioning for learning: recap what makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge.	Making differentiation Complex: Competent execution of skill and processes to an excellent standard. Selective use of a range of equipment with precision and	Resources Recipes. BBC Good Food Recipes Jamie Oliver Home Cooking Recipes BNF Nutritional Analysis (Explore Food)
To apply a variety of technical skills and make some creative and quality products with skill and precision. (S1, S2, S3, S4, S5, S6, and others)	Main Activity: Practical lesson. Students create, prepare, cook and serve an international dish of choice which reflects the culinary traditions of a country of choice.	accuracy. Dish shows a high level of challenge and complexity. Dish shows a wide range of finishing techniques such as garnishing and decoration. All dishes are presented with	Lesson power point with risk assessment and hygiene and safety instructions. Instruction cards for setting up for practical work. <u>Online Classroom</u> <u>Stopwatch</u>
To demonstrate and apply the principles of food safety and hygiene when cooking.	There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.	excellent attention to detail and finished to an excellent standard. Excellent use of time plans and application of	Ingredients trays and room and equipment set up for practical activities. Instruction cards for tidying away
To present a dish with a good level of technical skill and is presented with a suitable level of finish and decoration for serving.	 Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to an excellent 	hygiene and safety. Medium: A range of skills to good standard. Equipment used with some accuracy. Dish	for practical work. Sensory word bank and chart to carry out sensory testing of dishes made in terms of appearance, taste, consistency and

	ctandard	shows come	smell
To carry out	standard.Medium demand:	shows some level of demand and uses a range	smell. Assessment criteria for
sensory analysis with family using	(Middle Mark Band)	of finishing techniques to	practical work.
a profiling test.	Student demonstrates the execution of skills and	garnish and decorate. Presentation is good and dish is finished to a	Camera and names for photography.
	processes to a good standard. • Basic (lowest	good standard. Good use of time plans and hygiene and	
	mark band) Student demonstrates	safety. Basic: Some	
	the technical skill and processes to a basic	basic skills and processes used with some inaccuracies during making.	
	standard. Stretch and	Basic use of equipment and	
	Challenge: 1. Nutritional	dish shows some demand but limited use of	
	analysis of dish and evaluation of protein content.	skill to cook and present. Limited H & S	
	2. Costing of ingredients.		
	3. Portion size.		
	4. Suggest ways to adapt this dish to meet a range of special dietary needs (10 Marks).		
	Plenary: Celebration display and teacher assessment and feedback on outcomes. Completion of lesson		
	log and skills audit.		

	Homework: Sensory		
	testing (profiling) of dish with family. Preparation to international dish 2.		
Lesson 37a and b Students will	Practical Activity: International Dish 2.	Making differentiation	Resources
learn:	Starter Activity:	Complex:	Recipes. BBC Good Food
To prepare and cook a	Questioning for learning: recap what	Competent execution of skill	Recipes
nutritionally balanced savoury main course dish which meets the	makes a successful practical lesson? Outline of assessment criteria	and processes to an excellent standard. Selective use of	<u>Jamie Oliver</u> <u>Home Cooking</u> <u>Recipes</u>
advice of the Eat well guide.	for practical work and technical challenge.	a range of equipment with precision and accuracy. Dish	<u>BNF Nutritional</u> <u>Analysis (Explore</u> <u>Food)</u>
To apply a variety	Main Activity: Practical lesson.	shows a high level of challenge	Lesson power point with risk
of technical skills and make some creative and	Students create, prepare, cook and serve an	and complexity. Dish shows a wide range of	assessment and hygiene and safety
quality products with skill and	international dish of choice which reflects	finishing techniques such	instructions. Instruction cards
precision. (S1, S2, S3, S4, S5, S6, and others)	the culinary traditions of a country of choice.	as garnishing and decoration. All dishes are	for setting up for practical work.
To demonstrate	There will be the opportunity to	presented with excellent	<u>Online Classroom</u> <u>Stopwatch</u>
and apply the principles of food safety and hygiene when cooking.	showcase different food preparation skills, technical challenges to 3 different levels of	attention to detail and finished to an excellent standard.	Ingredients trays and room and equipment set up for practical activities.
	demand.	Excellent use of time plans and	Instruction cards for tidying away
To present a dish with a good level of technical skill	 Complex skill: (Highest mark band) Student 	application of hygiene and safety.	for practical work. Sensory word
and is presented with a suitable level of finish and	demonstrates the execution of skills and	Medium: A range of skills to good standard.	bank and chart to carry out sensory testing of dishes
decoration for	technical processes to	Equipment used	made in terms of

serving.	an excellent	with some	appearance, taste,
Serving.	standard.	accuracy. Dish	consistency and
		shows some	smell.
To carry out	 Medium demand: 	level of demand	Assessment
sensory analysis	(Middle Mark	and uses a range	criteria for
with family using	Band)	of finishing	practical work.
a rating test.	Student	techniques to	
	demonstrates	garnish and decorate.	Camera and names for
	the execution	Presentation is	photography.
	of skills and	good and dish is	F
	processes to a good	finished to a	
	standard.	good standard. Good use of time	
	 Basic (lowest 	plans and	
	mark band)	hygiene and	
	Student	safety.	
	demonstrates the technical	Basic: Some	
	skill and	basic skills and	
	processes to a	processes used	
	basic	with some	
	standard.	inaccuracies during making.	
	Stretch and	Basic use of	
	Challenge:	equipment and	
	1. Nutritional	dish shows some	
	analysis of dish and	demand but	
	evaluation of protein	limited use of skill to cook and	
	content.	present. Limited	
	2. Costing of	hygiene and	
	ingredients.	safety.	
	3. Portion size		
	4. Explain how this		
	dish could be		
	adapted to make more		
	environmentally		
	friendly and ethical		
	(10 marks)		
	Plenary: Celebration		
	display and teacher		
	assessment and		
	feedback on		

	outcomes. Completion of lesson log and skills audit. Homework: Sensory testing(rating) of dish with family.		
Lesson 39a and b Students will learn: How to record the results of sensory testing in a rating or profiling chart?	Mock NEA - Analysis and Evaluation Starter Discussion? Why is it important to carry out sensory analysis and evaluate practical work and making activities?	Differentiation Range of visual resources to show the essential subject knowledge on NEA.	Resources Illuminate and Hodder textbooks. BBC Good Food Recipes Jamie Oliver
To analyse the results of sensory testing and write detailed conclusions on the results.	Sensory testing techniques: • Sensory testing using profiling test on	Key words and definitions in Illuminate and Hodder textbook.	<u>Home Cooking</u> <u>Recipes</u> <u>BNF Nutritional</u> <u>Analysis (Explore</u> <u>Food)</u>
To calculate costs of dish(es) and evaluate how cost effective and value for money	International Cuisine dish 1. • Sensory testing using rating test on International	Templates and writing frames for less able and SEN students to present their work on.	Exemplars NEA task sheets on research, planning, making and evaluating.
the dish is for family. To analyse the nutritional profile of the dish and suggest modifications for improvement. To evaluate work.	cuisine dish 2. Main Activity: Students write detailed conclusions and evaluation on: 1. Results of sensory testing of dish(es). Testers, fair testing, opinions on the dish and any advice and recommendations on how could the sensory qualities of the dish be improved?	Sentence starters and literacy materials for writing conclusions and evaluations to findings. Exemplar of NEA style portfolio. Exemplar time plans from Illuminate and Hodder textbooks.	Various worksheets and resources: Research Planning Recording practical work Writing conclusions and evaluations.

 2. The costings, portion size and number of servings of each dish. Write up a conclusion to the final cost of the dish. Did the dish provide good value for money for your family? Were you pleased with the overall cost and why? How could you reduce your costs further? 3. The nutritional profile of the dish analysed using BNF explore food nutritional. What nutrients did the dish contain and what ingredients did they come from? 	Differentiated planning sheets. (High, medium and lower levels of complexity and detail required. Lesson logs and skills checklists.	
carbohydrates, fat, vitamin A, B, C and D, calcium and iron content of the dish. What nutrients were present in high or low quantities? What changes could you make to your dish to make it more nutritionally balanced.		
4. How does this dish meet the current guidelines and proportions advised in the Eatwell Guide? What needs to be improved and what you need to do?		

Lesson 40a and bThe Classic British Afternoon Tea Party.DifferentiationResourcesEnd of term celebration event.Group work activity: Bake off challenge.DifferentiationRecipes.Students will learn:'In groups of 4, plan, prepare, bake and serve some sweetDifferentiationRecipes.To develop skills'In groups of 4, plan, prepare, bake and serve some sweetThe classic British If required and appropriate at end of term. There will be the opportunity to showcaseBBC Good Foo Recipes
in group work.Serve some sweetdifferent food preparationassessment ar hygiene and safetyTo showcase a range of technical skills to produce a range of dishes suitable for a brunch or afternoon tea party.different food preparationassessment ar hygiene and safetyTo manage time effectively develop skills in time management.Dishes selected serving at a brunch or afternoon tea party.Dishes selected should:Online Classro StudentsTo develop presentation skills and serve up brunch or afternoon tea with high level of finish andStudents and for each studentShowcase a range of afternoon tea party.Showcase a range of serving at a brunch or afternoon tea party.Showcase a range of afternoon tea party.Showcase a range of afternoon tea party.Showcase a range of afternoon tea professional studentServing dishes studentTo develop presentation skills and serve upShowcase a range of different technical skills and for each studentShowcase a restaurant.Serving dishes standard as in a table decoratio etc.

To carry out sensory analysis of the dishes made and feedback opinions on the dishes made and served.	 challenge. Be suitable for making and serving in 1 hour. Main Activity: Individual and group work Preparing, cooking and serving chosen dishes. Set up tables and decorations of party. Serve up afternoon tea as a group and enjoy. Plenary: Issue holiday research task and technical skills challenge. See research tasks below. 	skills and processes to a good standard. Afternoon tea is served to a good standard. Basic Student demonstrates the technical skill and processes to a basic standard. Afternoon tea is served to a basic standard.
Field to Fork. Primary and secondary	Summer Research Task.	Summer Practical Task. Select one or more of the following
processing of foods: • wheat into	Select one or more of the following tasks:	activities: 1. Make up some fresh pasta or gnocchi and serve to your family with
flour	1. Research how wheat is turned into	a fresh homemade sauce of your choice. Write up your recipe.
 milk into cheese or yoghurt 	flour, and how wheat flour is made into pasta.	 Make your own cottage cheese or natural or flavoured yoghurt. Serve to your family.
 fruit into jam. 	2. Research how milk is processed from the dairy to point of sale and then made	3. If possible, visit your local fruit farm and pick your own strawberries or buy some locally. Make up some of

into yoghurt or cheese.	your own fruit jam. Take photographs and make up your recipe card.
3. How strawberries are harvested at the farm, processed ready for sale and then made into jam.	