

# 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 or e- text books issued with logins or numbers recorded. Specification Notes and guidance AQA Assessment materials Illuminate resources Hodder 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 main sections	Differentiation through effective questioning techniques. BNF Micro Nutrients Differentiated recipe ideas with varying degrees of complexity	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	in the guide <ul> <li>Discuss the key messages from the guide</li> </ul> Main Activity Plan a day's meals	and challenge. Explanation of assessment criteria and how it will influence choice of dish: Differentiation of	BBC Good Food Recipes Possible recipes Ideas: Spaghetti Bolognaise Fajitas
diet. To plan a suitable savoury meal for a teenager that meets all the advice of the Eatwell guide.	for a teenager based upon the advice of the Eatwell Guide. From the chosen menu, plan and make a nutritionally balanced savoury meal or lunch dish which will appeal to a teenager.	skills and outcomes in recipes. Complex skill (highest mark band) Medium Skill (middle mark band)	Chili Risotto Jambalaya, Homemade soup/ bread
To justify choice of dish and explain how it meets current dietary guidelines for healthy eating.	The dish must: • contain foods from all the main sections of the Eatwell Guide • include	Basic Skill (Low mark band) Differentiated	Test your knowledge practice questions:
To test knowledge and understanding of Eatwell Guide	starchy carb- ohydrates, protein, fruit and vegetables,	questions and style of questioning in test your knowledge.	<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	
	<ul> <li>demonstrate different technical skills</li> </ul>	
	<ul> <li>be suitable for preparing, cooking and serving up in a given time during the next practical lesson.</li> </ul>	
	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 Students will learn: To prepare, cook and serve a healthy savoury product suitable for a teenager. To showcase a range of technical skills when preparing and cooking a suitable savoury dish. (S1, S2, S3, S4, S5, S6, S7 and S9) To demonstrate and apply the	healthy food choices	Differentiation Chicken Fajitas. Complex Chicken, de- boned, marinated, meat and vegetables prepared correctly and cooked with precision. Served on homemade flatbread with a range of homemade sauce and accompaniments eg salsa, guacamole and salad. All technical skills	BBC Good Food RecipesRecipesRecipesLesson PowerPoint with risk assessment and hygiene and safety instructionsInstruction cards for setting up for practical workOnline Classroom StopwatchIngredients, trays and room and equipment set up for practical activities.
principles of food safety and hygiene when	savoury dish that will appeal to teenagers and meet the	technical skills and processes executed and	Instruction cards for tidying away
cooking. To demonstrate a good working	guidelines on new Eatwell Guide. There will be an	fajitas presented to an excellent standard. Meets all sections of	for practical work Sensory word bank and chart to carry out sensory
routine in the food room. To explain how	opportunity to showcase different food preparation skills, technical	Eatwell guide. Medium Chicken	testing of dishes made in terms of appearance, taste,
the dish meets the requirements of the new	challenges to 3 different levels of demand.	marinated and seasoned. Meat and vegetables	consistency and smell. (Hodder book)
Eatwell Guide. To understand why sensory testing is carried	<ul> <li>Complex skill: (Highest mark band) Student</li> </ul>	prepared and cooked to a good standard and served with	Assessment Criteria for practical work
out and experiment with different types of	demonstrates the execution of skills and technical	tortilla wrap and served with a suitable	Camera and names for photographing work if necessary.
sensory tests.	processes to	dip/accompanim	

To use a word bank and tasting chart to carry out sensory testing.	<ul> <li>an excellent standard.</li> <li>Medium demand: (Middle mark band) Student demonstrates the execution of skills and processes to a good standard.</li> <li>Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard.</li> <li>Student activity and discussion:         <ol> <li>Why do we carry out sensory evaluations of foods?</li> <li>How to set up sensory analysis.</li> <li>Sensory evaluation of meal.</li> <li>Use of tasting chart and word bank for sensory testing.</li> </ol> </li> <li>Stretch and Challenge</li> <li>Explain how your dish and the ingredients meet the advice given on the new Eatwell plate guidelines. (10 Marks)</li> <li>Plenary</li> </ul>	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.
---	---	---	---

	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	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	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 • vegetarian shepherd's pie
	deficiency and	changed to	pic

	aveces protain	include other	
	excess protein in the diet.		<ul> <li>chicken,</li> </ul>
	in the diet.	savoury HBV and	leek and
	Test your knowledge	LBV protein	potato pie.
	/practice questions.	recipes and	
		adapted easily.	
	Plan for practical	(The recipe ideas	Explore Food BNE
	activity next lesson:	are intended as	Explore Food BNF Nutritional
	<ul> <li>adults need</li> </ul>	a suggestion	
	between 45	only. Any other	<u>analysis</u>
	and 55 grams	recipes can be	
	of protein per	used as an	
	• •	alternative to	
	day.	meet different	
	<ul> <li>plan and</li> </ul>	schools lesson	
Lesson 3b	make a dish	times, individual	
Churd and La 1990	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		and digital
understanding of	between 15-		bundles.
the Eatwell Guide	18 grams of		Dunules.
and its	protein per		BBC Good Food
proportions.	portion.		Recipes
pi opoi cions.	Recipe ideas	Differentiation	
To select a	include	Range of visual	Teacher
suitable savoury	traditional	resources and	demonstration set
dish which			up including all
contains both	fish, cottage	animations to	ingredients and
HBV and LBV	or shepherd's	show the	equipment.
protein sources.	pie.	essential subject	Desines available
	Stretch and	knowledge on	Recipes available
To describe the	Challenge	proteins.	for a:
effect of heat on a	-	Key words and	<ul> <li>fish pie</li> </ul>
range of different	Use BNF website or	definitions in	
protein foods.	other nutritional	Illuminate and	<ul> <li>shepherd's</li> </ul>
To research the	profile website to	Hodder Text	pie
health benefits of	work out how much	books	<ul> <li>cottage pie</li> </ul>
a range of	protein there is in		
alternative	the recipe.	Differentiation	<ul> <li>vegetarian</li> </ul>
protein foods	How could this recipe	through effective	shepherd's
•	be adapted for: lacto	questioning	pie
including:		techniques	<ul> <li>chicken,</li> </ul>
• soya	vegetarian, vegan	during	• chicken, leek and
-	and coeliac diets?	demonstration	
<ul> <li>mycoprot-</li> </ul>		using Bloom's	potato pie.
ein eg		-	

Quorn		taxonomy.	• any other
• 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 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	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. 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.	HBV protein main meal. Quorn Health benefits of soya beans Health benefits Quinoa

	• cheese. Student Activity Research the following protein alternatives:		
	<ul> <li>soya beans</li> </ul>		
	<ul> <li>mycoprotein eg Quorn</li> </ul>		
	• 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:	Practical 2 - HBV and LBV protein dish.	Differentiation Fish pie. Complex: Fish	Resources BBC Good Food
To prepare, cook and serve a savoury dish which contains both HBV and	Starter Activity Questioning for learning: recap what makes a successful practical lesson?	filleted and all bones removed with no excess waste, fish and vegetables prepared	<u>Recipes</u> <u>Online Classroom</u> <u>Stopwatch</u>
LBV proteins and meets Eatwell guidelines for a healthy diet.	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
To showcase a range of technical skills when	Main Activity Practical lesson.	mashed and piped on top. All technical skills	Instruction cards for setting up and

preparing and cooking a suitable savoury dish. (S1, S2, S4, S5, S6, S8 & S12) 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 presentation of dishes. To analyse the protein content of the dish and how effectively it meets 1/3 of the DRV's for an adult.	Students create, prepare, cook and serve a savoury dish containing good sources of both HBV and LBV proteins, meets Eatwell guidelines and demonstrates range of different skills. 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 and processes to a	and processes executed and fish pie presented to an excellent standard. Meets all sections of Eatwell guide. Medium: Skin removed from a filleted fish with some waste. Fish and vegetables prepared and cooked to a good standard and served in a homemade sauce with mashed potato topping. All skills and processes executed effectively and fish pie presented to good standard. Pie meets most sections of Eatwell guide. Basic : Use of pre filleted fish. Fish and vegetables are prepared and cooked to a basic standard.	<ul> <li>tidying away for practical work</li> <li>Ingredients trays and room and equipment set up for practical activities.</li> <li>Assessment Criteria for practical work</li> <li>Laptops or printed nutritional profiles of recipes.</li> <li>Explore Food BNF Nutritional analysis</li> <li>Camera and names for photographing work if necessary.</li> <li>Lesson Logs and skills checklists.</li> <li>Illuminate and Hodder Textbooks or digital bundles.</li> </ul>
	demonstrates the execution of skills and	and vegetables are prepared and cooked to a basic standard.	

	skill and processes to a basic standard.	of Eatwell guide 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	<u>Government</u> report on
The functions of carbohydrate in	<ul> <li>What is carbohydrate?</li> </ul>	Carbohydrates. Key words and	<u>carbohydrates and</u>

the diet. The main sources of carbohydrate. The effects of deficiency and excess of carbohydrate in diet.	<ul> <li>What are the functions of carbohydrate in the diet?</li> <li>What are the main sources of carbohydrate in the diet?</li> <li>sugar, free sugars and hidden sugar</li> </ul>	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	<ul> <li>sugar alternatives.</li> <li>starches and non-starch polysaccharid es(NSP)</li> <li>effects of a deficiency in carbohydrate</li> <li>effects of excess carbohydrates in diet.</li> <li>Test your knowledge or practice questions on carbohydrates.</li> </ul>	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	Stretch and 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 the effect of excess and deficiency of dietary the dietary reference values for fibre. bow to	approximately 30gms (6 teaspoons per day) for teenagers and adults. Explain what advice you would give to 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	Illuminate and Hodder Text books Differentiation Effective questioning techniques during demonstration using Bloom's taxonomy. The practical activity may be changed and adapted easily. The recipe ideas	and digital bundles. Display or photograph of high fibre foods. BNF Fibre and Water BBC Good Food Recipes Possible Practical outcomes: Bramley Apple Cake Rhubarb Crumble
reduce the amount of free sugar in the recipe and/or increase the amount of dietary fibre in the recipe.	<ul> <li>coca cola, mars bar, biscuits, cakes and any other</li> <li>convenience foods in your food cupboard or fridge at home.</li> <li>Dietary Fibre</li> <li>Starter Activity</li> <li>Presentation, food</li> <li>display and class</li> <li>discussion on dietary</li> <li>fibre:</li> <li>What is dietary fibre?</li> <li>What are the functions of dietary fibre in the diet?</li> <li>What are the main sources of dietary</li> <li>fibre in the diet?</li> </ul>	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.	Lightly Spiced Carrot Cake Summer Fruit Squares Baked Blueberry Bites. Any other recipe of choice for muffin, cake or tray bake. <u>BNF Nutritional</u> <u>Analysis (Explore Food)</u>

<ul> <li>effects of a deficiency in dietary fibre.</li> <li>effects of</li> </ul>	
excess dietary fibre in diet.	
<ul> <li>ways to increase the fibre in your diet.</li> </ul>	
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.	

Carbobydratas	Startor Activity	Differentiation	
Carbohydrates Lesson 6a and b	Starter Activity	Differentiation	Resources
Increased dietary	What makes a	Cake Making	BBC Good Food
fibre and reduced	successful practical	adaptations.	Recipes
sugar practical.	lesson? Outline of	Complex	<u>Incerpes</u>
Suyar practical.	assessment criteria	Complex	Online Classroom
Students will	for practical work	Prepare and	<u>Stopwatch</u>
learn:	and technical	bake a	
To proporo cook	challenge.	challenging cake	Lesson power
To prepare, cook and serve muffin,	Main Activity	mixture with	point with risk
tray bake or cake	Main Activity	skill, accuracy	assessment and
that has been	Practical lesson.	and precision.	hygiene and
adapted to reduce	Students create,	The cake has	safety instructions
the sugar and		been cooked for	Instruction cards
increase the fibre.	prepare, cook and serve muffin, tray	the correct time	for setting up and
	bake or cake that has	and has risen	tidying away for
To showcase a	been adapted to	well. All	practical work
range of technical	reduce the sugar and	technical skills	Ingradianta turua
skills when	increase the fibre.	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
To demonstrate	skills, technical	served to a very	Criteria for
and apply the	challenges to 3	high standard.	practical work
principles of food	different levels of	The sugar	Lantona ar printed
safety and	demand.	content of the	Laptops or printed
hygiene when	• Complex skill:	cake has been	nutritional profiles of recipes.
cooking.	(Highest mark	reduced and the	of recipes.
COOKING.	band) Student	fibre increased.	Explore Food BNF
To demonstrate a	demonstrates	Medium	Nutritional
good working	the execution		analysis
routine in the	of skills and	Prepare and	
food room.	technical	bake a cake	Camera and
To develop skills	processes to	mixture with	names for
in garnishing,	an excellent	some skill and	photographing
finishing and	standard.	accuracy. The	work if necessary.
presentation of		cake has been	Lesson Logs and
dishes.	<ul> <li>Medium</li> </ul>	taken out of	skills checklists.
	demand:	oven at the	
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	

reduced.	of skills and processes to a good standard. • Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard.	have been executed effectively and cake has presented and served to a good standard. The sugar content of cake or fibre content has improved slightly. Basic	
	<ul> <li>Plenary</li> <li>1. Nutritional analysis of dish and evaluation of fibre and sugar content of dish.</li> <li>2. How many grams of sugar per portion?</li> <li>3. How many grams of fibre per portion?</li> <li>Stretch and challenge: Explain why you consider 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).</li> </ul>	A basic cake mixture has been made using a simple range of ingredients. The cake has been made and decorated to a basic standard, demonstrate limited technical skill and no changes to adapt sugar or fibre.	
	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
Students will learn: The definition of Fat. The functions of fat in the diet.	Starter BNF link to fat video or flora healthy eating quiz. Presentation	Range of visual resources and animations to show the essential subject knowledge on fats.	Illuminate and Hodder textbooks and digital bundles. Display or photographs of high fat foods
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.	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 and unsaturated fats. (4 marks).	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.	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 investigation skills similar to those used later in NEA.	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 pastry? Split class into 6 groups and each	<ul> <li>Differentiation</li> <li>Range of visual resources and animations to show the essential subject knowledge on fats and pastry making.</li> <li>Key words and definitions in Illuminate and Hodder textbooks.</li> <li>Differentiated worksheets for investigations.</li> <li>Clear step by step instructions to make short crust pastry with control checks and advice.</li> <li>NEA advice on carrying out</li> </ul>	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.
used later in NEA. To develop	groups and each group is to make up	carrying out Food Investigation in	

sensory analysis techniques when investigating foods. To develop	one batch of short crust pastry using different types of fats and ratios of fats.	both Illuminate and Hodder textbooks and digital bundles.	
analysis and evaluation skills when working with different	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		

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
	making - Practical	Savoury flan or	Resources
Students will	activity	quiche.	BBC Good Food
learn:	2		Recipes
To prepare, cook	Starter	Complex	11001000
and serve a	What makes a	Prepare and	Online Classroom
savoury guiche or	successful practical	make short crust	Stopwatch
flan that has been	lesson? Outline of	pastry to	
adapted to reduce	assessment criteria		Lesson power
the saturated fat		required shape and thickness	point with risk
	for practical work		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		pastry has been	for setting up and
preparing and	Practical lesson.	baked blind and	tidying away for
cooking a suitable	Students create,	a fat reduced	practical work
savoury dish.	prepare, cook and	filling has been	
(S1, S2, S3, S4,	serve a savoury flan	added. It has	Ingredients trays
S5, S6, S8, S11 &	or quiche with a	cooked for the	and room and
S12)	short crust pastry	correct time and	equipment set up
512)	base and reduced fat	set well. All	for practical
To demonstrate	filling of choice.	technical skills	activities.
and apply the		and processes	Accordent
principles of food	There will be the	executed	Assessment
safety and	opportunity to	effectively and	Criteria for
hygiene when	showcase different	the flan has	practical work
cooking.	food preparation	been effectively	Laptops or printed
To domonstrato o	skills, technical	presented and	nutritional profiles
To demonstrate a	challenges to 3	served to a very	of recipes.
good working	different levels of	high standard.	
routine in the	demand.		Explore Food BNF
food room.	<b>C</b> 1	Medium	<u>Nutritional</u>
To develop skills	Complex skill:	Prepare and	<u>analysis</u>
in garnishing,	(Highest mark	make short crust	Camera and
finishing and	band) Student	pastry to	names for
presentation of	demonstrates	required shape	
dishes.	the execution	and thickness	photographing
	of skills and	with some skill,	work if necessary.
To identify	technical	accuracy and	Lesson Logs and
nutritional profile	processes to	precision. The	skills checklists.
and science	an excellent	pastry has not	
behind the recipe.	standard.	been pre baked	Illuminate and
	Medium	and a filling has	Hodder Textbooks
	demand:	been added. It	or digital bundles.
	(Middle Mark	has cooked	
	Band)	correctly and has	
	Danuj		l

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 Challenge1. 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 cheesePlenary Celebration display and teacher	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.
---	--

	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	Micronutrients - Fat	Differentiation	Resources
Students will	Soluble Vitamins	Range of visual	Illuminate and
learn:	Starter Activity	resources and animations to	Hodder textbooks
Vitamins A, D, E &	Presentation, food	show the	and digital
К.	display and class	essential subject	bundles.
The functions of	discussion on fat	knowledge on	BNF Micro
vitamins in the	soluble vitamins:	vitamins.	<u>Nutrients</u>
body.	Student activity	Key words and	BBC Good Food
The main sources	Using the textbooks and vitamin table	definitions in	Recipes
of vitamins in the	produce a set of	Illuminate and	
body.	revision cards to help	Hodder textbook.	Recipe ideas for each vitamin.
The effect of	you learn the	Differentiated	
excess and	information on all	questions in the	Vitamin A -
deficiency of vitamins in the	the essential fat and	practice your	Smoked mackerel pate with orange
diet	water soluble vitamins. For each	knowledge and understanding	and watercress
	fat soluble vitamin:	section of	salad.
The dietary		textbooks.	Vitamin D -
reference values for the different	<ul> <li>The definition of each</li> </ul>	The practical	Salmon or chicken
vitamins needed	vitamin	task is intended	wrapped in Parma
every day.		to be open	ham and pesto.
Lesson 9b	<ul> <li>What are the functions of</li> </ul>	ended to allow	Vitamin E - Prawn
	each vitamin	creativity and	pilaf with rocket
Water soluble vitamins B & C	in the diet	differentiation by outcome.	salad.
	• What are the		Vitamin K- Italian
Students will	main sources	Differentiated	pasta with
learn The definition of	of each	books on with information on	Spinach, Tomato,
vitamins B1, B2,	vitamin	the different	parmesan and
B3, B9, B12 and	Effects of	vitamins groups.	Olives.
C.	deficiency of	Homework	Vitamin B1 - Pork
	each vitamin		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	Student activity Using the textbooks and vitamin table		Vitamin B12 Vegetable stir fry
reference values for the different	produce a set of revision cards to help		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.
	<ul> <li>the definition of each vitamin</li> </ul>		
	<ul> <li>what are the functions of each vitamin in the diet</li> </ul>		
	<ul> <li>what are the main sources of each vitamin?</li> </ul>		
	<ul> <li>effects of deficiency of each vitamin? Effects of excess of each vitamin in</li> </ul>		
	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	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.	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)	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 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.
good working routine in the food room.	<ul> <li>Complex skill: (Highest mark band) Student</li> </ul>	mark band) Student demonstrates the technical skill	Explore Food BNF Nutritional analysis

rates Ition Differentiated Ind stretch and Is to a challenge questions.
vest nd) Differentiation by task and outcome. s to a
e all
od of d E.

	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 of minerals in the	Mineral Presentation. Starter Activity Power point, food display and class discussion on the following minerals: calcium, iron, sodium, iodine and fluoride. Student Activity	Differentiation Range of visual resources and animations to show the essential subject knowledge on minerals. Key words and definitions in Illuminate and	Resources Illuminate and Hodder textbooks and digital bundles. Display or photographs of high fat foods. Possible Practical outcomes:
body. The effect of excess and deficiency of different minerals in the diet The dietary	Using the information in the text books, create a visual mind map for calcium, iron, sodium and fluoride. For each mineral find out	Hodder textbook. Differentiated questions in the practice your knowledge and understanding section of	<u>BBC Good Food</u> <u>Recipes</u> Lasagne Moussaka Pasta Bake

reference values the following:	textbooks.	Macaroni cheese
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. the following: • the definition of each mineral • What are the main sources of each mineral? • effects of excess of each mineral • effects of excess of each mineral • effects of excess of each mineral • effects of excess of each mineral in diet. Practice questions to test knowledge and understanding of calcium, iron sodium and fluoride. Demonstration moussaka, pasta bake, spaghetti carbonara or macaroni cheese. Practical activity Using the information in the text book, plan a meal for a teenager which includes very good sources of protein, calcium and vitamin D. Make the 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

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

	standard.		
	Stanuaru.		
	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

Students will learn:Activity: Outline general advice on answering examDifferentiated questioning stylesPractice question from:The importance of good preparation and revision in advance of end of topic assessment.questions and how to prepare for final exam including:Differentiated questioning stylesPractice question from:To practice answering different types of exam questions under exam questionsDifferent types of exam questions, data mark and open ended responses.Exemplar questions and responses.Billuminate and Hodder final exa chapter in text books.To practice answering different types of exam questions underresponse, recipe information, mid mark and open ended responses.End of test on the nutrients and nutrition to include: multiple choice, short and nutrition to include: multiple choice, short and nutrition to include: multiple choice, short and suver questions, data response, recipe includingIlluminate and Hodder final exa chapter in text books.	m t l
learn:answering exam questions and how to preparation and revision in advance of end of topic assessment.questions and how to prepare for final 	t l sk
The importance of good preparation and revision in advance of end of topic assessment.questions and how to prepare for final exam including:styles 	t l sk
good preparation and revision in advance of end of topic assessment.prepare for final exam including: Different types of exam questions 	t l sk
and revision in advance of end of topic assessment.exam including: Different types of exam questions including multiple choice, short answer 	t l sk
advance of end of topic assessment.Different types of exam questions including multiple choice, short answer questions, data response, recipe 	l sk
topic assessment.exam questions including multiple choice, short answer questions, data 	l sk
Including multiple choice, short answer questions, data response, recipe 	l sk
To practice answering different types of exam questions 	sk
To practice answering different types of under examination conditions.questions, data response, recipe information, mid mark and open ended responses.End of test on the nutrients and nutrition to include: multiple choice, short answerthe nutrients.Under examination conditions.Marking schemes includingNEA practice Ta and advice:WEA: Practical	
answering different types of exam questions under examination conditions.response, recipe information, mid mark and open ended responses.the nutrients and nutrition to include: multiple choice, short questions, data response, recipe books.NEA practice Ta and advice:NEA practice Ta and advice:	
different types of exam questions under examination conditions.information, mid mark and open ended responses.and nutrition to include: multiple choice, short answerand advice:Marking schemes including• Marking schemes, response, recipe including, midand advice:	
exam questions under examination conditions.mark and open ended responses.include: multiple choice, short answerIlluminate and Hodder final exa questions, data response, recipe includingexamination conditions.• Marking schemes includingquestions, data response, recipe books.Illuminate and Hodder final exa on text	m
under examination conditions.ended responses.choice, short answerIlluminate and Hodder final exa answer• Marking schemes including• Marking response, recipeHodder final exa books.	m
examination conditions. • Marking schemes including • Marking information, mid NEA: Practical	m
• Marking       questions, data       chapter in text         schemes       response, recipe       books.         including       information, mid       NEA: Practical	
including information, mid	
NEA: Practical	
different level   mark and open	
To develop exam of responses ended celebration mea	
	ι.
answering different types of upper band) with a duing responses. Differentiated	
questions. with advice on task:	l
how to Health and	
structure and Students to Nutrition.	
To test knowledge plan research the Research source	
and responses. NEA task and	ະວ.
understanding of    Issue end of	
nutrition and the topic test following Trusted website	c
different nutrients using a Information on	3
in food. variety of one A4 sheet: Newspaper and	
different What are the magazine article	S
guestion Eatwell Multimedia:	
To develop styles on the guidelines? YouTube clips a	۱d
research skills following Illuminate	
and apply topics: What are the animations	
knowledge of	
healthy eating Eatwell Guide advice.   and what makes   Interview with	
and nutrition into Current a good family member	
nutritionally to ask them where the second sec	ıt
bealthy balanced main they need and	
eating. meal? would like.	
What recipe	
Macronutrients: have you chosen	
Protein, to make and	

	carbohydrates and fats.	explain the dish is:	Resources Illuminate and
Lessons 13b Students will	Macronutrients: • Vitamins: fat- soluble vitamins A, D,	Meeting Eatwell advice Nutritionally balanced	Hodder textbooks. (Preparing for the NEA - Food preparation task).
learn:	E and K <ul> <li>Vitamins: water soluble</li> </ul>	A suitable choice for your family.	Mini assessment checklist A4 differentiated
To develop research skills.	vitamins B1, B2, B6, B9, B12 and C	Showcasing good technical skill. Bring in A4	templates and writing frames:
To develop planning skills to include details of	<ul> <li>Antioxidant vitamins A, C, and E</li> </ul>	research and recipe to next week's lesson.	Research Planning sheets Sensory testing
timings, instructions for making and	<ul> <li>Minerals: calcium, iron, salt, fluoride</li> </ul>	Differentiation Range of resources on	Nutritional analysis
include important hygiene or safety points.	and water. Student activity: End of topic test.	how the task is going to be assessed.	Evaluation and improvements.
To analyse the nutritional value	Plenary: Mini NEA Task- Celebration Meal Plan and	Differentiated A4 student templates and writing frames	<u>BBC Good Food</u> <u>Recipes</u>
of the meal. To calculate the	make a nutritionally balanced main meal for your family with good sources of HBV	for recording research, plans for making,	<u>Jamie Oliver</u> <u>Home Cooking</u> <u>Recipes</u>
total costs of the dish, how many it will serve and	protein and meets the advice of the Eatwell guide. Your	sensory testing and evaluation of task.	Illuminate and
portion size.	dish should showcase a range of technical skills and may be	Key words and definitions in	Hodder textbooks. Planning for
To produce a time plan for making.	served with a suitable accompaniment.	Illuminate and Hodder textbook.	practical work in the NEA. BNF Nutritional
	Carry out sensory analysis of the dish on your family and produce a nutritional	Practical activity task. The practical	<u>Analysis (Explore</u> Food)
	produce a nutritional profile of your dish.	task is intended to be open	

Starter: Mini NEA food preparation task. Class discussion: Students state chosen dish and reasons why it is a suitable choice. Submission of A4 research sheets on healthy eating and nutrition. Assessment outline. During this task student will:	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.	
<ul> <li>Research the task.</li> </ul>	Differentiated planning sheets.	
<ul> <li>Plan the meal.</li> </ul>	Exemplar planning sheets	
<ul> <li>Prepare, cook and serve the meal and any possible accompanime nts showcasing technical skill.</li> </ul>	Use of internet or textbooks to analyse nutritional profiles of dishes made.	
<ul> <li>Analyse the nutritional value of the meal and evaluate the success of meal.</li> </ul>		
Important information:		
<ol> <li>The recipe chosen can be either a dish adapted from a previous lesson or a</li> </ol>		

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.	

14 a and b	Practical activity:	Making	Resources
Students will	Main course dish.	differentiation Complex skill:	Recipes.
learn:	Starter Activity:	Competent	BBC Good Food
To prepare and	Questioning for learning: recap what	execution of skill	Recipes
cook a	makes a successful	and processes to	
nutritionally balanced savoury	practical lesson?	an excellent standard.	<u>Jamie Oliver</u> Home Cooking
main course dish	Outline of	Selective use of	Recipes
which meets the	assessment criteria for practical work	a range of	Lesson power
advice of the Eat	and technical	equipment with	point with risk
well guide.	challenge.	precision and accuracy. Dish	assessment and
	Main Activity:	shows a high	hygiene and
To apply a variety	Practical lesson.	level of challenge	safety instructions.
of technical skills	Students create,	and complexity.	Instruction cards
and make some creative and	prepare, cook and	Dish shows a wide range of	for setting up for
quality products	serve a nutritionally	finishing	practical work.
with skill and	balanced main meal with good sources of	techniques such	Online Classroom
precision (S1, S2,	HBV protein, meets	as garnishing	Stopwatch
S3, S4, S5, S6,).	Eat well guidelines	and decoration. All dishes are	Ingredients trays
	and demonstrates	presented with	and room and
To demonstrate	range of different skills.	excellent	equipment set up
and apply the	There will be the	attention to detail and	for practical
principles of food safety and	opportunity to	finished to an	activities.
hygiene when	showcase different	excellent	Instruction cards
cooking.	food preparation	standard.	for tidying away for practical work.
	skills, technical	Excellent use of	
To present a dish	challenges to 3 different levels of	time plans and application of	Sensory word bank and chart to
with a good level	demand.	hygiene and	carry out sensory
of technical skill	Complex skill:	safety.	testing of dishes
and is presented with a suitable	(Highest mark	Medium: A range	made in terms of
level of finish and	band) Student	of skills to good	appearance, taste, consistency and
decoration for	demonstrates the execution	standard.	smell.
serving.	of skills and	Equipment used with some	Assessment
	technical	accuracy. Dish	criteria for
To carry out	processes to	shows some	practical work.
sensory analysis	an excellent	level of demand	Camera and
with family using	standard.	and uses a range of finishing	names for
a rating test.	Medium	g	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.	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)
2. Costing of	salety.	
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).		
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. 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.	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 away 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.	<ul> <li>band) Student demonstrates the execution of skills and technical processes to an excellent standard.</li> <li>Medium demand: (middle mark Band) Student demonstrates the execution of skills and processes to a good standard.</li> <li>Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard.</li> <li>Stretch and Challenge:</li> <li>What is the definition of an antioxidant (2 marks)?</li> <li>Name 3 foods rich</li> </ul>	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		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 nutritional profile	advice and recommendations on	for writing conclusions and	Recording practical work
of the dish and suggest	how could the sensory qualities of	evaluations to findings.	Writing

modifications for	the dish be	Exemplar of NEA	conclusions and
improvement.	improved?	style portfolio.	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	Exemplar time plans from Illuminate and Hodder textbooks.	<u>BNF Nutritional</u> <u>Analysis (Explore</u> <u>Food)</u>
	dish. Did the dish provide good value for money for your family? Were you pleased with the overall cost and why? How could you	Differentiated planning sheets. (High, medium and lower levels of complexity and detail required.	
	reduce your costs further?	Lesson logs and skills checklists.	
	3. The nutritional		
Lesson 16b	profile of the dish analysed using BNF		Resources
Students will	explore food		
learn:	nutritional. What		
The assessment	nutrients did the dish		Individual Student
criteria for the	contain and what		Feedback sheets
task and how	ingredients did they		Assessment
their work has	come from?		Criteria
been assessed.	Comment on all the amount of protein,	Differentiation	End of Unit Test
The strengths of	carbohydrates, fat,	Not required as	
their work.	vitamin A, B, C and	student feedback	NEA
The weaknesses	D, calcium and iron	is individual and	
of their work.	content of the dish.	personalised.	
Areas to improve	What nutrients were		
their work and	present in high or		
attainment in	low quantities? What		
future tasks.	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?	
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:	
<ul> <li>Mini Food Preparation Task</li> </ul>	
<ul> <li>End of Unit Test – Nutrition</li> </ul>	
Student feedback and target setting:	
<ul> <li>What went well?</li> </ul>	
<ul> <li>Even better if?</li> </ul>	
Targets for next term:	
Plenary:	
Student completion of lesson log and skills checklist.	

Eatwell Guidelines 2016 - Lesson	The Eatwell Guide and Food Choices	Differentiation	Resources
17a	BNF Power point on	Effective questioning	Eat Well Guide
Students will	the	techniques	BNF Eatwell Guide
learn:	recommendations of Eatwell Guide 2016.	during demonstration	<u>2016</u>
To understand the importance of	Student activity: How	using Bloom's	<u>Daily Diet Sheet</u>
eating a variety of different foods	well do you match up to the Eatwell Guide?	taxonomy. Differentiated	Portion size guide
from the Eatwell	1. Record all food	outcomes from	
Guide.	and drink for 24	dietary analysis task.	
To understand the importance of	hours.		
planning balanced meals.	<ol> <li>Analyse how well the food you have</li> </ol>		
To record and	consumed matches the Eatwell guide.		
analyse daily diet.	3. Which group did		
To consider	you consume too		
portion size and cost when	much of and why?		
planning meals.	4. Which group did you consume too		
How the nutritional needs	little of and why?		
of people change	5. How could you improve your diet to		
at different life stages.	make it more balanced to match		
	the Eatwell Guide		
	advice?		
	Class discussion and mind mapping task.		
	What factors do you have to consider		
	when planning		
	meals?		
	Stretch and Challenge: Research		
	Task.		
	Investigating Portion sizes. Go on the		
	following website to		
	find out average		

	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	<ul> <li>4. Addits.</li> <li>5. The elderly.</li> <li>For each life stage research, the following:</li> <li>1. What happens to the body?</li> </ul>	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> Programme
of the elderly. To develop mind mapping and revision techniques to revise dietary needs of different life stages.	<ol> <li>Nutrients that are important in the diet.</li> <li>Any advice on eating habits and food choices.</li> <li>Practical activity: Select one of the following to carry out next lesson.</li> <li>Young children are often fussy eaters and need to be encouraged to eat healthily and try</li> </ol>	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

an ho fin an su ca ve ac 2. ap 50 in gru Pla he fis wi ca ve ac 3. go is nu ba ma ch be ma dis a s ca ve ca ve ac	fferent foods. Plan ad make some omemade fish agers or fish cakes ad serve with a attable rbohydrate or agetable companiment. Teenagers need oproximately 40- 0 grams of protein their diet for owth and repair. an and make ealthy option meat, sh or veggie burger th a suitable rbohydrate and/or agetable/salad companiment. Many adults enjoy burmet food which both healthy and atritionally anced. Plan and ake an interesting icken dish that has een seasoned or arinated. Serve the sh gastro style with suitable rbohydrate and agetable or salad companiment.	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.
oft tra wh up an Pla tra ea	Elderly adults ten enjoy aditional foods hich are based oon meat, potatoes ad 2 vegetables. an and make a aditional, easy to at dish which is used 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	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.	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.	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
creative and quality products with skill and precision. (S1, S2, S3, S4, S5, S6, and some others)	Students create, prepare, cook and serve a suitable dish to meet the dietary needs of a chosen life stage.	Dish shows a wide range of finishing techniques such as garnishing and decoration. All dishes are	safety instructions. Instruction cards for setting up for practical work. Online Classroom
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.	presented with excellent attention to detail and finished to an excellent standard. Excellent use of time plans and	Stopwatch Ingredients trays and room and equipment set up for practical activities. Instruction cards
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	<ul> <li>Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to an excellent</li> </ul>	application of hygiene and safety. Medium: A range of skills to good standard. Equipment used with some accuracy. Dish	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. Stretch and Challenge: 1. 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	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
	Challenge: 1. Give 3 reasons why young children should only have small portions (2 marks). 2. Name 3 recipes high in iron	dish shows some demand but limited use of skill to cook and present. Limited hygiene and	
	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 meals (8 marks).		

	Plenary: Celebration display and teacher assessment and feedback on outcomes. Completion of lesson log and skills audit. Homework: Costing analysis of dish.		
Lesson 19a & b (2 single lessons Students will learn the importance of adapting recipes	activity: Select one of the following special dietary needs to study further:	Range of sources of information on the different special dietary needs to be researched.	Illuminate and Hodder textbooks. <u>BBC Good Food</u> <u>Recipes</u>
to meet a range of special dietary needs: • vegetaria and vegans • coeliac • lactose intoleran • high fibre • reduced sugar or salt • reduced fat.	<ul> <li>1. Vegetarian</li> <li>including vegans.</li> <li>2. Coeliac.</li> <li>3. Lactose intolerant.</li> <li>4. High fibre.</li> <li>5. Reduced sugar or salt.</li> <li>6. Reduced fat.</li> <li>Produce an informative recipe card and fact sheet on chosen special dietary need which includes information on the diet, details of foods to eat more of and foods to be</li> </ul>	Key words and definitions in Illuminate and Hodder textbook. Differentiated questions in the practice your knowledge and understanding section of textbooks. Practical activity task.	Recipe ideas: Italian style cheesecake Tiramisu Trifle. Recipe cards from supermarkets to show as exemplar. Computer facilities or laptops for recipe cards and
<ul> <li>students will learn</li> <li>how to adapt a recipe for a layered dessert and make it suitabl for a range</li> </ul>	Recipe adaptation activity: Suggest ways of adapting the recipe for a chilled and layered dessert to make it suitable for each of the different dietary	Range of differentiated recipes including cheesecake, tiramisu and trifle. Stretch and Challenge	A constant of the cards and nutritional analysis. Questions to test knowledge and understanding of different special dietary needs. Worksheet on

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 • photograph of the dish	questions on recipe adaptations.	recipe adaptation of breakfasts for different special dietary needs.
	<ul> <li>an explanation of why the recipe is suitable for specific dietary need.</li> <li>the nutritional profile of the dish using BNF nutritional programme</li> <li>costings of the dish to make</li> <li>special dietary claims of the dish</li> </ul>		
	<ul> <li>serving suggestions and portion size.</li> </ul>		

	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 principles of food safety and hygiene when cooking.	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. There will be the opportunity to showcase different food preparation skills, technical	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.	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 Ingredients trays and room and equipment set up for practical activities.
To present a dish with a good level of technical skill	challenges to 3 different levels of demand.	Excellent use of time plans and application of	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.	<ul> <li>Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to an excellent standard.</li> <li>Medium demand: (Middle Mark Band) Student demonstrates the execution of skills and processes to a good standard.</li> <li>Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard.</li> <li>Stretch and Challenge:</li> <li>Give 3 reasons why people may choose to follow a vegetarian diet (3 marks).</li> <li>Compare the diet of a vegan to one of a lacto -ovo vegetarian diet (3 marks).</li> <li>Name 3 foods a</li> </ul>	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
--	---	--	--

	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	Differentiation	Resources
Students will learn:	Needs 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.	<ul> <li>why the body needs energy.</li> </ul>	energy. Key words and	Recipe for Lasagne
The basal metabolic	<ul> <li>how energy is</li> </ul>	definitions in Illuminate and	Meat
rate(BMR) is and	measured.	Hodder textbook.	Fish
how it is measured.	<ul> <li>the basal metabolic</li> </ul>	Differentiated	Vegetarian
What physical activity level is.	rate(BMR) is and how it is measured.	questions in the practice your knowledge and understanding	<u>Jamie Oliver</u> <u>Home Cooking</u> <u>Recipes</u>
How BMR and PAL work	<ul> <li>what is physical</li> </ul>	section of textbooks.	Practical activity task brief.
together to determine how	activity	Practical activity	-2011 201011

<ul> <li>how BMR and PAL work together to determine how much energy in Kilocalories is needed every day.</li> <li>the</li> </ul>	The practical task is intended to be open ended to allow creativity and differentiation by outcome. Differentiated	Stretch and challenge testing knowledge questions energy needs Demonstration of lasagne set up if required
<ul> <li>the recommended percentage of energy required by different nutrients.</li> <li>the effect of a deficiency or excess of energy on the body.</li> <li>udent activity: Plan practical activity:</li> </ul>	text books with different levels of information on the different mineral groups. Demonstration of lasagne in lesson if required depending on ability of class.	
Teenagers need ween 2000 and 00 kcals per day average to meet ir energy needs.		
Plan and make a althy option agne which will ovide proximately 1/3 of eenager's energy juirements. The agne may contain eat, fish or ernative proteins.		
ti c s	proximately 1/3 of teenager's energy quirements. The sagne may contain eat, fish or ternative proteins. he lasagne should owcase a range of chnical skills.	teenager's energy quirements. The sagne may contain eat, fish or cernative proteins. ne lasagne should owcase a range of

	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	Practical - Energy	Differentiation	Resources
Students will learn:	Needs	Complex: Prepare and	BBC Good Food
To prepare, cook	Starter: What makes a successful practical	make homemade	<u>Recipes</u>
and serve main meal that a good	lesson? Outline of assessment criteria	pasta to required shape and thickness with	<u>Online Classroom</u> <u>Stopwatch</u>
source of energy To showcase a range of technical	for practical work and technical challenge.	skill, accuracy and precision. The pasta and	Lesson power point with risk assessment and
skills when	Main Activity:	both sauces are	hygiene and
preparing and cooking a suitable	Practical lesson. Students create,	all homemade. All technical	safety instructions
calcium rich dish.	prepare, cook and	skills and	Instruction cards
(S1, S2, S3, S4,	serve a healthy	processes	for setting up and tidying away for
S5, S6, S7, S8 and S10)	option Lasagne which is high in	executed with precision and the	practical work
anu SIUJ			

	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?		
	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 major diet	The Big Six: Dietary Related Illnesses. Starter Activity: Class discussion and presentation on dietary related illnesses: • Obesity	Differentiation Range of visual resources show the essential subject knowledge on a range of different dietary related illnesses	Resources Illuminate and Hodder textbooks. Sections on Diet, Nutrition and Health BBC Good Food Recipes
related diseases, what causes them and how to prevent them	<ul> <li>Cardiovascula r disease (Coronary Heart Disease</li> </ul>	and conditions. Key words and definitions in	Recipe ideas:

including:	and high	Illuminate and	
<ul> <li>obesity</li> </ul>	blood	Hodder textbook.	Soups and
cardiovasc	pressure).		starters
ular		The practical	Main courses
disease	Bone health	task is intended	
(coronary	including	to be open	Desserts
heart	rickets and	ended to allow	
disease	osteoporosis.	creativity and	
and high	• Dental Health	differentiation by outcome.	Computer facilities or laptops for
blood	Iron deficiency		paired
pressure).	anemia	Differentiated	, presentations or
bone	Turne O	text books with	cue cards with
health	<ul> <li>Type 2</li> </ul>	different levels	presentations.
including rickets and	diabetes	of information	
osteoporos	Paired research task:	on the different illnesses.	
is.	Prepare a short presentation on one	Students will be	
<ul> <li>dental</li> </ul>	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	<b>.</b> .	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	One student will	
condition.	the main	make soup,	
To negotiate	causes of the	starter or	
which student is	illness or	dessert and the	
going to make	condition	other the main	
which course and	<ul> <li>Advice on</li> </ul>	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	
	<ul> <li>Menu with</li> </ul>	condition.	
	recipe ideas	The dishes can	
	for a 2 course	be served with	
	meal.	suitable	
		accompaniments	
	Paired Practical	if appropriate.	
	Activity: 2 Course	11	

	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 illness presented to		
	Homework: Bring in ingredients and serving dishes to make chosen 2 course meal.		
Lesson 24a and b Students will learn: To prepare, cook and serve main meal that a good source of energy To showcase a range of technical	Dietary Related Illnesses - Paired Practical: 2 Course Meal. Starter Activity: What makes a successful practical lesson? Outline of assessment criteria for practical work	Making differentiation Complex: Competent execution of skill and processes to an excellent standard. Selective use of a range of	Resources Recipes from Illuminate and Hodder textbooks BBC Good Food Recipes Jamie Oliver Home Cooking Posipos
skills when preparing and cooking a suitable	and technical challenge.	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		Dish shows a	instructions.
	create, prepare, cook	wide range of	last
and apply the	and serve a healthy	finishing	Instruction cards
principles of food	option meal suitable	techniques such	for setting up for
safety and	for a client with a	as garnishing	practical work.
hygiene when	specific dietary	and decoration.	Online Classroom
cooking.	related illness.	All dishes are	
To demonstrate a	There will be the	presented with	<u>Stopwatch</u>
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
1000 100111.	skills, technical	finished to an	for practical
To develop skills	challenges to 3	excellent	activities.
in garnishing,	different levels of		
finishing and		standard. Excellent use of	Instruction cards
presentation of	demand.		for tidying away
dishes.	<ul> <li>Complex skill:</li> </ul>	time plans and	for practical work.
<b>-</b>	(Highest mark	application of	Sensory word
To manage time	band) Student	hygiene and	bank and chart to
successfully and	demonstrates	safety.	carry out sensory
present dish for	the execution	Medium: A range	testing of dishes
assessment.	of skills and	of skills to good	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
with a suitable	standard.	accuracy. Dish	smell.
salad or vegetable		shows some	Assessment
accompaniment if	<ul> <li>Medium</li> </ul>	level of demand	criteria for
appropriate.	demand:		practical work.
appi opi iate.	(Middle Mark	and uses a range	
	Band)	of finishing	Camera and
	Student	techniques to	names.
	demonstrates	garnish and	
	the execution	decorate.	
	of skills and	Presentation is	
	processes to a	good and dish is	
	good	finished to a	
	standard.	good standard.	
		Good use of time	
	<ul> <li>Basic (lowest</li> </ul>	plans and	
	mark band)	hygiene and	
	Student	safety.	
	demonstrates	Basic: Some	
	the technical	basic skills and	
	skill and		

	processes to a basic standard. Stretch and Challenge: 1. What is the BMI for an adult to be considered obese? (1 mark). 2. Explain why the Eatwell guide has been updated to reduce the obesity statistics. What are the main changes and why are they important for good health? (6 marks). 3. Plan a healthy packed lunch for a child that is low in sugar, fat but high in fibre. Explain why the choice of foods is good for the child's diet and health. (8 marks). Plenary: Celebration display of practical outcomes. Teacher assessment and feedback on outcomes. Completion of lesson log and skills audit. Homework: Calculate your own BMI on the NHS website. Revise for end of unit test	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.	
Lesson 25a	on nutritional needs and health. End of unit test on	Differentiation	Resources
Students will	nutritional needs and	Differentiated	Hodder practice

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 different nutrients in food.	questions and how to prepare for final exam including: Main Activity: End of unit test. Peer Assessment: Peer assess end of module test. Feedback and target	Different types of exam questions including multiple choice, short answer questions, data response, recipe information, mid mark and open	Jamie Oliver Home Cooking Recipes Practical activity task brief. Stretch and challenge testing knowledge questions energy
Peer assessment techniques when	setting: • What went	ended responses. Marking	needs
assessing Mark papers	<ul><li>well</li><li>Even better if</li></ul>	schemes including different level of	
	Teacher moderation: Check and verification of marks.	responses (Low, mid and upper	
	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:	band) with advice on how to structure and plan responses.	
	<ul> <li>why food is cooked</li> </ul>		
	<ul> <li>3 methods of heat transfer; conduction, convection and radiation.</li> </ul>		
	<ul> <li>definitions of the following cooking methods with</li> </ul>		

	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 frochnocc and	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:	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.	Resources Illuminate animations: • tenderising meat protein • conduction • convection • radiation • microwavin g
freshness and nutritional values. To work in groups to use different methods of cooking a vegetable. To develop and	<ul> <li>Pupil activity. Card sort to match the correct cooking method with the correct definition.</li> </ul>	Hodder differentiated practice questions cooking methods to test your knowledge. Key words and	Hodder textbooks and digital bundles. Vegetables may be pre prepared depending on time available and ability within the group.

practice investigation skills similar to those used later in NEA.	Illuminate animations Conduction, convection, radiation	definitions of different cooking methods in Illuminate and Hodder	Investigation sheet to write up the experiment with aims, predictions,
I o developand microwaving.texsensory analysisGroup Activity:Diftechniques whenVegetablewoinvestigatingexperiment.veg	textbooks. Differentiated worksheets for vegetable investigations.	hypothesis, methods, results charts, conclusions and evaluations.	
analysis and evaluation skills when working to investigate the best cooking time methods for vegetables.	<ul> <li>most successful way to cook vegetables and retain appearance, colour, flavour texture and nutritional value?</li> <li>What is the optimal time to cook vegetables for</li> </ul>	Demonstration of Deli Kebabs if needed.	Camera for photographs. Equipment for practical investigation.
	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).		
	Analyse and evaluate findings and explain		

	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 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

cafaty and	different levels of	attention to	oquipmont cot up
safety and hygiene when	demand.	detail and	equipment set up for practical
cooking.		finished to an	activities.
COOKING.	Complex skill:	excellent	activities.
To demonstrate a	(Highest mark band)	standard.	Assessment
good working	Student	Excellent use of	Criteria for
routine in the	demonstrates the	time plans and	practical work
food room.	execution of skills	application of	Laptops or printed
To develop skills	and technical	hygiene and	nutritional profiles
in garnishing,	processes to an	safety.	of recipes.
finishing and	excellent standard.	-	
presentation of	Medium demand:	Medium: A range	Camera and
dishes.	(middle mark Band)	of skills to good	names for
	Student	standard.	photographing
To manage time	demonstrates the	Equipment used	work if necessary.
successfully and	execution of skills	with some	Lesson Logs and
present dish for	and processes to a	accuracy. Dish	skills checklists.
assessment.	good standard.	shows some level of demand	Illuminata and
To serve kebabs	Basic (lowest mark		Illuminate and Hodder Textbooks
as a complete	band) Student	and uses a range of finishing	or digital bundles.
meal with a	demonstrates the	techniques to	or algital burlules.
suitable salad or	technical skill and	garnish and	
vegetable	processes to a basic	decorate.	
accompaniment if	standard.	Presentation is	
appropriate.		good and dish is	
	Stretch and	finished to a	
	Challenge:	good standard.	
	1. Describe the 3	Good use of time	
	methods of heat	plans and	
	transfer during	hygiene and	
	cooking (3 marks).	safety.	
	2. Create a mind	Basic: Some	
	map of all the	basic skills and	
	different ways of	processes used	
	cooking the following	with some	
	three ingredients:	inaccuracies	
	chicken, potatoes	during making.	
	and green	Basic use of	
	vegetables.	equipment and	
	3. Extend each mind	dish shows some	
	map to give reasons	demand but	
	why the different	limited use of	
	ways of cooking your	skill to cook and	
	chosen food is used	present. Limited	
	(e.g. for food safety,	hygiene and	
	(0.9.101 1000 Salety,	1	I

	to dovolon flavours	cafoty	
	to develop flavours, texture etc.).	safety.	
	4. Discuss why		
	steaming and stir-		
	frying are a good		
	cooking method for families (6 marks).		
	Plenary: Celebration		
	display of practical		
	outcomes. Teacher		
	assessment and		
	feedback on		
	outcomes.		
	Completion of lesson		
	log and skills audit.		
	Homework:		
	Marinating is the		
	process of soaking meat, fish or		
	vegetables before		
	cooking. Explain why		
	marinating		
	tenderises tougher		
	cuts of meat and		
	makes them tender		
	and juicy (5 Marks).		
27a and b	Functional and	Differentiation	Resources
Student will learn:	chemical properties of foods.	Animations to	Illuminate and
The meanings of	Starter Activity: How	explain some	Hodder textbooks
the following	were the meat or	complex	Illuminate
terms:	vegetables in the	scientific	animations on
• protein	Kebabs tenderised by	processes and technical	gluten and fat
• protein denaturati	marinating them	processes.	shortening gluten
on	before hand? Show	•	AQA animation on
	Illuminate animation	Range of visual	Gluten balls
<ul> <li>protein</li> <li>coogulatio</li> </ul>	on the coagulation of protein or make use	resources and animations to	
coagulatio n	of other video	show the	BBC Good Food
	resources from	essential subject	<u>Recipes</u>
• foam	Youtube etc	knowledge on	<u>Jamie Oliver</u>
formation		different	Home Cooking
Apply scientific	Class discussion: Questioning for	methods	<u>Recipes</u>
knowledge of	learning.	functional and	Test your
these terms to	1. What are the	chemical	knowledge and

recipes they have	causes of protein	properties of	practice questions.
already made the	denaturation?	proteins.	Demonstration set
course including marinating, pasta	2. Why did marinating our	Key words and	up for Swiss roll
	kebabs make them	definitions in	or meringues.
making, bread		Illuminate and	Demonstration act
making and	tender?	Hodder	Demonstration set
whisking	3. What caused the	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	
Students will	layered desserts	differentiated	
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?	definitions of	
of gluten when	6. What is the	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	Demonstration	
functions and the	make meringues or	of pizza and	
essential stages	Swiss roll.	bread.	
of production	Dractica quactions on		
processes and	Practice questions on		
stages when	protein properties. 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	ResourcesBBC Good Food RecipesJamie Oliver Home Cooking RecipesBread and Pizza recipesOnline Classroom

the function of	for practical work	shows a high	Stopwatch
	and technical	shows a high level of challenge	<u>Stopwatch</u>
yeast as a raising		•	Lesson power
agent in bread	challenge.	and complexity. Dish shows a	point with risk
making.	Main Activity:		assessment and
To showcase a	Practical lesson.	wide range of	hygiene and
range of technical	There will be the	finishing	safety instructions
skills when	opportunity to	techniques such	Instruction cards
preparing and	showcase different	as garnishing and decoration.	
cooking bread	food preparation	All dishes are	for setting up and
based rolls or	skills, technical		tidying away for practical work
pizza (S1, S2, S3,	challenges to 3	presented with excellent	practical work
S4, S5 and S8,	different levels of	attention to	Ingredients trays
S10 and S11)	demand.	detail and	and room and
To demonstrate	Complex skill:	finished to an	equipment set up
	· · ·	excellent	for practical
and apply the principles of food	(Highest mark band) Student	standard.	activities.
safety and	demonstrates the	Excellent use of	Assessment
hygiene when	execution of skills	time plans and	Criteria for
cooking.	and technical	application of	practical work
COOKING.	processes to an	hygiene and	practical work
To demonstrate a	excellent standard.	safety.	Laptops or printed
good working	excellent standard.	Salety.	nutritional profiles
routine in the	Medium demand:	Medium: A range	of recipes.
food room.	(Middle Mark Band)	of skills to good	Camera and
To develop skills	Student	standard.	names for
in garnishing,	demonstrates the	Equipment used	photographing
finishing and	execution of skills	with some	work if necessary.
presentation of	and processes to a	accuracy. Dish	
dishes.	good standard.	shows some	Lesson Logs and
	Basic (lowest mark	level of demand	skills checklists.
To manage time	band) Student	and uses a range	Illuminate and
successfully and	demonstrates the	of finishing	Hodder Textbooks
present dish for	technical skill and	techniques to	or digital bundles.
assessment.	processes to a basic	garnish and	
To suggest ways	standard.	decorate.	
of adapting the	Practice questions to	Presentation is	
dough recipe to	test knowledge.	good and dish is	
make it suitable	1.Describe the 3	finished to a	
for coeliac diets.	main conditions that	good standard.	
	yeast needs to	Good use of time	
	multiply (3 marks).	plans and	
		hygiene and	
	2. Explain, with	safety.	
	examples, why	Basic: Some	
	gluten is important	basic skills and	
	in bread making (4		

	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).	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.	
	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		
Lesson 29a Students will learn: The	Functional and chemical properties of food.	Differentiation. Illuminate animations on enzyme	Resources Illuminate textbook and animations

		· · ·	
principlesdiffeunderlying theworuse of fats andarouoils towithdemonstrate thefactfollowingfactprocesses:scie1. Shortening egliste	Starter Activity: 6 different workstations set up around the room with practical examples and some facts on each of the scientific processes listed below:	browning and emulsification are available. Stretch and Challenge: Make your own salad dressing or mayonnaise either by hand or	Fact files on each Work station resources Revision cards. Photographs of different foods for display or actual foods sources.
<ul> <li>pastry making.</li> <li>2. Aeration e.g. making a cake.</li> <li>3. Plasticity e.g.</li> <li>Pastry making.</li> <li>4. Emulsification <ul> <li>e.g. salad</li> <li>dressings or</li> <li>mayonnaise.</li> </ul> </li> <li>Fruit and <ul> <li>vegetables</li> <li>1. Enzyme</li> <li>browning of fresh</li> <li>fruit.</li> </ul> </li> <li>2. Oxidation and <ul> <li>preventing</li> <li>vitamin loss when</li> <li>preparing and</li> <li>cooking</li> <li>vegetables.</li> </ul> </li> </ul>	<ol> <li>Shortening eg pastry making.</li> <li>Aeration eg making a cake.</li> <li>Plasticity eg Pastry making.</li> <li>Emulsification eg salad dressings or mayonnaise.</li> <li>Enzyme browning of fresh fruit.</li> <li>Oxidation and preventing vitamin loss when preparing and cooking vegetables'</li> <li>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 each term as possible. Plenary: Micro teach</li> </ol>	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.	foods sources.
	a topic or scientific term to a friend. Test your knowledge and practice		

	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 do.		
Students will	food today.	differentiation	BBC Good Food
learn:	Practical Activity:	Complex:	Recipes
	Raising agents.	Competent	<u>Incerpes</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
T	of the following	equipment with	Lomon moringuo
To showcase a	dishes that	precision and	Lemon meringue
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	•	Chelsea buns or
and S11).		finishing	hot cross buns.
<b>-</b>	Trapping air: Lemon	techniques such	not cross buils.
To demonstrate	Meringue Pie or	as garnishing	Online Classroom
and apply the	Swiss roll	and decoration.	Stopwatch
principles of food	Rolling and folding to	All dishes are	Stopwaten
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	
	chocolate eclairs or	standard.	Instruction cards
food room.	profiteroles.	Excellent use of	for setting up and
To develop skills	Biological: Chelsea	time plans and	tidying away for
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	-	equipment set up
	allow choice of one	Medium: A range	for practical
To manage time	from list above. The	of skills to good	activities.
successfully and	lesson could be	standard.	activities.
present dish for		Equipment used	Assessment
assessment.	repeated to give	with some	Criteria for
	opportunities to do	accuracy. Dish	practical work
	more practical).	shows some	
	Test your knowledge	level of demand	Laptops or printed
	practice questions.	and uses a range	nutritional profiles
	1. Name 4 different	of finishing	of recipes.
	ways of adding air to	techniques to	Camera and
	a mixture (4 marks).	garnish and	
L			

	<ul> <li>2. Explain the term chemical raising agent and give examples of its use in cooking (3 marks).</li> <li>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).</li> <li>Stretch and Challenge</li> <li>Carry out an investigation into the conditions that yeast needs to ferment.</li> <li>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.</li> <li>Plenary: Celebration display of practical outcomes. Teacher assessment and feedback on outcomes.</li> <li>Completion of lesson log and skills audit.</li> <li>Homework: Complete end of topic test.</li> </ul>	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

organism.	test tubes	Differentiated	Illuminate
organism. Which micro- organisms cause food to spoil and make it unsafe to eat. Conditions for growth of micro- organisms in order to grow and multiply. What enzymes are and how they spoil the palatability of foods.	test tubes experiment set up at beginning of lesson to investigate conditions for CO2 production 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 poisoning. 3. What 5 conditions do micro- organisms need to multiply? 4. Definition of a high risk food with examples. 5. Definition of an enzyme and explanation of how enzymes affect food. 6. Definition of yeast and explanation of how yeast affects food. Class discussion: Results of experiment. Practice questions	Differentiated sources of 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.	Illuminate animations on: 1. Bacteria 2. Mould 3. 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	and test knowledge. Microorganisms in	Differentiation	Resources
Students will learn about:	Food production: Starter Activity:	Differentiated tasks and	Hodder case

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. Make a traditionally British soup which uses locally sourced vegetables and celebrates the best	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.
Lesson 32 a and b Students will learn:	of British cuisine. 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	Stiton
uses locally	assessment criteria	equipment with	Pea and ham
sourced	for practical work	precision and	Apple and parsnip
vegetables and	and technical	accuracy. Soup	
celebrates the	challenge.	and bread show	Lentil and bacon
best of British	Main activity:	high level of	Fish chowder
cuisine.	Practical lesson	challenge and	
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.	
S9)	different levels of demand.	All dishes are	Online Classroom
To demonstrate	uemanu.	presented with	<u>Stopwatch</u>
and apply the	Complex skill:	excellent	Lesson power
principles of food	(Highest mark band)	attention to	point with risk
safety and	Student	detail and	assessment and
hygiene when	demonstrates the	finished to an	hygiene and
cooking.	execution of skills	excellent	safety instructions
_	and technical	standard.	Instruction courds
To demonstrate a	processes to an	Excellent use of	Instruction cards
good working	excellent standard.	time plans and	for setting up and tidying away for
routine in the	Medium demand:	application of	practical work
food room.	(Middle Mark Band)	hygiene and	practical work
To explain how	Student	safety. Medium:	Ingredients trays
the soup makes	demonstrates the	A range of skills	and room and
the best use of	execution of skills	to good	equipment set up
locally sourced	and processes to a	standard. Equipment used	for practical
ingredients.	good standard.	with some	activities.
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
	processes to a basic	of finishing	nutritional profiles
To discuss what	standard.	techniques to	of recipes.
went well and	Dractice mastices	garnish and	
even better if.	Practice questions	decorate.	Camera and
	and knowledge test:	Presentation is	names for
	1. How can	good and dish is	photographing
	consumers make		

	<b>a</b>	1
environmentally	finished to a	Lesson Logs and
friendly choices when	good standard.	skills checklists.
shopping for food	Good use of time	SKIIIS CHECKISCS.
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 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	

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

ingredients.	demonstrates the	accuracy. Main	for setting up and
	technical skill and	meal shows	tidying away
To identify the	processes to a basic	some level of	avvay
environmental	standard.	demand and	Ingredients trays
impact of some of		uses a range of	and room and
our food choices.	Practice questions	finishing	equipment set up
To taste and	and knowledge test:	techniques to	Camera and
evaluate the	1. What is the	garnish and	names for
sensory qualities	definition of cuisine	decorate.	photographing
of the main meal.	(1 mark)?	Presentation is	
	2. Explain why	good and dish is	Lesson Logs and
To discuss what	people may choose	finished to a	skills checklists.
went well and	foods with the	good standard.	
even better if.	RSPCA Assured Logo	Good use of time	
(WWW and EBI).	on it (3 marks).	plans and	
	3. Discuss the	hygiene and	
	advantages and	safety. Basic:	
	disadvantages of the	Some skills and	
	following:	processes used	
	a) Organic foods	with inaccuracies	
	b) Free range eggs	during making of	
	and chicken	a simple meal.	
	c) locally sourced	Basic use of	
	ingredients	equipment and	
	d) seasonal	dish shows	
	ingredients	limited skill to	
	e) Marine	cook and	
	Stewardship Council	present. Limited	
	(MSC) fish (5 x 5	H & S. No	
	marks).	accompaniments	
	Plenary: Display of		
	practical outcomes.		
	Teacher assessment		
	and feedback on		
	outcomes.		
	Completion of lesson		
	log and skills audit.		
	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:	Differentiation: Complex Research	Resources <u>AQA NEA</u>
To develop research skills and carry out research into the cuisine of another	International Cuisine Plan, prepare, cook and present two dishes from an International culinary tradition of your choice.	Relevant, concise and accurate research that shows discrimination when selecting and acquiring	Mock NEA Task brief Research sources Laptops or ICT
country. About the	Class discussion: What are the different types of	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.	techniques eating patterns and presentation	Illuminate and Hodder NEA chapter
About the distinctive features of	<ul> <li>Plan the meal.</li> <li>Prepare, cook</li> </ul>	styles. Research reflects detailed understanding	advice
chosen cuisine including	and serve the meal and any	and culinary tradition.	criteria NEA task 2
ingredients, equipment, cooking	possible accompanime nts	Selected a good range of relevant dishes closely	Specification Recipes from
techniques, eating patterns and presentation	showcasing technical skill. • Analyse the	reflecting the research and culinary	different international cuisines.
styles.	nutritional value of the	tradition. Medium Research	Templates for setting out NEA
To gather research from a variety of	meal and evaluate the success of	Relevant research carried out related to	Research Planning
different primary and secondary	meal. Assessment information:	the chosen culinary tradition.	Nutritional Analysis
sources.	How it's assessed: Students will	Includes an analysis of	Costing Sensory analysis
To present		culinary	

waaaanah findinga	nunduran a constan	tunditional	
research findings	produce a concise	traditional	Analysis and
in a concise and	portfolio including:	cuisine. A good	Evaluation
relevant way.	<ul> <li>Evidence of</li> </ul>	selection of	
	research and	suitable dishes	
	analysis of their	chosen which	
	chosen task	reflect the	
		research and	
	<ul> <li>Evidence of making</li> </ul>	chosen task.	
	2 dishes which	Basic Research	
	demonstrate culinary	Limited research	
	techniques from	carried out into	Resources
Lesson 35b	chosen cuisine.	culinary	
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,	•	tradition.	NEA - Food
instructions for	presenting a menu of 2 dishes within 2	Selected some	preparation task).
making and		trial dishes	
include important	food lessons.	reflecting the	BNF Nutritional
hygiene or safety	<ul> <li>Analysis and</li> </ul>	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	Flamming 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.	
portion size.	constraints in this	doocoocd.	analysis
To produce a	mock NEA).	Differentiated A4	Evaluation and
time, plan for		student	improvements.
making.	Research Activity:	templates and	
making.	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	,	
L		1	I

patterns and presentation styles. Complete for homework. Planning the task: International Cuisines.	Exemplar planning sheets	
<ul><li>Student activity:</li><li>2 course</li></ul>		
international menu and reasons for choice.		
<ul> <li>Planning for the practical task to list accurate timings, step by step instructions and any important hygiene and safety checks identified throughout.</li> </ul>		
<ul> <li>Nutritional analysis of the meal using textbooks, internet or BNF nutritional software programme.</li> </ul>		
<ul> <li>Work out the final costing of the meal, how many it serves and final cost per portion.</li> </ul>		
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	Practical Activity: International Dish 1. Starter Activity: Questioning for learning: recap what makes a successful practical lesson? Outline of assessment criteria for practical work	Making differentiation Complex: Competent execution of skill and processes to an excellent standard. Selective use of a range of equipment with	Resources Recipes. BBC Good Food Recipes Jamie Oliver Home Cooking Recipes BNF Nutritional Analysis (Explore
well guide. 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)	and technical challenge. 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.	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	Food) Lesson power point with risk assessment and hygiene and safety instructions. Instruction cards for setting up for practical work. Online Classroom
To demonstrate and apply the principles of food safety and hygiene when cooking. To present a dish with a good level	There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand. • Complex skill: (Highest mark	excellent attention to detail and finished to an excellent standard. Excellent use of time plans and application of hygiene and safety.	Stopwatch Ingredients trays and room and equipment set up for practical activities. Instruction cards for tidying away for practical work. Sensory word
of technical skill and is presented with a suitable level of finish and decoration for serving.	band) Student demonstrates the execution of skills and technical processes to an excellent	Medium: A range of skills to good standard. Equipment used with some accuracy. Dish	bank and chart to carry out sensory testing of dishes made in terms of appearance, taste, consistency and

To carry out sensory analysis with family using a 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. Stretch and Challenge: 1. Nutritional analysis of dish and evaluation of protein content. 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	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 H & S	smell. Assessment criteria for practical work. Camera and names for photography.
	special dietary needs (10 Marks).		

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

serving. To carry out sensory analysis with family using a rating test.	an excellent standard. • Medium demand: (Middle Mark Band) Student demonstrates the execution of skills and processes to a good	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	appearance, taste, consistency and smell. Assessment criteria for practical work. Camera and names for photography.
	<ul> <li>standard.</li> <li>Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard.</li> <li>Stretch and Challenge: <ol> <li>Nutritional analysis of dish and evaluation of protein content.</li> <li>Costing of ingredients.</li> </ol> </li> </ul>	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.	
	<ul> <li>3. Portion size</li> <li>4. Explain how this dish could be adapted to make more environmentally friendly and ethical</li> </ul>		
	(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.

<ul> <li>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?</li> <li>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?</li> <li>Comment on all the amount of protein, carbohydrates, fat, vitamin A, B, C and D, calcium and iron</li> </ul>	Differentiated planning sheets. (High, medium and lower levels of complexity and detail required. Lesson logs and skills checklists.	
vitamin A, B, C and		
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?		

Pla res ma of ev as for as fee	nosen country? enary: Collate esearch, plans for aking, photographs making and valuations for esessment. Hand in r teacher esessment and edback.		
End of term celebration event.After celebration event.Students will learn:Bater Bater learn:To develop skills in group work.pr se an To showcase a surange of technical skills to produce a tear range of dishes se suitable for a brunch or	<ul> <li>he Classic British fternoon Tea Party.</li> <li>roup work activity: ake off challenge.</li> <li>n groups of 4, plan, repare, bake and erve some sweet</li> <li>nd savoury dishes</li> <li>aitable for a late</li> <li>runch or afternoon</li> <li>a. Present and</li> <li>erve your dishes as</li> <li>group.'</li> <li>Dishes selected</li> <li>hould:</li> <li>Suitable for serving at a brunch or afternoon tea party.</li> <li>Showcase a range of different technical skills and for each student include their</li> </ul>	Differentiation If required and appropriate at end of term. There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand. Complex: Students demonstrate and execute the skills and technical processes to an excellent standard. Afternoon tea is served to a professional standard as in a café or restaurant. Medium: Students	Recipes. BBC Good Food Recipes Lesson power point with risk assessment and hygiene and safety instructions. Online Classroom Stopwatch Ingredients trays and room and equipment set up for practical activities. Instruction cards for tidying away for practical work. Serving dishes, tablecloths, napkins, crockery, cutlery, mats, table decorations

To carry out sensory analysis of the dishes made and feedback opinions on the dishes made and served.	<ul> <li>challenge.</li> <li>Be suitable for making and serving in 1 hour.</li> <li>Main Activity: Individual and group work</li> <li>Preparing, cooking and serving chosen dishes.</li> <li>Set up tables and decorations of party.</li> <li>Serve up afternoon tea as a group and enjoy.</li> <li>Plenary: Issue holiday research task and technical skills challenge.</li> <li>See research tasks below.</li> </ul>	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 processing of foods:	Summer Research Task. Select one or more of the following tasks:	Summer Practical Task. Select one or more of the following activities: 1. Make up some fresh pasta or gnocchi and serve to your family with
<ul> <li>wheat into flour</li> <li>milk into cheese or yoghurt</li> </ul>	1. Research how wheat is turned into flour, and how wheat flour is made into pasta.	<ul> <li>a fresh homemade sauce of your choice. Write up your recipe.</li> <li>2. Make your own cottage cheese or natural or flavoured yoghurt. Serve to your family.</li> </ul>
<ul> <li>fruit into jam.</li> </ul>	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.	