

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
<p>Lesson 1a Features of the course.</p> <p>The 12 practical skills.</p> <p>Course specification.</p> <p>Course assessment.</p> <p>The food Investigation.</p> <p>The food preparation task.</p> <p>The final examination.</p>	<p>Introduction to the course and outline of the course.</p> <p>Outline of the specification at a glance.</p> <ul style="list-style-type: none"> • Outline of the specification. • Outline of the 12 main skills. • Outline of how the course is assessed. <p>Introduction to NEA:</p> <ul style="list-style-type: none"> • Food investigation (15%) • Food preparation Task (35%) • Final examination (50%). 		<p>Teacher presentation of course and all materials available.</p> <p>Questioning and answering and hyperlinks of resources made available for students.</p> <p>Publisher resources.</p> <p>Students to record target levels for course.</p> <p>Text books or e-text books issued with logins or numbers recorded.</p> <p>Specification</p> <p>Course companion guide</p> <p>AQA Skills checklist</p> <p>AQA Assessment materials</p> <p>Illuminate resources</p> <p>Hodder resources</p>

Learning objective	Learning activity	Differentiation and extension	Resources
<p>Lesson 1b</p> <p>Students will learn:</p> <p>To understand the importance of eating a variety of different foods from the Eatwell Guide.</p> <p>To understand the importance of eating the correct proportions of each section of the guide for a healthy balanced diet.</p> <p>To plan a suitable savoury meal for a teenager that meets all the advice of the Eatwell guide.</p> <p>To justify choice of dish and explain how it meets current dietary guidelines for healthy eating.</p> <p>To test knowledge and understanding of Eatwell Guide</p>	<p>Eatwell Guide Presentation</p> <p>BNF PowerPoint on recommendations of the Eatwell Guide 2016.</p> <ul style="list-style-type: none"> • Explain what's changed • Identify the main sections in the guide • Discuss the key messages from the guide <p>Main Activity</p> <p>Plan a day's meals for a teenager based upon the advice of the Eatwell Guide.</p> <p>From the chosen menu, plan and make a nutritionally balanced savoury meal or lunch dish which will appeal to a teenager.</p> <p>The dish must:</p> <ul style="list-style-type: none"> • contain foods from all the main sections of the Eatwell Guide • include starchy carbohydrates, protein, fruit and vegetables, 	<p>Differentiation through effective questioning techniques.</p> <p>BNF Micro Nutrients</p> <p>Differentiated recipe ideas with varying degrees of complexity and challenge.</p> <p>Explanation of assessment criteria and how it will influence choice of dish:</p> <p>Differentiation of skills and outcomes in recipes.</p> <p>Complex skill (highest mark band)</p> <p>Medium Skill (middle mark band)</p> <p>Basic Skill (Low mark band)</p> <p>Differentiated questions and style of questioning in test your knowledge.</p>	<p>Eatwell Guide</p> <p>BNF Eatwell Guide 2016</p> <p>Illuminate or Hodder text books and digital bundles.</p> <p>Menu template</p> <p>BBC Good Food Recipes</p> <p>Possible recipes Ideas:</p> <p>Spaghetti Bolognaise</p> <p>Fajitas</p> <p>Chili</p> <p>Risotto</p> <p>Jambalaya,</p> <p>Homemade soup/ bread</p> <p>Test your knowledge practice questions:</p> <p>Illuminate resources</p> <p>Hodder resources</p>

<p>through use of practice questions.</p>	<p>dairy and lower fat alternatives</p> <ul style="list-style-type: none"> • reflect the recommended proportions for each section • demonstrate different technical skills • be suitable for preparing, cooking and serving up in a given time during the next practical lesson. <p>Plenary</p> <p>Selection of recipe, student presentation and explanation of how choice of dish meets Eatwell Guide recommendations. Identification of skills.</p> <p>Homework</p> <p>Test your knowledge and understanding of the Eatwell Guide.</p> <p>Stretch and Challenge</p> <p>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</p>		
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	importance of healthy food choices and a balanced diet.		
<p>Lesson 2a and b</p> <p>Students will learn:</p> <p>To prepare, cook and serve a healthy savoury product suitable for a teenager.</p> <p>To showcase a range of technical skills when preparing and cooking a suitable savoury dish. (S1, S2, S3, S4, S5, S6, S7 and S9)</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To demonstrate a good working routine in the food room.</p> <p>To explain how the dish meets the requirements of the new Eatwell Guide.</p> <p>To understand why sensory testing is carried out and experiment with different types of sensory tests.</p>	<p>Eatwell Guide - Practical 1</p> <p>Savoury dish which meets Eatwell guidelines and demonstrates skill.</p> <p>Starter Activity</p> <p>Questioning for learning: recap what makes a successful practical lesson?</p> <p>Outline of assessment criteria for practical work and technical challenge.</p> <p>Main Activity</p> <p>Students create, prepare, cook and serve a healthy savoury dish that will appeal to teenagers and meet the guidelines on new Eatwell Guide.</p> <p>There will be an opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.</p> <ul style="list-style-type: none"> Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to 	<p>Differentiation</p> <p>Chicken Fajitas.</p> <p>Complex</p> <p>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 and processes executed and fajitas presented to an excellent standard. Meets all sections of Eatwell guide.</p> <p>Medium</p> <p>Chicken marinated and seasoned. Meat and vegetables prepared and cooked to a good standard and served with tortilla wrap and served with a suitable dip/accompanim</p>	<p>BBC Good Food Recipes</p> <p>Recipes</p> <p>Lesson</p> <p>PowerPoint with risk assessment and hygiene and safety instructions</p> <p>Instruction cards for setting up for practical work</p> <p>Online Classroom Stopwatch</p> <p>Ingredients, trays and room and equipment set up for practical activities.</p> <p>Instruction cards for tidying away for practical work</p> <p>Sensory word bank and chart to carry out sensory testing of dishes made in terms of appearance, taste, consistency and smell. (Hodder book)</p> <p>Assessment Criteria for practical work</p> <p>Camera and names for photographing work if necessary.</p>

<p>To use a word bank and tasting chart to carry out sensory testing.</p>	<p>an excellent standard.</p> <ul style="list-style-type: none"> • 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. <p>Student activity and discussion:</p> <ol style="list-style-type: none"> 1. Why do we carry out sensory evaluations of foods? 2. How to set up sensory analysis. 3. Sensory evaluation of meal. 4. Use of tasting chart and word bank for sensory testing. <p>Stretch and Challenge</p> <p>Explain how your dish and the ingredients meet the advice given on the new Eatwell plate guidelines. (10 Marks)</p> <p>Plenary</p>	<p>ent. All skills and processes executed effectively and fajitas presented to good standard. Meets most sections of Eatwell Guide.</p> <p>Basic</p> <p>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.</p>	<p>Illuminate and Hodder Textbooks or digital bundles.</p>
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	<p>Celebration display and teacher assessment and feedback on outcomes.</p> <p>Completion of lesson log and skills audit.</p> <p>Homework: Read protein chapter in textbook or student e- book.</p>		
<p>Lesson 3a</p> <p>Students will learn the:</p> <ul style="list-style-type: none"> • 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. 	<p>Introduction to Protein</p> <p>Starter Activity</p> <p>BNF link to protein video.</p> <p>Presentation and class discussion:</p> <ul style="list-style-type: none"> • 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 complementation • effects of deficiency and 	<p>Differentiation</p> <p>Range of visual resources and animations to show the essential subject knowledge on proteins.</p> <p>Necklace to explain amino acid chain.</p> <p>Key words and definitions in Illuminate and Hodder textbooks</p> <p>Differentiated questions in the practice your knowledge and understanding section of textbooks.</p> <p>This practical task may be changed to</p>	<p>Resources</p> <p>Illuminate and Hodder textbooks and digital bundles.</p> <p>BNF Macronutrients PPT</p> <p>BNF Proteins</p> <p>PowerPoint on proteins.</p> <p>Practice questions to test students' knowledge and understanding of proteins.</p> <p>Quorn</p> <p>BBC Good Food Recipes</p> <p>Recipes for a:</p> <ul style="list-style-type: none"> • fish pie • shepherd's pie • cottage pie • vegetarian shepherd's pie

<p>Lesson 3b</p> <p>Students will learn:</p> <p>to demonstrate and apply knowledge and understanding of the Eatwell Guide and its proportions.</p> <p>To select a suitable savoury dish which contains both HBV and LBV protein sources.</p> <p>To describe the effect of heat on a range of different protein foods.</p> <p>To research the health benefits of a range of alternative protein foods including:</p> <ul style="list-style-type: none"> • soya • mycoprotein eg 	<p>excess protein in the diet.</p> <p>Test your knowledge /practice questions.</p> <p>Plan for practical activity next lesson:</p> <ul style="list-style-type: none"> • adults need between 45 and 55 grams of protein per day. • plan and make a dish that contains both HBV and LBV sources of protein and provides an adult with between 15-18 grams of protein per portion. Recipe ideas include traditional fish, cottage or shepherd's pie. <p>Stretch and Challenge</p> <p>Use BNF website or other nutritional profile website to work out how much protein there is in the recipe.</p> <p>How could this recipe be adapted for: lacto vegetarian, vegan and coeliac diets?</p>	<p>include other savoury HBV and LBV protein recipes and adapted easily. (The recipe ideas are intended as a suggestion only. Any other recipes can be used as an alternative to meet different schools lesson times, individual circumstances, dietary and cultural needs.)</p> <p>Differentiation</p> <p>Range of visual resources and animations to show the essential subject knowledge on proteins.</p> <p>Key words and definitions in Illuminate and Hodder Text books</p> <p>Differentiation through effective questioning techniques during demonstration using Bloom's</p>	<ul style="list-style-type: none"> • chicken, leek and potato pie. <p>Explore Food BNF Nutritional analysis</p> <p>Resources</p> <p>Illuminate and Hodder textbooks and digital bundles.</p> <p>BBC Good Food Recipes</p> <p>Teacher demonstration set up including all ingredients and equipment.</p> <p>Recipes available for a:</p> <ul style="list-style-type: none"> • fish pie • shepherd's pie • cottage pie • vegetarian shepherd's pie • chicken, leek and potato pie.
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<p>Quorn</p> <ul style="list-style-type: none"> • quinoa. 	<p>Protein</p> <p>Starter questions:</p> <ul style="list-style-type: none"> • 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? <p>Teacher demonstration</p> <p>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.</p> <p>Class discussion</p> <p>What happens to the protein in the following foods on heating?</p> <ul style="list-style-type: none"> • meat and fish • eggs • flour • milk 	<p>taxonomy.</p> <p>The practical activity may be changed and adapted easily.</p> <p>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.</p> <p>Recipe could be a high protein light lunch snack if time limited in lesson.</p> <p>Differentiation of skills and outcomes in recipes.</p> <p>Differentiated research tasks on protein alternatives.</p>	<ul style="list-style-type: none"> • any other HBV protein main meal. <p>Quorn</p> <p>Health benefits of soya beans</p> <p>Health benefits Quinoa</p>
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	<ul style="list-style-type: none"> • cheese. <p>Student Activity Research the following protein alternatives:</p> <ul style="list-style-type: none"> • soya beans • mycoprotein eg Quorn • quinoa. <p>Find out about each ingredient, its health benefits, nutritional profile and recipe ideas. Produce a fact file on each ingredient.</p> <p>Homework</p> <p>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.</p>		
<p>Lesson 4a and b</p> <p>Students will learn:</p> <p>To prepare, cook and serve a savoury dish which contains both HBV and LBV proteins and meets Eatwell guidelines for a healthy diet.</p> <p>To showcase a range of technical skills when</p>	<p>Practical 2 - HBV and LBV protein dish.</p> <p>Starter Activity Questioning for learning: recap what makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge.</p> <p>Main Activity Practical lesson.</p>	<p>Differentiation Fish pie. Complex: Fish filleted and all bones removed with no excess waste, fish and vegetables prepared correctly and cooked with precision. Homemade sauce and potato mashed and piped on top. All technical skills</p>	<p>Resources</p> <p>BBC Good Food Recipes</p> <p>Online Classroom Stopwatch</p> <p>Lesson power point with risk assessment and hygiene and safety instructions</p> <p>Instruction cards for setting up and</p>

<p>preparing and cooking a suitable savoury dish. (S1, S2, S4, S5, S6, S8 & S12)</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To demonstrate a good working routine in the food room.</p> <p>To develop skills in garnishing, finishing and presentation of dishes.</p> <p>To analyse the protein content of the dish and how effectively it meets 1/3 of the DRV's for an adult.</p>	<p>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.</p> <p>There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.</p> <ul style="list-style-type: none"> • Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to an excellent standard. • Medium demand: (Middle Mark Band) Student demonstrates the execution of skills and processes to a good standard. • Basic (lowest mark band) Student demonstrates the technical 	<p>and processes executed and fish pie presented to an excellent standard. Meets all sections of Eatwell guide.</p> <p>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.</p> <p>Basic :</p> <p>Use of pre filleted fish. Fish and vegetables are prepared and cooked to a basic standard. Use of ready made sauce and basic potato topping. Skills, processes and presentation are fairly basic and dish meet some</p>	<p>tidying away for practical work</p> <p>Ingredients trays and room and equipment set up for practical activities.</p> <p>Assessment Criteria for practical work</p> <p>Laptops or printed nutritional profiles of recipes.</p> <p>Explore Food BNF Nutritional analysis</p> <p>Camera and names for photographing work if necessary.</p> <p>Lesson Logs and skills checklists.</p> <p>Illuminate and Hodder Textbooks or digital bundles.</p>
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	<p>skill and processes to a basic standard.</p> <p>Plenary</p> <ol style="list-style-type: none"> 1. Nutritional analysis of dish and evaluation of protein content. 2. Costing of ingredients. 3. Portion size. <p>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)</p> <p>Celebration display and teacher assessment and feedback on outcomes. Completion of lesson log and skills audit.</p> <p>Homework</p> <p>Read through carbohydrate chapter in textbook or student e- book.</p>	<p>of Eatwell guide sections.</p>	
<p>Lesson 5a</p> <p>Students will learn:</p> <p>The definition of carbohydrate.</p> <p>The functions of carbohydrate in</p>	<p>Carbohydrates</p> <p>Starter BNF link to carbohydrate video.</p> <p>Presentation power point, food display and class discussion on carbohydrates:</p> <ul style="list-style-type: none"> • What is carbohydrate? 	<p>Differentiation</p> <p>Range of visual resources and animations to show the essential subject knowledge on Carbohydrates.</p> <p>Key words and</p>	<p>Resources</p> <p>BNF Carbohydrates</p> <p>Government report on carbohydrates and</p>

<p>the diet.</p> <p>The main sources of carbohydrate.</p> <p>The effects of deficiency and excess of carbohydrate in diet.</p> <p>The amount of carbohydrate needed for everyday life.</p> <p>The importance of reducing the amount of free sugars in our diets today</p> <p>Lesson 5b</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • the definition of dietary fibre • the 	<ul style="list-style-type: none"> • What are the functions of carbohydrate in the diet? • What are the main sources of carbohydrate in the diet? • sugar, free sugars and hidden sugar • sugar alternatives. • starches and non-starch polysaccharides(NSP) • effects of a deficiency in carbohydrate • effects of excess carbohydrates in diet. <p>Test your knowledge or practice questions on carbohydrates.</p> <p>Stretch and Challenge</p> <p>Watch the BBC News report 'Can you be trusted to eat less sugar?' and answer the following question:</p> <p>Free sugars should be no more than 5% of our total carbohydrate intake per day. This is</p>	<p>definitions in Illuminate and Hodder textbooks.</p> <p>Display of sugar foods or photographs with amounts listed.</p> <p>Illuminate and Hodder differentiated practice questions on carbohydrates to test your knowledge.</p> <p>The Guardian sugar quiz</p> <p>Range of visual resources and animations to show the essential subject knowledge on proteins.</p> <p>Key words and definitions in</p>	<p>health (Scientific Advisory Committee on Nutrition 2015) Power point on proteins.</p> <p>BBC News Sugar Report</p> <p>Practice questions to test students' knowledge and understanding of carbohydrates.</p> <p>The Guardian sugar quiz</p> <p>Making sense of sugar quiz</p> <p>Resources</p> <p>Illuminate and Hodder textbooks</p>
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<p>functions of dietary fibre</p> <ul style="list-style-type: none"> • the different types of dietary fibre • the effect of excess and deficiency of dietary fibre • the dietary reference values for fibre. • how to modify an existing recipe to reduce the amount of free sugar in the recipe and/or increase the amount of dietary fibre in the recipe. 	<p>approximately 30gms (6 teaspoons per day) for teenagers and adults.</p> <p>Explain what advice you would give to teenagers about their sugar intake and suggest ways they can reduce their sugar consumption. (8 marks)</p> <p>Homework activity Find out how much sugar there is per serving in the following foods and drinks: breakfast cereal, fruit yoghurt, coca cola, mars bar, biscuits, cakes and any other convenience foods in your food cupboard or fridge at home.</p> <p>Dietary Fibre Starter Activity Presentation, food display and class discussion on dietary fibre:</p> <ul style="list-style-type: none"> • What is dietary fibre? • What are the functions of dietary fibre in the diet? • What are the main sources of dietary fibre in the diet? 	<p>Illuminate and Hodder Text books</p> <p>Differentiation</p> <p>Effective questioning techniques during demonstration using Bloom's taxonomy.</p> <p>The practical activity may be changed and adapted easily.</p> <p>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.</p> <p>Differentiation of skills and outcomes in recipes.</p>	<p>and digital bundles.</p> <p>Display or photograph of high fibre foods.</p> <p>BNF Fibre and Water</p> <p>BBC Good Food Recipes</p> <p>Possible Practical outcomes:</p> <p>Bramley Apple Cake</p> <p>Rhubarb Crumble Slice</p> <p>Blackcurrant Bakewell</p> <p>Lightly Spiced Carrot Cake</p> <p>Summer Fruit Squares</p> <p>Baked Blueberry Bites.</p> <p>Any other recipe of choice for muffin, cake or tray bake.</p> <p>BNF Nutritional Analysis (Explore Food)</p>
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	<ul style="list-style-type: none">• effects of a deficiency in dietary fibre.• effects of excess dietary fibre in diet.• ways to increase the fibre in your diet. <p>Teacher Demonstration: lightly spiced carrot cakes or savoury muffins.</p> <p>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.</p> <p>Stretch and Challenge</p> <p>Calculate the fibre and sugar content of the recipe using the BNF nutritional programme - explore food.</p> <p>Homework</p> <p>Bring in all ingredients and a serving dish for practical lesson next week.</p>		
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<p>Carbohydrates Lesson 6a and b Increased dietary fibre and reduced sugar practical.</p> <p>Students will learn:</p> <p>To prepare, cook and serve muffin, tray bake or cake that has been adapted to reduce the sugar and increase the fibre.</p> <p>To showcase a range of technical skills when preparing and cooking a suitable dish. (S1, S2, S3, S4, S5, S11 and S12)</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To demonstrate a good working routine in the food room.</p> <p>To develop skills in garnishing, finishing and presentation of dishes.</p> <p>To analyse the sugar and fibre content of the dish and explain how it has been</p>	<p>Starter Activity</p> <p>What makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge.</p> <p>Main Activity</p> <p>Practical lesson.</p> <p>Students create, prepare, cook and serve muffin, tray bake or cake that has been adapted to reduce the sugar and increase the fibre.</p> <p>There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.</p> <ul style="list-style-type: none"> • 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 	<p>Differentiation</p> <p>Cake Making adaptations.</p> <p>Complex</p> <p>Prepare and bake a challenging cake mixture with skill, accuracy and precision. The cake has been cooked for the correct time and has risen well. All technical skills and processes executed effectively and the cake has been effectively presented and served to a very high standard. The sugar content of the cake has been reduced and the fibre increased.</p> <p>Medium</p> <p>Prepare and bake a cake mixture with some skill and accuracy. The cake has been taken out of oven at the correct time and has risen fairly well. Most technical skills and processes</p>	<p>Resources</p> <p>BBC Good Food Recipes</p> <p>Online Classroom Stopwatch</p> <p>Lesson power point with risk assessment and hygiene and safety instructions</p> <p>Instruction cards for setting up and tidying away for practical work</p> <p>Ingredients trays and room and equipment set up for practical activities.</p> <p>Assessment Criteria for practical work</p> <p>Laptops or printed nutritional profiles of recipes.</p> <p>Explore Food BNF Nutritional analysis</p> <p>Camera and names for photographing work if necessary.</p> <p>Lesson Logs and skills checklists.</p> <p>Illuminate and Hodder Textbooks or digital bundles.</p>
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<p>reduced.</p>	<p>of skills and processes to a good standard.</p> <ul style="list-style-type: none"> • Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard. <p>Plenary</p> <ol style="list-style-type: none"> 1. Nutritional analysis of dish and evaluation of fibre and sugar content of dish. 2. How many grams of sugar per portion? 3. How many grams of fibre per portion? <p>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).</p> <p>Plenary</p> <p>Celebration display and teacher assessment and feedback on outcomes.</p> <p>Completion of lesson</p>	<p>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.</p> <p>Basic</p> <p>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.</p>	
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	<p>log and skills audit. Homework</p> <p>Read through fats chapter in textbook or student e- book.</p>		
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<p>Lesson 7a - Fats</p> <p>Students will learn:</p> <p>The definition of Fat.</p> <p>The functions of fat in the diet.</p> <p>The main sources of fat in the diet.</p> <p>The effects of deficiency and excess of fat in diet.</p> <p>The amount of fat needed for everyday life.</p> <p>The importance of reducing the amount of saturated fat in our diets today</p> <p>The ingredients and methods to prepare and cook a savoury flan or quiche with a short crust pastry base.</p> <p>The ability of fat to shorten foods such as pastries.</p>	<p>Fats in the diet</p> <p>Starter</p> <p>BNF link to fat video or flora healthy eating quiz.</p> <p>Presentation</p> <p>Power point, food display and class discussion on fats:</p> <ul style="list-style-type: none"> • 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. <p>Practice questions and test your knowledge.</p> <ol style="list-style-type: none"> 1. Describe 3 functions of fat in the diet (3 marks). 2. Explain the main differences between saturated and unsaturated fats. (4 marks). 3. Why is a diet too 	<p>Differentiation</p> <p>Range of visual resources and animations to show the essential subject knowledge on fats.</p> <p>Key words and definitions in Illuminate and Hodder textbooks.</p> <p>Display of high fat foods or photographs with amounts listed.</p> <p>Illuminate and Hodder differentiated practice questions on fats to test your knowledge.</p>	<p>Resources</p> <p>Illuminate and Hodder textbooks and digital bundles.</p> <p>Display or photographs of high fat foods.</p> <p>BNF Fats</p> <p>Flora Healthy Eating Quiz</p> <p>BBC Good Food Recipes</p> <p>Possible Practical outcomes:</p> <p>Savoury flan</p> <p>Quiche</p> <p>Mediterranean tart</p> <p>Demonstration set up</p> <p>BNF Nutritional Analysis (Explore Food)</p>
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<p>Lesson 7b</p> <p>Students will learn:</p> <p>The definition of shortening and understand the effect of using different fats to shorten pastry.</p> <p>Write a hypothesis or prediction about what type of fat is best for short crust pastry.</p> <p>Investigate what is the best type of fat for pastry making.</p> <p>Work in groups to prepare and make up short crust pastry using different types and ratios of fat: flour.</p> <p>Investigate 6 different types of fat used in pastry making and the ratios of each.</p> <p>To develop and practice investigation skills similar to those used later in NEA.</p> <p>To develop</p>	<p>high in saturated fat considered to be harmful to your health? (4 marks)?</p> <p>4. Name 3 sources of animal fats (3 marks).</p> <p>5. Name 3 sources of vegetable fat (3 marks).</p> <p>5. What is cholesterol and describe the two different types of cholesterol (3 marks).</p> <p>Teacher demonstration</p> <p>Quiche or savoury flan eg roasted Mediterranean vegetable with adaptations to reduce saturated fat content.</p> <p>Homework activity</p> <p>Test your knowledge or practice questions on fats.</p> <p>Practical Investigation - Fats in pastry</p> <p>Group work activity: What is the best type of fat or oil for making short crust pastry?</p> <p>Split class into 6 groups and each group is to make up</p>	<p>Differentiation</p> <p>Range of visual resources and animations to show the essential subject knowledge on fats and pastry making.</p> <p>Key words and definitions in Illuminare and Hodder textbooks.</p> <p>Differentiated worksheets for investigations.</p> <p>Clear step by step instructions to make short crust pastry with control checks and advice.</p> <p>NEA advice on carrying out Food Investigation in</p>	<p>Resources</p> <p>Food investigations and ingredients all set up for class.</p> <p>Ingredients may be pre weighed or not depending on time available and ability within the group.</p> <p>Investigation sheet to write up the experiment with aims, predictions, hypothesis, methods, results charts, conclusions and evaluations.</p> <p>Camera for photographs.</p> <p>Equipment for practical investigation.</p> <p>Animation on pastry making.</p>
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<p>sensory analysis techniques when investigating foods.</p> <p>To develop analysis and evaluation skills when working with different fats.</p>	<p>one batch of short crust pastry using different types of fats and ratios of fats.</p> <p>Write group hypothesis and predictions for pastry experiment.</p> <p>Practical Investigation:</p> <p>Group 1: 100% - 100% butter</p> <p>Group 2: 50% butter 50% vegetable fat</p> <p>Group 3: 100% vegetable fat</p> <p>Group 4: 100% vegetable oil</p> <p>Group 5: 100% low fat spreads</p> <p>Group 6: 100% margarine</p> <ol style="list-style-type: none"> 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 	<p>both Illuminate and Hodder textbooks and digital bundles.</p>	
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	<p>results and photograph samples. Think carefully about the controls applied to make this a fair test.</p> <p>5. Carry out sensory testing of each pastry sample looking specifically at crumbliness of texture, shortness, flavour, colour and appearance. (Ranking or rating test).</p> <p>6. Analyse and evaluate findings, explain how they will influence the fats uses to make pastry next lesson.</p> <p>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?</p>		
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<p>Lesson 8a and b</p> <p>Students will learn:</p> <p>To prepare, cook and serve a savoury quiche or flan that has been adapted to reduce the saturated fat content.</p> <p>To showcase a range of technical skills when preparing and cooking a suitable savoury dish. (S1, S2, S3, S4, S5, S6, S8, S11 & S12)</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To demonstrate a good working routine in the food room.</p> <p>To develop skills in garnishing, finishing and presentation of dishes.</p> <p>To identify nutritional profile and science behind the recipe.</p>	<p>Fats in Pastry making - Practical activity</p> <p>Starter</p> <p>What makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge.</p> <p>Main Activity</p> <p>Practical lesson.</p> <p>Students create, prepare, cook and serve a savoury flan or quiche with a short crust pastry base and reduced fat filling of choice.</p> <p>There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.</p> <ul style="list-style-type: none"> • Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to an excellent standard. • Medium demand: (Middle Mark Band) 	<p>Differentiation</p> <p>Savoury flan or quiche.</p> <p>Complex</p> <p>Prepare and make short crust pastry to required shape and thickness with skill, accuracy and precision. The pastry has been baked blind and a fat reduced filling has been added. It has cooked for the correct time and set well. All technical skills and processes executed effectively and the flan has been effectively presented and served to a very high standard.</p> <p>Medium</p> <p>Prepare and make short crust pastry to required shape and thickness with some skill, accuracy and precision. The pastry has not been pre baked and a filling has been added. It has cooked correctly and has</p>	<p>Resources</p> <p>BBC Good Food Recipes</p> <p>Online Classroom Stopwatch</p> <p>Lesson power point with risk assessment and hygiene and safety instructions</p> <p>Instruction cards for setting up and tidying away for practical work</p> <p>Ingredients trays and room and equipment set up for practical activities.</p> <p>Assessment Criteria for practical work</p> <p>Laptops or printed nutritional profiles of recipes.</p> <p>Explore Food BNF Nutritional analysis</p> <p>Camera and names for photographing work if necessary.</p> <p>Lesson Logs and skills checklists.</p> <p>Illuminate and Hodder Textbooks or digital bundles.</p>
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	<p>Student demonstrates the execution of skills and processes to a good standard.</p> <ul style="list-style-type: none"> • Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard. <p>Stretch and Challenge</p> <ol style="list-style-type: none"> 1. Use explore food to carry out a nutritional analysis of the dish? 2. Name the practical skills demonstrated in this recipe? 3. Read the textbooks and find out what is the science behind this recipe? <ul style="list-style-type: none"> • shortening of pastry, • roasting of vegetables, • coagulation of protein in eggs and cheese <p>Plenary</p> <p>Celebration display and teacher</p>	<p>set fairly well. Some technical skills displayed and the flan has been effectively presented and served to a good standard.</p> <p>Basic</p> <p>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 pastry may have been used.</p>	
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	<p>assessment and feedback on outcomes. Completion of lesson log and skills audit.</p> <p>Homework</p> <p>Read through vitamins chapter in textbook or student e- book.</p>		
<p>Lesson 9a and B Students will learn:</p> <p>Vitamins A, D, E & K.</p> <p>The functions of vitamins in the body.</p> <p>The main sources of vitamins in the body.</p> <p>The effect of excess and deficiency of vitamins in the diet</p> <p>The dietary reference values for the different vitamins needed every day.</p> <p>Lesson 9b</p> <p>Water soluble vitamins B & C</p> <p>Students will learn The definition of vitamins B1, B2, B3, B9, B12 and C.</p>	<p>Micronutrients - Fat Soluble Vitamins</p> <p>Starter Activity</p> <p>Presentation, food display and class discussion on fat soluble vitamins: Student activity Using the textbooks and vitamin table produce a set of revision cards to help you learn the information on all the essential fat and water soluble vitamins. For each fat soluble vitamin:</p> <ul style="list-style-type: none"> • The definition of each vitamin • What are the functions of each vitamin in the diet • What are the main sources of each vitamin • Effects of deficiency of each vitamin 	<p>Differentiation</p> <p>Range of visual resources and animations to show the essential subject knowledge on vitamins.</p> <p>Key words and definitions in Illuminate and Hodder textbook.</p> <p>Differentiated questions in the practice your knowledge and understanding section of textbooks.</p> <p>The practical task is intended to be open ended to allow creativity and differentiation by outcome.</p> <p>Differentiated books on with information on the different vitamins groups.</p> <p>Homework</p>	<p>Resources</p> <p>Illuminate and Hodder textbooks and digital bundles.</p> <p>BNF Micro Nutrients</p> <p>BBC Good Food Recipes</p> <p>Recipe ideas for each vitamin.</p> <p>Vitamin A - Smoked mackerel pate with orange and watercress salad.</p> <p>Vitamin D - Salmon or chicken wrapped in Parma ham and pesto.</p> <p>Vitamin E - Prawn pilaf with rocket salad.</p> <p>Vitamin K- Italian pasta with Spinach, Tomato, parmesan and Olives.</p> <p>Vitamin B1 - Pork stroganoff with</p>

<p>The functions of vitamins in the body.</p> <p>The main sources of vitamins in the body.</p> <p>The effect of excess and deficiency of vitamins in the diet</p> <p>The dietary reference values for the different vitamins needed every day.</p>	<ul style="list-style-type: none"> • Effects of excess of each vitamin in diet. <p>Presentation</p> <p>Food display and class discussion on water soluble vitamins:</p> <p>Student activity</p> <p>Using the textbooks and vitamin table produce a set of revision cards to help you learn the information on all the essential fat and water soluble vitamins. For each water soluble vitamin:</p> <ul style="list-style-type: none"> • the definition of each vitamin • what are the functions of each vitamin in the diet • what are the main sources of each vitamin? • effects of deficiency of each vitamin? <p>Effects of excess of each vitamin in diet.</p> <p>Practical activity: allocate every student a specified</p>	<p>Bring in all ingredients and complete vitamin fact file for homework.</p>	<p>rice</p> <p>Vitamin B2- Lentil Dhal, Chili and beans</p> <p>Vitamin B3- Nicoise salad with Tuna</p> <p>Vitamin B9 Hummus and pitta bread</p> <p>Vitamin B12 Vegetable stir fry with Teriyaki Salmon</p> <p>Vitamin C Vegetable kebabs and Cous Cous salad or stir fry.</p>
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	<p>vitamin from list above.</p> <p>Research task:</p> <ol style="list-style-type: none"> 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. 		
<p>Lesson 10a and b</p> <p>Students will learn:</p> <p>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.</p> <p>To showcase a range of technical skills when preparing and cooking a suitable vitamin rich dish. (S1, S2, S3, S4, S5, S6,)</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To demonstrate a good working routine in the food room.</p>	<p>Vitamins Practical Lesson</p> <p>Starter Activity What makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge.</p> <p>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.</p> <p>There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.</p> <ul style="list-style-type: none"> • Complex skill: (Highest mark band) Student 	<p>Differentiation</p> <p>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.</p> <p>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.</p> <p>Basic (lowest mark band) Student demonstrates the technical skill</p>	<p>Resources</p> <p>BBC Good Food Recipes</p> <p>Online Classroom Stopwatch</p> <p>Lesson power point with risk assessment and hygiene and safety instructions</p> <p>Instruction cards for setting up and tidying away for practical work</p> <p>Ingredients trays and room and equipment set up for practical activities.</p> <p>Assessment Criteria for practical work</p> <p>Laptops or printed nutritional profiles of recipes.</p> <p>Explore Food BNF Nutritional analysis</p>

<p>To develop skills in garnishing, finishing and presentation of dishes.</p> <p>To manage time successfully and present dish with fact file for assessment in 1 hour.</p> <p>Why the preparation and cooking of foods has an effect on vitamin content.</p>	<p>demonstrates the execution of skills and technical processes to an excellent standard.</p> <ul style="list-style-type: none"> • 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. <p>Stretch and Challenge</p> <ol style="list-style-type: none"> 1. What are antioxidants? (2 marks) 2. Name the 3 vitamins that are all antioxidants. (3 Marks) 3. Find 2 recipes which provide good sources of each of the following vitamins: A, C and E. (6 marks) 4. Explain why 	<p>and processes to a basic standard. The dish made provides a basic source of researched vitamin.</p> <p>Differentiated stretch and challenge questions.</p> <p>Differentiation by task and outcome.</p>	<p>Camera and names for photographing work if necessary.</p> <p>Lesson Logs and skills checklists.</p> <p>Illuminate and Hodder Textbooks or digital bundles.</p>
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	<p>antioxidants are important in the diet. (3 marks)</p> <p>5. Describe 3 ways to retain vitamin C during food storage, preparation and cooking. (6 marks)</p> <p>Plenary</p> <p>Celebration display and student presentation on each recipe, reasons for choice and vitamin selected. Teacher assessment and feedback on outcomes.</p> <p>Completion of lesson log and skills audit.</p> <p>Homework Read through minerals chapter in textbook or student e- book.</p>		
<p>Lesson 11a and b</p> <p>Students will learn about the minerals calcium, iron, salt and fluoride.</p> <p>The functions of each mineral in the body.</p> <p>The main sources of minerals in the body.</p> <p>The effect of excess and deficiency of different minerals in the diet</p> <p>The dietary</p>	<p>Mineral Presentation.</p> <p>Starter Activity</p> <p>Power point, food display and class discussion on the following minerals: calcium, iron, sodium, iodine and fluoride.</p> <p>Student Activity</p> <p>Using the information in the text books, create a visual mind map for calcium, iron, sodium and fluoride. For each mineral find out</p>	<p>Differentiation</p> <p>Range of visual resources and animations to show the essential subject knowledge on minerals.</p> <p>Key words and definitions in Illuminate and Hodder textbook.</p> <p>Differentiated questions in the practice your knowledge and understanding section of</p>	<p>Resources</p> <p>Illuminate and Hodder textbooks and digital bundles.</p> <p>Display or photographs of high fat foods.</p> <p>Possible Practical outcomes:</p> <p>BBC Good Food Recipes</p> <p>Lasagne</p> <p>Moussaka</p> <p>Pasta Bake</p>

<p>reference values for the different minerals needed every day.</p> <p>Lesson 9b</p> <p>To identify the main ingredients in moussaka, pasta bake or similar style pasta dish.</p> <p>To understand the scientific principles of how starch thickens a sauce by gelatinisation.</p> <p>To analyse the nutritional value of the meal and in particular the mineral content of the dish.</p>	<p>the following:</p> <ul style="list-style-type: none"> • the definition of each mineral • What are the functions of each mineral in the diet? • What are the main sources of each mineral? • effects of deficiency of each mineral • effects of excess of each mineral in diet. <p>Practice questions to test knowledge and understanding of calcium, iron sodium and fluoride.</p> <p>Demonstration moussaka, pasta bake, spaghetti carbonara or macaroni cheese.</p> <p>Practical activity</p> <p>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.</p>	<p>textbooks.</p> <p>Practical activity task.</p> <p>The practical task is intended to be open ended to allow creativity and differentiation by outcome.</p> <p>Differentiated text books with different levels of information on the different mineral groups.</p>	<p>Macaroni cheese</p> <p>Spaghetti carbonara</p> <p>Cauliflower cheese</p> <p>Demonstration set up for dish to be made.</p> <p>Recipes for iron rich salad and vegetable accompaniments.</p> <p>BNF Nutritional Analysis (Explore Food)</p>
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	<p>Stretch and Challenge</p> <ol style="list-style-type: none"> 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. <p>Homework</p> <ol style="list-style-type: none"> 1. Bring in all ingredients and serving dish. for practical lesson next week. 2. Complete practice and test questions. 		
<p>Lesson 12a and b Students will learn:</p> <p>To prepare, cook and serve main meal that is rich in calcium and vitamin D.</p> <p>To showcase a range of technical skills when preparing and</p>	<p>Calcium and Vitamin D Practical</p> <p>Starter: What makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge.</p> <p>Main Activity: Practical lesson. Students create,</p>	<p>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</p>	<p>Resources</p> <p>BBC Good Food Recipes</p> <p>Online Classroom Stopwatch</p> <p>Lesson power point with risk assessment and hygiene and safety instructions</p>

<p>cooking a suitable calcium rich dish. (S1, S2, S3, S4, S5, S6, S7, S8 and S10)</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To demonstrate a good working routine in the food room.</p> <p>To develop skills in garnishing, finishing and presentation of dishes.</p> <p>To manage time successfully and present dish for assessment.</p> <p>To serve the dish with a suitable salad or vegetable accompaniment which is rich in iron.</p>	<p>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.</p> <p>There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.</p> <ul style="list-style-type: none"> • Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to an excellent standard. • Medium demand: (Middle Mark Band) Student demonstrates the execution of skills and processes to a good standard. • Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic 	<p>precision and the dish has been effectively presented and served with a suitable iron rich accompaniment to a very high standard.</p> <p>Medium: Used a good range of ingredients to make a suitable dish with some accuracy and precision. The sauces are all homemade. All technical skills and processes executed effectively and the dish has been suitably garnished and presented to a good standard.</p> <p>Basic: A basic savoury dish have been made using a simple range of ingredients. The dish has been made with a ready-made or simple sauce and demonstrates limited technical skill. There is little or no attempts to serve the dish with a garnish or decorative finish.</p>	<p>Instruction cards for setting up and tidying away for practical work</p> <p>Ingredients trays and room and equipment set up for practical activities.</p> <p>Assessment Criteria for practical work</p> <p>Laptops or printed nutritional profiles of recipes.</p> <p>Camera and names for photographing work if necessary.</p> <p>Lesson Logs and skills checklists.</p> <p>Illuminate and Hodder Textbooks or digital bundles.</p>
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	<p>standard.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 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). <p>Plenary: Celebration display of practical outcomes. Teacher assessment and feedback on outcomes.</p> <p>Completion of lesson log and skills audit.</p> <p>Homework: Revise for end of topic test on the Eatwell Guide and all macro and micro nutrients and nutrition studied to date.</p>		
Lesson 13a and b	End of topic test: The Nutrients. Starter	Differentiation	Resources

<p>Students will learn:</p> <p>The importance of good preparation and revision in advance of end of topic assessment.</p> <p>To practice answering different types of exam questions under examination conditions.</p> <p>To develop exam technique when answering different types of questions.</p> <p>To test knowledge and understanding of nutrition and the different nutrients in food.</p> <p>To develop research skills and apply knowledge of healthy eating and nutrition into practical activities.</p>	<p>Activity: Outline general advice on answering exam questions and how to prepare for final exam including:</p> <p>Different types of exam questions including multiple choice, short answer questions, data response, recipe information, mid mark and open ended responses.</p> <ul style="list-style-type: none"> • Marking schemes including different level of responses (Low, mid and upper band) with advice on how to structure and plan responses. • Issue end of topic test using a variety of different question styles on the following topics: <p>Eatwell Guide advice.</p> <ul style="list-style-type: none"> • Current advice on healthy eating. <p>Macronutrients:</p> <ul style="list-style-type: none"> • Protein, 	<p>Differentiated questioning styles throughout paper.</p> <p>Exemplar questions and responses.</p> <p>End of test on the nutrients and nutrition to include: multiple choice, short answer questions, data response, recipe information, mid mark and open ended responses.</p> <p>NEA homework task:</p> <p>Students to research the NEA task and present the following information on one A4 sheet:</p> <p>What are the Eatwell guidelines?</p> <p>What are the main nutrients and what makes a good nutritionally balanced main meal?</p> <p>What recipe have you chosen to make and</p>	<p>Practice questions from:</p> <p>Illuminate and Hodder final exam chapter in text books.</p> <p>End of topic test on nutrition and the nutrients.</p> <p>NEA practice Task and advice:</p> <p>Illuminate and Hodder final exam chapter in text books.</p> <p>NEA: Practical Activity brief on celebration meal.</p> <p>Differentiated research task on Health and Nutrition.</p> <p>Research sources:</p> <p>Textbooks</p> <p>Trusted websites</p> <p>Newspaper and magazine articles</p> <p>Multimedia: YouTube clips and Illuminate animations</p> <p>Interview with family members to ask them what they need and would like.</p>
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<p>Lessons 13b</p> <p>Students will learn:</p> <p>To develop research skills.</p> <p>To develop planning skills to include details of timings, instructions for making and include important hygiene or safety points.</p> <p>To analyse the nutritional value of the meal.</p> <p>To calculate the total costs of the dish, how many it will serve and portion size.</p> <p>To produce a time plan for making.</p>	<p>carbohydrates and fats.</p> <p>Macronutrients:</p> <ul style="list-style-type: none"> • Vitamins: fat-soluble vitamins A, D, E and K • Vitamins: water soluble vitamins B1, B2, B6, B9, B12 and C • Antioxidant vitamins A, C, and E • Minerals: calcium, iron, salt, fluoride and water. <p>Student activity: End of topic test.</p> <p>Plenary: Mini NEA Task- Celebration Meal Plan and make a nutritionally balanced main meal for your family with good sources of HBV protein and meets the advice of the Eatwell guide. Your dish should showcase a range of technical skills and may be served with a suitable accompaniment. Carry out sensory analysis of the dish on your family and produce a nutritional profile of your dish.</p>	<p>explain the dish is:</p> <p>Meeting Eatwell advice</p> <p>Nutritionally balanced</p> <p>A suitable choice for your family.</p> <p>Showcasing good technical skill.</p> <p>Bring in A4 research and recipe to next week's lesson.</p> <p>Differentiation</p> <p>Range of resources on how the task is going to be assessed.</p> <p>Differentiated A4 student templates and writing frames for recording research, plans for making, sensory testing and evaluation of task.</p> <p>Key words and definitions in Illuminate and Hodder textbook.</p> <p>Practical activity task.</p> <p>The practical task is intended to be open</p>	<p>Resources</p> <p>Illuminate and Hodder textbooks. (Preparing for the NEA - Food preparation task).</p> <p>Mini assessment checklist</p> <p>A4 differentiated templates and writing frames:</p> <p>Research</p> <p>Planning sheets</p> <p>Sensory testing</p> <p>Nutritional analysis</p> <p>Evaluation and improvements.</p> <p>BBC Good Food Recipes</p> <p>Jamie Oliver Home Cooking Recipes</p> <p>Illuminate and Hodder textbooks.</p> <p>Planning for practical work in the NEA.</p> <p>BNF Nutritional Analysis (Explore Food)</p>
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	<p>Starter: Mini NEA food preparation task.</p> <p>Class discussion: Students state chosen dish and reasons why it is a suitable choice. Submission of A4 research sheets on healthy eating and nutrition.</p> <p>Assessment outline.</p> <p>During this task student will:</p> <ul style="list-style-type: none"> • Research the task. • Plan the meal. • Prepare, cook and serve the meal and any possible accompaniments showcasing technical skill. • Analyse the nutritional value of the meal and evaluate the success of meal. <p>Important information:</p> <p>1. The recipe chosen can be either a dish adapted from a previous lesson or a</p>	<p>ended to allow creativity and differentiation by outcome.</p> <p>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.</p> <p>Differentiated planning sheets.</p> <p>Exemplar planning sheets</p> <p>Use of internet or textbooks to analyse nutritional profiles of dishes made.</p>	
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	<p>completely new recipe of your choice. Photographs must be included of work.</p> <p>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.</p> <p>3. This could be serve the main meal with a suitable dessert that is high in the antioxidant vitamins A, C and E.</p> <p>Student activity: Planning for the practical task.</p> <p>Stretch and Challenge: .</p> <p>1.Nutritional analysis of the meal using textbooks, internet or BNF nutritional software programme.</p> <p>2. Work out the final costing of the meal, how many it serves and final cost per portion.</p> <p>Homework:</p> <p>Bring in all ingredients and a serving dish for Food Preparation Task.</p>		
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<p>14 a and b</p> <p>Students will learn:</p> <p>To prepare and cook a nutritionally balanced savoury main course dish which meets the advice of the Eat well guide.</p> <p>To apply a variety of technical skills and make some creative and quality products with skill and precision (S1, S2, S3, S4, S5, S6,).</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To present a dish with a good level of technical skill and is presented with a suitable level of finish and decoration for serving.</p> <p>To carry out sensory analysis with family using a rating test.</p>	<p>Practical activity: Main course dish.</p> <p>Starter Activity: Questioning for learning: recap what makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge.</p> <p>Main Activity: Practical lesson.</p> <p>Students create, prepare, cook and serve a nutritionally balanced main meal with good sources of HBV protein, meets Eat well guidelines and demonstrates range of different skills.</p> <p>There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.</p> <ul style="list-style-type: none"> • Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to an excellent standard. • Medium 	<p>Making differentiation</p> <p>Complex skill: 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.</p> <p>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</p>	<p>Resources</p> <p>Recipes.</p> <p>BBC Good Food Recipes</p> <p>Jamie Oliver Home Cooking Recipes</p> <p>Lesson power point with risk assessment and hygiene and safety instructions.</p> <p>Instruction cards for setting up for practical work.</p> <p>Online Classroom Stopwatch</p> <p>Ingredients trays and room and equipment set up for practical activities.</p> <p>Instruction cards for tidying away for practical work.</p> <p>Sensory word bank and chart to carry out sensory testing of dishes made in terms of appearance, taste, consistency and smell.</p> <p>Assessment criteria for practical work.</p> <p>Camera and names for photography.</p>
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	<p>demand: (Middle Mark Band) Student demonstrates the execution of skills and processes to a good standard.</p> <ul style="list-style-type: none"> • Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard. <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1. Nutritional analysis of dish and evaluation of protein content. 2. Costing of ingredients. 3. Portion size 4. Explain how dish and ingredients would be a suitable choice of meal for a family of 4 with two teenage children (10 marks). <p>Plenary: Celebration display and teacher assessment and feedback on outcomes. Completion of lesson log and skills audit.</p>	<p>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.</p> <p>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.</p>	<p>BNF Nutritional Analysis (Explore Food)</p>
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	<p>Homework: Sensory testing(rating) of dish with family.</p> <p>Preparation to make a dessert high in anti-oxidant vitamins A, C and E.</p>		
<p>Lesson 15a and b (Additional Optional Lesson if time available)</p> <p>Students will learn:</p> <p>To prepare and cook an accompaniment that provides a valuable source of one of the antioxidant vitamins A, C and E</p> <p>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)</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To present a dish</p>	<p>Practical Activity</p> <p>Starter Activity: Questioning for learning: recap what makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge.</p> <p>Main Activity: Practical lesson.</p> <p>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.</p> <p>There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.</p> <ul style="list-style-type: none"> • Complex skill: (highest mark 	<p>Making differentiation</p> <p>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.</p> <p>Medium: A range</p>	<p>Resources</p> <p>Recipes.</p> <p>BBC Good Food Recipes</p> <p>Jamie Oliver Home Cooking Recipes</p> <p>Lesson power point with risk assessment and hygiene and safety instructions.</p> <p>Instruction cards for setting up for practical work.</p> <p>Online Classroom Stopwatch</p> <p>Ingredients trays and room and equipment set up for practical activities.</p> <p>Instruction cards for tidying away for practical work.</p> <p>Sensory word bank and chart to carry out sensory testing of dishes made in terms of</p>

<p>with a good level of technical skill and is presented with a suitable level of finish and decoration for serving.</p> <p>To carry out sensory analysis with family using profiling test.</p>	<p>band) Student demonstrates the execution of skills and technical processes to an excellent standard.</p> <ul style="list-style-type: none"> • 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. <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1. What is the definition of an antioxidant (2 marks)? 2. Name 3 foods rich in antioxidants (3 marks). 3. Explain why antioxidants are important in the diet and why your choice of dish is rich in antioxidants (3 	<p>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.</p> <p>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.</p>	<p>appearance, taste, consistency and smell.</p> <p>Assessment criteria for practical work.</p> <p>Camera and names</p> <p>Antioxidant Advice</p> <p>BNF Nutritional Analysis (Explore Food)</p>
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	<p>marks).</p> <p>Plenary:</p> <p>Celebration display and teacher assessment and feedback on outcomes.</p> <p>Completion of lesson log and skills audit.</p> <p>Homework: Sensory Analysis using profiling test with family.</p>		
<p>Lesson 16 a</p> <p>Students will learn:</p> <p>How to record the results of sensory testing in a rating or profiling chart?</p> <p>To analyse the results of sensory testing and write detailed conclusions on the results.</p> <p>To calculate costs of dish(es) and evaluate how cost effective and value for money the dish is for family.</p> <p>To analyse the nutritional profile of the dish and suggest</p>	<p>Mini NEA - Analysis and Evaluation</p> <p>Starter Discussion: Why is it important to carry out sensory analysis and evaluate practical work and making activities?</p> <p>Sensory testing techniques:</p> <p>Sensory testing using profiling test on main course dish.</p> <p>Sensory testing using rating test on desserts.</p> <p>Main Activity: Students write detailed conclusions and evaluation on:</p> <p>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</p>	<p>Differentiation</p> <p>Range of visual resources to show the essential subject knowledge on NEA.</p> <p>Key words and definitions in Illuminate and Hodder textbook.</p> <p>Templates and writing frames for less able and SEN students to present their work on.</p> <p>Sentence starters and literacy materials for writing conclusions and evaluations to findings.</p>	<p>Resources</p> <p>Illuminate and Hodder textbooks.</p> <p>BBC Good Food Recipes</p> <p>Jamie Oliver Home Cooking Recipes</p> <p>Exemplars NEA task sheets on research, planning, making and evaluating.</p> <p>Various worksheets and resources:</p> <p>Research</p> <p>Planning</p> <p>Recording practical work</p> <p>Writing</p>

<p>modifications for improvement.</p> <p>To evaluate work.</p> <p>Lesson 16b</p> <p>Students will learn:</p> <p>The assessment criteria for the task and how their work has been assessed.</p> <p>The strengths of their work.</p> <p>The weaknesses of their work.</p> <p>Areas to improve their work and attainment in future tasks.</p>	<p>the dish be improved?</p> <p>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?</p> <p>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? Comment on all the amount of protein, carbohydrates, fat, vitamin A, B, C and D, calcium and iron content of the dish. What nutrients were present in high or low quantities? What changes could you make to your dish to make it more nutritionally balanced.</p> <p>4. How does this dish meet the current guidelines and proportions advised in the Eatwell Guide?</p>	<p>Exemplar of NEA style portfolio.</p> <p>Exemplar time plans from Illuminate and Hodder textbooks.</p> <p>Differentiated planning sheets. (High, medium and lower levels of complexity and detail required.</p> <p>Lesson logs and skills checklists.</p> <p>Differentiation</p> <p>Not required as student feedback is individual and personalised.</p>	<p>conclusions and evaluations.</p> <p>BNF Nutritional Analysis (Explore Food)</p> <p>Resources</p> <p>Individual Student Feedback sheets</p> <p>Assessment Criteria</p> <p>End of Unit Test</p> <p>NEA</p>
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	<p>What needs to be improved and what you need to do?</p> <p>Plenary: Collate research, plans for making, photographs of making and evaluations for assessment. Hand in for teacher assessment and feedback.</p> <p>Mini NEA and Nutrients Test Feedback and Target Setting</p> <p>Student Activity:</p> <p>Teacher assessment and feedback on:</p> <ul style="list-style-type: none">• Mini Food Preparation Task• End of Unit Test - Nutrition <p>Student feedback and target setting:</p> <ul style="list-style-type: none">• What went well?• Even better if? <p>Targets for next term:</p> <p>Plenary:</p> <p>Student completion of lesson log and skills checklist.</p>		
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<p>Eatwell Guidelines 2016 - Lesson 17a</p> <p>Students will learn:</p> <p>To understand the importance of eating a variety of different foods from the Eatwell Guide.</p> <p>To understand the importance of planning balanced meals.</p> <p>To record and analyse daily diet.</p> <p>To consider portion size and cost when planning meals.</p> <p>How the nutritional needs of people change at different life stages.</p>	<p>The Eatwell Guide and Food Choices</p> <p>BNF Power point on the recommendations of Eatwell Guide 2016.</p> <p>Student activity: How well do you match up to the Eatwell Guide?</p> <ol style="list-style-type: none"> 1. Record all food and drink for 24 hours. 2. Analyse how well the food you have consumed matches the Eatwell guide. 3. Which group did you consume too much of and why? 4. Which group did you consume too little of and why? 5. How could you improve your diet to make it more balanced to match the Eatwell Guide advice? <p>Class discussion and mind mapping task.</p> <p>What factors do you have to consider when planning meals?</p> <p>Stretch and Challenge: Research Task.</p> <p>Investigating Portion sizes. Go on the following website to find out average</p>	<p>Differentiation</p> <p>Effective questioning techniques during demonstration using Bloom's taxonomy.</p> <p>Differentiated outcomes from dietary analysis task.</p>	<p>Resources</p> <p>Eat Well Guide</p> <p>BNF Eatwell Guide 2016</p> <p>Daily Diet Sheet</p> <p>Portion size guide</p>
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	portion sizes of different foods. Why is it important to eat the correct portion size?		
<p>Lesson 17b</p> <p>Students will learn:</p> <p>The importance of consuming the right diet at different life stages.</p> <p>To include:</p> <p>The dietary needs of pre-school children.</p> <p>The dietary needs of school children aged 5-12.</p> <p>The dietary needs of teenagers.</p> <p>The dietary needs of adults.</p> <p>The dietary needs of the elderly.</p> <p>To develop mind mapping and revision techniques to revise dietary needs of different life stages.</p>	<p>Dietary needs at different life stages</p> <p>Student research activity:</p> <p>Create a revision mind map of each of the following life stages:</p> <ol style="list-style-type: none"> 1. Preschool children aged 1-4. 2. School children aged 5-12. 3. Teenagers. 4. Adults. 5. The elderly. <p>For each life stage research, the following:</p> <ol style="list-style-type: none"> 1. What happens to the body? 2. Nutrients that are important in the diet. 3. Any advice on eating habits and food choices. <p>Practical activity:</p> <p>Select one of the following to carry out next lesson.</p> <ol style="list-style-type: none"> 1. Young children are often fussy eaters and need to be encouraged to eat healthily and try 	<p>Differentiation</p> <p>Range of visual resources and animations to show the essential subject knowledge on a balanced diet and good nutrition during different life stages.</p> <p>Key words and definitions in Illuminate and Hodder textbook.</p> <p>Differentiated questions in the practice your knowledge and understanding section of textbooks.</p> <p>Practical activity task.</p> <p>The practical tasks are varied and intended to be open ended to allow creativity and differentiation by outcome.</p> <p>Schools can choose to offer students option of selecting one task, work in</p>	<p>Resources</p> <p>Illuminate and Hodder textbooks.</p> <p>BBC Good Food Recipes</p> <p>Jamie Oliver Home Cooking Recipes</p> <p>Annabel Karmel Fishcakes</p> <p>Practical activity task briefs.</p> <p>Resources for mind mapping by hand or on computer.</p> <p>GCSE Mind mapping Programme</p> <p>Stretch and challenge testing knowledge questions on dietary needs of different life stages.</p> <p>Recipe Ideas:</p> <p>Fish cakes</p> <p>Beef, fish or veggie burger, sweet potato wedges and salad</p> <p>Italian style</p>

	<p>different foods. Plan and make some homemade fish fingers or fish cakes and serve with a suitable carbohydrate or vegetable accompaniment.</p> <p>2. Teenagers need approximately 40-50 grams of protein in their diet for growth and repair. Plan and make healthy option meat, fish or veggie burger with a suitable carbohydrate and/or vegetable/salad accompaniment.</p> <p>3. Many adults enjoy gourmet food which is both healthy and nutritionally balanced. Plan and make an interesting chicken dish that has been seasoned or marinated. Serve the dish gastro style with a suitable carbohydrate and vegetable or salad accompaniment.</p> <p>4. Elderly adults often enjoy traditional foods which are based upon meat, potatoes and 2 vegetables. Plan and make a traditional, easy to eat dish which is based upon locally</p>	<p>groups on different tasks or allow them free choice of task.</p> <p>Stretch and Challenge questions to test knowledge of each life stage.</p> <p>Students must not select a dish previously made.</p> <p>Differentiated planning sheets</p>	<p>chicken with mozzarella filling, wrapped with Parma ham, served with fresh pasta and rocket salad.</p> <p>Beef Cobbler or casserole, mash and vegetables.</p>
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	<p>sourced meat or fish, potatoes and 2 vegetables.</p> <p>Homework: Bring in ingredients and dish.</p>		
<p>Lesson 18 a and B</p> <p>Students will learn:</p> <p>To prepare and cook recipe which meets the dietary needs of a chosen life stage.</p> <p>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)</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To present a dish with a good level of technical skill and is presented with a suitable level of finish and decoration for serving.</p> <p>To carry out</p>	<p>Practical activity: Dietary needs at different life stages.</p> <p>Starter activity: Questioning for learning: recap what makes a successful practical lesson?</p> <p>Outline of assessment criteria for practical work and technical challenge.</p> <p>Main Activity: Practical lesson.</p> <p>Students create, prepare, cook and serve a suitable dish to meet the dietary needs of a chosen life stage.</p> <p>There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.</p> <ul style="list-style-type: none"> Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to an excellent 	<p>Differentiation</p> <p>Complex: Competent execution of skill and processes to an excellent standard.</p> <p>Selective use of a range of equipment with precision and accuracy. Dish shows a high level of challenge and complexity.</p> <p>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.</p> <p>Excellent use of time plans and application of hygiene and safety.</p> <p>Medium: A range of skills to good standard.</p> <p>Equipment used with some accuracy. Dish</p>	<p>Resources</p> <p>Recipes from Illuminate and Hodder textbooks</p> <p>BBC Good Food Recipes</p> <p>Jamie Oliver Home Cooking Recipes</p> <p>Lesson power point with risk assessment and hygiene and safety instructions.</p> <p>Instruction cards for setting up for practical work.</p> <p>Online Classroom Stopwatch</p> <p>Ingredients trays and room and equipment set up for practical activities.</p> <p>Instruction cards for tidying away for practical work.</p> <p>Sensory word bank and chart to carry out sensory testing of dishes made in terms of appearance, taste, consistency and</p>

<p>sensory analysis with family using profiling test.</p>	<p>standard.</p> <ul style="list-style-type: none"> • 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. <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 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 becoming anemic (3 marks). 3. Explain why it is important for adults to have a diet low in saturated fat and salt (6 marks). 4. Discuss the dietary problems you may face if you regularly eat ready meals (8 marks). 	<p>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.</p> <p>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.</p>	<p>smell.</p> <p>Assessment criteria for practical work.</p> <p>Camera and names</p>
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	<p>Plenary: Celebration display and teacher assessment and feedback on outcomes.</p> <p>Completion of lesson log and skills audit.</p> <p>Homework: Costing analysis of dish.</p>		
<p>Lesson 19a & b (2 single lessons)</p> <p>Students will learn the importance of adapting recipes to meet a range of special dietary needs:</p> <ul style="list-style-type: none"> vegetarian and vegans coeliac lactose intolerant high fibre reduced sugar or salt reduced fat. students will learn: how to adapt a recipe for a layered dessert and make it suitable for a range 	<p>Special dietary needs</p> <p>Student research activity: Select one of the following special dietary needs to study further:</p> <ol style="list-style-type: none"> Vegetarian including vegans. Coeliac. Lactose intolerant. High fibre. Reduced sugar or salt. Reduced fat. <p>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 avoided and reasons why.</p> <p>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 needs listed.</p>	<p>Range of sources of information on the different special dietary needs to be researched.</p> <p>Key words and definitions in Illuminate and Hodder textbook.</p> <p>Differentiated questions in the practice your knowledge and understanding section of textbooks.</p> <p>Practical activity task.</p> <p>Range of differentiated recipes including cheesecake, tiramisu and trifle.</p> <p>Stretch and Challenge</p>	<p>Illuminate and Hodder textbooks.</p> <p>BBC Good Food Recipes</p> <p>Recipe ideas:</p> <p>Italian style cheesecake</p> <p>Tiramisu</p> <p>Trifle.</p> <p>Recipe cards from supermarkets to show as exemplar.</p> <p>Computer facilities or laptops for recipe cards and nutritional analysis.</p> <p>Questions to test knowledge and understanding of different special dietary needs.</p> <p>Worksheet on</p>

<p>of different dietary needs.</p> <ul style="list-style-type: none"> to produce an informative recipe card for chosen layered and chilled dessert. 	<p>Student activity: Produce the recipe card for layered dessert with the following information on it:</p> <ul style="list-style-type: none"> the ingredients and quantities of chosen dish. step by step guide to make the dish photograph of the dish an explanation of why the recipe is suitable for specific dietary need. the nutritional profile of the dish using BNF nutritional programme costings of the dish to make special dietary claims of the dish serving suggestions and portion size. 	<p>questions on recipe adaptations.</p>	<p>recipe adaptation of breakfasts for different special dietary needs.</p>
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	<p>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.</p> <p>Homework: Bring in dessert ingredients.</p>		
<p>Lesson 20a and b</p> <p>Students will learn:</p> <p>To adapt a given recipe for a layered dessert to make it suitable for chosen dietary need.</p> <p>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)</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To present a dish with a good level of technical skill</p>	<p>Practical activity: Special dietary needs.</p> <p>Starter Activity: Questioning for learning: recap - What makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge.</p> <p>Main Activity: Practical lesson.</p> <p>Students create, prepare, cook and serve layered dessert which has been adapted to meet a chosen dietary needs.</p> <p>There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.</p>	<p>Differentiation</p> <p>Complex: Competent execution of skill and processes to an excellent standard.</p> <p>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.</p> <p>All dishes are presented with excellent attention to detail and finished to an excellent standard.</p> <p>Excellent use of time plans and application of</p>	<p>Resources</p> <p>Recipes from Illuminate and Hodder textbooks</p> <p>BBC Good Food Recipes</p> <p>Jamie Oliver Home Cooking Recipes</p> <p>Lesson power point with risk assessment and hygiene and safety instructions.</p> <p>Instruction cards for setting up for practical work.</p> <p>Online Classroom Stopwatch</p> <p>Ingredients trays and room and equipment set up for practical activities.</p> <p>Instruction cards for tidying away for practical work.</p>

<p>and is presented with a suitable level of finish and decoration for serving.</p> <p>To carry out sensory analysis with family using profiling test.</p>	<ul style="list-style-type: none"> • Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to an excellent standard. • Medium demand: (Middle Mark Band) Student demonstrates the execution of skills and processes to a good standard. • Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard. <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1. Give 3 reasons why people may choose to follow a vegetarian diet (3 marks). 2. Compare the diet of a vegan to one of a lacto -ovo vegetarian diet (3 marks). 3. Name 3 foods a 	<p>hygiene and safety.</p> <p>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.</p> <p>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.</p>	<p>Sensory word bank and chart to carry out sensory testing of dishes made in terms of appearance, taste, consistency and smell.</p> <p>Assessment criteria for practical work.</p> <p>Camera and names</p>
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	<p>coeliac should avoid. (3 marks).</p> <p>3. Explain why it is important for adults to have a diet high in dietary fibre (5 marks).</p> <p>4. Give the definition of lactose intolerance and identify 3 dairy free alternatives (5 marks).</p> <p>Plenary: Celebration display and teacher assessment and feedback on outcomes.</p> <p>Completion of lesson log and skills audit.</p> <p>Homework: Costing analysis of dish.</p>		
<p>Lesson 21a and b</p> <p>Students will learn:</p> <p>Why the body needs energy.</p> <p>How energy is measured.</p> <p>The basal metabolic rate(BMR) is and how it is measured.</p> <p>What physical activity level is.</p> <p>How BMR and PAL work together to determine how</p>	<p>Introduction: Energy Needs</p> <p>Starter: BNF link to energy video.</p> <p>Presentation and class discussion:</p> <ul style="list-style-type: none"> • why the body needs energy. • how energy is measured. • the basal metabolic rate(BMR) is and how it is measured. • what is physical activity 	<p>Differentiation</p> <p>Range of visual resources show the essential subject knowledge on energy.</p> <p>Key words and definitions in Illuminate and Hodder textbook.</p> <p>Differentiated questions in the practice your knowledge and understanding section of textbooks.</p> <p>Practical activity</p>	<p>Resources</p> <p>Illuminate and Hodder textbooks.</p> <p>BBC Good Food Recipes</p> <p>Recipe for Lasagne</p> <p>Meat</p> <p>Fish</p> <p>Vegetarian</p> <p>Jamie Oliver Home Cooking Recipes</p> <p>Practical activity task brief.</p>

<p>much energy in Kilocalories is needed every day.</p> <p>The recommended percentage of energy required by different nutrients</p> <p>The effects of a deficiency or excess of energy in the body.</p>	<p>level(PAL)</p> <ul style="list-style-type: none"> • how BMR and PAL work together to determine how much energy in Kilocalories is needed every day. • the recommended percentage of energy required by different nutrients. • the effect of a deficiency or excess of energy on the body. <p>Student activity: Plan for practical activity:</p> <ol style="list-style-type: none"> 1. Teenagers need between 2000 and 2500 kcals per day on average to meet their energy needs. 2. Plan and make a healthy option lasagne which will provide approximately 1/3 of a teenager's energy requirements. The lasagne may contain meat, fish or alternative proteins. The lasagne should showcase a range of technical skills. <p>Stretch and</p>	<p>task.</p> <p>The practical task is intended to be open ended to allow creativity and differentiation by outcome.</p> <p>Differentiated text books with different levels of information on the different mineral groups.</p> <p>Demonstration of lasagne in lesson if required depending on ability of class.</p>	<p>Stretch and challenge testing knowledge questions energy needs</p> <p>Demonstration of lasagne set up if required</p>
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	<p>Challenge:</p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a) Prawn salad baguette with mayonnaise B) Fish and Chips C) Cheesecake D) Chocolate Brownies (8 marks). <p>Homework: Bring in ingredients for Lasagne. Read through energy chapter.</p>		
<p>Lesson 22a and b Students will learn:</p> <p>To prepare, cook and serve main meal that a good source of energy</p> <p>To showcase a range of technical skills when preparing and cooking a suitable calcium rich dish. (S1, S2, S3, S4, S5, S6, S7, S8 and S10)</p>	<p>Practical - Energy Needs</p> <p>Starter: What makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge.</p> <p>Main Activity: Practical lesson. Students create, prepare, cook and serve a healthy option Lasagne which is high in</p>	<p>Differentiation Complex: Prepare and make homemade pasta to required shape and thickness with skill, accuracy and precision. The pasta and both sauces are all homemade. All technical skills and processes executed with precision and the</p>	<p>Resources</p> <p>BBC Good Food Recipes</p> <p>Online Classroom Stopwatch</p> <p>Lesson power point with risk assessment and hygiene and safety instructions</p> <p>Instruction cards for setting up and tidying away for practical work</p>

<p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To demonstrate a good working routine in the food room.</p> <p>To develop skills in garnishing, finishing and presentation of dishes.</p> <p>To manage time successfully and present dish for assessment.</p> <p>To serve the dish with a suitable salad or vegetable accompaniment which is rich in iron.</p>	<p>energy.</p> <p>There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.</p> <ul style="list-style-type: none"> • Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to an excellent standard. • Medium demand: (Middle Mark Band) Student demonstrates the execution of skills and processes to a good standard. • Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard. <p>Stretch and Challenge:</p> <p>1. Describe the ideal method to make a</p>	<p>lasagne has been effectively presented and served with a suitable iron rich accompaniment to a very high standard.</p> <p>Medium: Used readymade pasta to make dish with some accuracy and precision. The white sauce and tomato sauce are all homemade. All technical skills and processes executed effectively and the lasagne has been suitably garnished and presented to a good standard.</p> <p>Basic: A basic pasta and sauce dish have been made using a simple range of ingredients. The pasta dish has been made with a ready-made sauce and demonstrates limited technical skill. There is little or no attempts to serve the dish with a garnish or decorative finish.</p>	<p>Ingredients trays and room and equipment set up for practical activities.</p> <p>Assessment Criteria for practical work</p> <p>Laptops or printed nutritional profiles of recipes.</p> <p>Camera and names for photographing work if necessary.</p> <p>Lesson Logs and skills checklists.</p> <p>Illuminate and Hodder Textbooks or digital bundles.</p>
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	<p>smooth white sauce without lumps (4 Marks).</p> <p>2. Discuss the different factors that can affect the gelatinisation of a starch thickened sauce? (6 marks).</p> <p>3. Explain why lasagne and salad is such a healthy option meal which provides teenagers with a good source of energy. (8 marks).</p> <p>Plenary: Celebration display of practical outcomes. Teacher assessment and feedback on outcomes.</p> <p>Completion of lesson log and skills audit.</p> <p>Homework: Research task: What are the 6 major diet related health risks today? Find out 3 facts or statistics on each.</p>		
<p>Lesson 23a and b</p> <p>Students will learn the relationship between diet, nutrition and health.</p> <p>The major diet related diseases, what causes them and how to prevent them</p>	<p>The Big Six: Dietary Related Illnesses.</p> <p>Starter Activity: Class discussion and presentation on dietary related illnesses:</p> <ul style="list-style-type: none"> • Obesity • Cardiovascular disease (Coronary Heart Disease 	<p>Differentiation</p> <p>Range of visual resources show the essential subject knowledge on a range of different dietary related illnesses and conditions.</p> <p>Key words and definitions in</p>	<p>Resources</p> <p>Illuminate and Hodder textbooks.</p> <p>Sections on Diet, Nutrition and Health</p> <p>BBC Good Food Recipes</p> <p>Recipe ideas:</p>

<p>including:</p> <ul style="list-style-type: none"> • obesity • cardiovascular disease (coronary heart disease and high blood pressure). • bone health including rickets and osteoporosis. • dental Health • iron deficiency anemia • Type 2 diabetes. <p>To work as a team and plan a suitable menu for specific dietary illness or health condition.</p> <p>To negotiate which student is going to make which course and dish from their chosen menu.</p>	<p>and high blood pressure).</p> <ul style="list-style-type: none"> • Bone health including rickets and osteoporosis. • Dental Health • Iron deficiency anemia • Type 2 diabetes <p>Paired research task: Prepare a short presentation on one of the dietary related illnesses above. Presentation to include the following information on specified illness or health condition:</p> <ul style="list-style-type: none"> • Recent statistics and definition • An outline of the main causes of the illness or condition • Advice on preventing and treat the illness or condition • Menu with recipe ideas for a 2 course meal. <p>Paired Practical Activity: 2 Course</p>	<p>Illuminate and Hodder textbook.</p> <p>The practical task is intended to be open ended to allow creativity and differentiation by outcome.</p> <p>Differentiated text books with different levels of information on the different illnesses.</p> <p>Students will be working in pairs to plan, prepare, cook and serve a 2 course meal they have adapted to make it suitable of serving to a person with a dietary related health condition.</p> <p>One student will make soup, starter or dessert and the other the main course. Both dishes will have been adapted to meet specific dietary illness or condition.</p> <p>The dishes can be served with suitable accompaniments if appropriate.</p>	<p>Soups and starters</p> <p>Main courses</p> <p>Desserts</p> <p>Computer facilities or laptops for paired presentations or cue cards with presentations.</p>
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	<p>Meal.</p> <ol style="list-style-type: none"> 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 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. <p>Paired Pupil Presentations: Specific dietary illness presented to class.</p> <p>Homework: Bring in ingredients and serving dishes to make chosen 2 course meal.</p>		
<p>Lesson 24a and b Students will learn:</p> <p>To prepare, cook and serve main meal that a good source of energy</p> <p>To showcase a range of technical skills when preparing and cooking a suitable</p>	<p>Dietary Related Illnesses - Paired Practical: 2 Course Meal.</p> <p>Starter Activity: What makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge.</p>	<p>Making differentiation Complex:</p> <p>Competent execution of skill and processes to an excellent standard. Selective use of a range of equipment with precision and accuracy. Dish</p>	<p>Resources</p> <p>Recipes from Illuminate and Hodder textbooks</p> <p>BBC Good Food Recipes</p> <p>Jamie Oliver Home Cooking Recipes</p> <p>Lesson power point with risk</p>

<p>calcium rich dish. (S1, S2, S3, S4, S5, and S6)</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To demonstrate a good working routine in the food room.</p> <p>To develop skills in garnishing, finishing and presentation of dishes.</p> <p>To manage time successfully and present dish for assessment.</p> <p>To serve both dishes as a complete meal with a suitable salad or vegetable accompaniment if appropriate.</p>	<p>Main Activity: Practical lesson. Students create, prepare, cook and serve a healthy option meal suitable for a client with a specific dietary related illness.</p> <p>There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.</p> <ul style="list-style-type: none"> • Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to an excellent standard. • Medium demand: (Middle Mark Band) Student demonstrates the execution of skills and processes to a good standard. • Basic (lowest mark band) Student demonstrates the technical skill and 	<p>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.</p> <p>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.</p> <p>Basic: Some basic skills and</p>	<p>assessment and hygiene and safety instructions.</p> <p>Instruction cards for setting up for practical work.</p> <p>Online Classroom Stopwatch</p> <p>Ingredients trays and room and equipment set up for practical activities.</p> <p>Instruction cards for tidying away for practical work.</p> <p>Sensory word bank and chart to carry out sensory testing of dishes made in terms of appearance, taste, consistency and smell.</p> <p>Assessment criteria for practical work.</p> <p>Camera and names.</p>
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	<p>processes to a basic standard.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 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). <p>Plenary: Celebration display of practical outcomes. Teacher assessment and feedback on outcomes.</p> <p>Completion of lesson log and skills audit.</p> <p>Homework: Calculate your own BMI on the NHS website. Revise for end of unit test on nutritional needs and health.</p>	<p>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.</p>	
Lesson 25a Students will	End of unit test on nutritional needs and	Differentiation Differentiated	Resources Hodder practice

<p>learn:</p> <p>To practice answering different types of exam questions under examination conditions.</p> <p>To test knowledge and understanding of nutrition and the different nutrients in food.</p> <p>Peer assessment techniques when assessing Mark papers</p>	<p>Health.</p> <p>Starter Activity: Recap advice on answering exam questions and how to prepare for final exam including:</p> <p>Main Activity: End of unit test.</p> <p>Peer Assessment: Peer assess end of module test.</p> <p>Feedback and target setting:</p> <ul style="list-style-type: none"> • What went well • Even better if <p>Teacher moderation: Check and verification of marks.</p> <p>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:</p> <ul style="list-style-type: none"> • why food is cooked • 3 methods of heat transfer; conduction, convection and radiation. • definitions of the following cooking methods with 	<p>questioning styles throughout paper.</p> <p>Different types of exam questions including multiple choice, short answer questions, data response, recipe information, mid mark and open ended responses.</p> <p>Marking schemes including different level of responses (Low, mid and upper band) with advice on how to structure and plan responses.</p>	<p>questions on chapter 2 - Food, nutrition and Health.</p> <p>Jamie Oliver Home Cooking Recipes</p> <p>Practical activity task brief.</p> <p>Stretch and challenge testing knowledge questions energy needs</p>
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	<p>3 food examples of each: baking, barbequing, boiling, braising, dry frying, stir frying, shallow frying, grilling, roasting, simmering, steaming, and poaching.</p>		
<p>Lesson 25b</p> <p>Students will learn:</p> <p>The reasons why food is cooked.</p> <p>The different ways that heat can be transferred.</p> <p>Write a hypothesis or prediction about what way of cooking vegetable to retain freshness and nutritional values.</p> <p>To work in groups to use different methods of cooking a vegetable.</p> <p>To develop and</p>	<p>Cooking of foods and how heat is transferred into foods.</p> <p>Starter discussion:</p> <ul style="list-style-type: none"> • Why is food cooked? • Ways that food preparation and cooking affects food? • How is transferred? • Pupil activity: Card sort to match the correct cooking method with the correct definition. <p>Presentation:</p>	<p>Differentiation</p> <p>Range of visual resources and animations to show the essential subject knowledge on different methods of heat transfer.</p> <p>Key words and definitions in Illuminate and Hodder textbooks.</p> <p>Illuminate and Hodder differentiated practice questions cooking methods to test your knowledge.</p> <p>Key words and</p>	<p>Resources</p> <p>Illuminate animations:</p> <ul style="list-style-type: none"> • tenderising meat protein • conduction • convection • radiation • microwaving <p>Illuminate and Hodder textbooks and digital bundles.</p> <p>Vegetables may be pre prepared depending on time available and ability within the group.</p>

<p>practice investigation skills similar to those used later in NEA.</p> <p>To develop sensory analysis techniques when investigating foods.</p> <p>To develop analysis and evaluation skills when working to investigate the best cooking time methods for vegetables.</p>	<p>Illuminate animations</p> <p>Conduction, convection, radiation and microwaving.</p> <p>Group Activity: Vegetable experiment.</p> <ul style="list-style-type: none"> • What is the most successful way to cook vegetables and retain appearance, colour, flavour texture and nutritional value? • What is the optimal time to cook vegetables for and why? <p>Record results once cooked and cooled.</p> <p>Compare the results and photograph samples. Think carefully about the controls applied to make this a fair test.</p> <p>Carry out sensory testing of each vegetable sample looking specifically at appearance, texture, flavour, colour. (Ranking or rating test).</p> <p>Analyse and evaluate findings and explain</p>	<p>definitions of different cooking methods in Illuminate and Hodder textbooks.</p> <p>Differentiated worksheets for vegetable investigations.</p> <p>Demonstration of Deli Kebabs if needed.</p>	<p>Investigation sheet to write up the experiment with aims, predictions, hypothesis, methods, results charts, conclusions and evaluations.</p> <p>Camera for photographs.</p> <p>Equipment for practical investigation.</p>
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	<p>how they will influence the method you will use in next practical to cook vegetables next lesson.</p> <p>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.</p>		
<p>Lesson 26a and b</p> <p>To prepare, cook and present kebabs with a range of vegetable and carbohydrate accompaniments that demonstrate 2-3 different methods of heat transfer.</p> <p>To showcase a range of technical skills when preparing and cooking a suitable calcium rich dish. (S1, S2, S3, S4, S7, and S8)</p> <p>To demonstrate and apply the principles of food</p>	<p>Different methods of heat transfer</p> <p>Practical activity: Kebabs, with stir fried or roasted vegetables served on a bed of noodles or cous cous.</p> <p>Starter: What makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge.</p> <p>Main Activity: Practical lesson.</p> <p>There will be the opportunity to showcase different food preparation skills, technical challenges to 3</p>	<p>Differentiation</p> <p>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</p>	<p>Resources</p> <p>BBC Good Food Recipes</p> <p>Jamie Oliver Home Cooking Recipes</p> <p>Kebab recipes</p> <p>Online Classroom Stopwatch</p> <p>Lesson power point with risk assessment and hygiene and safety instructions</p> <p>Instruction cards for setting up and tidying away for practical work</p> <p>Ingredients trays and room and</p>

<p>safety and hygiene when cooking.</p> <p>To demonstrate a good working routine in the food room.</p> <p>To develop skills in garnishing, finishing and presentation of dishes.</p> <p>To manage time successfully and present dish for assessment.</p> <p>To serve kebabs as a complete meal with a suitable salad or vegetable accompaniment if appropriate.</p>	<p>different levels of demand.</p> <p>Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to an excellent standard.</p> <p>Medium demand: (middle mark Band) Student demonstrates the execution of skills and processes to a good standard.</p> <p>Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1. Describe the 3 methods of heat transfer during cooking (3 marks). 2. Create a mind map of all the different ways of cooking the following three ingredients: chicken, potatoes and green vegetables. 3. Extend each mind map to give reasons why the different ways of cooking your chosen food is used (e.g. for food safety, 	<p>attention to detail and finished to an excellent standard. Excellent use of time plans and application of hygiene and safety.</p> <p>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.</p> <p>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</p>	<p>equipment set up for practical activities.</p> <p>Assessment Criteria for practical work</p> <p>Laptops or printed nutritional profiles of recipes.</p> <p>Camera and names for photographing work if necessary.</p> <p>Lesson Logs and skills checklists.</p> <p>Illuminate and Hodder Textbooks or digital bundles.</p>
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	<p>to develop flavours, texture etc.).</p> <p>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).</p>	safety.	
<p>27a and b</p> <p>Student will learn:</p> <p>The meanings of the following terms:</p> <ul style="list-style-type: none"> • protein denaturation • protein coagulation • foam formation <p>Apply scientific knowledge of these terms to</p>	<p>Functional and chemical properties of foods.</p> <p>Starter Activity: How were the meat or vegetables in the Kebabs tenderised by marinating them before hand? Show Illuminate animation on the coagulation of protein or make use of other video resources from Youtube etc</p> <p>Class discussion: Questioning for learning.</p> <p>1. What are the</p>	<p>Differentiation</p> <p>Animations to explain some complex scientific processes and technical processes.</p> <p>Range of visual resources and animations to show the essential subject knowledge on different methods functional and chemical</p>	<p>Resources</p> <p>Illuminate and Hodder textbooks</p> <p>Illuminate animations on gluten and fat shortening gluten</p> <p>AQA animation on Gluten balls</p> <p>BBC Good Food Recipes</p> <p>Jamie Oliver Home Cooking Recipes</p> <p>Test your knowledge and</p>

<p>recipes they have already made the course including marinating, pasta making, bread making and whisking meringues.</p> <p>11b Gluten formation Students will learn:</p> <p>The scientific principles underlying the role of protein and the formation of gluten when making a bread dough.</p> <p>To identify the ingredients required to make bread, their functions and the essential stages of production processes and stages when making bread and bread products.</p>	<p>causes of protein denaturation? 2. Why did marinating our kebabs make them tender? 3. What caused the eggs in our quiche to coagulate and set? 4. Why do chilled layered desserts thicken and go creamy? 5. Why does whisking sugar and egg whites make form a foam and make meringues? 6. What is the common link?</p> <p>Teacher demonstration: whisking air into a mixture using mechanical action to make meringues or Swiss roll.</p> <p>Practice questions on protein properties. Protein denaturation, coagulation and foam formation.</p> <p>Show Illuminate or AQA animation on gluten. What is gluten and how is it used in bread, pasta and cakes? Teacher demonstration: Bread making and pizza making. Questioning for learning: Ingredients, types of</p>	<p>properties of proteins.</p> <p>Key words and definitions in Illuminate and Hodder textbooks.</p> <p>Illuminate and Hodder differentiated practice questions cooking methods to test your knowledge.</p> <p>Key words and definitions of different cooking methods in Illuminate and Hodder textbooks.</p> <p>Demonstration of pizza and bread.</p>	<p>practice questions.</p> <p>Demonstration set up for Swiss roll or meringues.</p> <p>Demonstration set up for bread rolls, flavoured breads or pizza.</p>
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	<p>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:</p> <ol style="list-style-type: none"> 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). <p>Homework: Bring in ingredients for bread based product of choice e.g. Bread rolls, focaccia, pizza etc.</p>		
<p>Lesson 28a and b</p> <p>To prepare, cook and a bread based product which applies the scientific principles using the protein gluten to bind the dough and give elasticity.</p> <p>To understand</p>	<p>Physical and chemical properties of food</p> <p>Practical activity: Bread products - Gluten</p> <p>Starter Activity: What makes a successful practical lesson? Outline of assessment criteria</p>	<p>Differentiation</p> <p>Complex: Competent execution of skill and processes to an excellent standard.</p> <p>Selective use of a range of equipment with precision and accuracy. Dish</p>	<p>Resources</p> <p>BBC Good Food Recipes</p> <p>Jamie Oliver Home Cooking Recipes</p> <p>Bread and Pizza recipes</p> <p>Online Classroom</p>

<p>the function of yeast as a raising agent in bread making.</p> <p>To showcase a range of technical skills when preparing and cooking bread based rolls or pizza (S1, S2, S3, S4, S5 and S8, S10 and S11)</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To demonstrate a good working routine in the food room.</p> <p>To develop skills in garnishing, finishing and presentation of dishes.</p> <p>To manage time successfully and present dish for assessment.</p> <p>To suggest ways of adapting the dough recipe to make it suitable for coeliac diets.</p>	<p>for practical work and technical challenge.</p> <p>Main Activity: Practical lesson. There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.</p> <p>Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to an excellent standard.</p> <p>Medium demand: (Middle Mark Band) Student demonstrates the execution of skills and processes to a good standard.</p> <p>Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard.</p> <p>Practice questions to test knowledge. 1. Describe the 3 main conditions that yeast needs to multiply (3 marks). 2. Explain, with examples, why gluten is important in bread making (4</p>	<p>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.</p> <p>Excellent use of time plans and application of hygiene and safety.</p> <p>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.</p> <p>Basic: Some basic skills and</p>	<p>Stopwatch</p> <p>Lesson power point with risk assessment and hygiene and safety instructions</p> <p>Instruction cards for setting up and tidying away for practical work</p> <p>Ingredients trays and room and equipment set up for practical activities.</p> <p>Assessment Criteria for practical work</p> <p>Laptops or printed nutritional profiles of recipes.</p> <p>Camera and names for photographing work if necessary.</p> <p>Lesson Logs and skills checklists.</p> <p>Illuminate and Hodder Textbooks or digital bundles.</p>
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	<p>marks).</p> <p>3. Explain what makes bread rise (3 marks).</p> <p>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).</p> <p>Stretch and Challenge</p> <p>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.)</p> <p>Plenary: Celebration display of practical outcomes. Teacher assessment and feedback on outcomes.</p> <p>Completion of lesson log and skills audit.</p> <p>Homework: Find the definitions of the following scientific terms and give 3 practical examples of each in cookery:</p> <p>1. Gelatinisation 2. Caramelisation and 3. Dextrinisation</p>	<p>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.</p>	
<p>Lesson 29a</p> <p>Students will learn: The</p>	<p>Functional and chemical properties of food.</p>	<p>Differentiation. Illuminate animations on enzyme</p>	<p>Resources Illuminate textbook and animations</p>

<p>scientific principles underlying the use of fats and oils to demonstrate the following processes:</p> <ol style="list-style-type: none"> 1. Shortening eg pastry making. 2. Aeration e.g. making a cake. 3. Plasticity e.g. Pastry making. 4. Emulsification e.g. salad dressings or mayonnaise. <p>Fruit and vegetables</p> <ol style="list-style-type: none"> 1. Enzyme browning of fresh fruit. 2. Oxidation and preventing vitamin loss when preparing and cooking vegetables. 	<p>Starter Activity: 6 different workstations set up around the room with practical examples and some facts on each of the scientific processes listed below:</p> <ol style="list-style-type: none"> 1. Shortening eg pastry making. 2. Aeration eg making a cake. 3. Plasticity eg Pastry making. 4. Emulsification eg salad dressings or mayonnaise. 5. Enzyme browning of fresh fruit. 6. Oxidation and preventing vitamin loss when preparing and cooking vegetables' <p>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.</p> <p>Plenary: Micro teach a topic or scientific term to a friend.</p> <p>Test your knowledge and practice</p>	<p>browning and emulsification are available.</p> <p>Stretch and Challenge: Make your own salad dressing or mayonnaise either by hand or by the food processor. Test your knowledge and practice questions.</p> <p>Differentiated resources on each work station and photographs or actual examples of foods.</p>	<p>Fact files on each Work station resources</p> <p>Revision cards.</p> <p>Photographs of different foods for display or actual foods sources.</p>
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	<p>questions.</p> <p>Homework: Research the different types of raising agents used in food today. Find as many different examples as possible.</p>		
<p>Lesson 29b</p> <p>Students will learn about:</p> <p>The scientific principles underlying the use of 4 different types of raising agents used in food today:</p> <ul style="list-style-type: none"> • chemical • mechanical • steam • biological 	<p>Presentation: what are raising agents and how do raising agents work?</p> <p>Choose one of the following methods of adding air to a mixture:</p> <p>Chemical: Adding baking powder to a Victoria sandwich cake.</p> <p>Trapping air: Lemon Meringue Pie or Swiss roll</p> <p>Rolling and folding to trap air: Flaky or puff pastry - Mediterranean tart, cheese twists or sausage rolls</p> <p>Steam: Choux pastry - Chocolate eclairs or profiteroles.</p> <p>Biological: Chelsea buns or hot cross buns.</p> <p>Student Activity: Select one of the methods of trapping air and recipes above and complete a detailed plan for making the dish next lesson.</p>	<p>Differentiation by task.</p> <p>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.</p>	<p>Resources</p> <p>Recipes for:</p> <p>Victoria sandwich</p> <p>Lemon meringue pie</p> <p>Swiss roll</p> <p>Mediterranean tart</p> <p>Sausage rolls</p> <p>Chocolate profiteroles</p> <p>Chelsea buns or hot cross buns.</p> <p>Planning sheets.</p>
Lesson 30a and b	Raising agents in	Making	Resources

<p>Students will learn:</p> <p>To apply knowledge and understanding of using different raising agents to food.</p> <p>To showcase a range of technical skills when preparing and cooking dishes with raising agents added (S1, S2, S3, S4, S5 and S11).</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To demonstrate a good working routine in the food room.</p> <p>To develop skills in garnishing, finishing and presentation of dishes.</p> <p>To manage time successfully and present dish for assessment.</p>	<p>food today.</p> <p>Practical Activity: Raising agents.</p> <p>Starter: What makes a successful practical lesson?</p> <p>Main Activity: Practical lesson. Plan and make a one of the following dishes that demonstrates one method of adding air to a mixture:</p> <p>Chemical: Adding baking powder to a Victoria sandwich cake</p> <p>Trapping air: Lemon Meringue Pie or Swiss roll</p> <p>Rolling and folding to trap air: Flaky or puff pastry - Mediterranean tart, cheese twists or sausage rolls</p> <p>Steam: Choux pastry chocolate eclairs or profiteroles.</p> <p>Biological: Chelsea buns or hot cross buns. (Flexibility for whole class make one specific dish or allow choice of one from list above. The lesson could be repeated to give opportunities to do more practical).</p> <p>Test your knowledge practice questions.</p> <p>1. Name 4 different ways of adding air to a mixture (4 marks).</p>	<p>differentiation</p> <p>Complex: Competent execution of skill and processes to an excellent standard.</p> <p>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.</p> <p>Excellent use of time plans and application of hygiene and safety.</p> <p>Medium: A range of skills to good standard.</p> <p>Equipment used with some accuracy. Dish shows some level of demand and uses a range of finishing techniques to garnish and</p>	<p>BBC Good Food Recipes</p> <p>Jamie Oliver Home Cooking Recipes</p> <p>Victoria sandwich cake</p> <p>Lemon meringue pie</p> <p>Flaky or puff pastry</p> <p>Chocolate profiteroles</p> <p>Chelsea buns or hot cross buns.</p> <p>Online Classroom Stopwatch</p> <p>Lesson power point with risk assessment and hygiene and safety instructions</p> <p>Instruction cards for setting up and tidying away for practical work</p> <p>Ingredients trays, room and equipment set up for practical activities.</p> <p>Assessment Criteria for practical work</p> <p>Laptops or printed nutritional profiles of recipes.</p> <p>Camera and</p>
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	<p>2. Explain the term chemical raising agent and give examples of its use in cooking (3 marks). 3. Yeast is a biological raising agent. Describe the 3 conditions that yeast needs to multiply and explain why they are important parts of the fermentation process (6 marks). Stretch and Challenge</p> <p>Carry out an investigation into the conditions that yeast needs to ferment. Make a hypothesis, carry out the test, record your findings and write a report with conclusions to your findings. How will your results influence your future practical work when using yeast. Plenary: Celebration display of practical outcomes. Teacher assessment and feedback on outcomes. Completion of lesson log and skills audit. Homework: Complete end of topic test.</p>	<p>decorate. Presentation is good and dish is finished to a good standard. Good use of time plans and hygiene and safety.</p> <p>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.</p>	<p>names for photographing work if necessary. Lesson Logs and skills checklists.</p>
<p>Lesson 31a and b Students will learn: What is meant by the term micro-</p>	<p>Micro- organisms and enzymes Starter Activity: Demonstration: Balloon, yeast and</p>	<p>Differentiation Illuminate animations for visual learners.</p>	<p>Resources Power point on microorganisms and enzymes</p>

<p>organism.</p> <p>Which micro-organisms cause food to spoil and make it unsafe to eat.</p> <p>Conditions for growth of micro-organisms in order to grow and multiply.</p> <p>What enzymes are and how they spoil the palatability of foods.</p>	<p>test tubes experiment set up at beginning of lesson to investigate conditions for CO₂ production in yeast</p> <p>Research Task: Read the chapter of the book and watch the animations. Produce a set of revision cards on the following:</p> <ol style="list-style-type: none"> 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 mould and how mould affects food. 7. Definition of yeast and explanation of how yeast affects food. <p>Class discussion: Results of experiment. Practice questions and test knowledge.</p>	<p>Differentiated sources of information.</p> <p>Investigation into conditions for CO₂ production for more able student.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 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. 	<p>Illuminate animations on:</p> <ol style="list-style-type: none"> 1. Bacteria 2. Mould 3. Enzymic browning <p>Demonstration set up of the balloons, yeast and test tubes at beginning of lesson to investigate conditions for CO₂ production in yeast.</p> <p>Practice questions and test your knowledge from Illuminate and Hodder textbooks.</p>
<p>Lesson 31b Students will learn about:</p>	<p>Microorganisms in Food production: Starter Activity:</p>	<p>Differentiation Differentiated tasks and</p>	<p>Resources Hodder case</p>

<p>Food Poisoning</p> <p>The bacteria that cause food poisoning</p> <p>How bacteria grow and multiply</p> <p>Temperature control to reduce or prevent bacteria multiplying.</p> <p>The use of micro-organisms in the production of:</p> <ol style="list-style-type: none"> 1. Cheddar cheese 2. Bread 3. Yoghurt. 	<p>Discussion Create a mind map of the 5 main food poisoning bacteria, the food and drinks they are found in, symptoms and causes.</p> <p>Student Activity:</p> <ol style="list-style-type: none"> 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. <p>Home learning and planning practical.</p> <ol style="list-style-type: none"> 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. <p>Make a traditionally British soup which uses locally sourced vegetables and celebrates the best of British cuisine.</p>	<p>activities in both Illuminate and Hodder textbook chapters on Food Spoilage and contamination.</p> <p>Stretch and challenge activity.</p> <p>Illuminate: Case study: Food poisoning at the barbeque.</p> <p>Temperatures worksheet</p> <p>Matching Activity: Match the food to the food poisoning bacteria</p> <p>Soup can be served with homemade bread or savoury scones.</p>	<p>studies</p> <p>Campylobacter</p> <p>E coli</p> <p>Salmonella</p> <p>listeria</p> <p>Staphylococcus aureus</p> <p>Illuminate barbeque case study.</p> <p>Worksheets on key temperatures for bacteria growth.</p>
<p>Lesson 32 a and b Students will learn:</p>	<p>Traditional British soups and bread rolls.</p>	<p>Differentiation</p> <p>Complex:</p> <p>Competent</p> <p>execution of skill</p>	<p>Resources</p> <p>Soup and bread recipes</p>

<p>To prepare, cook and serve a traditionally British soup which uses locally sourced vegetables and celebrates the best of British cuisine.</p> <p>To showcase a range of technical skills when preparing and cooking a suitable soup (S1, S2, S3, S4, S5, S6, S7 & S9)</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To demonstrate a good working routine in the food room.</p> <p>To explain how the soup makes the best use of locally sourced ingredients.</p> <p>To taste and evaluate the sensory qualities of the soup.</p> <p>To discuss what went well and even better if.</p>	<p>Starter Activity: What makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge.</p> <p>Main activity: Practical lesson</p> <p>There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.</p> <p>Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to an excellent standard.</p> <p>Medium demand: (Middle Mark Band) Student demonstrates the execution of skills and processes to a good standard.</p> <p>Basic (lowest mark band) Student demonstrates the technical skill and processes to a basic standard.</p> <p>Practice questions and knowledge test: 1. How can consumers make</p>	<p>and processes to an excellent standard.</p> <p>Selective use of a range of equipment with precision and accuracy. Soup and bread show high level of challenge and complexity. Soup 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.</p> <p>Excellent use of time plans and application of hygiene and safety. Medium: A range of skills to good standard. Equipment used with some accuracy. Soup shows some level of demand and uses a range of finishing techniques to garnish and decorate. Presentation is good and dish is</p>	<p>Leek and potato Broccoli and stilton Pea and ham Apple and parsnip Lentil and bacon Fish chowder Cream of Asparagus, chicken or mushroom Savoury scones recipe</p> <p>Online Classroom Stopwatch</p> <p>Lesson power point with risk assessment and hygiene and safety instructions</p> <p>Instruction cards for setting up and tidying away for practical work</p> <p>Ingredients trays and room and equipment set up for practical activities.</p> <p>Assessment criteria for practical work</p> <p>Laptops or printed nutritional profiles of recipes.</p> <p>Camera and names for photographing</p>
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	<p>environmentally friendly choices when shopping for food products (7 marks)?</p> <p>2.The sales of organic fruit and vegetables continue to increase. Discuss the advantages and disadvantages of buying organic fruit and vegetables? (6 marks).</p> <p>3. locally sourced and seasonal ingredients are becoming increasingly popular. Discuss the advantages of buying local ingredients in season (6 marks).</p> <p>Plenary: Celebration display of practical outcomes. Teacher assessment and feedback on outcomes.</p> <p>Completion of lesson log and skills audit.</p> <p>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,</p>	<p>finished to a good standard. Good use of time plans and hygiene and safety. Basic: Some skills and processes used with some inaccuracies during making of a simple soup. Basic use of equipment and dish shows limited skill to cook and present. Limited hygiene and safety. No accompaniments .</p>	<p>Lesson Logs and skills checklists.</p>
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	costings and the type of packaging it will be sold in.		
<p>Lesson 33a and b</p> <p>Students will learn:</p> <p>To identify and discuss the different factors that influence what we eat today including:</p> <p>Healthy Eating and physical activity level (PAL)</p> <p>Dietary and medical reasons</p> <p>Lifestyle - job, income and time available to cook food</p> <p>Time of day and eating habits</p> <p>Food availability and seasonality</p> <p>Enjoyment, celebrations, preferences and social aspects of food</p> <p>Cultural and religious influences</p> <p>Ethical and moral influences</p> <p>Environmental influences.</p> <p>The media</p>	<p>Factors which influence food choices Starter Activity: Class discussion - what factors influence our food choices today?</p> <p>Paired student activity: Micro teaching.</p> <p>Give each paired group a different factor to discuss.</p> <p>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.</p> <p>Pupil Presentations: Factors affecting food choice.</p> <p>Practice questions to test knowledge:</p> <ol style="list-style-type: none"> 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 choice. Identify some 	<p>Differentiation</p> <p>Key words and definitions in Illuminate and Hodder textbooks.</p> <p>Differentiation of task, questions and recipes</p> <p>Stretch and challenge activities to extend more able students.</p> <p>Paired work to complement learning styles.</p> <p>Open ended practical task to allow differentiation by choice of outcome and complexity.</p> <p>Students must make a different dish and not make something previously made.</p>	<p>Resources</p> <p>Illuminate and Hodder textbooks</p> <p>Chapters on food choices.</p> <p>BBC Good Food Recipes</p> <p>Jamie Oliver Home Cooking Recipes</p> <p>Test your knowledge and practice questions.</p> <p>Food packaging samples for traffic light labelling task.</p> <p>Recipe ideas</p> <p>Chicken and vegetable pie</p> <p>Mince pie</p> <p>Sausages and mash</p> <p>Cowboy hotpot</p> <p>Mince cobbler</p> <p>Cornish pasties</p> <p>Toad in the hole</p> <p>Cumberland pie</p> <p>Beef Wellington</p> <p>Liver and onions</p> <p>Pie and mash</p>

	<p>of these influences and explain how they will affect food choices (5 marks).</p> <p>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).</p> <p>Stretch and Challenge: From December 2016 all food manufacturers must put nutritional information on packaging.</p> <p>1. Explain how the traffic light system of food labelling informs customers about making healthy food choices.</p> <p>2. Find a good example of a food package which uses the traffic light system to present nutritional information.</p> <p>3. List all the information that must go on the label by law.</p> <p>Homework and planning for practical. Plan and make a traditionally British main meal that can serve a family of four and</p>		<p>Pork pie</p>
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	cost less than £10 to make. Use locally sourced ingredients where possible and serve with a suitable accompaniment, sauce or gravy.		
<p>34 a and b</p> <p>Students will learn:</p> <p>To prepare, cook and serve a traditionally British main meal which uses locally sourced vegetables and celebrates the best of British cuisine.</p> <p>To showcase a range of technical skills when preparing and cooking a suitable soup (S1, S2, S3, S4, S5, S6 and others).</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To demonstrate a good working routine in the food room.</p> <p>To explain how the meal makes the best use of fresh locally sourced</p>	<p>Traditional British Cuisine - Main Meals</p> <p>Starter: What makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge.</p> <p>Main Activity: British main meals practical.</p> <p>There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.</p> <p>Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to an excellent standard.</p> <p>Medium demand: (middle mark band) Student demonstrates the execution of skills and processes to a good standard.</p> <p>Basic (lowest mark band) Student</p>	<p>Differentiation</p> <p>Complex: Competent execution of skill and processes to an excellent standard. Selective use of a range of equipment with precision and accuracy. Main meal shows high level of challenge and complexity. Meal shows a wide range of finishing techniques such as garnishing and decoration. All dishes are presented with excellent attention to detail and finished to an excellent standard. Excellent use of time plans and application of hygiene and safety. Medium: A range of skills to good standard. Equipment used with some</p>	<p>Resources</p> <p>BBC Good Food Recipes</p> <p>Jamie Oliver Home Cooking Recipes</p> <p>Online Classroom Stopwatch</p> <p>Recipe ideas</p> <p>Chicken and vegetable pie</p> <p>Mince pie</p> <p>Sausages and mash</p> <p>Cowboy hotpot</p> <p>Mince cobbler</p> <p>Cornish pasties</p> <p>Toad in the hole</p> <p>Cumberland pie</p> <p>Beef Wellington</p> <p>Liver and onions</p> <p>Pie and mash</p> <p>Pork pie</p> <p>Lesson power point with risk assessment and hygiene and safety instructions</p> <p>Instruction cards</p>

<p>ingredients.</p> <p>To identify the environmental impact of some of our food choices.</p> <p>To taste and evaluate the sensory qualities of the main meal.</p> <p>To discuss what went well and even better if. (WWW and EBI).</p>	<p>demonstrates the technical skill and processes to a basic standard.</p> <p>Practice questions and knowledge test:</p> <ol style="list-style-type: none"> 1. What is the definition of cuisine (1 mark)? 2. Explain why people may choose foods with the RSPCA Assured Logo on it (3 marks). 3. Discuss the advantages and disadvantages of the following: <ol style="list-style-type: none"> a) Organic foods b) Free range eggs and chicken c) locally sourced ingredients d) seasonal ingredients e) Marine Stewardship Council (MSC) fish (5 x 5 marks). <p>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</p>	<p>accuracy. Main meal shows some level of demand and uses a range of finishing techniques to garnish and decorate. Presentation is good and dish is finished to a good standard. Good use of time plans and hygiene and safety. Basic: Some skills and processes used with inaccuracies during making of a simple meal. Basic use of equipment and dish shows limited skill to cook and present. Limited H & S. No accompaniments</p>	<p>for setting up and tidying away</p> <p>Ingredients trays and room and equipment set up</p> <p>Camera and names for photographing</p> <p>Lesson Logs and skills checklists.</p>
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	locally sourced ingredients. Include recipes for dishes.		
<p>Lesson 35a and b</p> <p>Students will learn:</p> <p>To develop research skills and carry out research into the cuisine of another country.</p> <p>About the ingredients and food products from different international countries.</p> <p>About the distinctive features of chosen cuisine including ingredients, equipment, cooking techniques, eating patterns and presentation styles.</p> <p>To gather research from a variety of different primary and secondary sources.</p> <p>To present</p>	<p>International Cuisine</p> <p>- Research task</p> <p>Starter: Mock NEA: International Cuisine Plan, prepare, cook and present two dishes from an International culinary tradition of your choice.</p> <p>Class discussion: What are the different types of international cuisine?</p> <p>Assessment outline - Students will:</p> <ul style="list-style-type: none"> • Research the task. • Plan the meal. • Prepare, cook and serve the meal and any possible accompaniments showcasing technical skill. • Analyse the nutritional value of the meal and evaluate the success of meal. <p>Assessment information:</p> <p>How it's assessed: Students will</p>	<p>Differentiation:</p> <p>Complex Research Relevant, concise and accurate research that shows discrimination when selecting and acquiring information to answer the task.</p> <p>Research includes ingredients, equipment, cooking techniques eating patterns and presentation styles. Research reflects detailed understanding and culinary tradition.</p> <p>Selected a good range of relevant dishes closely reflecting the research and culinary tradition.</p> <p>Medium Research Relevant research carried out related to the chosen culinary tradition. Includes an analysis of culinary</p>	<p>Resources</p> <p>AQA NEA</p> <p>Mock NEA Task brief</p> <p>Research sources</p> <p>Laptops or ICT facilities to present research on.</p> <p>BBC Good food magazines for recipe ideas</p> <p>Illuminate and Hodder</p> <p>NEA chapter advice</p> <p>Assessment criteria NEA task 2</p> <p>Specification</p> <p>Recipes from different international cuisines.</p> <p>Templates for setting out NEA</p> <p>Research</p> <p>Planning</p> <p>Nutritional Analysis</p> <p>Costing</p> <p>Sensory analysis</p>

<p>research findings in a concise and relevant way.</p> <p>Lesson 35b To develop planning skills to include details of timings, instructions for making and include important hygiene or safety points.</p> <p>To analyse the nutritional value of the meal.</p> <p>To calculate the total costs of the dish, how many it will serve and portion size.</p> <p>To produce a time, plan for making.</p>	<p>produce a concise portfolio including:</p> <ul style="list-style-type: none"> • Evidence of research and analysis of their chosen task • Evidence of making 2 dishes which demonstrate culinary techniques from chosen cuisine. • Evidence of planning, preparing, cooking and presenting a menu of 2 dishes within 2 food lessons. • Analysis and evaluation of the nutritional, cost and sensory properties of the final menu. <p>This assessment is to be carried out under supervised conditions. (NB Students will not be assessed on section C due to time constraints in this mock NEA).</p> <p>Research Activity: Research the ingredients and food products from different international countries. Include the distinctive features of chosen cuisine such as ingredients, equipment, cooking techniques, eating</p>	<p>traditional cuisine. A good selection of suitable dishes chosen which reflect the research and chosen task.</p> <p>Basic Research Limited research carried out into culinary tradition. Limited analysis of the culinary tradition. Selected some trial dishes reflecting the research and chosen task.</p> <p>Differentiation</p> <p>Range of resources on how the task is going to be assessed.</p> <p>Differentiated A4 student templates and writing frames for recording research, plans for making, sensory testing and evaluation of task.</p> <p>Differentiated planning sheets.</p>	<p>Analysis and Evaluation</p> <p>Resources</p> <p>Illuminate and Hodder textbooks. (Preparing for the NEA - Food preparation task).</p> <p>BNF Nutritional Analysis (Explore Food)</p> <p>A4 differentiated templates and writing frames:</p> <p>Research</p> <p>Planning sheets</p> <p>Sensory testing</p> <p>Nutritional analysis</p> <p>Evaluation and improvements.</p>
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	<p>patterns and presentation styles. Complete for homework.</p> <p>Planning the task: International Cuisines.</p> <p>Student activity:</p> <ul style="list-style-type: none"> • 2 course international menu and reasons for choice. • Planning for the practical task to list accurate timings, step by step instructions and any important hygiene and safety checks identified throughout. • Nutritional analysis of the meal using textbooks, internet or BNF nutritional software programme. • Work out the final costing of the meal, how many it serves and final cost per portion. <p>Homework:</p>	<p>Exemplar planning sheets</p>	
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	Bring in all ingredients and a serving dish for Food Preparation Task		
<p>Lesson 37a and b</p> <p>Students will learn:</p> <p>To prepare and cook a nutritionally balanced savoury main course dish which meets the advice of the Eat well guide.</p> <p>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)</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To present a dish with a good level of technical skill and is presented with a suitable level of finish and decoration for serving.</p>	<p>Practical Activity: International Dish 1.</p> <p>Starter Activity: Questioning for learning: recap what makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge.</p> <p>Main Activity: Practical lesson.</p> <p>Students create, prepare, cook and serve an international dish of choice which reflects the culinary traditions of a country of choice.</p> <p>There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.</p> <ul style="list-style-type: none"> Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to an excellent 	<p>Making differentiation</p> <p>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.</p> <p>Medium: A range of skills to good standard. Equipment used with some accuracy. Dish</p>	<p>Resources Recipes.</p> <p>BBC Good Food Recipes</p> <p>Jamie Oliver Home Cooking Recipes</p> <p>BNF Nutritional Analysis (Explore Food)</p> <p>Lesson power point with risk assessment and hygiene and safety instructions.</p> <p>Instruction cards for setting up for practical work.</p> <p>Online Classroom Stopwatch</p> <p>Ingredients trays and room and equipment set up for practical activities.</p> <p>Instruction cards for tidying away for practical work.</p> <p>Sensory word bank and chart to carry out sensory testing of dishes made in terms of appearance, taste, consistency and</p>

<p>To carry out sensory analysis with family using a profiling test.</p>	<p>standard.</p> <ul style="list-style-type: none"> • 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. <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 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). <p>Plenary: Celebration display and teacher assessment and feedback on outcomes. Completion of lesson log and skills audit.</p>	<p>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.</p> <p>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</p>	<p>smell.</p> <p>Assessment criteria for practical work.</p> <p>Camera and names for photography.</p>
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	Homework: Sensory testing (profiling) of dish with family. Preparation to international dish 2.		
<p>Lesson 37a and b</p> <p>Students will learn:</p> <p>To prepare and cook a nutritionally balanced savoury main course dish which meets the advice of the Eat well guide.</p> <p>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)</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To present a dish with a good level of technical skill and is presented with a suitable level of finish and decoration for</p>	<p>Practical Activity: International Dish 2.</p> <p>Starter Activity: Questioning for learning: recap what makes a successful practical lesson? Outline of assessment criteria for practical work and technical challenge.</p> <p>Main Activity: Practical lesson.</p> <p>Students create, prepare, cook and serve an international dish of choice which reflects the culinary traditions of a country of choice.</p> <p>There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.</p> <ul style="list-style-type: none"> Complex skill: (Highest mark band) Student demonstrates the execution of skills and technical processes to 	<p>Making differentiation</p> <p>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.</p> <p>Medium: A range of skills to good standard.</p> <p>Equipment used</p>	<p>Resources</p> <p>Recipes.</p> <p>BBC Good Food Recipes</p> <p>Jamie Oliver Home Cooking Recipes</p> <p>BNF Nutritional Analysis (Explore Food)</p> <p>Lesson power point with risk assessment and hygiene and safety instructions.</p> <p>Instruction cards for setting up for practical work.</p> <p>Online Classroom Stopwatch</p> <p>Ingredients trays and room and equipment set up for practical activities.</p> <p>Instruction cards for tidying away for practical work.</p> <p>Sensory word bank and chart to carry out sensory testing of dishes made in terms of</p>

<p>serving.</p> <p>To carry out sensory analysis with family using a rating test.</p>	<p>an excellent standard.</p> <ul style="list-style-type: none"> • 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. <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1. Nutritional analysis of dish and evaluation of protein content. 2. Costing of ingredients. 3. Portion size 4. Explain how this dish could be adapted to make more environmentally friendly and ethical (10 marks) <p>Plenary: Celebration display and teacher assessment and feedback on</p>	<p>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.</p> <p>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.</p>	<p>appearance, taste, consistency and smell.</p> <p>Assessment criteria for practical work.</p> <p>Camera and names for photography.</p>
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	<p>outcomes. Completion of lesson log and skills audit.</p> <p>Homework: Sensory testing(rating) of dish with family.</p>		
<p>Lesson 39a and b Students will learn:</p> <p>How to record the results of sensory testing in a rating or profiling chart?</p> <p>To analyse the results of sensory testing and write detailed conclusions on the results.</p> <p>To calculate costs of dish(es) and evaluate how cost effective and value for money the dish is for family.</p> <p>To analyse the nutritional profile of the dish and suggest modifications for improvement.</p> <p>To evaluate work.</p>	<p>Mock NEA - Analysis and Evaluation Starter Discussion? Why is it important to carry out sensory analysis and evaluate practical work and making activities?</p> <p>Sensory testing techniques:</p> <ul style="list-style-type: none"> • Sensory testing using profiling test on International Cuisine dish 1. • Sensory testing using rating test on International cuisine dish 2. <p>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?</p>	<p>Differentiation</p> <p>Range of visual resources to show the essential subject knowledge on NEA.</p> <p>Key words and definitions in Illuminate and Hodder textbook.</p> <p>Templates and writing frames for less able and SEN students to present their work on.</p> <p>Sentence starters and literacy materials for writing conclusions and evaluations to findings.</p> <p>Exemplar of NEA style portfolio.</p> <p>Exemplar time plans from Illuminate and Hodder textbooks.</p>	<p>Resources</p> <p>Illuminate and Hodder textbooks.</p> <p>BBC Good Food Recipes</p> <p>Jamie Oliver Home Cooking Recipes</p> <p>BNF Nutritional Analysis (Explore Food)</p> <p>Exemplars NEA task sheets on research, planning, making and evaluating.</p> <p>Various worksheets and resources: Research Planning Recording practical work Writing conclusions and evaluations.</p>

	<p>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?</p> <p>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? Comment on all the amount of protein, carbohydrates, fat, vitamin A, B, C and D, calcium and iron content of the dish. What nutrients were present in high or low quantities? What changes could you make to your dish to make it more nutritionally balanced.</p> <p>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?</p>	<p>Differentiated planning sheets. (High, medium and lower levels of complexity and detail required.</p> <p>Lesson logs and skills checklists.</p>	
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<p>Lesson 40a and b</p> <p>End of term celebration event.</p> <p>Students will learn:</p> <p>To develop skills in group work.</p> <p>To showcase a range of technical skills to produce a range of dishes suitable for serving as part of a brunch or afternoon tea party.</p> <p>To manage time effectively develop skills in time management.</p> <p>To develop presentation skills and serve up brunch or afternoon tea with high level of finish and decoration.</p>	<p>The Classic British Afternoon Tea Party.</p> <p>Group work activity: Bake off challenge.</p> <p>'In groups of 4, plan, prepare, bake and serve some sweet and savoury dishes suitable for a late brunch or afternoon tea. Present and serve your dishes as a group.'</p> <p>Dishes selected should:</p> <ul style="list-style-type: none"> • Suitable for serving at a brunch or afternoon tea party. • Showcase a range of different technical skills and for each student include their own personal showstopper 	<p>Differentiation</p> <p>If required and appropriate at end of term.</p> <p>There will be the opportunity to showcase different food preparation skills, technical challenges to 3 different levels of demand.</p> <p>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.</p> <p>Medium: Students demonstrates and executes the</p>	<p>Resources</p> <p>Recipes.</p> <p>BBC Good Food Recipes</p> <p>Lesson power point with risk assessment and hygiene and safety instructions.</p> <p>Online Classroom Stopwatch</p> <p>Ingredients trays and room and equipment set up for practical activities.</p> <p>Instruction cards for tidying away for practical work.</p> <p>Serving dishes, tablecloths, napkins, crockery, cutlery, mats, table decorations etc.</p>

<p>To carry out sensory analysis of the dishes made and feedback opinions on the dishes made and served.</p>	<p>challenge.</p> <ul style="list-style-type: none"> • Be suitable for making and serving in 1 hour. <p>Main Activity: Individual and group work</p> <ul style="list-style-type: none"> • Preparing, cooking and serving chosen dishes. • Set up tables and decorations of party. • Serve up afternoon tea as a group and enjoy. <p>Plenary: Issue holiday research task and technical skills challenge.</p> <p>See research tasks below.</p>	<p>skills and processes to a good standard. Afternoon tea is served to a good standard.</p> <p>Basic Student demonstrates the technical skill and processes to a basic standard. Afternoon tea is served to a basic standard.</p>	
<p>Field to Fork. Primary and secondary processing of foods:</p> <ul style="list-style-type: none"> • wheat into flour • milk into cheese or yoghurt • fruit into jam. 	<p>Summer Research Task.</p> <p>Select one or more of the following tasks:</p> <ol style="list-style-type: none"> 1. Research how wheat is turned into flour, and how wheat flour is made into pasta. 2. Research how milk is processed from the dairy to point of sale and then made 	<p>Summer Practical Task.</p> <p>Select one or more of the following activities:</p> <ol style="list-style-type: none"> 1. Make up some fresh pasta or gnocchi and serve to your family with a fresh homemade sauce of your choice. Write up your recipe. 2. Make your own cottage cheese or natural or flavoured yoghurt. Serve to your family. 3. If possible, visit your local fruit farm and pick your own strawberries or buy some locally. Make up some of 	

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