

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p><b>Topic:</b> Building food preparation skills; healthy eating guidance and Basic Food Hygiene. Familiarisation with food preparation equipment and environment. Eating patterns (1)</p> <p><b>Exam:</b> Base line test</p> <p><b>Subject Skills;</b> Following recipes; use of equipment and kitchen protocol</p> <p><b>Learner Skills:</b> Bridge Hold, Claw Grip, Use of cooker – hob and grill</p>	<p><b>Topic:</b> Meals and eating patterns (focus on breakfast, lunch and snacks) Consider of factors that affect healthy food choice. Eating patterns (2)</p> <p><b>Exam:</b> Base Line test</p> <p><b>Subject Skills;</b> Washing up and clearing away; heat transference</p> <p><b>Learner Skills:</b> organisation of ingredients, reading recipe accurately: applying knowledge of cooker use; knife skills shredding, chopping and grating</p>	<p><b>Topic:</b> 8 guidelines for healthy eating; Following the Eat Well Guide. Function of ingredients in food preparation - Flour</p> <p><b>Exam:</b> RA1 Nutrition and myself</p> <p><b>Subject Skills;</b> recipe adaptation, multi skill food preparation; applying healthy eating guidelines to the food they prepare:</p> <p><b>Learner Skills;</b> The Eat well guide and the 8 guidelines for healthy eating. Applying these concepts to their own food preparation. Making their own pasta – Gluten structure</p>	<p><b>Topic:</b> WHAT INFLUENCES THE FOOD WE EAT - the 4 senses: Social, physical, emotional influences: multiculturalism, economic and geographic. Function of ingredients in food preparation - gelatinisation</p> <p><b>Exam:</b> AQA Food preparation and Nutrition (theory practice)</p> <p><b>Subject Skills:</b> Understanding basic principles of food choice; multiculturalism and how it affects British and International Cuisine – Gelatinisation theory</p> <p><b>Learner Skills:</b> Identify what physical and external influences affect our food choices and applying these to food preparation. Thickening a sauce with starch</p>	<p><b>Topic:</b> Developing Practical Skills: Using learned practical skills to produce other dishes. Function of ingredients in food preparation – raising agents</p> <p><b>Exam:</b> AQA Food preparation and Nutrition (theory practice)</p> <p><b>Subject Skills:</b> Identifying interconnectivity of practical skills in different food preparation areas</p> <p><b>Learner Skills:</b> Review of skills learned to date and learning how to use them in different preparation areas. Function of ingredients – raising agents in bakery products</p>	<p><b>Topic:</b> International cuisine – application of food preparation skills</p> <p><b>Exam:</b> AQA Food preparation and Nutrition (theory practice)</p> <p><b>Subject Skills:</b> Consolidation of topics in this year culminating in preparation of a range of international cuisine recipes</p> <p><b>Learner Skills:</b> Applying skills and theory learned over the year to produce own range of international recipes. Production of a recipe leaflet for international cuisine</p>
	<p><b>Rationale:</b> All students need to confidently use a wide range of equipment with due consideration to both Hygiene, Safety and organisation</p>	<p><b>Rationale:</b> Students need to be aware of where food is obtained and factors that affect how and why we choose ingredients. They must be able to follow preparation instructions.</p>	<p><b>Rationale:</b> Students need to understand national guidelines for a healthy diet and how to apply them to their own lifestyle. They should be aware of how food staples are produced</p>	<p>Rationale: Students should understand the fundamentals of food choice and what influences these. They need to learn how individual ingredients affect the outcome of practical activity.</p>	<p><b>Rationale:</b> Students need to move away from following set recipes and begin to identify the individual skills that they can use to create their own preferences for food production</p>	<p><b>Rationale:</b> Consolidation exercise that draws in all aspects of the years learning</p>
8	<p>Topic: - Understand the functions of ingredients in bakery products; understand the stages and processes for bakery production and faults that occur when making</p>	<p>Topic: consider and develop high level finishing and presentation techniques; function of ingredients affecting outcome</p>	<p>Topic: Understand micro-organisms and pathogenic food contamination; Looking at the bad and the good and how to control them.</p>	<p>Topic: Safe working practice in the kitchen; implementation of food safety procedures; effect of micro-organisms on shelf life. Cross contamination</p>	<p>Topic: Effect of non-bacterial micro-organisms on shelf life; sustainability of food; good food practice and minimisation of food waste</p>	<p>Topic: Sustainability of food; good food practice and minimisation of food waste – seasonally produced food</p>

<p>bakery products;</p> <p>Exam: RA1</p> <p>Subject Skills: Bread making, enriched yeast dough making.</p> <p>Learner Skills: advanced bakery skills</p>	<p>Exam: RA1</p> <p>Subject Skills Whisked sponge cake method. All in one cake method. Food investigation skills; fine presentation skills</p> <p>Learner Skills: advanced bakery skills</p>	<p>Exam: End of unit testing - bakery</p> <p>Subject Skills – use of temperature probe; conditions for growth of micro-organisms.</p> <p>Learner Skills: higher level food preparation skills; implementation of food safety skills, making yogurt</p>	<p>Exam: End of unit testing micro-organisms</p> <p>Subject Skills: utilising function of ingredients and learned techniques to produce other dishes</p> <p>Learner Skills: Lemon chicken, Lasagne; pasta making</p>	<p>Exam: Internal examination</p> <p>Subject Skills; ethical food production an sustainable methods of food production including food waste</p> <p>Learner Skills – quiche, fish curry, use of leftover ingredients.</p>	<p>Exam: Internal examination</p> <p>Subject Skills extending shelf life – preservation, chilling freezing.</p> <p>Learner Skills – jam making</p>
<p><b>Rationale:</b> Students should link previous learning with current work; Development of existing skills to involve more complex processes</p>	<p><b>Rationale:</b> Finishing and presentations skills enhance food products; understanding of sensory analysis to evaluate outcomes</p>	<p><b>Rationale:</b> Need for technical skills to conduct sensory analysis; further understanding of individual ingredients and how they function in food preparation</p>	<p>Rationale: Students need to understand the concept of pathogenic and non-pathogenic micro-organisms and their influence on food preparation</p>	<p>Rationale: Food waste makes the food industry completely unsustainable – this module teaches students to consider the effect of food waste on global economy</p>	<p>Rationale: Food can come in a glut. Preservation and good food hygiene can maximise extend food viability</p>
<p><b>The intention is to integrate intake students at year 9. Some will have covered food and nutrition from year 7 with us, others will come from alternative schools with relevant experience and some will come with no experience at all. We need to include appropriate differentiation to cater for student needs in both practical and theory skills. There may be overlaps with lower school KS3 but will move towards GCSE course integration in forthcoming years through introduction of broadened range of topics undertaken.</b></p>					
<p><b>9</b></p> <p><b>Topic:</b> - Picnic. Induction/revisit food preparation area; practical skills competency assessment linked to activity over 4 Focussed Practical Tasks and theory lessons basic food hygiene and safe working practice</p> <p><b>Exam:</b> Base line test with buddy evaluation</p> <p><b>Subject Skills:</b> Hygiene and safety in the food preparation areas; practical cookery skills including knife skills, preparation skills and techniques; shared learning</p> <p><b>Practical lessons may vary between teacher and with consideration of previous learning in year 7/8</b></p> <p><b>Learner Skills:</b> Competency in food preparation areas; chopping and preparation skills, sharing and developing transferable skills Focussed Practical Tasks could include: remoulade, coleslaw, pinwheel scones, decorated cakes and biscuits, savoury wraps</p>	<p><b>Topic:</b> Food, nutrition and health</p> <p><b>Exam:</b> AQA GCSE Food Preparation and Nutrition</p> <p><b>Subject Skills:</b> Healthy Eating and Meal planning skills; diets for life stage and life style; advance competency of preparation skills How to use good food hygiene and safety practices to store, prepare, cook and reheat food Macro and micro nutrients</p> <p><b>Practical lessons may vary between teacher and with consideration of previous learning in year 7/8</b></p> <p><b>Learner Skills:</b> Focussed Practical tasks could include: Stuffed vegetable dish; soup and soda bread; stir fry vegetables and noodles; enchiladas; main meal salad</p>	<p><b>Topic:</b> Food, nutrition and health. Transferable practical skills</p> <p><b>Exam:</b> AQA GCSE Food Preparation and Nutrition</p> <p><b>Subject Skills:</b> How to modify recipes and cook a range of dishes that promote current healthy eating messages; cooking methods. Link to life style diets e.g. vegetarians</p> <p>How to adapt and use their own recipes to meet a range of dietary needs and life stages</p> <p>Confidently prepare a range of high quality dishes with a good level of finish Macro nutrients Protein</p> <p><b>Practical lessons may vary between teacher and with consideration of previous learning in year 7/8</b></p> <p><b>Learner Skills:</b> FPS could include, spaghetti bolognaise or vegetarian alternative; cooking methods investigation; soup and soda bread</p>	<p><b>Topic:</b> Food choice and Food provenance.</p> <p><b>Exam:</b> AQA GCSE Food Preparation and Nutrition</p> <p><b>Subject Skills</b> Understand the source, seasonality and characteristics of a broad range of ingredients.</p> <p>How to use a broader range of preparation techniques and practical skills when cooking.</p> <p>The principles of food safety, preventing cross-contamination, chilling, cooking and storing</p> <p>Function of ingredients- gelatinisation of starch, viscosity investigation, and fair testing</p> <p><b>Practical lessons may vary between teacher and with consideration of previous learning in year 7/8</b></p> <p><b>Learner Skills:</b> FPT could include, gnocchi; shepherd's pie roasted vegetable risotto; vegetable biryani (paneer), Boning chicken joints; pasta with béchamel based sauce dish</p>	<p><b>Topic:</b> Principles of Food science and Food safety</p> <p><b>Exam:</b> AQA GCSE Food Preparation and Nutrition</p> <p><b>Subject Skills.</b> 8. How to use awareness of taste, texture and smell to decide how to season dishes and combine ingredients</p> <p>Sustainability of food – food security</p> <p>Extended competency in food preparation skills linked to culinary cuisine – Asian or Mediterranean</p> <p>Apply confidentially principles of food safety and hygiene in food preparation area</p> <p><b>Practical lessons may vary between teacher and with consideration of previous learning in year 7/8</b></p> <p><b>Learner Skills</b> FPS could include: Colouring/flavouring pasta or noodles; Thai noodle soup/curry or cannelloni/samosa, Sushi</p>	<p><b>Topic:</b> Moving to GCSE</p> <p><b>Exam:</b> AQA GCSE Food Preparation and Nutrition</p> <p><b>Subject Skills:</b> Preparation of food investigation skills linked to cuisine and function of ingredients; sustainable food – ethical and religious, British and International Cuisines. Food Science – food investigation focus – thickening with eggs</p> <p>Sustainability of food and food provenance – dealing with a glut, sensory testing and fair test</p> <p><b>Practical lessons may vary between teacher and with consideration of previous learning in year 7/8</b></p> <p><b>Learner Skills</b> FP Tasks could include, : <b>fruit or vegetable tray bake cakes; Caramelised onion and goats cheese tart; lemon curd; frozen dessert; free practical identified cuisine topics</b></p>

<p>Rationale: Not all students entering year 9 will have done Food Preparation and Nutrition. Induction with existing students and sharing skills will rapidly bring them to a level whereby they can follow the 'year 9 into GCSE' SOW.</p>	<p><b>Rationale:</b> Students move towards GCSE level through practical participation and extending theory understanding that is embedded in nutrition and healthy eating</p>	<p><b>Rationale:</b> Students move towards GCSE level through practical participation and extending theory understanding that considers specified life stages. Skill level extended to include high level presentation</p>	<p><b>Rationale:</b> Students move towards GCSE level through practical participation and extending theory understanding; higher skills linked to food hygiene. Complex development of existing practical skills to produce complex dishes</p>	<p><b>Rationale:</b> Students move towards GCSE level through practical participation and extending theory understanding. Identification of issues linked to sustainability; worldwide food security and cultural diversity</p>	<p><b>Rationale:</b> Students move towards GCSE level through practical participation and extending theory understanding. Sustainable food production dealing with food waste and prevention of this; further cultural diversity</p>
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GCSE Subject AOS	AO1	AO2	AO3	AO4	AO5	AO6	AO7	
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>		
<b>10</b>	<p><b>Topic:</b> Food, nutrition and health; Food science</p> <p><b>Exam:</b> GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p><b>Subject Skills:</b> Practical skills including; knife skills, meat, fruit and vegetable preparation; use of cooker, equipment and different cooking methods; prepare, combine and shape.</p> <p><b>Focus skills :</b> Making – sauces, doughs, handling meat and vegetables</p> <p><i>These are carried out throughout the course.</i></p> <p><b>Learner Skills:</b> Macro and Micronutrients, hydration; individual nutritional needs and health, nutritional analysis ; select appropriate nutritional dishes for different groups of people.</p>	<p><b>Topic:</b> Food, nutrition and health; Food science</p> <p><b>Exam:</b> GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p><b>Subject Skills:</b> Practical skills &amp; Focus skills</p> <p><b>Learner Skills:</b> Life stage and life style needs, energy needs, diet related illness. Why food is cooked, selecting appropriate cooking methods, Functional and chemical properties of food groups</p>	<p><b>Topic:</b>3.Food safety; Food Science</p> <p><b>Exam:</b> GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p><b>Subject Skills:</b> Practical skills&amp; Focus skills</p> <p><b>Learner Skills:</b> Food spoilage and contamination, micro-organisms and enzymes, micro-organisms in food manufacture, pathogens, signs of food spoilage Food investigation skills.</p>	<p><b>Topic:</b> Food safety; Food Science</p> <p><b>Exam:</b> GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p><b>Subject Skills:</b> Practical skills &amp; Focus skills</p> <p><b>Learner Skills:</b> Cross contamination, principles of food safety, buying and storage, food packaging and labelling extending shelf life, food labelling and the law preparing cooking and serving food, sensory testing and fair test</p>	<p><b>Topic:</b> 4.Food choice; Food provenance</p> <p><b>Exam:</b> GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p><b>Subject Skills:</b> Practical skills&amp; Focus skills</p> <p>Learner Skills: Factors affecting good choice, ethical, economic, moral, cultural, lifestyle and life stage, traditional cuisines, marketing influences, food provenance, sustainability and food security</p>	<p><b>Topic:</b> Non Examined Assessments (NEA) – practice coursework (1) and (2)</p> <p><b>Exam:</b> GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p><b>Subject Skills:</b> NEA1 Food Investigation and NEA2 Food Preparation Task – practice assignments</p> <p><b>Learner Skills;</b> embed sensory testing and fair test; food investigation task and food preparation task</p>		
	<p><b>Rationale:</b> Nutrition underpins everything we do; students have basic understanding and now need in depth nutritional knowledge and how to apply it. they must develop excellent time management, practical organisational and safety protocols.</p>	<p><b>Rationale:</b> students should understand Have confidence when choosing ingredients, processes, cooking methods and be able to review and make beneficial improvements to their food choices.</p>	<p><b>Rationale:</b> Understanding of safe production of food and how to prepare, serve and store food hygienically and safely.</p>	<p><b>Rationale:</b> students should understand the influence of consumer choice and manufacturing influence. Have confidence when choosing ingredients, and understand the function of the ingredients they use.</p>	<p><b>Rationale:</b> students should understand the influence of lifestyle, consumer choice nutritional needs and culinary traditions relating to the food they eat. Be aware of economic and sustainable food production. Be able to give fair judgement, evaluation and testing of recipes. Understand time management, costing and procurement.</p>	<p><b>Rationale:</b> Must understand the skills required to complete the NEA modules of the course (worth 50% of the total grade) <b>The practice NEA2 will be used to form the basis of the Mock Examination three hour practical examination in Autumn 2 of year 11</b></p>		
<b>11</b>	<p><b>Topic:</b> NEA1 Food Investigation Task</p> <p><b>Exam:</b> GCSE FOOD PREPARATION AND NUTRITION (8585)</p>	<p><b>Topic:</b> NEA2 Food Preparation Task. <i>Mock three hour practical examination will be held here</i></p> <p><b>Exam:</b> GCSE FOOD PREPARATION AND NUTRITION (8585)</p>	<p><b>Topic:</b> NEA2 Food Preparation Task</p> <p><b>Exam:</b> GCSE FOOD PREPARATION AND NUTRITION (8585)</p>	<p><b>Topic:</b> NEA2 Food Preparation Task. <i>Preparation for Mock 3 hour practical examination.</i></p> <p><b>Exam:</b> GCSE FOOD PREPARATION AND NUTRITION (8585)</p>	<p><b>Topic:</b> revision exercises for written paper</p> <p><b>Exam:</b> GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p><b>Subject Skills:</b> exam technique and strategies</p>	<p><b>Year 11 Exams:</b></p>		

<p><b>Subject Skills:</b> NEA1 research and evaluation. Planning for investigations, investigation and analysis of results. Drawing conclusions</p> <p><b>Learner Skills:</b> presentation of data, identification of relevant investigative exercises. How to conduct a food investigation, how to ensure fair testing and recording of accurate results, presentation of investigations for NEA1.</p>	<p><b>Subject Skills:</b> NEA2 research of chosen task, gathering ideas, Selecting and making dishes to demonstrate complex technical skills</p> <p><b>Learner Skills;</b> presentation of technical skills through preparation of four dishes, developing high level presentation and finishing ideas, compiling coursework evidence; practice for three hour practical during mock examination.</p>	<p><b>Subject Skills;</b> NEA2 Planning for final menu, making final dishes in three hour practical examination</p> <p><b>Learner Skills;</b> Integrated time plan, conducting fair sensory testing, organisation of three hour practical examination, presentation of coursework. Application of learned strategies during 3 hour practical</p>	<p><b>Subject Skills; NEA2 completion and presentation of Task</b></p> <p><b>Learner Skills:</b> Applying skills to present Preparation Task for submission to exam board.</p>	<p><b>Learner Skills:</b> answering analytical, data response, free response and structured exam questions, understand exam command words</p>	
<p><b>Rationale:</b> Provide sound basis for food investigations task to maximise grade opportunity 15% final grade</p>	<p><b>Rationale:</b> students must be aware of practical examination requirements.</p>	<p><b>Rationale:</b> Provide sound basis for final three hour practical examination to maximise grade opportunity</p>	<p><b>Rationale:</b> Allow students maximum opportunity to submit high quality presentation of task. 35% final grade</p>	<p><b>Rationale:</b> preparation for written examination 50% of final grade</p>	

A LEVEL Subject AOs	AO1	AO2	AO3	AO4	AO5
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A LEVEL Subject AOS		AO1	AO2	AO3	AO4	AO5
Year 12 Teacher 1	Topic: Exam: Subject Skills Learner Skills	Topic: Exam: Subject Skills Learner Skills	Topic: Exam: Subject Skills Learner Skills	Topic: Exam: Subject Skills Learner Skills	Topic: Exam: Subject Skills Learner Skills	Topic: Exam: Subject Skills Learner Skills
	Rationale:	Rationale:	Rationale:	Rationale:	Rationale:	Rationale:
Year 12 Teacher 2	Topic: Exam: Subject Skills Learner Skills	Topic: Exam: Subject Skills Learner Skills	Topic: Exam: Subject Skills Learner Skills	Topic: Exam: Subject Skills Learner Skills	Topic: Exam: Subject Skills Learner Skills	Topic: Exam: Subject Skills Learner Skills
	Rationale:	Rationale:	Rationale:	Rationale:	Rationale:	Rationale:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13 Teacher 1	Topic: Exam: Subject Skills Learner Skills Assessment:	Topic: Exam: Subject Skills Learner Skills Assessment:	Topic: Exam: Subject Skills Learner Skills Assessment:	Topic: Exam: Subject Skills Learner Skills Assessment:	Topic: Exam: Subject Skills Learner Skills Assessment:	Year 13 Exams:
	Rationale:	Rationale:	Rationale:	Rationale:	Rationale:	



Year 13 Teacher 2	<b>Topic:</b> <b>Exam:</b> <b>Subject Skills</b> <b>Learner Skills</b> <b>Assessment:</b>	<b>Topic:</b> <b>Exam:</b> <b>Subject Skills</b> <b>Learner Skills</b> <b>Assessment:</b>	<b>Topic:</b> <b>Exam:</b> <b>Subject Skills</b> <b>Learner Skills</b> <b>Assessment:</b>	<b>Topic:</b> <b>Exam:</b> <b>Subject Skills</b> <b>Learner Skills</b> <b>Assessment:</b>	<b>Topic:</b> <b>Exam:</b> <b>Subject Skills</b> <b>Learner Skills</b> <b>Assessment:</b>	
	<b>Rationale:</b>	<b>Rationale:</b>	<b>Rationale:</b>	<b>Rationale:</b>	<b>Rationale:</b>	