

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Topic: Introduction; use of the cooker healthy eating guidance; Eat Well Guide; Meals and eating patterns (focus on breakfast, lunch and snacks)</p> <p>Exam: Base line test</p> <p>Subject Skills; Following recipes; use of equipment – the cooker through FPT, grill, hob and oven and kitchen protocol;</p> <p>Learner Skills: Bridge Hold, Claw Grip, Use of cooker – Oven, hob, grill</p>	<p>Topic: Basic Food Hygiene. Adapting recipes to incorporate healthy eating guidelines (EWG) Staple foods – carbohydrates Dietary fibre</p> <p>Exam: R.A test</p> <p>Subject Skills; Washing up and clearing away; understanding and application of EWG; finishes and presentation – layered salad</p> <p>Learner Skills: organisation of ingredients: applying knowledge of cooker use; knife skills shredding, chopping and grating</p>	<p>Topic: WHAT INFLUENCES THE FOOD WE EAT - the 4 senses (sensory descriptors) Social, physical, emotional influences: multiculturalism, economic and geographic. Herbs and spices</p> <p>Exam: EOU test</p> <p>Subject Skills; : Identify what physical and external influences affect our food choices and applying these to food preparation Use of flavours in cooking.</p> <p>Learner Skills; Awareness of food influences on consumers. Ability to enhance flavours of their practical work.</p>	<p>Topic: British cuisine. Use of equipment. Sauce making</p> <p>Exam: RA1</p> <p>Subject Skills: multiculturalism and how it affects British and International Cuisine. Theory behind thickening agents</p> <p>Learner Skills: Awareness of cultural traditions on the foods we eat.. Thickening a sauce with starch</p>	<p>Topic: Developing Practical Skills: Using learned practical skills to produce other dishes. Rubbing in method.</p> <p>Exam: EOY exam</p> <p>Subject Skills: Identifying interconnectivity of practical skills in different food preparation areas.</p> <p>Learner Skills: multi skill food preparation linked to function of ingredients; Review of skills learned to date and learning how to use them in different preparation areas. Development of practical skills – rubbing in</p>	<p>Topic: Development of skills - types of breadmaking International cuisine linked to development of skills</p> <p>Exam: AQA Food preparation and Nutrition (theory practice)</p> <p>Subject Skills: Consolidation of topics in this year culminating in preparation of a range of international cuisine recipes</p> <p>Learner Skills: Applying skills and theory learned over the year to produce own range of international recipes. Production of a recipe leaflet for international cuisine. Development of practical skills – making and shaping pasta</p>
	<p>Rationale: All students need to confidently use a wide range of equipment with due consideration to both Hygiene, Safety and organisation; students must be able to follow a recipe and produce a range of cooked products</p>	<p>Rationale: application of healthy eating guidelines to general eating patterns. Ability to adapt a recipe to meet healthy eating criteria</p>	<p>Rationale: Students should be aware of what can influence the choices they make.</p>	<p>Rationale: They need to learn how individual ingredients affect the outcome of practical activity.</p>	<p>Rationale: 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>Rationale: Consolidation exercise that draws in all aspects of the years learning and extends their awareness of international differences in cuisine</p>
8	<p>Topic: - Revise breadmaking. Food provenance. Staple foods and cultural influence; Seasonality and 5 a day</p> <p>Exam: Base line test</p> <p>Subject Skills: Bread making, enriched yeast dough making.</p> <p>Learner Skills: yeast based cookery. Shaping and shallow frying</p>	<p>Topic; cooking methods and heat transference; Raising agents – biological, chemical, mechanical raising agents; field to fork including food processing</p> <p>Exam: RA1</p> <p>Subject Skills: Heat transference and cooking methods; Function of ingredients –biological raising agents, effect of ingredients on enriched doughs; seasonal</p>	<p>Topic: Functions of ingredients in cakes. Food safety and safe working practices.</p> <p>Exam: End of unit testing - bakery</p> <p>Subject Skills – methods of cake making. Safe working practices in the kitchen.</p> <p>Learner Skills: cake making methods. Implementation of food safety skills,</p>	<p>Topic: Food spoilage and effect of micro-organisms on shelf life. Sensory testing. Effect of cooking on sensory properties.</p> <p>Exam: End of unit testing micro-organisms</p> <p>Subject Skills: Effective sensory testing techniques. Use of temperature probe; conditions for growth of micro-organisms.</p>	<p>Topic: Food security and food waste. Methods of preservation</p> <p>Exam: Internal examination</p> <p>Subject Skills; How to minimise food waste in the home and globally.</p> <p>Learner Skills – prevention of food waste. Use of leftover ingredients.</p>	<p>Topic: Continue methods of preservation. Packaging of food.</p> <p>Exam: Internal examination</p> <p>Subject Skills extending shelf life – and use of packaging with analysis of materials used.</p> <p>Learner Skills – methods of preservation. jam making</p>

	<p>cookery. Primary and secondary food production, food waste</p> <p>Learner Skills: advanced bakery skills; shaping; designing pizza working with chocolate</p>		<p>Learner Skills: Effective sensory testing techniques. Improve cooking ability to ensure outcomes are safe and appealing.</p>			
	<p>Rationale: Students should link previous learning with current work; Development of existing skills to involve more complex processes</p>	<p>Rationale: Finishing and presentations skills enhance food products;</p>	<p>Rationale; further understanding of individual ingredients and how they function in food preparation. Need to understand the importance of safe working practices when handling foos.</p>	<p>Rationale: Need for technical skills to conduct sensory analysis 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>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.</p>						
9	<p>Topic: - knife skills – protein as a nutrient and a commodity Exam: Base line test. Skills audit</p> <p>Subject Skills: Hygiene and safety in the food preparation areas; practical cookery skills including knife skills, preparation skills and techniques; shared learning Practical lessons may vary between teacher and with consideration of previous learning in year 7/8</p> <p>Learner Skills: Competency in food preparation areas; chopping and preparation skills, sharing and developing transferable skills Focussed Practical Tasks could include: remoulade or coleslaw; omelette or scones; burgers or chilli.</p>	<p>Topic: Food, nutrition and health; fish cookery; macronutrients carbohydrates and fats; energy and needs of teenagers Exam: RA1</p> <p>Subject Skills: 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 nutrient's</p> <p>Learner Skills: fishfingers or fishcakes; cookies or butterfly cakes; seasonal practical</p>	<p>Topic: Food, nutrition and health-micronutrients.Special diets. Exam: AQA GCSE Food Preparation and Nutrition Subject Skills: Link to life style diets e.g. vegetarians How to adapt and use their own recipes to meet a range of dietary needs and life stages Confidently prepare a range of high quality dishes with a good level of finish Practical lessons may vary between teacher and with consideration of previous learning in year 7/8</p> <p>Learner Skills: ability to make dishes suitable for those with special needs – including adapting existing recipes</p>	<p>Topic:.Function of ingredients in food preparation. Exam: AQA GCSE Food Preparation and Nutrition Subject Skills How to use a broader range of preparation techniques and practical skills when cooking. Function of ingredients- properties of ingredients e.g. eggs Practical lessons may vary between teacher and with consideration of previous learning in year 7/8</p> <p>Learner Skills: recipes which highlight functions of ingredients – quiche, meringue etc.</p>	<p>Topic: Finish functions of ingredients in food preparation. Food labelling Exam: AQA GCSE Food Preparation and Nutrition Subject Skills. . Continue function of ingredients- including proportions e.g. flour, fats when making pastry. Practical lessons may vary between teacher and with consideration of previous learning in year 7/8</p> <p>Learner Skills: pupils to improve and progress their practical capability e.g. different pastries.</p>	<p>Topic: Moving to GCSE – revise factors affecting food choice. International cuisine. Exam: AQA GCSE Food Preparation and Nutrition Subject Skills: Consolidate awareness of external influences on consumer food choice. Development of food skills and knowledge linked to International Cuisines. Practical lessons may vary between teacher and with consideration of previous learning in year 7/8</p> <p>Learner Skills; pupils to improve and progress their practical capability with the focus on international dishes e.g. different breads, use of flavours etc.</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</p>	<p>Rationale: Students move towards GCSE level through practical participation and extending theory understanding that is embedded in nutrition</p>	<p>Rationale: Students move towards GCSE level through practical participation and extending theory understanding that considers specified life stages. Skill level</p>	<p>Rationale: Students move towards GCSE level through practical participation and extending theory understanding; higher skills linked to food hygiene. Development of</p>	<p>Rationale: Students move towards GCSE level through practical participation and extending theory understanding. Allow pupils to extend and improve their practical</p>	

	them to a level whereby they can follow the 'year 9 into GCSE' SOW	applying this knowledge to specific needs by age.	extended to include high level presentation	existing practical skills to produce complex dishes	skills by offering range of complexity to recipes.	
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GCSE Subject AOS	AO1	AO2	AO3	AO4	AO5	AO6	AO7	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
10	<p>Topic: Food, nutrition and health; Food science</p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p>Subject Skills: Practical skills including; knife skills, meat, fruit and vegetable preparation; use of cooker, equipment and different cooking methods; prepare, combine and shape.</p> <p>Focus skills : Making – sauces, doughs, handling meat and vegetables</p> <p>These are carried out throughout the course.</p> <p>Learner Skills: Macro and Micronutrients, hydration; individual nutritional needs and health, nutritional analysis ; select appropriate nutritional dishes for different groups of people.</p>	<p>Topic: Food, nutrition and health; Food science</p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p>Subject Skills: Practical skills & Focus skills</p> <p>Learner Skills: 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>Topic:3.Food safety; Food Science</p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p>Subject Skills: Practical skills& Focus skills</p> <p>Learner Skills: Food spoilage and contamination, micro-organisms and enzymes, micro-organisms in food manufacture, pathogens, signs of food spoilage Food investigation skills.</p>	<p>Topic: Food safety; Food Science</p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p>Subject Skills: Practical skills & Focus skills</p> <p>Learner Skills: 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>Topic: 4.Food choice; Food provenance</p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p>Subject Skills: Practical skills& 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>Topic: Non Examined Assessments (NEA) – practice coursework (1) and (2)</p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p>Subject Skills: NEA1 Food Investigation and NEA2 Food Preparation Task – practice assignments</p> <p>Learner Skills; embed sensory testing and fair test; food investigation task and food preparation task</p>		
	<p>Rationale: 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>Rationale: 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>Rationale: Understanding of safe production of food and how to prepare, serve and store food hygienically and safely.</p>	<p>Rationale: 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>Rationale: 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>Rationale: Must understand the skills required to complete the NEA modules of the course (worth 50% of the total grade) The practice NEA2 will be used to form the basis of the Mock Examination three hour practical examination in Autumn 2 of year 11</p>		
11	<p>Topic: NEA1 Food Investigation Task</p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p>	<p>Topic: NEA2 Food Preparation Task. <i>Mock three hour practical examination will be held here</i></p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p>	<p>Topic: NEA2 Food Preparation Task</p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p>	<p>Topic: NEA2 Food Preparation Task. <i>Preparation for Mock 3 hour practical examination.</i></p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p>	<p>Topic: revision exercises for written paper</p> <p>Exam: GCSE FOOD PREPARATION AND NUTRITION (8585)</p> <p>Subject Skills: exam technique and strategies</p>	<p>Year 11 Exams:</p>		

	<p>Subject Skills: NEA1 research and evaluation. Planning for investigations, investigation and analysis of results. Drawing conclusions</p> <p>Learner Skills: 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>Subject Skills: NEA2 research of chosen task, gathering ideas, Selecting and making dishes to demonstrate complex technical skills</p> <p>Learner Skills; 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>Subject Skills; NEA2 Planning for final menu, making final dishes in three hour practical examination</p> <p>Learner Skills; 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>Subject Skills; NEA2 completion and presentation of Task</p> <p>Learner Skills: Applying skills to present Preparation Task for submission to exam board.</p>	<p>Learner Skills: answering analytical, data response, free response and structured exam questions, understand exam command words</p>	
	<p>Rationale: Provide sound basis for food investigations task to maximise grade opportunity 15% final grade</p>	<p>Rationale: students must be aware of practical examination requirements.</p>	<p>Rationale: Provide sound basis for final three hour practical examination to maximise grade opportunity</p>	<p>Rationale: Allow students maximum opportunity to submit high quality presentation of task. 35% final grade</p>	<p>Rationale: 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	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:	
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