



Academic Year <u>Year; 10</u>	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
<b>Autumn A</b>	3.2.3.1 – making informed choices for a varied & balanced diet 3.4.2.2 – Preparing & serving food 3.2.1.1 – proteins 3.3.2.1 – functional properties of proteins 3.5.3 – sensory evaluation 3.4.2.1 – principles of food safety (hwks)	Being able to adapt a menu for a specialist diet. Being able to design using a range of protein meals, including the use of complementation. Use of subject specific terminology. Understanding and knowing how to use the functional properties of proteins. Practicals include coagulation (quiche / custard tart), gluten formation (pasta), foam formation (meringues) Being able to identify HBVs and LBVs and use when planning a meal. Understanding and being able to apply the principles of sensory analysis to a practical and be able to comment on improvements or changes. Use of subject specific terminology. AQA General practical skills covered: Knife skills, preparing fruits and vegetables, use of the cooker, use of equipment, Cooking methods, Prepare, combine and shape, Sauce making, Tenderizing and marinating, Dough, raising agents, Setting mixtures (skills depending on practical chosen)	AQA past questions – importance of breakfast. (10 marks) Evaluation of meal planned for specialist diet. Oracy – specialist diets, nutritional needs, foods to avoid and foods to eat. AQA past questions – proteins. AQA pasty questions – denaturation of proteins Extended writing – food safety and introducing new staff to a food establishment AQA past questions - sensory Making: Planning – stages, timing and equipment, practical outcome.
<b>Autumn B</b>	3.2.1.2 - fats 3.3.2.3 – functional properties of fats 3.2.1.3 – carbohydrates 3.3.2.2. – functional properties of carbs	Knowledge of the importance of fat in the diet. Understanding and knowing how to use the functional properties of fats. Practicals include shortening (pasties and shortbread), modifying a recipe to reduce the fat content, aeration (creamed sponge), emulsions(mayonnaise) Calculating the nutritional content of a product and analysing it Understanding and applying the nutritional content and functions properties of carbohydrates – sugar, starch and fibre Practicals include gelatinisation (custard), dextrinization (bread), gelatinisation (starch based sauces), caramalisation (vegetables) Being able to adapt a recipe to increase the fibre content. Use the nutritional analysis programme. Use of subject specific terminology. AQA General practical skills covered: See list in Autumn A	Making: Planning – stages, timing and equipment, practical outcome. AQA past questions: fats Oracy – functional properties and science behind ingredients. Extended writing – sugar tax AQA past questions – carbohydrates



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Spring A	3.3.2.5 – raising agents 3.2.3.3 - diet, nutrition and health 3.2.2.1 – fat soluble vitamins 3.2.2.1 – water soluble vitamins 3.2.2.1 – antioxidant function of vitamins 3.3.1.1 – cooking and heat transfer	Being able to discuss the different methods of raising agents, and apply to a practical situation (steam – choux pastry and whisking – roulade) Practical experiment – cakes using a range of raising agents, identifying the best raising agent to use. Carrying out a taste testing identifying foods for a specific group. Understand the function, sources, excesses and deficiencies of fat-soluble vitamins. Knife skills – bridge and claw method, understanding which knife is used for which job Understand the function, sources, excesses and deficiencies of water-soluble vitamins. Being able to design using anti-oxidants and calculating the nutritional value of a dish, analyse the nutritional content. Understand the science and principles behind cooking methods. Use of subject specific terminology. AQA General practical skills covered: listed in Autumn A	Investigation work – looking at the function of ingredients. AQA stretch and challenge -investigating a range of products made with choux Past AQA questions – vitamins Making: Planning – stages, timing and equipment, practical outcome. Extended writing preparation – anti-oxidants. AQA stretch and challenge task. Vitamin and anti-oxidant test. AQA past questions – heat transfer. Oracy – role of vitamins in the diet
Spring B	3.3.1.2 – selecting appropriate cooking methods 3.3.2.4 – fruit and vegetables 3.2.2.2- minerals 3.2.3.2 – energy 3.2.2.3 - water	Students will focus on all of the skills with a stronger emphasis on using more medium levels of skill and complex skills as determined by AQA. Understand how cooking methods can alter the texture / nutritional content of a product and justify the choice of method Know how enzymic browning happens and how it can be prevented. Writing up experiments in a scientific way. Be able to apply the correct ingredients when designing using a mineral rich food. Calculating the nutritional value. Use of subject specific terminology. Students will be able calculate energy usage and understand BMI PAL. Know why water is important and where to get it from. AQA General practical skills covered: as listed in Autumn A	AQA stretch and challenge activity. AQA past questions – cooking methods Making: Planning – stages, timing and equipment, practical outcome. AQA – past questions – minerals Oracy – role of minerals in the diet AQA past question on energy (10 marks) AQA past questions – water



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Summer A	3.4.1.1 – micro-organisms and enzymes 3.4.1.2 – signs of food spoilage 3.4.1.3 – micro-organisms in food production 3.4.1.4 - bacterial contamination 3.4.2.1 - buying & storing foods 3.5.1.1 – factors affecting food choice	Make judgements about food safety and hygiene, and apply these to practicals. Subject specific terminology.  Students will be able to recognise that people choose food depending on a range of factors. Be able to apply knowledge of food production and manufacture to food supply. Use of subject specific terminology.  AQA General practical skills covered: see list in Autumn A	AQA past questions on micro-organisms AQA past questions on food spoilage Oracy – micro-organisms AQA past questions buying and storing foods.  Making: Planning – stages, timing and equipment, practical outcome
Summer B	3.5.1.2 – food choices 3.5.2 – British & International cuisine 3.5.1.3 – food labelling 3.6.1.1 – food sources 3.6.1.2 – food & the environment 3.6.1.3 – sustainability of food 3.6.2.1 – food production 3.6.2.2 – technological developments associated with better health & food production	Students will be able to recognise that people choose food depending on a range of factors. Be able to apply knowledge of food production and manufacture to food supply. Understand and be able to discuss the ingredients and cooking methods from Britain and two other countries. Recognise that there are a number of ways in which food is produced for human consumption. Be aware of the environmental impact of food production, and understand how food is produced sustainably. Be able to make decision of food choice based on knowledge. Use of subject specific terminology. Understand the difference between primary and secondary produced foods. Be able to identify the use of fortification and additives and the reasons behind their usage. AQA General practical skills covered: as listed in Autumn A	Making: Planning – stages, timing and equipment, practical outcome.  Oracy – British / International cuisine  AQA past questions – food and the environment AQA past questions – sustainability  Oracy – sustainability  AQA past questions – food production  Oracy – food developments



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<b>Academic Year</b>	<b>Content and rationale. Unit title and brief outline of content.</b>	<b>Skills taught in each unit.</b>	<b>Assessment – how will the knowledge and skills be assessed?</b>
<b>Year 11</b>			
<b>Autumn A</b>	<p>NEA 1 – The food investigation (10 hours + ET)</p> <p>15% of GCSE (12 lessons)</p> <p>Mock mock full paper</p>	<p><b>Year 11:</b> Applying knowledge gained in year 9&amp;10 to complete:</p> <p>NEA1: food investigation 15% of GCSE – title set by AQA 1<sup>st</sup> September. How to write up an investigation.</p> <p>Section A – research – 6 marks</p> <p>Section B – investigation – 15 marks</p> <p>Section C Analysis and evaluation – 30 marks</p> <p>Total 30 marks</p>	<p>NEAs are internally marked and externally moderated.</p> <p>Full mock mock paper – green panned from modelled example afterwards.</p> <p>Weekly past questions set from the AQA exam practice workbook</p>
<b>Autumn B</b>	<p>NEA 2– the food preparation assessment (20 hours + ET)</p> <p>35% of GCSE (24 lessons – 8 weeks)</p>	<p>NEA2: Food preparation assessment 35% of GCSE – title set by AQA 1<sup>st</sup> November</p> <p>Section A – researching the task – 6 marks</p> <p>Section B – demonstrating technical skills – 18 marks</p> <p>Section C – planning for the final menu 8 marks</p> <p>Section D – making the final dishes – 30 marks</p> <p>Section E – analyse and evaluate 8 marks</p> <p>Total :70 marks</p> <p>Throughout KS4 these skills are used:</p> <p>General practical skills, Knife skills, Preparing fruits and vegetables, use of the cooker, Use of equipment, Cooking methods, Prepare, combine and shape, Sauce making, Tenderizing and marinating, Dough, Raising agents, Setting mixtures</p>	<p>NEAs are internally marked and externally moderated.</p> <p>Full mock paper</p> <p>Weekly past questions set from the AQA exam practice workbook</p>



Academic Year <u>Year 11</u>	Content and rationale. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – how will the knowledge and skills be assessed?
<b>Spring A</b>	NEA 2– the food preparation assessment (20 hours + ET) 35% of GCSE (24 lessons – 8 weeks)	NEA2: Food preparation assessment 35% of GCSE – title set by AQA 1 <sup>st</sup> November (grading and skills above)  Throughout KS4 these skills are used: General practical skills, Knife skills, preparing fruits and vegetables, use of the cooker, use of equipment, Cooking methods, Prepare, combine and shape, Sauce making, Tenderizing and marinating, Dough, raising agents, Setting mixtures	NEAs are internally marked and externally moderated.  Weekly past questions set from the AQA exam practice workbook
<b>Spring B</b>	Consolidate learning: 1) Food, nutrition and health 2) Food Science 3) Food Safety 4) Food Choice 5) Food Provenance Past papers	Revision skills and techniques. Focussing on weaker areas from the mocks. Breakdown of exam papers, looking at mark allocation and what the exam board is looking for. Using modelled full past papers and green penning own papers once answered.	Weekly past questions set from the AQA exam practice workbook Full past papers, assessed and green penned.
<b>Summer term:</b>	<b>As above</b>		