

University Academy Holbeach Scheme of Work KS4: Intent, Implementation and Impact Year 11 Food and Nutrition

Intent: National Curriculum Requirements/ Subject Content

Students will build upon and apply previous learning from KS3 and Year 10.

The course is designed to cover 30 lessons and includes the food investigation task, the food preparation task and revision topics for the final written exam. Use this with the Year 10 curriculum map to ensure full coverage of the AQA specification content.

Students will be expected to apply their knowledge and understanding of the specification from the Year 10 course and demonstrate a wide range of practical skills in the Non-Exam Assessment (NEA). The final written paper will assess their theoretical knowledge and understanding of the subject content of this specification. Students will have been taught a wide range of food preparation skills which have been integrated throughout the Year 10 scheme of work and linked where appropriate to the subject content. In the NEA, students must use and apply a variety of food preparation skills to achieve a range of different outcomes.

Implementation: Delivery

This scheme of work is a practical and creative course, which focus on giving students the necessary skills to provide the foundation for the Non-Examination Assessment (NEA) and final examination in Year 11.

The course needs to cover the following topics and themes:

1. Food, Nutrition and Health
2. Food Science
3. Food Safety
4. Food Choice
5. Food Provenance

Food Commodities;

Introduction to food commodities:

To begin with, the content will be taught through the main food commodities:

- Fruit and Vegetables including Potatoes
- Milk, Cheese and Yoghurt
- Cereals including Flours, Breakfast Cereals, Bread and Pasta
- Meat, Fish, Poultry and Eggs
- Butter, Oils, Margarine, Sugar and Syrup
- Soya, Tofu, Beans, Nuts and Seeds

Under each commodity students will:

- Understand where the commodity comes from (rearing / growing / harvesting). Classification.
- Understand how the commodity can be processed and the effects of that processing on the sensory characteristics and nutrition content.
- Understand nutritional value of the commodity.
- Experiment with the commodity to understand food science
- Understand and apply appropriate hygiene and safety procedures when preparing, cooking and serving dishes
- Cook a range of dishes to demonstrate their understanding of the key ingredient/s.

Impact: Assessment and Progression

Practical: Each weekly practical task is assessed using the GCSE Grading Criteria 1-9. Demonstration of skills.

Theory: Homework

Progress Tests: x 2

End of Module Testing/ MOCK Exam

Intent (Content)	Intent (Aims and Objectives)	Implementation (Lesson Content)	Implementaion (Literacy)	Implementaion (Numeracy)	Implementation (Resources)	Implementation (Skills)	Implementation (Differentiation)	Impact (Assessment)	Impact (Cross / Extra Curricular Links)
Lesson 1 Introduction	NEA and outline of Year 11 course Understand the requirements of the Year 11 course including: <ul style="list-style-type: none"> • food investigation task • food preparation task • final exam 	Teacher presentation on NEA. To include details about the food investigation and the food preparation task, including: <ul style="list-style-type: none"> • time allowed and length of task • assessment details and mark allocation • assessment breakdown • assessment criteria • guidelines for feedback and assessment. Student discussion and mind mapping activity: top tips for the NEA. Recap mock NEA completed in Y10 and discuss: <ul style="list-style-type: none"> • what went well (WWW) • even better if (EBI). 	Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses	Timings – following exemplar materials – data and quantities	Example student NEA materials (on the Secure Key Materials section of e-AQA) Illuminate textbook, pp 292 Illuminate resources Hodder textbook, pp 412		Visual Aids Worksheets Quality of written responses Differentiation by Outcome GCSE Marking Criteria Choices made by ability	NEA Assessment materials and requirements Marking scheme/ framework	RSE **
									SMSC /CITIZENSHIP*
									Digital Competency
									Careers
									Enterprise
									Economic Understanding
Appreciation of Sports and the arts									
Lesson 2 Introduction	Understand the requirements of the food investigation task including:	Teacher presentation on the food investigation task and	Literacy: Key Words, Group Work, Reading	Timings – following exemplar	Hodder textbook:		Visual Aids Worksheets	NEA Assessment	RSE **

	<ul style="list-style-type: none"> research, plan and carry out an investigation into the working characteristics, functional and chemical properties of ingredients record the investigation findings analyse and evaluate results present the food investigation task 	<p>what must be considered to complete it, including:</p> <ul style="list-style-type: none"> Research Investigations Analysis and evaluation <p>From 1 September onwards:</p> <ul style="list-style-type: none"> Issue AQA food investigation tasks. Students to select one task to investigate further as NEA. <p>Class discussion – what is each task about and what will it involve?</p> <p>Link to prior work covered in year 10.</p> <p>Small group discussion – split class into three groups and discuss each individual task.</p> <p>Students to select one of the tasks to investigate further for next lesson.</p> <p>Recap of key skills needed in investigation work. What have we learnt in previous projects?</p>	<p>Out Loud, Questioning, Written Responses, Group Discussions</p>	<p>materials – data and quantities</p>	<ul style="list-style-type: none"> Food investigation chapter, pp 414–421 Section 3, Food Science, pp 191–236 <p>AQA food investigation tasks released from 1 September in schools.</p>		<p>Quality of written responses</p> <p>Differentiation by Outcome</p> <p>GCSE Marking Criteria</p> <p>Choices made by ability</p> <p>Exemplar materials</p> <p>Group/ Individual Tasks</p>	<p>materials and requirements</p> <p>Marking scheme/ framework</p>	<p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p> <p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the arts</p>
<p>Lesson 3 and 4</p> <p>The food investigation (10 hours)</p>	<p>Section A</p> <p>Research, plan and carry out an investigation into the working characteristics, functional and chemical properties of ingredients. Develop research skills to gather and use primary and secondary sources of information. Develop analysis and evaluation skills and explain how findings will influence practical investigations. Write a hypothesis or prediction based upon research findings. Plan relevant and appropriate</p>	<p>Student activity:</p> <ul style="list-style-type: none"> analysis of chosen task generate a list or mind map of the research needed to be carried out before commencing practical investigations identify secondary sources of research that could be used to gather information or data secondary research: textbooks, websites, multimedia including animations, YouTube clips, TV programmes, prior knowledge, magazines, newspaper articles, leaflets, food labels and packaging etc. all research must include: a clear aim that is focused and relevant to task 	<p>Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses – hypothesis, evaluations, predictions Group Discussions</p>	<p>Use of data materials</p> <p>Types of research</p> <p>Gathering numerical results</p> <p>Predictions and hypothesis</p>	<p>Illuminate textbook:</p> <ul style="list-style-type: none"> Food investigation chapter, pp 292–304 Section 2, Food Science, pp 76–157 <p>Hodder textbook:</p> <ul style="list-style-type: none"> Food investigation chapter, pp 414–421 Section 3, Food Science, pp 191–23 	<p>1, 2, 3, 5, 6-12</p>	<p>Quality of written responses</p> <p>Differentiation by Outcome</p> <p>GCSE Marking Criteria</p> <p>Choices made by ability</p> <p>Exemplar materials</p> <p>Group/ Individual Tasks</p> <p>Recording data</p>	<p>Reviewing results and evaluations – peer and self-assessment</p> <p>Teacher assessment</p> <p>GCSE Marking Criteria</p>	<p>RSE **</p> <p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p>

	practical investigations referring to research findings and hypothesis.	<ul style="list-style-type: none"> • relevant sources of information gathered from a variety of secondary methods of research • analysis and conclusions and summary of findings <p>an explanation of how findings may influence future practical investigations</p> <ul style="list-style-type: none"> • a plan for the practical investigations related to the research with a clear and focused hypothesis or prediction • a record of all sources to record in a bibliography at the end of the report. <p>NB All student work to be presented concisely and effectively communicated in a written report as part of portfolio. The portfolio must be also completed under controlled assessment conditions and allocated time.</p>							<p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the arts</p>
<p>Lesson 5 and 6</p> <p>The food investigation (10 hours)</p>	<p>Section B</p> <p>Carry out a range of practical investigations into the working characteristics, functional and chemical properties of ingredients as identified in research findings. Identify essential controls when carrying out a food investigation. Record results from investigation using charts, graphs, tables, sensory testing and annotated photographs. Explain how results of each investigation should be used to form the next stage of investigation with reasoning.</p>	<p>Student activity;</p> <p>Carry out a wide range of appropriate practical investigations, linking directly to hypothesis/ prediction</p> <ul style="list-style-type: none"> • work under controlled conditions to undertake the practical investigations. • each investigation should have: <ul style="list-style-type: none"> • a clear aim outlining the purpose of the investigation and what the student is hoping to find out as a result of experimentation • essential control checks to ensure fair testing • results should be recorded and explained clearly using 	<p>Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses – hypothesis, evaluations, predictions Group Discussions</p>	<p>Use of data materials</p> <p>Types of research</p> <p>Gathering numerical results</p> <p>Predictions and hypothesis</p> <p>Weights and measurements</p> <p>Fair testing</p>	<p>Illuminate textbook – food investigation chapter, pp 292–304 Hodder textbook – food investigation chapter, pp 414–421 Essential equipment for investigative and practical work Sensory testing charts, eg star profiles, ratings and ranking charts Results charts, eg viscosity Control check</p>	<p>1, 2, 3, 5, 6-12</p>	<p>Quality of written responses</p> <p>Differentiation by Outcome</p> <p>GCSE Marking Criteria</p> <p>Choices made by ability</p> <p>Exemplar materials</p> <p>Group/ Individual Tasks</p> <p>Recording data</p>	<p>Reviewing results and evaluations – peer and self-assessment</p> <p>Teacher assessment</p> <p>GCSE Marking Criteria</p>	<p>RSE **</p> <p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p>

		<p>graphs, tables, charts and a range of different methods of sensory testing</p> <ul style="list-style-type: none"> • Photographic evidence showing the method and results of the investigations. Photographic evidence should be authenticated with the candidate's name and number • explanation, with reasoning, of the how results from investigation may lead to the next one to inform further investigation. This should be linked to original hypothesis or predictions. <p>NB Students may also find it useful to refer to both the Illuminate and Hodder textbooks and digital bundles, which contain useful tips and advice on different ways to carry out investigations, record results and present findings in a written report format. Other textbooks and resources are available but these are not approved by AQA</p>			resources, eg coded samples, digital scales, temperature probes				<p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the arts</p>
<p>Lesson 7</p> <p>The food investigation (10 hours)</p>	<p>Section C</p> <p>Analyse and interpret the results of investigative work. Link the results to research explaining the working characteristics, functional and chemical properties of ingredients tested. Write a conclusion to the hypothesis/prediction with reasons and justifications. Explain how results can be applied into practical food preparation and cooking</p>	<p>Written analysis and evaluation</p> <ul style="list-style-type: none"> • to include: • detailed analysis of all results and interpretation of findings for all investigative work • written conclusions with justification of findings as a result of carrying out the practical investigations • detailed explanation and evaluation of results and findings. <p>(To include evaluation of the how successful the investigation was, the effectiveness of control checks to ensure fair testing, the success of the investigations at proving predictions/hypothesis and suggestions for improving the Investigation further and</p>	<p>Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses – hypothesis, evaluations, predictions Group Discussions. Extended writing.</p>	<p>Use of data materials</p> <p>Types of research</p> <p>Gathering numerical results</p> <p>Predictions and hypothesis</p> <p>Weights and measurements</p> <p>Fair testing</p>	<p>Illuminate textbook: • Food investigation chapter, pp 303–304 • Section 2, Food Science, pp 76–157</p> <p>Hodder textbook: • Food investigation chapter, pp 420–421 • Section 3, Food Science, pp 191– 236 ICT or laptop facility to write up NEA portfolio</p> <p>Assessment criteria for NEA food preparation task</p>	1, 2, 3, 5, 6-12	<p>Quality of written responses</p> <p>Differentiation by Outcome</p> <p>GCSE Marking Criteria</p> <p>Choices made by ability</p> <p>Exemplar materials</p> <p>Group/ Individual Tasks</p> <p>Recording data</p>	<p>Reviewing results and evaluations – peer and self-assessment</p> <p>Teacher assessment</p> <p>GCSE Marking Criteria</p>	<p>RSE **</p> <p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p> <p>Careers</p>

		<p>presenting the report and findings.)</p> <ul style="list-style-type: none"> • summary of the main points with reference to original hypothesis/prediction and research • explanation of how the results might be applied in practical food preparation and cooking and demonstrate knowledge of how ingredients work and why. <p>NB Students may want to refer to the examples of presenting and communicating analysis, evaluations and explanations in both the Illuminate and Hodder textbooks.</p>							<p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the arts</p>
Intent (Content)	Intent (Aims and Objectives)	Implementation (Lesson Content)	Implementaion (Literacy)	Implementaion (Numeracy)	Implementation (Resources)	Implementation (Skills)	Implementation (Differentiation)	Impact (Assessment)	Impact (Cross / Extra Curricular Links)
Lesson 8 Introduction and outline of the food preparation task	<p>Understand the requirements of the food preparation task including:</p> <ul style="list-style-type: none"> • analyse a task and carry out research on a life stage/dietary group or culinary tradition • demonstrate a range of technical skills • plan a final menu for chosen life stage/dietary group or culinary tradition • prepare, cook and serve three dishes in a three hour session • analyse and evaluate final menu. 	<p>Teacher introduction and presentation of food preparation task and what must be considered to complete the task including an overview and examples of:</p> <ul style="list-style-type: none"> • Researching the task • Demonstrating technical skills • Planning for the final menu • Making the final dishes • Analyse and evaluate. <p>Teacher activity – issue AQA food preparation tasks.</p> <p>Students to select one task to undertake further as NEA</p> <ul style="list-style-type: none"> • Class discussion – what is each task about and what will it involve? • Small group discussion – split class into three groups and discuss each individual task. <p>Students may also find it useful to refer to the Illuminate and Hodder textbooks and digital bundles, which both contain</p>	<p>Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses</p>		<p>AQA Food preparation task released from 1st November in schools</p> <p>Illuminate textbook – food preparation chapter, pp 305–324 Hodder textbook – food preparation chapter, pp 422–438 Recipe books to generate recipe ideas</p> <p>Assessment criteria for NEA food preparation task</p>	<p>1, 2, 3, 4, 5, 6-12</p>	<p>Differentiation by Outcome</p> <p>GCSE Marking Criteria: NEA Assessment</p> <p>Choices made by ability</p> <p>Structured templates</p>	<p>Questioning</p> <p>Teacher Observation</p> <p>GCSE Marking Criteria: NEA Assessment</p> <p>Independent marking booklets</p>	<p>RSE **</p> <p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p> <p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p>

		useful tips and advice on different ways to carry out the food preparation task, record results and present findings in a written portfolio.							Appreciation of Sports and the arts
Lesson 9 The food preparation task: 20 hours	Section A Plan and carry out research into chosen life stage, dietary group or culinary tradition. Develop research skills to gather and use primary and secondary sources of information. Develop analysis and evaluation skills and explain how findings will influence practical investigations. Present research in a concise and effectively communicated portfolio of work. Plan relevant and appropriate practical activities.	Student activity: <ul style="list-style-type: none"> analysis of chosen task and identification of what the task requires and involves mind map of the research could be carried out before commencing research into chosen life stage, dietary group or culinary tradition identification of relevant primary and secondary sources of research that could be used to gather information or data gathering data from primary sources/information that has not been generated by other people, eg survey, interview, market research, menu analysis, existing product testing or questionnaire gathering data from secondary sources including textbooks, websites, multimedia including animations, YouTube, TV programs, prior knowledge, magazines, newspaper articles, leaflets, food labels and packaging etc. all research must include: <ul style="list-style-type: none"> a clear aim that is focused and relevant to task relevant sources of information gathered and presented from a variety of primary and secondary methods of research 	Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses	Primary and secondary methods of data	Illuminate textbook – food preparation chapter, pp 305–324 Hodder textbook – food preparation chapter, pp 422–438	1, 2, 3, 4, 5, 6-12	Differentiation by Outcome GCSE Marking Criteria: NEA Assessment Choices made by ability Structured templates	Questioning Teacher Observation GCSE Marking Criteria: NEA Assessment Independent marking booklets	RSE **
									SMSC /CITIZENSHIP*
									Digital Competency
									Careers
									Enterprise
									Economic Understanding
									Appreciation of Sports and the arts
Lesson 10 The food preparation	Section B Select a range of three or four suitable dishes to trial further.	Teacher activity: <ul style="list-style-type: none"> outline and explanation of three different levels of food preparation and technical skills with examples 	Literacy: Key Words, Group Work, Reading Out Loud, Questioning,	Reading weights and measures on the scales. Accurate weighing (g)	Illuminate textbook – food preparation chapter, pp 305–324 Hodder	1 – 12 Depending on independent choices	Differentiation by Outcome	Questioning Teacher Observation	RSE **

<p>task: 20 hours</p>	<p>Justify choices and explain suitability, creativity and technical skill.</p> <p>Record evidence of the choice of dishes made during the technical skills demonstration.</p>	<ul style="list-style-type: none"> • complex, eg homemade pasta dough – tortellini/ravioli • medium, eg homemade spaghetti with bolognaise sauce • basic, eg ready-made pasta and sauce • outline of how to record and present information on choices of dishes for demonstration of technical skills (see below). <p>Student activity:</p> <ul style="list-style-type: none"> • consider possible dishes to demonstrate technical skill and showcase creativity and different making skills • selection of three or four different recipe ideas that demonstrate technical skill and are suitable for food prep task. • for each recipe, explain the technical skills and reason for selecting the dish • recording of the dishes produced when demonstrating technical skills. <p>Student written record in portfolio must include:</p> <ul style="list-style-type: none"> • name of recipe and reasons for choice and suitability for chosen task • ingredients and technical skills listed in dish • photographic evidence of each dish with name and candidate number clearly visible • results of sensory testing, analysis and evaluation of dish and its suitability 	<p>Written Responses</p>	<p>Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark) Sensory testing – ranking, rating and profile testing</p>	<p>textbook – food preparation chapter, pp 422–438 Animations and film clips of technical skills via the Illuminate and Hodder digital book bundles YouTube videos of different technical skills Writing frames or scaffolds to provide support and differentiation for SEN students Computers to write up NEA portfolio</p>		<p>GCSE Marking Criteria: NEA Assessment</p> <p>Choices made by ability</p> <p>Selection of technical skills</p>	<p>GCSE Marking Criteria: NEA Assessment</p> <p>Independent marking booklets</p>	<p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p> <p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the arts</p>
<p>Lesson 12 – 15</p> <p>The food preparation task: 20 hours</p>	<p>Section B</p> <p>Understand the assessment criteria for the technical demonstration. Make a range of suitable dishes showcasing technical skill, creativity and practice making skills.</p>	<p>Teacher activity: outline and explanation of assessment criteria for technical skills demonstration. Questioning for learning: recap what makes a successful practical lesson?</p>	<p>Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses</p>	<p>Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the</p>	<p>Instruction cards for setting up practical work Online classroom stopwatch Assessment criteria for NEA</p>	<p>1, 2, 3, 4, 5, 6-12</p>	<p>Differentiation by Outcome</p> <p>GCSE Marking Criteria: NEA Assessment</p> <p>Choices made by ability</p>	<p>Questioning</p> <p>Teacher Observation</p> <p>GCSE Marking Criteria: NEA Assessment</p>	<p>RSE **</p> <p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p>

	Demonstrate a good understanding of ingredients and making processes. Work with confidence, independence and accuracy. Work safely and hygienically at all times. Present dishes with a good level of technical skill and with a suitable level of finish and decoration for serving. Carry out sensory analysis of all the dishes to determine final choice of menu. Evaluate and determine the final menu dishes.	PowerPoint with risk assessment and hygiene and safety instructions. Practical activity: students create, prepare, cook and serve three or four different dishes that demonstrate technical skill and meet the requirements of food preparation task. Plenary: write up of sensory testing, analysis, photography and evaluation of dishes. Selection of dishes for final menu.		cookers – both gas and electric (centigrade/ gas mark) Sensory analysis – ranking, rating and profile testing	food preparation task Camera Cards with names and candidate numbers for photographic evidence. Different types of sensory testing charts and star profiles Computers to write up NEA portfolio		Selection of technical skills	Independent marking booklets	Careers Enterprise Economic Understanding Appreciation of Sports and the arts
Lesson 16 The food preparation task: 20 hours	Section C Select suitable final dishes to make for the three-hour making session. Produce a three-hour time plan that includes food safety. Justify reasons for choice of final dishes and menu with reference to skills, ingredients, nutrition, cooking methods, costs, provenance, sensory properties and portion size.	Teacher activity: • class discussion – what makes a good time plan? • show example time plans with reference to both Illuminate and Hodder textbooks and digital bundles. Student activity: • production and writing of a time plan for making final menu and dishes. • the time plan must include: • details of mise en place and any essential preparation before cooking • instructions detailing all the stages of making in the correct order. These could be colour coded for each dish • accurate timings for all stages • use of specialist equipment • food safety principles when storing, preparing, cooking and presenting the dishes (to include key times and temperatures).	Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses	Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark) Sensory analysis – ranking, rating and profile testing Key Food Temperatures Costings	Illuminate textbook – food preparation chapter, pp 318–320 Hodder textbook – food preparation chapter, pp 432–434 Charts for time plan production. Recipes for final dishes and menu. Computers or A4 or A3 templates to write up NEA portfolio.	1, 2, 3, 4, 5, 6-12	Differentiation by Outcome GCSE Marking Criteria: NEA Assessment Choices made by ability Selection of technical skills	Questioning Teacher Observation GCSE Marking Criteria: NEA Assessment Independent marking booklets Teacher Assessment Peer and self-assessment	RSE ** SMSC /CITIZENSHIP* Digital Competency Careers Enterprise Economic Understanding Appreciation of Sports and the arts
Lesson 17 and 18 The food preparation task: 20 hours	Section D Prepare, cook and serve three final dishes in one three-hour making session demonstrating some complexity and challenge.	Pupil preparation before the task: • ensure all recipes and time plans are pre prepared and read thoroughly prior to assessment • pre-check all ingredients and equipment required for task	Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses	Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml)	Illuminate textbook, pp 321–322 Hodder textbook, pp 435 Recipes Time plans for three-hour practical Ingredients	1, 2, 3, 4, 5, 6-12	Differentiation by Outcome GCSE Marking Criteria: NEA Assessment	Questioning Teacher Observation GCSE Marking	RSE ** SMSC /CITIZENSHIP*

	<p>Execute a range of technical skills with confidence, precision and accuracy. Select and use appropriate equipment accurately. Demonstrate a range of appropriate finishing techniques and presentation techniques. Demonstrate evidence of effective organisational skills and time management. Produce all three dishes successfully within the three-hour period following the time plan. Correctly sequence all making activities with effective dovetailing of tasks. Work independently demonstrating good personal hygiene application of food safety. Garnish and decorate final dishes with suitable level of finish and decoration.</p>	<ul style="list-style-type: none"> consider the final presentation of each dish how to achieve a high level of finish and decoration. Think carefully about garnishes, accompaniments, finish, decorations, portion size, plating and serving equipment consider how final dishes are going to be presented for photography and teacher assessment. <p>Pupil activity: making the final dishes.</p>		<p>Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)</p> <p>Sensory analysis – ranking, rating and profile testing</p> <p>Key Food Temperatures</p> <p>Costings</p>	<p>Equipment</p> <p>Plates for assessment</p> <p>Garnishes and decorations</p> <p>Camera, names and candidate numbers</p> <p>Candidate Record Forms</p>		<p>Choices made by ability</p> <p>Selection of technical skills</p>	<p>Criteria: NEA Assessment</p> <p>Independent marking booklets</p> <p>Teacher Assessment</p> <p>Peer and self-assessment</p>	<p>Digital Competency</p> <p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the arts</p>
<p>Lesson 19 and 20</p> <p>The food preparation task: 20 hours</p>	<p>Section E</p> <p>Carry out sensory testing of the final dishes. Carry out nutritional analysis of final dish. Compare nutritional profile of dish against Dietary Reference Values for target group. Cost the final dishes. Evaluate the success of the dishes and identify improvements.</p>	<p>Student activity;</p> <p>carry out sensory analysis and evaluation (appearance, taste, texture and aroma) of the results</p> <ul style="list-style-type: none"> set up testing panels using a variety of different sensory testing techniques including ranking, rating and profiling tests. <p>Sensory testing, analysis and evaluation of dishes</p> <ul style="list-style-type: none"> evaluate and explain your results to sensory testing and suggest any possible improvements carry out nutritional analysis of the three dishes using a nutritional program or food tables evaluate the nutritional profile of each dish commenting on how nutritionally balanced it is and what nutrients there are too little or too much of. 	<p>Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses</p>	<p>DRVs</p> <p>Nutritional Profiling Analysis</p>	<p>Illuminate textbook – food preparation chapter, pp 305–324</p> <p>Hodder textbook – food preparation chapter, pp 422–438</p> <p>Sensory testing charts including:</p> <ul style="list-style-type: none"> preference tests discriminatory tests ranking tests rating tests profiling tests <p>Advice on setting up a tasting panel</p> <p>Nutritional analysis program or food tables</p> <p>Costing analysis spreadsheet program or</p>	<p>1, 2, 3, 4, 5, 6-12</p>	<p>Differentiation by Outcome</p> <p>GCSE Marking Criteria: NEA Assessment</p> <p>Choices made by ability</p> <p>Structured templates</p>	<p>Questioning</p> <p>Teacher Observation</p> <p>GCSE Marking Criteria: NEA Assessment</p> <p>Independent marking booklets</p>	<p>RSE **</p> <p>SMSC /CITIZENSHIP*</p> <p>Digital Competency</p>

		<p>Reference can be made to specific dietary guidelines such as the Eat Well Guide and a comparison can be made to the Dietary Reference Values (DRV's) of chosen target group</p> <ul style="list-style-type: none"> • identify what improvements could be made to the nutritional profile of the dish • costing analysis of final dishes working out the total cost for whole recipe and cost per portion. <p>Evaluate the costs and value for money of the dishes made. Identify what could be done to reduce costs or improve value for money of the dish</p> <ul style="list-style-type: none"> • write a final evaluation of the food preparation task to identify any improvements to final menu and dishes • consider possible improvements based upon suitability for the task, sensory testing results, cost analysis, whether the nutritional profile met current dietary guidelines, ways to improve nutritional profile, technical skills and complexity of making techniques, the provenance, sustainability and sourcing of the foods/ingredients and the quality of food presentation skills including garnish and finish. 			<p>chart. Evaluation checklists. Computers or A4 or A3 templates to write up NEA portfolio</p>				<p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the arts</p>
--	--	--	--	--	--	--	--	--	---

Intent (Content)	Intent (Aims and Objectives)	Implementation (Lesson Content)	Implementaion (Literacy)	Implementaion (Numeracy)	Implementation (Resources)	Implementation (Skills)	Implementation (Differentiation)	Impact (Assessment)	Impact (Cross / Extra Curricular Links)
Lesson 21 - 31 Revision	Introduction to revision topics	Complete a mock exam							
Lesson 22 Revision	Food nutrition and health				<p>Illuminate textbook, pp 325–334 Hodder textbook, pp 439–451</p>				

Lesson 23 Revision	Nutritional needs and health				Illuminate textbook, pp 38– 70 Hodder textbook, pp 145–189				
Lesson 24 Revision	Diet, nutrition and health				Illuminate textbook, pp 70– 77 Hodder textbook, pp 160–190				
Lesson 25 Revision	Cooking of food and heat transfer				Illuminate textbook, pp 70– 77 Hodder textbook, pp 160–190				
Lesson 26 Revision	Functional and chemical properties of food				Illuminate textbook, pp 105–140 Hodder textbook, pp 206–236				
Lesson 27 Revision	Food spoilage and contamination				Illuminate textbook, pp 158–201 Hodder textbook, pp 238–261				
Lesson 28 Revision	Principles of food safety				Illuminate textbook, pp 158–201 Hodder textbook, pp 262–278				
Lesson 29 Revision	Factors affecting food choice				Illuminate textbook, pp 202–220 Hodder textbook, pp 279–299				
Lesson 30 Revision	British and international cuisine				Illuminate textbook, pp 237–247 Hodder textbook, pp 300–327				
Lesson 31 Revision	Environmental impact and sustainability of food				Illuminate textbook, pp 255–284 Hodder				

Appendix 1: Food Preparation Skills

Twelve skill groups need to be taught; students must know how and when these food preparation skills can be applied and combined to achieve specific outcomes.

<p>1. General Practical Skills</p> <ul style="list-style-type: none"> • Weigh and Measure • Prepare ingredients and equipment • Select and adjust cooking times • Test for readiness • Judge and modify sensory properties 	<p>2. Knife Skills</p> <ul style="list-style-type: none"> • Fruit and Vegetables (bridge hold, claw grip, peel, slice, dice and cut into even size pieces i.e. batons, julienne) • Meat (fillet a chicken breast, portion a chicken, remove fat and rind) • Fish (fillet fish, slice evenly and accurately) • Alternatives (such as tofu and halloumi cheese) 	<p>3. Food Preparation Skills</p> <ul style="list-style-type: none"> • Preparing fruit and vegetables (Mash, shred, scissor snip, scoop, crush, grate, peel, segment, de-skin, blanch, shape, pipe, blend, juice and prepare garnishes whilst demonstrating the technical skills of controlling enzymic browning, spoilage and preventing food poisoning) 	<p>4. Use of the Cooker</p> <ul style="list-style-type: none"> • Using the grill • Using the oven (baking, roasting, casseroles and/or tagines, braising) 	<p>5. Use of Equipment</p> <ul style="list-style-type: none"> • Blender • Food Processor • Mixer • Pasta Machine • Microwave • Oven 	<p>6. Cooking Methods</p> <ul style="list-style-type: none"> • Water based methods using the hob (steaming, boiling, simmering, blanching, poaching) • Dry heat and fat based methods using the hob (dry frying, shallow frying, stir frying)
<p>7. Prepare, Combine, Shape</p> <ul style="list-style-type: none"> • Prepare, combine and shape (roll, wrap, skewer, mix, coat, layer meat, fish and alternatives. Shape and bind wet mixtures whilst demonstrating the technical skill of preventing cross contamination and handling high-risk foods correctly. 	<p>8. Sauce Making</p> <ul style="list-style-type: none"> • Starch based (gelatinisation, roux, all in one, blended, infused velouté or béchamel. How starch / liquid ratios affect viscosity) • Reduction (how evaporation concentrates flavour and changes the viscosity of the sauce) • Emulsion (make an emulsion sauce and understand how to stabilise an emulsion) 	<p>9. Tenderise and Marinate</p> <ul style="list-style-type: none"> • Tenderise and marinate (how acids denature protein. Marinated add flavour and moisture when preparing vegetables, meat, fish and alternatives) 	<p>10. Dough</p> <ul style="list-style-type: none"> • Making a dough (bread, pastry, pasta): Use technical skills of shortening, gluten formation, fermentation (proving) for bread, pastry, pasta. • Shaping and finishing: Roll out pastry, use a pasta machine, line a flan ring, create layers (palmiers) proving and resting, glazing and finishing, such as pipe choux pastry, bread rolls, pasta, flat breads, pinwheels, pizza and calzone. 	<p>11. Raising Agents</p> <ul style="list-style-type: none"> • Eggs as a Raising Agent: Create a gas-in-liquid foam, whisking egg whites, whisked sponge. • Chemical Raising Agents: The use of self-raising flour, baking powder, bicarbonate of soda. • Steam as a Raising Agent: Use of steam in a mixture (choux pastry, batter). • Biological Raising Agent: Use of yeast in bread making. 	<p>12. Setting Mixtures</p> <ul style="list-style-type: none"> • Removal of Heat: Gelation: use a starch to set a mixture on chilling for layered desserts such as custard. • Use Protein: Set a mixture on heating such as denatured and/or coagulated protein in eggs.

Appendix 2: UAH Cross Curricular Links

No.	Cross Curricular Link	Examples
1	Literacy and Oracy	Reading for understanding, reading aloud, reading for pleasure, rich discussions. Writing in a range of styles and for different audiences.
2	Numeracy	Mathematical knowledge and skills. The ability to understand and work with numbers.
3	RSE **	Health and well-being, online safety, healthy relationships, sex education
4	SMSC /CITIZENSHIP*	British Values: democracy, individual liberty, mutual respect and tolerance, rule of law. Citizenship: as an individual, in the family, in the local community, on a national and international level. Political, cultural and environmental awareness and understanding. Opportunities outside of the classroom. Visits, visiting speakers, school trips, DofE, workshops.
5	Digital Competency	Word processing, programming, CAD/CAM , internet use, emails, digital presentations, spreadsheets, software and applications.
6	Careers	The world of work, career pathways, Unifrog. Linking curriculum learning to careers (GATSBY Benchmark 4)

7	Enterprise	Leadership, teamwork, resilience, presentation skills, time management, creative and innovative thinking, problem solving
8	Economic Understanding	Money and financial understanding
9	Appreciation of Sports and the arts	Opportunities for participation both in school and off site. Extra-curricular clubs.