

Concepts	
Principles of Nutrition and Health	Understand and apply the principles of nutrition and health
Cooking Techniques	To become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
Food Ingredients	Understand the source, seasonality and characteristics of a broad range of ingredients

	Year 7	Year 8	Year 9
Learning	<p>During Year 7 there is a strong emphasis on developing a variety of basic practical skills and gaining an understanding of basic nutrition and personal hygiene.</p> <p>All the work the students undertake is based around the national guidelines for healthy eating and focuses on working hygienically and safely</p>	<p>During Year 8, through more advanced practical skills and practical sessions, there is a focus on students understanding of basic scientific principles when preparing food.</p>	<p>All the work the students undertake is based around the national guidelines for healthy eating and focuses on working hygienically and safely. Advanced practical skills are practiced and refined. Students to engage with an array of culinary techniques, as well as knowledge of nutrition, Food science, food traditions and kitchen safety.</p>
Concepts	Principles of nutrition and Health Cooking techniques Food ingredients	Principles of nutrition and Health Cooking techniques Food ingredients	Principles of nutrition and Health Cooking techniques Food ingredients
What is needed to master the knowledge	<ul style="list-style-type: none"> - Develop and display an understanding of the hazards that present themselves in a kitchen. - Be able to explain the journey our food takes from produced to consumer - Discuss and demonstrate an understanding of the eatwell plate in order to make healthy choices. - Be able to explain the dangers of cooking and storing meats - Develop an ability to read, interpret and follow a recipe - Demonstrate skills required in the preparation of food such as knife skills, the use of different heat transfer methods 	<ul style="list-style-type: none"> - Display a greater understanding of the hazards that present themselves in a kitchen. - Be able to explain the impact the of the food journey on choice, health and the environment - Discuss and demonstrate an understanding of the eatwell plate in order to make healthy choices. - Be able to explain the dangers of cooking and storing meats, vegetables and dairy - Develop an ability to read, interpret, follow and adapt a recipe - Demonstrate skills required in the preparation of food such as knife skills, the use of different heat transfer methods 	<ul style="list-style-type: none"> - to be able to predict and plan for the dangers that may present themselves in a working kitchen depending on the recipe. - Be able to discuss the impact the of the food journey on choice, health and the environment - Discuss and demonstrate an understanding of the eatwell plate in order to make healthy choices including an understanding of food labelling. - Be able to explain and mitigate the dangers of cooking and storing meats, vegetables and dairy - Develop an ability to read, interpret, follow and adapt a recipe for a given consumer brief. - Demonstrate skills required in the preparation of food such as knife skills, the use of different heat transfer methods
Common Misconceptions	<ul style="list-style-type: none"> - The temperatures at which bacteria grows/is killed - the difference between convection and conduction methods of heat transfer and their application in cooking food - categorising foods that are caught, grown and reared. 	<ul style="list-style-type: none"> - The temperatures at which bacteria grows/is killed - the difference between convection and conduction methods of heat transfer and their application in cooking food - categorising foods that are caught, grown and reared. 	<ul style="list-style-type: none"> - The temperatures at which bacteria grows/is killed - the difference between convection and conduction methods of heat transfer and their application in cooking food - categorising foods that are caught, grown and reared.

September 2021- July 2022	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10						
Learning	Fruits and Vegetables including Potatoes (fresh, frozen, dried, canned and Juiced. Key areas covered for every commodity; Provenance, How commodity is grown/reared and processed, Classification, nutritional values, Dietary Considerations, food science, experiment investigations, food hygiene and safety and storage	Cereals including flours, breakfast cereals, bread and pasta. Key areas covered for every commodity; Provenance, How commodity is grown/reared and processed, Classification, nutritional values, Dietary Considerations, food science, experiment investigations, food hygiene and safety and storage	Meat, fish, poultry and eggs. Key areas covered for every commodity; Provenance, How commodity is grown/reared and processed, Classification, nutritional values, Dietary Considerations, food science, experiment investigations, food hygiene and safety and storage	Milk, cheese and yogurt. Key areas covered for every commodity; Provenance, How commodity is grown/reared and processed, Classification, nutritional values, Dietary Considerations, food science, experiment investigations, food hygiene and safety and storage	Butter, oils, margarine, sugar and syrup. Key areas covered for every commodity; Provenance, How commodity is grown/reared and processed, Classification, nutritional values, Dietary Considerations, food science, experiment investigations, food hygiene and safety and storage	Soya, tofy, beans, nuts and seeds. Key areas covered for every commodity; Provenance, How commodity is grown/reared and processed, Classification, nutritional values, Dietary Considerations, food science, experiment investigations, food hygiene and safety and storage
Concepts	Diet and good health Food Commodities Principles of Nutrition The Science of food Cooking and food preparation Where food comes from	Diet and good health Food Commodities Principles of Nutrition The Science of food Cooking and food preparation Where food comes from	Diet and good health Food Commodities Principles of Nutrition The Science of food Cooking and food preparation Where food comes from	Diet and good health Food Commodities Principles of Nutrition The Science of food Cooking and food preparation Where food comes from	Diet and good health Food Commodities Principles of Nutrition The Science of food Cooking and food preparation Where food comes from	Diet and good health Food Commodities Principles of Nutrition The Science of food Cooking and food preparation Where food comes from
Sticking Points Common Misconceptions	Sources of fruits/vegetables, where our food comes from, allergies, food hygiene, science behind food.	Meaning of 'cereals', nutritional values of foods, allergies and food choices.	Food safety for raw meat/fish, allergies and intolerances, food provenance.	Micro-organisms in food (good and bad), allergies, primary and secondary processing.	Fats are thought to be bad for us, however are an essential macronutrient for protection of organs and absorption of essential vitamins.	Dietary needs/ choices, food science, low biological sources of protein (vegetarian).
AOs	AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2: Apply knowledge and understanding of nutrition, food and preparation AO3: Plan, prepare, cook and present dishes, combining appropriate techniques. AO4: Analysis and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.	AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2: Apply knowledge and understanding of nutrition, food and preparation AO3: Plan, prepare, cook and present dishes, combining appropriate techniques. AO4: Analysis and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.	AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2: Apply knowledge and understanding of nutrition, food and preparation AO3: Plan, prepare, cook and present dishes, combining appropriate techniques. AO4: Analysis and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.	AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2: Apply knowledge and understanding of nutrition, food and preparation AO3: Plan, prepare, cook and present dishes, combining appropriate techniques. AO4: Analysis and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.	AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2: Apply knowledge and understanding of nutrition, food and preparation AO3: Plan, prepare, cook and present dishes, combining appropriate techniques. AO4: Analysis and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.	AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2: Apply knowledge and understanding of nutrition, food and preparation AO3: Plan, prepare, cook and present dishes, combining appropriate techniques. AO4: Analysis and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.
Mastery Learning	Accurately describes the effects of deficiencies in the diet including bone health and healthy blood Describe the process of undertaking a scientific investigation and the importance of a control, variables and a fair test. Summarise the key tests that can be used in a scientific investigation to gain objective results. Clear and accurate description of effects of a vitamin D, calcium, Vitamin C and iron deficiencies. High quality dishes being prepared using complex skills.	Accurately describes the effects of deficiencies in the diet and the effects of allergies and intolerances. Describe the process of undertaking a scientific investigation and the importance of a control, variables and a fair test. Summarise the key tests that can be used in a scientific investigation to gain objective results. Clear and accurate description of effects of a gluten intolerance and coeliac disease and how diets can be adapted to cater for these special diets High quality dishes being prepared using complex skills.	Clear and well-reasoned explanation of the effects of deficiencies of key nutrients in the diet. Thorough understanding of the cuts of meats from different animals and their suitability for different methods of cooking. A full understanding of the composition of meat and fish so that a detailed description with illustration could be given to explain how this changes upon cooking. Well reasoned justification of suggestions relevant to issues faced by unbalanced diets and the health issues as well as the effects of special dietary considerations on food choices. Clear and accurate description of food hygiene and the effect of micro organisms on food spoilage and food poisoning. Ability to identify a range of pathogenic bacteria and their source and effect on health.	Accurately describes the effects of deficiencies in the diet and the effects of allergies and intolerances. Describe the process of undertaking a scientific investigation and the importance of a control, variables and a fair test. Summarise the key tests that can be used in a scientific investigation to gain objective results. Clear and accurate description of effects of a lactose intolerance and how diets can be adapted to cater for these special diets High quality dishes being prepared using complex skills.	Clear and well-reasoned explanation of the effects of different types of fat in the diet, the chemical structure of saturated unsaturated and polyunsaturated fats their source and effect on health and dietary disease. Justify the use of different types of fat and their working characteristics in food and be able to adapt recipes to improve sensory properties using a taste panel. Ability to investigate using a range of tests and methods to demonstrate the effects of reducing fat in baked products.	Accurately describes the effects of deficiencies in the diet and the effects of allergies and intolerances. Describe the process of undertaking a scientific investigation and the importance of a control, variables and a fair test. Summarise the key tests that can be used in a scientific investigation to gain objective results. Clear and accurate explanations of this commodity as good sources of HBV and LBV in the diet for vegetarians. High quality dishes being prepared using complex skills.
Learning	NEA Assessment 1 - Preparation and completion Key learning includes a focus on how to conduct the NEA assessment 1 ensuring learners are familiar with the mark scheme and how to be successful in NEA assessment 1. Key areas of the assessment include; research methods, hypothesis setting, plan of action, writing up an experiment, analysis results of experiment and drawing conclusions, referencing sources.	NEA Assessment 2 - completion. Key learning includes students working independently on the following; research methods (a range to be conducted and analysed), plan of action, justifying choices, requisitions, time plan, evaluation (including sensory analysis)	Active revision with independent study and regular completion and success with past exam papers. Revision strategies and timetable being actively used. Use of examiner's report with marks scheme and past papers to achieve best practice in MB3.	Key Concept revision from learning completed in year 10. Key learning on the strategies to achieve MB3 answers.	Key Concept revision from learning completed in year 10. Key learning on the strategies to achieve MB3 answers.	Key Concept revision from learning completed in year 10. Key learning on the strategies to achieve MB3 answers.
Concepts	The science of food	Diet and good health Food Commodities Principles of Nutrition The Science of food Cooking and food preparation Where food comes from	Diet and good health Food Commodities Principles of Nutrition The Science of food Cooking and food preparation Where food comes from	Diet and good health Food Commodities Principles of Nutrition The Science of food Cooking and food preparation Where food comes from	Diet and good health Food Commodities Principles of Nutrition The Science of food Cooking and food preparation Where food comes from	Diet and good health Food Commodities Principles of Nutrition The Science of food Cooking and food preparation Where food comes from
Sticking Points Common Misconceptions	Assessment technique, science behind food, product analysis.	Reason for time plan, understanding of sensory analysis, science behind food.	Heat transfer methods, food preparation techniques, science behind foods, use of foods in our diet.	Food miles, where our food comes from,	Exam command words, exam technique, structure of answers, reading the question.	Importance of revision, exam strategy/ technique, command words.
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<p>Mastery Learning</p>	<p>For the NEA 1 practice: Used a range of relevant sources to research the task, create a plan of action, predict an outcome Demonstrated their ability to review and make improvements to the investigation by amending the ingredients to include the most appropriate ingredients, process and cooking method demonstrate an understanding of the working characteristics and functional and chemical properties of the ingredients selected Recorded the outcomes of their investigation, the modification and adjustments made during the preparation and cooking process, and the sensory preference tests carried out to formulate the results analyse the data and results collected, draw conclusions justified findings, the reasons for the success or failure of the ingredients selected to trial evaluated the hypothesis and confirm if the prediction was proven</p>	<p>For the NEA 1 - final: Used a range of relevant sources to research the task, create a plan of action, predict an outcome Demonstrated their ability to review and make improvements to the investigation by amending the ingredients to include the most appropriate ingredients, process and cooking method demonstrate an understanding of the working characteristics and functional and chemical properties of the ingredients selected Recorded the outcomes of their investigation, the modification and adjustments made during the preparation and cooking process, and the sensory preference tests carried out to formulate the results analyse the data and results collected, draw conclusions justified findings, the reasons for the success or failure of the ingredients selected to trial evaluated the hypothesis and confirm if the prediction was proven</p>	<p>Used a range of research skills to investigate the NEA 2 Demonstrate knowledge and understanding in the choice of dishes when selecting a final menu Planned the task and produce a clear dovetailed sequence of work to include health and safety points and quality points <ul style="list-style-type: none"> demonstrate health and safety procedures when preparing, cooking and presenting a menu of three dishes selected, demonstrated and applied a variety of technical skills in the preparation, cooking and presentation, of three dishes to meet a particular requirement used a wide range of ingredients/commodities to produce very different types of dishes demonstrated excellent and where appropriate complex knife skills, the ability to weigh and measure accurately tested the dishes for readiness using the appropriate technique and judge and manipulate sensory properties during the cooking processes demonstrated portion control, excellent presentation to include how the dishes would form part of a meal and food styling demonstrated appropriate use of the 3 hours allowed for preparation, cooking and serving to showcase technical skills, included photographic evidence of the final presented dishes evaluated the technical skills selected and demonstrated in relation to the chosen dishes, evaluated using sensory properties;</p>	<p>Active revision with independent study and regular completion and success with past exam papers. Revision strategies and timetable being actively used. Use of examiner's report with marks scheme and past papers to achieve best practice in MB3.</p>	<p>Active revision with independent study and regular completion and success with past exam papers. Revision strategies and timetable being actively used. Use of examiner's report with marks scheme and past papers to achieve best practice in MB3.</p>	<p>Active revision with independent study and regular completion and success with past exam papers. Revision strategies and timetable being actively used. Use of examiner's report with marks scheme and past papers to achieve best practice in MB3.</p>
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Concept

Explanation of concept

Diet and Good Health

Examining the recommended daily intake allowances for a range of life stages, individuals with specific dietary needs and individuals with specific lifestyle needs to enable the planning of balanced diets for these differing individuals whilst investigating and calculating energy and nutritional values of recipes, meals and diets

Food Commodities

For each commodity learners will explore, the value of the commodity in the diet, features and characteristics including the working characteristics, the origins of each. You will also experiment with the commodities to explore physical and chemical changes that occur as a result of given actions, consider complementary actions of a commodity and prepare and cook dishes using commodities

Principles of nutrition

Exploring the role of micro and macro-nutrients in human nutrition including their function, main sources, dietary reference values, malnutrition, recommended daily allowances and complementary actions

Where food comes from

Exploring food provenance, food origins, food miles, sustainability of food and food security. Investigating the development of culinary traditions in British and international cuisines and the production processes used and the impacts of these processes on differing foods.

The science of food

Exploring the theoretical and practical application of how preparation and cooking affects the sensory and nutritional properties of food.

Undertaking experimental work to produce dishes by following or modifying recipes to investigate the working characteristics, functional and chemical properties of ingredients to achieve a particular result. In addition, investigating microbiological food safety principles when buying, storing, preparing and cooking food

Cooking and food preparation

Examining the factors that affect food choice for different individuals and groups of people and the information that is available to the consumer to help make informed decisions for a healthy balanced diet.
Development of preparation and cooking techniques demonstrating a range of skills whilst developing recipes and meals to meet a specific nutritional need