

## Health and Social Care Alder Grange School

<b>TERM 10 Year 10)</b>	<b>Taught curriculum</b>	<b>Key skills demonstrated as a result of the content</b>	<b>Suggested activities to help achieve our intent (including extra-curricular opportunities)</b>	<b>Summative assessment type</b>
Eatwell Guide	<p>Introduction to the course</p> <p>What are the 12 skills?</p> <p>KS3 recap <b>Eatwell Plate</b> and dietary guidelines</p> <p>To plan a suitable savoury meal for a teenager that meets all the advice of the Eatwell guide.</p> <p>To justify choice of dish and explain how it meets current dietary guidelines for healthy eating.</p> <p>Evaluate the dishes' qualities using the <b>calculator</b>.</p> <p>Test knowledge and understanding of eatwell guide using <b>practice questions</b>.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To demonstrate a good working routine in the food room.</p> <p>To understand why <b>sensory</b></p>	<p>Knowledge of nutritional guidelines and dietary recommendations.</p> <p>Knowledge of DRVs for a teenager.</p> <p>Knowledge of the 12 skills.</p> <p>Analysis of use of the 12 skills. To showcase a range of technical skills when preparing and cooking fajitas. (S1, S2, S3, S4, S5, S6, S7 and S9</p> <p>Preparation of Chicken fajitas. Understanding of the differences between a basic, medium and high level version of this dish.</p> <p>Evaluation of suitability of dish in relation to the eatwell Guide, the 8 dietary guidelines and (high ability) detailed nutritional analysis through Explore Food.</p> <p>Analysis of the sensory properties of the dish ( taste, appearance, texture and aroma).</p> <p>HWK pre-read on protein.</p>	<p>Quiz using the skills display</p> <p>Eatwell PPT and video clips.</p> <p>Meal planning and making, suitable recipes might be:</p> <p><b>PRACTICAL- Chicken Fajitas</b></p> <p>Explore Food calculator</p> <p>BNF</p> <p>Skills audit pro forma.</p> <p>Sensory testing forms.</p>	<p><b>Explain how your dish and the ingredients meet the advice given on the new Eatwell plate guidelines. (10 Marks)</b></p>

	<b>testing</b> is carried out and experiment with different types of sensory tests.			
Protein	<p>Students will learn the: definition of protein</p> <p>functions of protein in the body</p> <p>main sources of protein in the diet</p> <p>effects of a deficiency or excess of protein in the diet</p> <p>amount of protein needed at different life stages.</p> <p>Daily Recommended values.</p>	<p>Knowledge of macronutrient protein.</p> <p>Recipe planning, including production of timeplans and skills analysis ( which of the 12 skills are involved?)</p> <p>Knowledge of how to make fish pie. Understanding of how this dish can use basic, medium and advanced skills.</p> <p>Use of sensory testing to make decisions on sensory properties off the fish pie.</p> <p>To showcase a range of technical skills when preparing and cooking fish pie. (S1, S2, S4, S5, S6, S8 &amp; S12)</p>	<p>PPTs, marketplace info collection stations and video clips to explore the following:</p> <p>What is protein? Why are proteins important? functions of protein in the diet sources of proteins high biological value proteins low biological value proteins protein alternatives protein complementation effects of deficiency and excess.</p> <p>Plan for practical activity next lesson: adults need between 45 and 55 grams of protein per day.</p> <p>plan and make a dish that contains both HBV and LBV sources of protein and provides an adult with between 15- 18 grams of protein per portion. Recipe ideas include traditional fish, cottage or shepherd's pie</p> <p>To research the health benefits of a range of alternative protein foods including:soya, quinoa, mycoprotein ( quorn).</p> <p><b>PRACTICAL Plan and prepare fish pie.</b></p>	<p><b>Mini test on proteins.</b></p> <p><b>teacher assessment of application of skills.</b></p>
Carbohydrates	<p>Definition, sources, functions, results of deficiency or excess, amount needed at different life stages.</p> <p>Importance of reducing free sugars.</p> <p>Definition of dietary fibre, sources, functions.</p> <p>DRVs</p>	<p>Recall key information.</p> <p>Modifications to increase fibre/ reduce sugar.</p> <p>Application of understanding through exam question practice.</p> <p>Independent research</p> <p>Nutritional calculation and analysis through Explore Food.</p>	<p>To prepare, cook and serve muffin, tray bake or cake that has been adapted to reduce the sugar and increase the fibre</p> <p>Explain what advice you would give to teenagers about their sugar intake and suggest ways they can reduce their sugar consumption. (8 marks)</p> <p>Find out how much sugar there is per serving in the following foods and drinks: breakfast cereal, fruit yoghurt, coca cola, mars bar, biscuits, cakes and any other</p>	<p><b>Teacher mark then peer assess 8 mark question.</b></p> <p><b>Homework</b></p> <p><b>Read through chapters on fats in the textbook or student e- book.</b></p>

		<p>To showcase a range of technical skills when preparing and cooking a suitable dish. (S1, S2, S3, S4, S5, S11 and S12)</p>	<p>convenience foods in your food cupboard or fridge at home</p> <p>PRACTICAL Find a recipe for a muffin, tray bake or cake that you could adapt to increase the fibre and reduce the sugar. Explain how you have adapted your recipe to reduce the sugar and increase the dietary fibre.</p> <p>calculate the fibre and sugar content of the recipe using the BNF nutritional programme - explore food.</p>	
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Fats	<p>The definition of Fat. The functions of fat in the diet. The main sources of fat in the diet. The effects of deficiency and excess of fat in diet.</p> <p>The amount of fat needed for everyday life.</p> <p>The importance of reducing the amount of saturated fat in our diets today</p> <p>The ingredients and methods to prepare and cook a savoury flan or quiche with a short crust pastry base.</p> <p>The ability of fat to shorten foods such as pastries.</p> <p>Difference between animal and vegetable fats. LDL and HDL Cholesterol</p>	<p>Recall key terminology, functions and concepts.</p> <p>Ability to shorten for pastry.</p> <p>Risks of diets high in saturated fats.</p> <p>To showcase a range of technical skills when preparing and cooking a flan. (S1, S2, S3, S4, S5, S6, S8, S11 &amp; S12)</p>	<p>Exam practice 1. Describe 3 functions of fat in the diet (3 marks). 2. Explain the main differences between saturated and unsaturated fats. (4 marks)</p> <p><b>PRACTICAL</b> Preparation of a Roasted Mediterranean Vegetable Flan.</p>	
NEA1 Practical practice	<p>The definition of shortening and understand the effect of using different fats to shorten pastry.</p> <p>Write a hypothesis or prediction about what type of fat is best for short crust pastry.</p> <p>Investigate what is the best type of fat for pastry making.</p> <p>Work in groups to prepare and make up short crust pastry using different types and ratios of fat: flour.</p>	<p>Knowledge and skills for NEA1 in year 11.</p>	<p>Practical Investigation: Group 1: 100% - 100% butter Group 2: 50% butter 50% vegetable fat Group 3: 100% vegetable fat Group 4: 100% vegetable oil Group 5: 100% low fat spreads Group 6: 100% margarine</p> <p>Sensory analysis tools to collate and compare results and photograph samples. Think carefully about the controls applied to make this a fair test.</p> <p>Carry out sensory testing of each pastry sample looking specifically at crumbliness of texture, shortness, flavour, colour and appearance. (Ranking or rating test).</p> <p>Analyse and evaluate findings, explain how they will influence the fats used to make pastry next lesson.</p>	<p><b>Marked against NEA1 markscheme and shared with pupils.</b></p>

	<p>Investigate 6 different types of fat used in pastry making and the ratios of each.</p> <p>To develop and practise investigation skills similar to those used later in NEA.</p> <p>Sensory analysis techniques when investigating foods.</p> <p>To develop analysis and evaluation skills when working with different fats.</p>			
<i>micro-nutrients Vitamins</i>	<p>Sources, functions, effects of deficiency and excess and DRVs.</p> <p>Fat soluble and water soluble vitamins.</p> <p>Why the preparation and cooking of foods has an effect on vitamin content.</p>	<p>Recall of key terminology and concepts.</p> <p>Exam practice</p> <p>Ability to prepare for and make a vitamin rich recipe (soup or salad)</p> <p>Strategies to retain vitamin content when cooking.</p> <p>To showcase a range of technical skills when preparing and cooking a suitable vitamin rich dish. (S1, S2, S3, S4, S5, S6,)</p>	<p>Produce a fact file on specific vitamins.</p> <p><b>PRACTICAL</b> Plan and make a soup, salad or light lunch dish which is rich in specified vitamin and can be made in 1 hour</p> <ol style="list-style-type: none"> <li>1. What are antioxidants? (2 marks)</li> <li>2. Name the 3 vitamins that are all antioxidants. (3 Marks)</li> <li>3. Find 2 recipes which provide good sources of each of the following vitamins: A, C and E. (6 marks)</li> </ol> <p>Explain why antioxidants are important in the diet. (3 marks)</p> <ol style="list-style-type: none"> <li>5. Describe 3 ways to retain vitamin C during food storage, preparation and cooking. (6 marks)</li> </ol>	<p><b>Teacher assessment of practical skills-S1 and S2.</b></p> <p><b>Read through minerals chapter in textbook or student e- book.</b></p>
<i>Minerals and revision</i>	<p>Sources, functions, effects of deficiency and excess and DRVs.</p>	<p>Recall of key terminology and concepts.</p> <p>Exam practice</p> <p>To showcase a range of technical skills when preparing and cooking a suitable calcium rich dish. (S1, S2, S3, S4, S5, S6, S7, S8 and S10)</p> <p>Food science- gelatinisation.</p>	<p><b>PRACTICAL-</b> Cauliflower/broccoli cheese</p> <ol style="list-style-type: none"> <li>1. Name two health conditions that a diet deficient in calcium and vitamin D could lead to (2 Marks).</li> <li>2. Explain why the DRV's for calcium and iron are higher for teenagers than they are for adults or young children (4 marks).</li> <li>3. Explain why your chosen savoury dish is healthy, nutritionally balanced and provides</li> </ol>	<p><b>Teacher assessment</b></p>



	<p>Students will learn: how to adapt a recipe for a layered dessert.</p>		<p>dessert to make it suitable for each of the different dietary needs listed.</p> <p>Explore the nutritional profile of the dish using Explore Food Calculator, costings of the dish (ASDA), serving suggestions and appropriate portion size.</p> <p>Give 3 reasons why people may choose to follow a vegetarian diet (3 marks).</p> <p>2. Compare the diet of a vegan to one of a lacto -ovo vegetarian diet (3 marks).</p> <p>3. Explain why it is important for adults to have a diet high in dietary fibre (5 marks).</p> <p>4. Give the definition of lactose intolerance and identify 3 dairy free alternatives (5 marks).</p> <p>PRACTICAL- range of layered desserts: trifle; lime cheesecake; fruit tarts and fruity meringue pudding.</p>	
<p>Energy requirements and measurements</p>	<p>Why the body needs energy.</p> <p>How energy is measured.</p> <p>The basal metabolic rate(BMR) is and how it is measured.</p> <p>What physical activity level is .</p> <p>How BMR and PAL work together to determine how much energy in Kilocalories is needed every day.</p> <p>The recommended percentage of energy required by different nutrients</p> <p>The effects of a deficiency or excess of energy in the body.</p>	<p>Recall of key statistics, calculations and concepts</p> <p>To showcase a range of technical skills when preparing and cooking a lasagne. (S1, S2, S3, S4, S5, S6, S7, S8 and S10)</p>	<p>Student activity: Plan for practical activity:</p> <p>1. Teenagers need between 2000 and 2500 kcals per day on average to meet their energy needs.</p> <p>2. Plan and make a healthy option lasagne which will provide approximately 1/3 of a teenager's energy requirements. The lasagne may contain meat, fish or alternative proteins. The lasagne should showcase a range of technical skills.</p> <p>Give 3 reasons why your body needs energy (3 marks).</p> <p>2. Discuss the effects of both an excess and deficiency of energy in the diet (6 marks).</p> <p>3. Suggest ways to adapt the following recipes to reduce their energy value: a) Prawn salad baguette with mayonnaise B)</p>	<p><b>Explain why lasagne and salad is such a healthy option meal which provides teenagers with a good source of energy. (8 marks).</b></p>

			Fish and Chips C) Cheesecake D) Chocolate Brownies (8 marks).	
			<b>PRACTICAL- LASAGNE</b>	
The big 6 dietary related illnesses	The major diet related diseases, what causes them and how to prevent them:  obesity; cardiovascular disease (coronary heart disease and high blood pressure); bone health including rickets and osteoporosis; dental Health; iron deficiency anaemia; Type 2 diabetes.		Paired research task: Prepare a short presentation on one of the dietary related illnesses above. Presentation to include the following information on specified illness or health condition: Recent statistics and definition An outline of the main causes of the illness or condition Advice on preventing and treat the illness or condition Menu with recipe ideas for a 2 course meal	<b>What is the BMI for an adult to be considered obese? (1 mark).</b> <b>2. Explain why the Eatwell guide has been updated to reduce the obesity statistics. What are the main changes and why are they important for good health? (6 marks).</b> <b>3. Plan a healthy packed lunch for a child that is low in sugar, fat but high in fibre. Explain why the choice of foods is good for the child's diet and health. (8 marks).</b>
NEA Mock NEA2 preparation	Learn the requirements of the NEA 2 ( Parts A-E)	To understand what is expected in each of the five sections and how the marks are awarded.	Sample answers analysis.	
Assess nutritional needs and health	Assessment of ability to recall and understand information on nutritional needs and health.	Exam technique  Self assessment of learning.	Practice paper	Teacher assessment. Feedback for extra credit.

<b>TER M 12 (Year 10)</b>	<b>Content to be achieved by the end of the term</b>	<b>Key skills demonstrated as a result of the content</b>	<b>Suggested activities to help achieve our intent (including extra-curricular opportunities)</b>	<b>Suggested evaluation and assessment methods (to include one formal summative assessment)</b>
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Reasons food is cooked  Methods of heat transfer	The reasons why food is cooked. The different ways that heat can be transferred.  Write a hypothesis or prediction about what way of cooking vegetable to retain freshness and nutritional values.  To develop and practise investigation skills similar to those used later in NEA	Conduction, convection, radiation and microwaving. Analysis of the varying merits of the different cooking methods.	Range of visual resources and animations to show the essential subject knowledge on different methods of heat transfer.  Record results once cooked and cooled. Compare the results and photograph samples. Think carefully about the controls applied to make this a fair test. Carry out sensory testing of each vegetable sample looking specifically at appearance, texture, flavour, colour. (Ranking or rating	
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	<p>To develop sensory analysis techniques when investigating foods.</p> <p>To prepare, cook and present kebabs with a range of vegetable and carbohydrate accompaniments that demonstrate 2-3 different methods of heat transfer.</p> <p>To showcase a range of technical skills when preparing and cooking kebabs. (S1, S2, S3, S4, S7, and S8)</p>		<ol style="list-style-type: none"> <li>1. Describe the 3 methods of heat transfer during cooking (3 marks).</li> <li>2. Create a mind map of all the different ways of cooking the following three ingredients: chicken, potatoes and green vegetables.</li> <li>3. Extend each mind map to give reasons why the different ways of cooking your chosen food is used (e.g. for food safety,</li> <li>4. Discuss why steaming and stir frying are a good cooking method for families (6 marks)</li> <li>5. Marinating is the process of soaking meat, fish or vegetables before cooking. Explain why marinating tenderises tougher cuts of meat and makes them tender and juicy (5 Marks)</li> </ol> <p>PRACTICAL- Kebabs with chosen sides and accompaniments</p>	
<p>Func. Chem properties of proteins</p> <p>Func. chem properties carbs</p>	<p>The meanings of the following terms: protein denaturation; protein coagulation; foam formation.</p> <p>Apply scientific knowledge of these terms in relation to recipes they have already made including marinating, pasta making, bread making and</p> <p>The scientific principles underlying the role of protein and the formation of gluten when making a bread dough. Scientific principles underlying :</p>	<p>Be able to discuss:</p> <ol style="list-style-type: none"> <li>1.causes of protein denaturation?</li> <li>2. Why did marinating our kebabs make them tender?</li> <li>3. What caused the eggs in our quiche to coagulate and set? 4. Why do chilled layered desserts thicken and go creamy?</li> <li>5.Why does whisking sugar and egg whites make form a foam and make meringues? 6. What is the common link?</li> </ol> <p>PRACTICAL- CHILLED LEMON FLAN</p> <p>PRACTICAL- ROUX SAUCE</p>	<p>Show illuminate animation on the coagulation of protein or make use of other video resources from Youtube etc</p>	<ol style="list-style-type: none"> <li>1.Name the 2 proteins in bread making flour and explain why they are important when making doughs such as bread, pasta and pastry (4 marks).</li> <li>2. What is the best type of flour for the bread and pasta making and why (4 marks)?</li> <li>3. What is the best flour for cake making and why (4 marks).</li> </ol>

	1. Gelatinisation 2. Caramelisation and 3. Dextrinisation			
Function properties fats/oils How raising agents work	Explore scientific principles underlying the use of fats and oils to demonstrate the following processes: 1. Shortening eg pastry making. 2. Aeration e.g. making a cake. 3. Plasticity e.g. Pastry making. 4. Emulsification e.g. salad dressings or mayonnaise.  The scientific principles underlying the use of 4 different types of raising agents used in food today: chemical mechanical steam biological	Research one of these methods of adding air to a mixture: Chemical: Adding baking powder to a Victoria sandwich cake. Trapping air: Lemon Meringue Pie or Swiss roll Rolling and folding to trap air: Flaky or puff pastry - Mediterranean tart, cheese twists or sausage rolls Steam: Choux pastry - Chocolate eclairs or profiteroles. Biological: Chelsea buns or hot cross buns.  Create a detailed plan for the next lesson.  PRACTICAL- MAYONNAISE	Make your own salad dressing or mayonnaise either by hand or by the food processor.	
Assessment food science	Assessment of ability to recall, understand and deploy knowledge relating to food science in test conditions.	Exam practice  Self assessment of learning		Practice paper, teacher assess, feedback using AFL technique and opportunity for extra credit.
Mock NEA 2 Parts A-C	Class discussions of the requirements  Students complete a mock project ( Shortened)	Students awareness of the success criteria in good Parts A-C		Teacher feedback on students marks, areas for improvement.
11-12 Mock NEA2 Parts D and E.	Class discussions of the requirements  Students complete a mock project ( shortened)	Students awareness of the success criteria in good Parts D-E  PRACTICAL- TBC		Teacher feedback on students marks, areas for improvement.

<b>TERM 13 (Year 11)</b>	<b>Content to be achieved by the end of the term</b>	<b>Key skills demonstrated as a result of the content</b>	<b>Suggested activities to help achieve our intent (including extra-curricular opportunities)</b>	<b>Suggested evaluation and assessment methods (to include one formal summative assessment)</b>
Microorganisms, enzymes, food poisoning  Use of microorganism	What is meant by the term micro-organism.  Which microorganisms cause food to spoil and make it	Food safety principles evident in practical tasks  Recall or terminology, concepts.	Balloon, yeast, test tube experiment to demonstrate conditions optimal for yeast fermentation.	Teacher Q and A  Assessment through Seneca practice test.

<p>s in food production</p> <p>Bacterial contamination</p> <p>Safe buying and storing of food</p> <p>Traditional british cuisine</p>	<p>unsafe to eat.</p> <p>Conditions for growth of microorganisms in order to grow and multiply.</p> <p>What enzymes are and how they spoil the palatability of foods.</p> <p>Food Poisoning</p> <p>The bacteria that cause food poisoning</p> <p>How bacteria grow and multiply</p> <p>Temperature control to reduce or prevent bacteria multiplying.</p> <p>The use of microorganisms in the production of: 1. Cheddar cheese 2. Bread 3. Yoghurt.</p> <p>To prepare, cook and serve a traditionally British soup which uses locally sourced vegetables and celebrates the best of British cuisine. To showcase a range of technical skills when preparing and cooking a suitable recipe (S1, S2, S3, S4, S5, S6, S7 &amp; S9)</p>	<p>Knowledge of British cuisine and ability to plan using timeplans.</p>	<p>1. Definition of a microorganism. 2. The names of the 3 main types of microorganisms are that spoil food and cause food poisoning. 3. What 5 conditions do micro- organisms need to multiply? 4. Definition of a high risk food with examples. 5. Definition of an enzyme and explanation of how enzymes affect food. 6. Definition of mould and how mould affects food. 7. Definition of yeast and explanation of how yeast affects food.</p> <p>Create a mind map of the 5 main food poisoning bacteria, the food and drinks they are found in, symptoms and causes.</p> <p>Use Chill Ed top trumps cards- better still make your own.</p> <p>What are the key temperatures for bacterial growth?</p> <p>Label the thermometer with important temperatures for bacterial growth including: freezing, chilling, danger zone, serving, reheating and boiling.</p> <p>2. Food safety quiz, bacteria matching activity and practice questions.</p> <p>Select a British cheese of your choice such as cheddar or stilton. Research the ingredients, its nutritional value, cost, how it is made, matured and flavoured.</p> <p>2.Planning for next practical. Make a traditionally British recipe which uses locally sourced vegetables and celebrates the best of British cuisine.</p> <p>1. How can consumers make environmentally friendly choices when shopping for food products (7 marks)?</p>	
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			<p>2.The sales of organic fruit and vegetables continue to increase. Discuss the advantages and disadvantages of buying organic fruit and vegetables? (6 marks)</p> <p>. 3. locally sourced and seasonal ingredients are becoming increasingly popular. Discuss the advantages of buying local ingredients in season (6 marks).</p> <p>PRACTICAL- British cuisine Recipe ideas: Chicken and vegetable pie Mince pie Sausages and mash Cowboy hotpot Mince cobbler Cornish pasties Toad in the hole Cumberland pie Beef Wellington Liver and onions Pie and mash Pork pie</p>	
<p>Safe preparing, cooking, serving</p> <p>International cuisine</p> <p>Factors affecting food choice</p>	<p>Preventing cross contamination, maintaining hygiene, controlling microbial growth and multiplication, cooking, cooking and serving food. Use of food probes</p> <p>To develop research skills and carry out research into the cuisine of another country.</p> <p>About the ingredients and food products from different international countries.</p> <p>About the distinctive features of chosen cuisine including ingredients, equipment, cooking techniques, eating patterns and presentation styles.</p> <p>To identify and discuss the different factors that influence what we eat today including: Healthy Eating and physical activity level (PAL) Dietary and</p>		<p>Complete activities in textbook page 200-201.</p> <p>Pg 241-246 in Textbook. Read, mindmap.</p> <p>Read the textbook chapters on 'Factors affecting food choice' and prepare a short micro presentation on one individual factor explaining why it influences what people choose to eat.</p> <p>Practice questions to test knowledge:</p> <ol style="list-style-type: none"> <li>1. List 3 factors that influence what people eat (3 marks).</li> <li>2. Give 3 reasons why it is important to encourage young children to try a variety of different foods (3 marks).</li> <li>3. Many people have health or medical conditions that influence their food choice. Identify some of these influences and explain how they will affect food choices (5 marks).</li> <li>4. Families are often very busy during the week. Explain how a busy lifestyle influences what we eat and suggest ways a family can ensure they eat healthy, well balanced meals (5 marks).</li> </ol>	<p><b>Sample answers, practice questions.</b></p>

	<p>medical reasons Lifestyle - job, income and time available to cook food Time of day and eating habits Food availability and seasonality Enjoyment, celebrations, preferences and social aspects of food Cultural and religious influences Ethical and moral influences Environmental influences. The media</p>		<p>From December 2016 all food manufacturers must put nutritional information on packaging.</p> <ol style="list-style-type: none"> <li>1. Explain how the traffic light system of food labelling informs customers about making healthy food choices.</li> <li>2. Find a good example of a food package which uses the traffic light system to present nutritional information.</li> <li>3. List all the information that must go on the label by law.</li> </ol> <p>. What is the definition of cuisine (1 mark)?</p> <ol style="list-style-type: none"> <li>2. Explain why people may choose foods with the RSPCA Assured Logo on it (3 marks).</li> <li>3. Discuss the advantages and disadvantages of the following: a) Organic foods b) Free range eggs and chicken c) locally sourced ingredients d) seasonal ingredients e) Marine Stewardship Council (MSC) fish (5 x 5 marks).</li> </ol> <p>Write an article for a food magazine that promotes the local produce from your area. Include information on local ingredients and benefits of buying locally sourced ingredients. Include recipes for dishes</p>	
<p>Introduction of the NEA1, part A and B Food Investigations.</p>	<p>Assignment is released on 1st september. Waiting until week 6 to begin has been shown to be beneficial. 10 hours allocated time.</p> <p>Topic TBC</p>	<p>Successful completion of research, investigations</p>	<p>Resources provided at the time in class and via Google Classroom module.</p>	<p><b>Marked by teacher, standardised by department, moderated by AQA.</b></p>

Part C Food investigation and Intro to NEA2 and part A	Part C NEA 1 Analyse and Evaluate food investigations.  NEA 2 Food Preparation Task is released on 1st November and is completed in class within 20 hours	Successful completion of Part C  Successful completion of NEA 2 Part A	Resources and support provided in class and electronically through Google Classroom.  Title specific resources.	<b>Teacher marks, department standardise, AQA moderate.</b>
<b>TERM 14 (Year 11)</b>	<b>Content to be achieved by the end of the term</b>	<b>Key skills demonstrated as a result of the content</b>	<b><u>Suggested activities to help achieve our intent (including extra-curricular opportunities)</u></b>	<b><u>Suggested evaluation and assessment methods (to include one formal summative assessment)</u></b>
NEA 2 Part B	Part B Technical skills trials	Students demonstrate a range of technical skills making trail dishes of their choosing.	Resources and support provided in class and through Google Classroom Module at the time.	<b>Teacher assesses and writes witness statements</b>
NEA 2 Part C	Part C Planning for the final dishes	Planning and preparation for the final dishes.	Resources and support provided in class and through Google Classroom Module at the time.	<b>Teacher assessed, department standardised, AQA moderate.</b>

NEA 2 Part D	Part D Final dishes. Students work individually to complete 3 hour practical examination.			Teacher assesses, witness statements and students supporting written work.
NEA 2 Part D	Part D Final dishes. Students work individually to complete 3 hour practical examination.			Teacher assesses, witness statements and students supporting written work.
NEA 2 Part E	Part E Analysis and evaluation			Teacher assessed, department standardised, AQA moderated.
<b>TERM 15 (Year 11)</b>	<b>Content to be achieved by the end of the term</b>	<b>Key skills demonstrated as a result of the content</b>	<b>Suggested activities to help achieve our intent (including extra-curricular opportunities)</b>	<b>Suggested evaluation and assessment methods (to include one formal summative assessment)</b>
Revision	Written exam 50% takes place on 20th June 2023  Revision of Key topics: Food nutrition and health Food Science Food safety Food Choice Food Provenance	Knowledge recall  Understanding of exam questions and technique.  Time management	Range of retrieval strategies  AFL technique with sample answers, peer marking.  Seneca Learning  Flashcards  Revision Guides <a href="#">New GCSE Food Preparation &amp; Nutrition - AQA Revision Guide (CGP GCSE Food 9-1 Revision) eBook : CGP Books. CGP Books: Amazon.co.uk: Kindle Store</a>	<b>Mock and mini tests.</b>  <b>Pupil guided target setting.</b>