Health and Social Care Alder Grange School

Year 7	Taught curriculum	Key skills demonstrated as a result of the content.	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Summative assessment type/ Homework
	Intro to FPN, kitchen rules, safety, hygiene, correct washing up procedure Skills- chopping, use of the oven and other equipment. Preparing pizza toast Sensory vocabulary and analysis. **Apple/rhubarb/plum crumble** Eatwell Plate Seasonal Foods Shortening **Meat balls/ falafel** What is protein? HBV and LBV and protein complementation. Meat as a food commodity, types and cuts. Preparing and producing either mini meatballs or falafels. **Aeration experiment** How can air be added to food? Why is air added to food? In teams, conduct fat aeration experiments to figure out how the conditions of the fat can affect aeration. Make cookies with the different mixtures and complete hedonic rating to decide which are best. Sensory functions of ingredients in foods **Mini Fruit cakes** Food evaluation report	1. Food, nutrition and health 2. Food commodities 3. Food safety- *washing up* 4. Food choice- *sensory evaluation* 5. Food provenance 6. Food science 7. Skills- *knife skills*	Pg 3 and 4 of booklet Safety in the Food Room and Kitchen safety rules. Pg 6 booklet -Chopping, peeling, slicing. Teacher demo Pg 7,8,9 booklet Cooker safety certificate. PRACTICAL- make pizza toast Pg 11 completion of the star chart diagram using sensory vocabulary posters pg 22. Pg 12 booklet Eatwell guide Page 13 booklet seasonal produce in the UK Pg 14-15 booklet recipe for a fruit crumble. PRACTICAL- make seasonal fruit crumble. Pg 17 booklet 'what is protein?' Pg 18 identifies the HBV and LBV protein foods. Pg 19 Meat types and cuts. Pg 20,21 recipes for mini meatballs and falafel. PRACTICAL- make falafel or meatballs Pg 24 booklet aeration. Pg 25-26 fat aeration experiment. PRACTICALComplete fat aeration experiment Pg 23 booklet hedonic rating test Useful practical GCSE NEA 1 pg 27 Functions of ingredients in sponge cakes PRACTICAL- Mini fruit cakes Pg 29 Food evaluation report.	**Written completion of star diagram page 11.** **Teacher observation for Cooker safety certificate.** **Completion of an Eatwell Plate either in booklets or using paper plates for display.** **Teacher observation and assessment of general practical skills (weighing) and use of equipment and the cooker.** **Teacher Q and A.** **Food evaluation report, students can be encouraged to complete this electronically and hand in through GC.**

Enrichment competition - Tunnock's tea cake challenge.

Year 8	Taught curriculum	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Summative assessment type/ homework
	Savoury Rice Macronutrients Temperature control for food safety, use of blast chiller Br**illiant Bread** Cereals- turning wheat into flour. Turning flour into bread. Macronutrient- carbohydrates What can left over bread be used for? **Veg Frittatas** What are allergens? Preparing and making veg fritattas **Roux sauce/Fresh Pasta** How can a timeplan help us to sequence and dovetail? What is a roux sauce? What is gelatinisation? Making a cheese roux sauce Making fresh pasta **Spring rolls** Chinese cuisine Nutritional analysis What is on a food label?	1. Food, nutrition and health- *macronutrients overview.* 2. Food commodities- *cereals(oats and rice)* 3. Food safety; *temperature control; where do bacteria come from.* 4. Food choice- *sensory evaluation*. 5. Food provenance 6. Food science. 7. Skills *coagulation of eggs*	Pg 1 year 8 booklet table on macronutrients. PRACTICAL- Savoury Rice Pg 3 Food Evaluation. Grain Chain resources on FAFL. What is yeast? Fun Kitchen investigates how raising agents work for AQA - YouTube PRACTICAL- Brilliant bread pg 6 booklet Evaluation pg 7 Research why waste happens and how it can be avoided. www.lovefoodhatewaste.com Allergen labelling worksheet pg 19 PRACTICAL- Veg frittatas **Coagulation film - AQA GCSE Food Preparation and Nutrition - YouTube** **Food Safety Level 2 Section 6 Unit 1 High and Low Risk Foods - YouTube** Pg 124 KS3 book, how to write a time plan with special points. Recipes booklet pages 11-14 PRACTICAL- Fresh egg pasta and roux sauce Written evaluation template pg 15. Fun Kitchen investigates heat transfer and sauce making for AQA - YouTube Homemade pasta dough recipe | BBC Good Food page 20 booklet for recipe PRACTICAL- Spring rolls Explore Food - Calculator (foodafactoflife.org.uk) Basic Knife Skills – Bruno Albouze - YouTube How to Julienne Carrots with Martha Stewart	**Class quiz pages 4-5.** **Research about food waste** **Dovetailing activity.** **Allergen poster** **teacher assessment of knife skills**

			- YouTube Nutrition labels (11-14 Years) - Food A Fact Of Life	
Enrichment/ competition- What's in a label?				
Year 9	**Taught curriculum**	**Key skills demonstrated as a result of the content**	**Suggested activities to help achieve our intent (including extra-curricular opportunities)**	**Summative assessment type**
	Minestrone soup Micronutrients Prepare and make soup. Using electronic versions (publisher) of sensory evaluation charts. **focaccia bread** Grain chain Role of yeast Time saving methods- cold oven method. Compare and contrast breads **Gnocchi and tomato sauce** Timeplans for dovetailing and sequencing when cooking two dishes at once. Sensory comparison. **Yeast experiment/ sausage rolls** Fermentation- optimal conditions in yeast experiment Preparing and making sausage rolls Food miles and the environment, shopping locally. **Chelsea buns** Assessment 'How well will you care for your yeast?' Students use knowledge from this block to make the perfect chelsea buns.	1. Food, nutrition and health *micronutrients; nutritional analysis, energy balance.* 2. Food commodities: *potatoes and veg* 3. Food safety 4. Food choice 5. Food provenance 6. Food science. 7. Skills:	Pg 1 and 2 booklet Recipe page 7 booklet Adapting the minestrone soup page 6 PRACTICAL- minestrone soup Nutritional analysis www.explorefood.com Food A Fact Of Life pg 9 booklet Grain Chain pg 10 focaccia recipe PRACTICAL- Focaccia bread Using hedonic scale page 11. Pg 15 and 16 booklet recipes for Gnocchi and tomato reduction. PRACTICAL- dovetailing gnocchi and reduction sauce Pg 17 sensory comparison form. Pg 19 and 20 What does yeast do? (Useful practice for GCSE NEA 1) Types of Raising Agents used in baking | 4 Types of Raising Agents (including baking powder) - YouTube Sausage roll recipe pg 23. PPT shopping locally- sausage meat Riley's butchers **Recipe page 21 of booklet.**	**Assess how suitable the minestrone soup is for a 15 year old male teenagers lunch. How far will it support energy balance?** **Timeplan homework task.** **Teacher assessment of use of timeplan and capability to dovetail.** **Shop locally poster pg 26** **Key concept assessment page 27 booklet.** **Teacher assessment of the chelsea buns.**

Enrichment- Junior Alder Grange Bake Off, online submission. Final bake off.

Fats	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. The amount of fat needed for everyday life. The importance of reducing the amount of saturated fat in our diets today The ingredients and methods to prepare and cook a savoury flan or quiche with a short crust pastry base. The ability of fat to shorten foods such as pastries. Difference between animal and vegetable fats. LDL and HDL Cholesterol	Recall key terminology, functions and concepts. Ability to shorten for pastry. Risks of diets high in saturated fats. To showcase a range of technical skills when preparing and cooking a flan. (S1, S2, S3, S4, S5, S6, S8, S11 & S12)	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) PRACTICAL Preparation of a Roasted Mediterranean Vegetable Flan.	
NEA1 Practical practice	The definition of shortening and understand the effect of using different fats to shorten pastry. Write a hypothesis or prediction about what type of fat is best for short crust pastry. Investigate what is the best type of fat for pastry making. Work in groups to prepare and make up short crust pastry using different types and ratios of fat: flour.	Knowledge and skills for NEA1 in year 11.	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 Sensory analysis tools to collate and compare results and photograph samples. Think carefully about the controls applied to make this a fair test. Carry out sensory testing of each pastry sample looking specifically at crumbliness of texture, shortness, flavour, colour and appearance. (Ranking or rating test). Analyse and evaluate findings, explain how they will influence the fats used to make pastry next lesson.	**Marked against NEA1 markscheme and shared with pupils.**

	Investigate 6 different types of fat used in pastry making and the ratios of each. To develop and practise investigation skills similar to those used later in NEA. Sensory analysis techniques when investigating foods. To develop analysis and evaluation skills when working with different fats.			
micro-nutrients Vitamins	Sources, functions, effects of deficiency and excess and DRVs. Fat soluble and water soluble vitamins. Why the preparation and cooking of foods has an effect on vitamin content.	Recall of key terminology and concepts. Exam practice Ability to prepare for and make a vitamin rich recipe (soup or salad) Strategies to retain vitamin content when cooking. To showcase a range of technical skills when preparing and cooking a suitable vitamin rich dish. (S1, S2, S3, S4, S5, S6,)	Produce a fact file on specific vitamins. PRACTICAL Plan and make a soup, salad or light lunch dish which is rich in specified vitamin and can be made in 1 hour 1. What are antioxidants? (2 marks) 2. Name the 3 vitamins that are all antioxidants. (3 Marks) 3. Find 2 recipes which provide good sources of each of the following vitamins: A, C and E. (6 marks) Explain why antioxidants are important in the diet. (3 marks) 5. Describe 3 ways to retain vitamin C during food storage, preparation and cooking. (6 marks)	**Teacher assessment of practical skills- S1 and S2.** **Read through minerals chapter in textbook or student e- book.**
Minerals and revision	Sources, functions, effects of deficiency and excess and DRVs.	Recall of key terminology and concepts. Exam practice 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) Food science- gelatinisation.	PRACTICAL- Cauliflower/broccoli cheese 1. Name two health conditions that a diet deficient in calcium and vitamin D could lead to (2 Marks). 2. Explain why the DRV's for calcium and iron are higher for teenagers than they are for adults or young children (4 marks). 3. Explain why your chosen savoury dish is healthy, nutritionally balanced and provides	**Teacher assessment**

			a good source of calcium and Vitamin D for a teenager (8 marks)	
TERM 11 (Year 10)	**Content to be achieved by the end of the term**	**Key skills demonstrated as a result of the content**	**<u>Suggested</u> activities to help achieve our intent (including extra-curricular opportunities)**	**<u>Suggested</u> evaluation and assessment methods (to include one formal summative assessment)**
Assessment The Nutrients	To identify any areas of shallow learning and to address any misconceptions.	AFL technique, peer and self assessment	Mini test paper Sample answers Discussion of student friendly mark scheme	Teacher assessment, students improve answers for extra credit.
Diet and lifestages **Special dietary neds**	The importance of consuming the right diet at different life stages. Students will learn the importance of adapting recipes to meet a range of special dietary needs: vegetarian and vegans; coeliac; lactose intolerant; high fibre; reduced sugar or salt; reduced fat.	To prepare and cook recipes which meet the dietary needs of a chosen life stage. To apply a variety of technical skills and make some creative and quality products with skill and precision. (S1, S2, S3, S4, S5, S6, and some others) Exam question practice To apply a variety of technical skills and make some creative and quality products with skill and precision. (S1, S2, S3, S4, S5, S11 and 12)	Create a revision mind map of each of the following life stages: 1. Preschool children aged 1-4. 2. School children aged 5-12. 3. Teenagers. 4. Adults. 5. The elderly. For each life stage research, the following: 1. What happens to the body? 2. Nutrients that are important in the diet. 3. Any advice on eating habits and food choices. Cooking for a case-study. sensory analysis with family using profiling test. 1. Give 3 reasons why young children should only have small portions (2 marks). 2. Name 3 recipes high in iron that would prevent teenage girls becoming anaemic (3 marks). 3. Explain why it is important for adults to have a diet low in saturated fat and salt (6 marks). 4. Discuss the dietary problems you may face if you regularly eat ready meals (8 marks). Recipe adaptation activity: Suggest ways of adapting the recipe for a chilled and layered	Teacher Q and A. Assessment of classwork.

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

			Fish and Chips C) Cheesecake D) Chocolate Brownies (8 marks). PRACTICAL- LASAGNE	
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	**What is the BMI for an adult to be considered obese? (1 mark).** **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).** **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).**
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.

TERM 12 (Year 10)	**Content to be achieved by the end of the term**	**Key skills demonstrated as a result of the content**	**Suggested activities to help achieve our intent (including extra-curricular opportunities)**	**Suggested evaluation and assessment methods (to include one formal summative assessment)**
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	

	To develop sensory analysis techniques when investigating foods. To prepare, cook and present kebabs with a range of vegetable and carbohydrate accompaniments that demonstrate 2-3 different methods of heat transfer. To showcase a range of technical skills when preparing and cooking kebabs. (S1, S2, S3, S4, S7, and S8)		1. Describe the 3 methods of heat transfer during cooking (3 marks). 2. Create a mind map of all the different ways of cooking the following three ingredients: chicken, potatoes and green vegetables. 3. Extend each mind map to give reasons why the different ways of cooking your chosen food is used (e.g. for food safety, 4. Discuss why steaming and stir frying are a good cooking method for families (6 marks) 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) PRACTICAL- Kebabs with chosen sides and accompaniments	
Func. Chem properties of proteins **Fnc. chem properties carbs**	The meanings of the following terms: protein denaturation; protein coagulation; foam formation. Apply scientific knowledge of these terms in relation to recipes they have already made including marinating, pasta making, bread making and The scientific principles underlying the role of protein and the formation of gluten when making a bread dough. Scientific principles underlying :	Be able to discuss: 1.causes of protein denaturation? 2. Why did marinating our kebabs make them tender? 3. What caused the eggs in our quiche to coagulate and set? 4. Why do chilled layered desserts thicken and go creamy? 5.Why does whisking sugar and egg whites make form a foam and make meringues? 6. What is the common link? PRACTICAL- CHILLED LEMON FLAN PRACTICAL- ROUX SAUCE	Show Illuminate animation on the coagulation of protein or make use of other video resources from Youtube etc	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).** **2. What is the best type of flour for the bread and pasta making and why (4 marks)?** **3. What is the best flour for cake making and why (4 marks).**

	1. Gelatinisation 2. Caramelisation and 3. Dextrinisation			
Funct chem 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.**

TERM 13 (Year 11)	**Content to be achieved by the end of the term**	**Key skills demonstrated as a result of the content**	**<u>Suggested</u> activities to help achieve our intent (including extra-curricular opportunities)**	**<u>Suggested</u> evaluation and assessment methods (to include one formal summative assessment)**
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.**

s in food production **Bacterial contamination** **Safe buying and storing of food** **Traditional british cuisine**	unsafe to eat. Conditions for growth of microorganisms in order to grow and multiply. What enzymes are and how they spoil the palatability of foods. Food Poisoning The bacteria that cause food poisoning How bacteria grow and multiply Temperature control to reduce or prevent bacteria multiplying. The use of microorganisms in the production of: 1. Cheddar cheese 2. Bread 3. Yoghurt. 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 & S9)	Knowledge of British cuisine and ability to plan using timeplans.	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. Create a mind map of the 5 main food poisoning bacteria, the food and drinks they are found in, symptoms and causes. Use Chill Ed top trumps cards- better still make your own. What are the key temperatures for bacterial growth? Label the thermometer with important temperatures for bacterial growth including: freezing, chilling, danger zone, serving, reheating and boiling. 2. Food safety quiz, bacteria matching activity and practice questions. 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. 2.Planning for next practical. Make a traditionally British recipe which uses locally sourced vegetables and celebrates the best of British cuisine. 1. How can consumers make environmentally friendly choices when shopping for food products (7 marks)?	

			2.The sales of organic fruit and vegetables continue to increase. Discuss the advantages and disadvantages of buying organic fruit and vegetables? (6 marks) . 3. locally sourced and seasonal ingredients are becoming increasingly popular. Discuss the advantages of buying local ingredients in season (6 marks). 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	
Safe preparing, cooking, serving **International cuisine** **Factors affecting food choice**	Preventing cross contamination, maintaining hygiene, controlling microbial growth and multiplication, cooking, cooking and serving food. Use of food probes To develop research skills and carry out research into the cuisine of another country. About the ingredients and food products from different international countries. About the distinctive features of chosen cuisine including ingredients, equipment, cooking techniques, eating patterns and presentation styles. To identify and discuss the different factors that influence what we eat today including: Healthy Eating and physical activity level (PAL) Dietary and		Complete activities in textbook page 200-201. Pg 241-246 in Textbook. Read, mindmap. 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. Practice questions to test knowledge: 1. List 3 factors that influence what people eat (3 marks). 2. Give 3 reasons why it is important to encourage young children to try a variety of different foods (3 marks). 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). 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).	**Sample answers, practice questions.**

	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		From December 2016 all food manufacturers must put nutritional information on packaging. 1. Explain how the traffic light system of food labelling informs customers about making healthy food choices. 2. Find a good example of a food package which uses the traffic light system to present nutritional information. 3. List all the information that must go on the label by law. . What is the definition of cuisine (1 mark)? 2. Explain why people may choose foods with the RSPCA Assured Logo on it (3 marks). 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). 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	
Introduction of the NEA1, part A and B Food Investigations.	Assignment is released on 1st september. Waiting until week 6 to begin has been shown to be beneficial. 10 hours allocated time. Topic TBC	Successful completion of research, investigations	. Resources provided at the time in class and via Google Classroom module.	**Marked by teacher, standardised by department, moderated by AQA.**

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.	**Teacher marks, department standardise, AQA moderate.**
TERM 14 (Year 11)	**Content to be achieved by the end of the term**	**Key skills demonstrated as a result of the content**	**<u>Suggested</u> activities to help achieve our intent (including extra-curricular opportunities)**	**<u>Suggested</u> evaluation and assessment methods (to include one formal summative assessment)**
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. .	. **Teacher assesses and writes witness statements**
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.	**Teacher assessed, department standardised, AQA moderate**.

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.**
TERM 15 (Year 11)	**Content to be achieved by the end of the term**	**Key skills demonstrated as a result of the content**	**<u>Suggested</u> activities to help achieve our intent (including extra-curricular opportunities)**	**<u>Suggested</u> evaluation and assessment methods (to include one formal summative assessment)**
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 New GCSE Food Preparation & Nutrition - AQA Revision Guide (CGP GCSE Food 9-1 Revision) eBook : CGP Books, CGP Books: Amazon.co.uk: Kindle Store	**Mock and mini tests.** **Pupil guided target setting.**