



### Prior Learning

Students arrive to the school with a vast range of different cooking and nutrition experiences. Some may have had previous exposure to the subject at school or from home. Others often arrive with very little prior knowledge.



### Future Learning

To develop the key cooking skills and work towards meeting the objectives of the national food strategy. To improve knowledge and understanding of food nutrition, provenance, safety and science.

1

### Health and Safety and Food and the environment

To ensure students have suitable knowledge of health and safety in a food room and how to minimise the associated risks. To cover the sustainability and provenance of food. To write an assessment about food and the problems with food miles.

**Cook:** Fruit salad to implement basic knife and cooking skills

2

### The eat well plate and nutrition

To discuss the govt. guidelines on a healthy and balanced diet. To be able to have the knowledge to be able to plan a balanced meal or series of foods and what constitutes a balanced and varied diet.

**Cook:** Coleslaw to improve fine cutting skills

3

### Starchy foods, the pasta project

To understand the foods that provide us with energy. Includes completing a pasta project extended homework.

**Cook:** Pasta Salad to master fine cutting skills.

4

### Fruit and veg and Yeast experiment

To understand the nutritional value of a range of fruit and vegetables To introduce the concept of a GCSE experiment to KS3. To enable an understanding of the concept of fermentation and how FPN GCSE fits into their everyday lives

**Cook:** Apple crumble to give use of oven.

5

### Vegetables in our diet

Macro and micronutrients and the provision of proteins In our diet. The importance of eating a range of fruit and veg to ensure a good variety of nutrients in our diet.

**Cook:** Introducing the use of the grill to cook foods and the different tastes and textures that can be developed

6

### Dietary guidelines and end of year tests

Produce a production plan to show how to make couscous using a flow chart, to understand the function and sources of a range of proteins in our diets and to look at a range of dietary requirements.

**Cook:** cous-cous to refine general cooking skills and an example of an LBV protein





**Prior Learning**  
Students learn from the basic introduction to food, cooking skills, knowledge and understanding of food nutrition, provenance, safety and science.



**Future Learning**  
Developing skills to KS4. Increasing the depth of knowledge and the requirements of the KS4 curriculum

1

**Health and safety review and Macro and micronutrients**

To recap and review health and safety and the understanding of their learning in year 7. To gain an understanding of macro and micronutrients consolidating their learning by writing an assessment piece about minerals.

**Cook:** Students reinforce this learning through the cooking of fajitas that is high in both Macro and micronutrients.

2

**Pastry and the pastry project**

To ensure students have a good understanding of pastry and the different types and uses there are for them.

**Extended assessment**  
Pastry research, project.  
**Cook** sausage rolls.

3

**Eggs and nutrition**

Eggs are a key part of our diet and in this unit, we look at the importance of eggs in our diet and the benefits that they have in our diet.

**Cook:** Mini quiches to develop further knowledge for pastry project.

4

**Food science**

Investigating and demonstrating key scientific terms in the production of food. E.g. Gelatinisation. Macronutrients, Micronutrients and food poisoning.  
**Cook:** White sauce (macaroni cheese)

5

**Food and religion - Food choices and dietary requirements**

In line with our religious pedagogy student's look at a range of religions and the food related sacrifices and choices that each religion needs to make.  
**Cook** Bolognese sauce

6

**Methods to transfer heat**

Methods to transfer heat and why we cook food.  
**Cook:** Chinese Veg stir fry



**Prior Learning**  
Students have demonstrated a range of cooking skills through a series of cooks and are developing their knowledge of the eatwell guide and nutrition.



**Future Learning**  
Students will be looking closely at the key elements of their assessment in year 11 by completing mocks of each of the 3 assessment areas in year 10 as well as focusing on the complexity of the skills they can demonstrate in their practical exam

1

**The eat well guide and healthy eating**

To understand a range of vitamins and minerals and their uses and deficiencies in our diet, the effect of food preparation when cooking and preparing vitamins and minerals  
**Cooks include:** Carrot and coriander soup.

2

**Energy balance and digestion**

To understand energy balance and how it can help us maintain healthy as well as the importance of fibre and NSP energy in our diet.  
**Cooks include:** Chicken stir Fry

3

**Food science**

Looking at the science of food, why food is cooked, and the science involved in the cooking of food. Looking at the importance of vitamins and minerals working together. **Cooks include:** Cauliflower cheese.

4

**Why food is cooked**

Looking at the science of food, why food is cooked, and the science involved in the cooking of proteins. **Cooks include:** fish fingers with a home made mayo, Schnitzel

5

**Why food is cooked cont.**

Building knowledge of food science and the functions of proteins in cooking and the diet. Looking at methods and science behind the transfer of heat in cooking  
**Cooks include:** lemon pots, marinated kebabs.

6

**Labelling and nutritional analysis**

To understand how to use a nutritional analysis package for NEA tasks. Students will be learning about food labelling and food spoilage in parallel to this.  
**Cooks include:** Chicken and Parma Ham



**Prior Learning**  
Students will be looking closely at the key elements of their assessment in year 11 by completing mocks of each of the 3 assessment areas in year 10 as well as focusing on the complexity of the skills they can demonstrate in their practical exam



**Future Learning**  
Students now enter the assessment phase of the course with the 10 hour NEA1 task being released on the 1<sup>st</sup> Sept and the 20 hour NEA2 task on the 1<sup>st</sup> November. Students then revise and prepare for the written summer exam.

1

**Micro and Macro Nutrients Review and Food provenance**

Micro and Macro Nutrients review of learning from year 9. Refreshing the basics. To look at where our food comes from and looking at a range of regional foods within the UK and Europe.  
**Cooks include:** Minestrone soup, risotto, Tora della Nonna, Italian pastry tarts and choux buns.

2

**Bread and food science cont.**

To gain an understanding of a key staple food within the UK, bread.  
**Cooks include:** both leavened and unleavened bread. Completing the food science booklet from the end of year 9.

3

**Practice NEA1**

Students are given the opportunity to practice an NEA1 experiment in preparation for the final assessment in the beginning of year 11.

4

**Pasta and Mock NEA2**

A short unit looking at the production of pasta and its place in the diet. Students then practice the planning and cooking of 3 dishes in 3 hours for a mock NEA2.  
**Cooks** relate to the chosen topic.

5

**Mock NEA2 cont.**

Students complete the planning and cooking of 3 dishes in 3 hours for a mock NEA2, including a 3-hour session off timetable to replicate next year's exam.

6

**Mock exam prep. Food labelling and food preservation**

Preparation and revision for their upcoming mock exam. Looking at food labelling and food preservation techniques theory..



**Prior Learning**  
Students will be consolidating and applying all the learning from years 7-10 in the final years assessments



**Future Learning**  
Students can continue study at college, catering college or through other further education avenues or employment.

1

**NEA1 Exam**

Students to start NEA1 coursework (Food science investigation) in accordance with the exam specification and in line with the JCQ regulations.

2

**Completing NEA1, starting NEA2**

Students to complete NEA1 coursework (Food science investigation) and start NEA2 coursework (food cooking assignment) in accordance with the exam specification and in line with the JCQ regulations.

3

**NEA2**

Students to complete NEA2 coursework (food cooking assignment) in accordance with the exam specification and in line with the JCQ regulations.

4

**NEA2**

Students to complete NEA2 coursework (food cooking assignment) in accordance with the exam specification and in line with the JCQ regulations.

5

**Exam revision**

To prepare students for their upcoming GCSE paper

6

**Final exam**