Autumn (1st term)	Autumn (2 nd term)	Spring (1st term)	Spring (2 nd Term)	Summer (1st term)	Summer (2 nd term)	
Other timing:	Other timing:	Other timing:	Other timing:	Other timing:	Other timing:	
From: September To:	From: November To:	From: January To: February	From: February To: March	From: April To: May	From: June To: July	
October	December	Trom. January 10. rebruary	Trom. rebruary ro. March	Trom: April To: Way	Trom. June 10. July	
Topic / Key Question:	Topic / Key Question:	Topic / Key Question:	Topic / Key Question:	Topic / Key Question:	Topic / Key Question:	
Commodity 1 (Fruit and	Commodity 1 (Cereals,	Commodity 1 (Cereals,	Commodity (Meat, fish,	Commodity 1 (Butters, oils,	Commodity 1 (Butters, oils,	
Vegetables including	including flours, breakfast	including flours, breakfast	poultry and eggs),	margarine, sugar and syrup).	margarine, sugar and syrup).	
Potatoes Provenance,	cereals, bread and pasta).	cereals, bread and pasta).	Provenance, Classification,	Commodity 2 Soya, tofu,	Commodity 2 Soya, tofu,	
Classification, Nutritional	Provenance, Classification,	Commodity 2 (Dairy to	Nutritional values, Dietary	beans, nuts and seeds).	beans, nuts and seeds).	
values, Dietary	Nutritional values, Dietary	include Milk, Cheese and	Considerations, Food	Provenance, Classification,	Provenance, Classification,	
Considerations, Food	Considerations, Food	Yoghurt)	Science, Food Hygiene and	Nutritional values, Dietary	Nutritional values, Dietary	
Science, Food Hygiene and	Science, Food Hygiene and	Provenance, Classification,	Safety.	Considerations, Food	Considerations, Food	
Safety.	Safety.	Nutritional values, Dietary	NEA Assessment 2 practice,	Science, Food Hygiene and	Science, Food Hygiene and	
NEA Assessment 1 practice	NEA Assessment 1 practice	Considerations, Food	General nutrition and diet	Safety.	Safety.	
Investigation	Investigation	Science, Food Hygiene and	theory with linked practical.	NEA Assessment 1, General	NEA Assessment 1, General	
investigation	Investigation	Safety.	theory with linked practical.	nutrition and diet theory	nutrition and diet theory	
Skills:	Skills:	NEA Assessment 2 practice,	Skills:	with linked practical.	with linked practical.	
How/where fruit and	How/where fruit and 1	General nutrition and diet	Select and plan to cook a two	NEA Assessment 2	NEA Assessment 2	
vegetables are grown, link to	(Cereals, including flours,	theory with linked practical.	course main meal	NEA ASSESSMENT 2	NEA ASSESSMENT 2	
climate, soil types	breakfast cereals, bread and	theory with linked practical.	that celebrates the cuisine of	Skills:	Skills:	
Organic verses non-organic	pasta). vegetables are	Skills:	a chosen country.	Explore and understand	Explore and understand	
(Soil Association, etc.)	grown, link to climate, soil	Select and plan to cook a two	Identify and explain the	where key ingredients come	where key ingredients come	
Use of pesticides and	types	course main meal	distinctive features of chosen	from and how they are	from and how they are	
herbicides – discussions on	Organic verses non-organic	that celebrates the cuisine of	cuisine.	grown, reared or caught.	grown, reared or caught.	
possible impact on health	(Soil Association, etc.)	a chosen country.	Identify the equipment and	Environmental issues	Environmental issues	
Customer choice that can be	Use of pesticides and	Identify and explain the	cooking methods	associated	associated	
linked to cost – discuss	herbicides – discussions on	distinctive features of chosen	used in chosen cuisine.	with foods - identify and	with foods - identify and	
Food miles, Seasonality	possible impact on health	cuisine.	Explain how food choices can	explain them.	explain them.	
Clarify the difference	Customer choice that can be	Identify the equipment and	be related to different	Investigate the information	Investigate the information	
between primary and	linked to cost – discuss	cooking methods	religious and cultural beliefs.	and guidance	and guidance	
secondary processing.	Food miles, Seasonality	used in chosen cuisine.	Identify any high risk foods in	available to the consumer	available to the consumer	
Different methods of	Clarify the difference	Explain how food choices can	chosen recipe	regarding food	regarding food	
preservation.	between primary and	be related to different	and suggest ways to cook	labelling, availability,	labelling, availability,	
Difference between fruits	secondary processing.	religious and cultural beliefs.	safely and minimize risk of	traceability, food	traceability, food	
and vegetables.	Different methods of	Identify any high risk foods in	food poisoning.	assurance schemes and	assurance schemes and	
Recap on 5 a day – link to	preservation.	chosen recipe	Demonstrate the use of	animal welfare.	animal welfare.	
Eatwell guide	Difference between fruits	and suggest ways to cook	different ingredients	Recognise and explain food	Recognise and explain food	
Cover dietary fibre – soluble	and vegetables.	safely and minimize risk of	including herbs and spices to	standard schemes.	standard schemes.	
and insoluble	Recap on 5 a day – link to	food poisoning.	enhance the	Standard Schemes.	Standard Schemes.	
Water	Eatwell guide	Demonstrate the use of	flavours of a dish.			
Recap on vitamins and	Cover dietary fibre – soluble	different ingredients	Prepare and cook a two	Adapt original recipe to	Adapt original recipe to	
minerals (cover A, B, C, D,	and insoluble	including herbs and spices to	course meal to demonstrate	include ingredients	include ingredients	
minerals (cover A, b, c, b,	and moduble	including herbs and spices to	course mear to demonstrate	melade ingredients	include ingredients	

calcium and iron), and include complementary actions of the nutrients vitamin C and iron/vitamin D and calcium Nutrient requirements – link to different life stages Fat and water soluble vitamins - effect of oxidation, heat on vitamin content of fruits and vegetables Compare nutrient content of a specific fruit or vegetable fresh, frozen, canned, dried,

etc.

Vegetarians (lacto/lactoovo/vegan) Bone health – link in with vitamin D and calcium Healthy blood – link in with vitamin C and iron. Composition of fruits and vegetables Oxidation/enzymic browning Recap on personal hygiene good practice Refrigeration temperatures Why it is important to wash fruits and vegetables? Use By and Best Before dates Stock rotation Bagged salads - food poisoning risk (link to processing of leaves for bagged salads). Food storage Ambient, chilling, freezing, canned

Water Recap on vitamins and minerals (cover A, B, C, D, calcium and iron), and include complementary actions of the nutrients vitamin C and iron/vitamin D and calcium Nutrient requirements – link to different life stages Fat and water soluble vitamins – effect of oxidation, heat on vitamin content of fruits and vegetables Compare nutrient content of a specific fruit or vegetable fresh, frozen, canned, dried, etc. Vegetarians (lacto/lactoovo/vegan)

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Bone health – link in with

enhance the flavours of a dish. Prepare and cook a two course meal to demonstrate the cuisine from a chosen country/region, e.g. Mediterranean, Caribbean, African, North America Demonstrate the use of herbs and spices to enhance the flavours of a dish. Demonstrate and apply the principles of food safety and hygiene when

cooking and stir frying. Present and serve a quality

high level of finish. To work independently following own instructions and as a team when washing up and tidying away

multicultural dishes with a

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Demonstrate and apply the principles of food safety and hygiene when cooking and stir frying.

multicultural dishes with a high level of finish. To work independently following own instructions and as a team when washing up and tidying away

Present and serve a quality

which have been locally sourced or are seasonal. Demonstrate the skills of vegetable preparation and cooking, making a meat/ alternative base, combining, layering and finishing of ingredients using the oven.

Demonstrate and apply the principles of food safety and hygiene when cooking.

which have been locally sourced or are seasonal. Demonstrate the skills of vegetable preparation and cooking, making a meat/ alternative base, combining, layering and finishing of ingredients using the oven. Demonstrate and apply the

principles of food safety and hygiene when cooking.

Key Learning Outcomes:

be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment

- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing,

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processing, storing,	processing, storing,	processing, storing,	processing, storing,	processing, storing,	processing, storing,		
cooking and serving food	cooking and serving food	cooking and serving food	cooking and serving food	cooking and serving food	cooking and serving food		
understand and explore	understand and explore	understand and explore	understand and explore	understand and explore	understand and explore		
a range of ingredients and	a range of ingredients and	a range of ingredients and	a range of ingredients and	a range of ingredients and	a range of ingredients and		
processes from different	processes from different	processes from different	processes from different	processes from different	processes from different		
culinary traditions	culinary traditions	culinary traditions	culinary traditions	culinary traditions	culinary traditions		
(traditional British and	(traditional British and	(traditional British and	(traditional British and	(traditional British and	(traditional British and		
international) to inspire	international) to inspire	international) to inspire	international) to inspire	international) to inspire	international) to inspire		
new ideas or modify	new ideas or modify	new ideas or modify	new ideas or modify	new ideas or modify	new ideas or modify		
existing recipes	existing recipes	existing recipes.	existing recipes	existing recipes	existing recipes		
End of term 1 assessment to	End of term 1 assessment to cover:		End of term 2 assessment to cover:		End of year assessment to cover:		
To follow a recipe and completed a written evaluation		Mini end of topic assessment: Milk, Cheese and		Practical NEA 2: Research, Plan, Prepare and Cook			
of product.			Yoghurt.		Written NEA to cover all topics for the year.		
Written Mini end of topic as	ssessment	Commodities: Cereals.					
		Practice: NEA 2: Research plan, prepare and cook a					
		meal suitable for an Ovo-vegetarian.					
Rationale for sequence:	Rationale for sequence:	Rationale for sequence:	Rationale for sequence:	Rationale for sequence:	Rationale for sequence:		
The sequence enables	The sequence enables	The sequence enables	The sequence enables	The sequence enables	The sequence enables		
learners to make	learners to make	learners to make	learners to make	learners to make	learners to make		
connections between	connections between	connections between	connections between	connections between	connections between		
theory and practice so	theory and practice so	theory and practice so	theory and practice so	theory and practice so	theory and practice so		
that they are able to apply	that they are able to apply	that they are able to apply	that they are able to apply	that they are able to apply	that they are able to apply		
their understanding of	their understanding of	their understanding of	their understanding of	their understanding of	their understanding of		
food science and nutrition	food science and nutrition	food science and nutrition	food science and nutrition	food science and nutrition	food science and nutrition		
to practical cooking.	to practical cooking.	to practical cooking.	to practical cooking.	to practical cooking.	to practical cooking.		
Reading / literacy:	Reading / literacy:	Reading / literacy:	Reading / literacy:	Reading / literacy:	Reading / literacy:		
Eduqas GCSE Food	Eduqas GCSE Food	Eduqas GCSE Food	Eduqas GCSE Food	Eduqas GCSE Food	Eduqas GCSE Food		
Preparation and Nutrition	Preparation and Nutrition	Preparation and Nutrition	Preparation and Nutrition	Preparation and Nutrition	Preparation and Nutrition		
by Authors: Alison Clough-	by Authors: Alison Clough-	by Authors: Alison Clough-	by Authors: Alison Clough-	by Authors: Alison Clough-	by Authors: Alison Clough-		
Halstead, Fiona Dowling,	Halstead, Fiona Dowling,	Halstead, Fiona Dowling,	Halstead, Fiona Dowling,	Halstead, Fiona Dowling,	Halstead, Fiona Dowling,		
Victoria Ellis, Jayne Hill,	Victoria Ellis, Jayne Hill,	Victoria Ellis, Jayne Hill,	Victoria Ellis, Jayne Hill,	Victoria Ellis, Jayne Hill,	Victoria Ellis, Jayne Hill,		
Bethan Jones	Bethan Jones	Bethan Jones	Bethan Jones	Bethan Jones Bethan Jones			
Students will be reminded	Students will be reminded	Students will be reminded	Students will be reminded	Students will be reminded	Students will be reminded		
about the importance of	about the importance of	about the importance of	about the importance of		about the importance of		
excellent presentation,	excellent presentation,	excellent presentation,	excellent presentation,	excellent presentation,	excellent presentation,		
using the correct		using the correct	using the correct	using the correct	using the correct		
grammar rules including			grammar rules including	•	grammar rules including		
G. E	I G. E	1 0. a.m.a a.co moraamg	l or annual rates interaging	l or annual rates mercaning	G. E		

full stops and capital letters in all written work as well as computer tasks.= reading instructions, extracting information, technical language, sensory descriptors,

Neat and legible hand writing skills shall be incorporated in all lessons.

Will use some lesson starters and plenaries/progress checks to develop literacy skills i.e. circle the incorrect spelling, reading comprehension, summarising succinctly, identify and correct punctuation and grammar mistakes, sequencing information, etc.

During practical lessons students will be asked to read and follow a recipe. Teacher will check students' understanding using focused questions i.e. pupils have to explain in their own words what to do for each step whilst making a food product.

Students will correct spelling, grammar and punctuation mistakes on recipes.

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	1	1		I	
As part of homework tasks pupils will have to learn the spelling of key words	As part of homework tasks pupils will have to learn the spelling of key words	As part of homework tasks pupils will have to learn the spelling of key words	As part of homework tasks pupils will have to learn the spelling of key words to	As part of homework tasks pupils will have to learn the spelling of key words	As part of homework tasks pupils will have to learn the spelling of key words to
to sit a test as a lesson starter.	to sit a test as a lesson starter.	to sit a test as a lesson starter.	sit a test as a lesson starter.	to sit a test as a lesson starter.	sit a test as a lesson starter.
Numeracy:	Numeracy:	Numeracy:	Numeracy:	Numeracy:	Numeracy:
During practical lessons teacher will ask focussed questions on numeracy skills:	During practical lessons teacher will ask focussed questions on numeracy skills:	During practical lessons teacher will ask focussed questions on numeracy skills:	During practical lessons teacher will ask focussed questions on numeracy skills:	During practical lessons teacher will ask focussed questions on numeracy skills:	During practical lessons teacher will ask focussed questions on numeracy skills:
Adding, subtracting, multiplying and dividing ingredients.	acting, Adding, subtracting, multiplying and dividing ingredients. Adding, subtracting, multiplying and dividing ingredients. The subtracting ingredients ingredients.				
Compare nutritional information on food labels.	•	•			
Putting weights on packaging in order of descending.	Putting weights on packaging in order of descending.	Putting weights on packaging in order of descending.	Putting weights on packaging in order of descending.	Putting weights on packaging in order of descending.	Putting weights on packaging in order of descending.
Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %s,	Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %s,	Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %s,	Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %s,	Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %s,	Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %s,
Enrichment / opportunities	to develop cultural capital (i	ncluding careers WRI and SI	MSC).		

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

Social:

Opportunities should be afforded to students to work collaboratively in a variety of groups to complete set tasks. Social = budgets

Moral:

Students should develop respect for each other's choices of ingredients in lessons.

Cultural:

Students should develop respect on views on cultural and religious beliefs on food choices during debate and feedback sessions.

Spiritual:

Consider the impact of discrimination on the spirit and the concept of prejudice

Clubs, extra-curricular, revision sessions, out of school activity available:

- Cooking club
- Future Chef
- Healthy Eating week
- Trip to a local restaurant
- Trip to Borough Market
- Macmillan Coffee Morning
- Xmas ginger bread men/houses display
- Easter Bake Off Competition
- Working with a number of chefs from the industry
- Junior Academy West London University
- Project engagement with outside catering company

Home Learning Topics:

- Principles of Nutrition
- Diet and Good Health
- The Science of Cooking Food
- Food Spoilage
- Food Provenance and Food Waste
- Cultures and Cuisines
- Technological Developments
- Factors Affecting Food Choice
- Basic Mixtures and Recipes
- Cereals
- Fruit and Vegetables
- Milk, Cheese and Yoghurt
- Meat, Poultry, Fish and Eggs
- Beans, Nuts and Seeds, Soya, Tofu and Mycoprotein

Butter, Oil, Margarine, Sugar and Syrup					