



CreATE
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CURRICULUM MAP YEARS 7-11

CreATE Department
Food & Nutrition

HONITON COMMUNITY COLLEGE

Year 7 Design & Technology: Food & Nutrition

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Health and Safety and introduction to Food and Nutrition	Practical and Eatwell Guide	Eatwell guide and end of unit assessment for planning and preparing own dish	Health and Safety and introduction to Food and Nutrition	Practical and Eatwell Guide	Eatwell guide and end of unit assessment for planning and preparing own dish
Key concepts	<p>Practical: Fruit Salad. Safe use of knives Knives license. Orientation in the food room. Selection and correct use of equipment, bridge and claw grip. Washing up, tidying up- organisational skills.</p> <p>Practical: Lamb koftas with tzatziki sauce and flatbreads (Assessed practical)</p> <p>Rolling, shaping, cooking, use of temperature probe, judge and manipulate sensory properties, sensory analysis, test for readiness, grating, mixing, weighing and measuring accurately.</p> <p>Practical: Omelette with Peer Assessment trial in class. Verbal Feedback. Ability to test for readiness, beating, mixing, shaping, use of hob, judge and manipulate sensory properties.</p> <p>Introduction to Food and Nutrition – Eatwell Guide Project.</p> <p>Health and safety –Safety in the Food Room, building on learning from year 6. Using ovens safely and introduction to different pieces of electrical equipment.</p> <p>Knife Skills and safe use of knives. Safe storage, preparation and use of meat to prevent food poisoning-avoiding Cross Contamination.</p> <p>Function of Eggs – storage,</p>	<p>Practical- Scone based pizza: Rubbing in method, weighing and measuring, knife skills, peel and prepare vegetables. Safe use of oven, grating, selection and use of equipment.</p> <p>Practical: Healthy Fruit Muffins. Sensory analysis – Peer Analysis – Melting method, weighing and measuring, use of oven, mixing, shaping, working to produce identical foods. Food and Nutrition- The Eatwell guide- Practical- Scone based pizza to link into the Eatwell Guide food groups. Market research- research existing dishes and compare.</p> <p>Intro to Cake making methods and functions of ingredients in cake making- Muffins.</p>	<p>Practical: End of unit own dish based on Eatwell Guide:</p> <p>Accurate weighing and measuring, use of equipment, timing, preparation, use of oven, knife skills, sauce making, setting mixtures.</p> <p>Assessment trial in class. Verbal Feedback</p> <p>Research, design and plan their own dish based on healthy eating, linked to the eatwell guide. To include, recipe, time plan, shopping list and equipment list. (required for GCSE NEA2)</p> <p>Final evaluations to include taste testing and sensory analysis.</p>	<p>Practical: Fruit Salad. Safe use of knives Knives license. Orientation in the food room. Selection and correct use of equipment, bridge and claw grip. Washing up, tidying up- organisational skills.</p> <p>Practical: Lamb koftas with tzatziki sauce and flatbreads (Assessed practical)</p> <p>Rolling, shaping, cooking, use of temperature probe, judge and manipulate sensory properties, sensory analysis, test for readiness, grating, mixing, weighing and measuring accurately.</p> <p>Practical: Omelette with Peer Assessment trial in class. Verbal Feedback. Ability to test for readiness, beating, mixing, shaping, use of hob, judge and manipulate sensory properties. Introduction to Food and Nutrition – Eatwell Guide Project.</p> <p>Health and safety –Safety in the Food Room, building on learning from year 6. Using ovens safely and introduction to different pieces of electrical equipment.</p> <p>Knife Skills and safe use of knives. Safe storage, preparation and use of meat to prevent food poisoning-avoiding Cross Contamination. Function of Eggs –</p>	<p>Practical- Scone based pizza: Rubbing in method, weighing and measuring, knife skills, peel and prepare vegetables. Safe use of oven, grating, selection and use of equipment.</p> <p>Practical: Healthy Fruit Muffins. Sensory analysis – Peer Analysis – Melting method, weighing and measuring, use of oven, mixing, shaping, working to produce identical foods.</p> <p>Food and Nutrition- The</p>	<p>Practical: End of unit own dish based on Eatwell Guide: Accurate weighing and measuring, use of equipment, timing, preparation, use of oven, knife skills, sauce making, setting mixtures.</p> <p>Assessment trial in class. Verbal Feedback</p> <p>Research, design and plan their own dish based on healthy eating, linked to the eatwell guide. To include, recipe, time plan, shopping list and equipment list. (required for GCSE NEA2)</p> <p>Final evaluations to include taste testing and sensory analysis.</p>

	preparation, health and safety. Omelette with Peer Assessment.			storage, preparation, health and safety. Omelette with Peer Assessment.	Eatwell guide- Practical- Scone based pizza to link into the Eatwell Guide food groups. Market research- research existing dishes and compare. Intro to Cake making methods and functions of ingredients in cake making- Muffins.	
Knowledge & Understanding Milestones	Health and Safety assessment Baseline Test Knives Skills License Skills Checklist	Practical skills building Eastwell guide Planning and preparing meals based on nutrient groups.	<ul style="list-style-type: none"> • Independent enquirer • Creative thinker • Reflective learner • Team worker • Self-manager • Independent learner • Initiative user • Time management • Organisation Adaption 	Health and Safety assessment Baseline Test Knives Skills License Skills Checklist	Practical skills building Eastwell guide Planning and preparing meals based on nutrient groups.	<ul style="list-style-type: none"> • Independent enquirer • Creative thinker • Reflective learner • Team worker • Self-manager • Independent learner • Initiative user • Time management • Organisation Adaption
Scaffolding for SEND to ensure quality first teaching.	Written work in booklets, planning own dish based on Eatwell Guide. Time plan, shopping and equipment list. Key words in booklets and glossary- Spellings	Sentence starters, framework and templates for written work. Visual aids for recipes and theory work.	Key words and Vocabulary: Health and Safety, Cross Contamination, Nutrition, Eatwell Guide, Coagulation, Protein,	Written work in booklets, planning own dish based on Eatwell Guide. Time plan, shopping and equipment list. Key words in booklets and glossary- Spellings	Sentence starters, framework and templates for written work.	Key words and Vocabulary: Health and Safety, Cross Contamination, Nutrition, Eatwell Guide, Coagulation,

			Carbohydrates, Fibre, Fats and Sugar, Nutrients, Food groups Bridge and Claw grips. Combine, fold, melt, mix, stir, roll, shape, bind, reduce, rubbing in, Kitchen equipment (grater, saucepan, knife etc) Analyse, assess, feedback, review, adapt.		Visual aids for recipes and theory work.	Protein, Carbohydrates, Fibre, Fats and Sugar, Nutrients, Food groups Bridge and Claw grips. Combine, fold, melt, mix, stir, roll, shape, bind, reduce, rubbing in, Kitchen equipment (grater, saucepan, knife etc) Analyse, assess, feedback, review, adapt.
Careers input	Junior Bake off – skills review and inspiration South West Junior Chef Competition Homework to research a famous chef and how their journey led them to becoming a chef. Home learning—to include watching MasterChef to discuss skills used in subsequent lessons	Activities and coverage linking to Creative careers and pathways.	South West Junior Chef Competition Professional workshops – Navy EAT team workshops Cultural visits, careers based visits, practitioner led workshops.	Junior Bake off – skills review and inspiration South West Junior Chef Competition Homework to research a famous chef and how their journey led them to becoming a chef. Home learning—to include watching MasterChef to discuss skills used in subsequent lessons	Activities and coverage linking to Creative careers and pathways.	South West Junior Chef Competition Professional workshops – Navy EAT team workshops Cultural visits, careers based visits, practitioner led workshops.
Links (prior knowledge, future knowledge)	In subject: Impact on knowledge of nutritional food groups, nutrients and building on practical skills. Outside of subject: module/when taught: Science – Nutrients and healthy diets – the body y7 term 1: science -energy transfer Life Skills: 7/1 Diet and exercise	.In subject: Measured through development in practical skills and confidence in the kitchen and knowledge of food groups and nutrients. Outside of subject: yr 7 T2: Science: Substances and particles	In subject: Building on booklet work from Year 6-basis knowledge of food health and safety and washing up. 4 C's for hygiene and health and safety.	In subject: Impact on knowledge of nutritional food groups, nutrients and building on practical skills. Outside of subject: module/when taught: Science – Nutrients and healthy diets – the body y7 term 1: science -energy transfer Life Skills: 7/1 Diet and exercise French 8/3 Healthy living	.In subject: Measured through development in practical skills and confidence in the kitchen and knowledge of food groups and nutrients.	In subject: Building on booklet work from Year 6-basis knowledge of food health and safety and washing up. 4 C's for hygiene and health and safety. Outside of subject:

		7,8,9, D and T 8 Making, testing and evaluation	Outside of subject: Science 7/4 Healthy diet		Outside of subject: yr 7 T2: Science: Substances and particles 7,8,9, D and T 8 Making, testing and evaluation	Science 7/4 Healthy diet
Key Vocabulary	Key words and Vocabulary: Health and Safety, Cross Contamination, Nutrition, Eatwell Guide, Coagulation, Protein, Carbohydrates, Fibre, Fats and Sugar, Nutrients, Food groups Bridge and Claw grips. Combine, fold, melt, mix, stir, roll, shape, bind, reduce, rubbing in, Kitchen equipment (grater, saucepan, knife etc) Analyse, assess, feedback, review, adapt.	Key words and Vocabulary: Health and Safety, Cross Contamination, Nutrition, Eatwell Guide, Coagulation, Protein, Carbohydrates, Fibre,	Fats and Sugar, Nutrients, Food groups Bridge and Claw grips. Combine, fold, melt, mix, stir, roll, shape, bind, reduce, rubbing in, Kitchen equipment (grater, saucepan, knife etc) Analyse, assess, feedback, review, adapt.	Key words and Vocabulary: Health and Safety, Cross Contamination, Nutrition, Eatwell Guide, Coagulation, Protein, Carbohydrates, Fibre, Fats and Sugar, Nutrients, Food groups Bridge and Claw grips. Combine, fold, melt, mix, stir, roll, shape, bind, reduce, rubbing in, Kitchen equipment (grater, saucepan, knife etc) Analyse, assess, feedback, review, adapt.	Key words and Vocabulary: Health and Safety, Cross Contamination, Nutrition, Eatwell Guide, Coagulation, Protein, Carbohydrates, Fibre,	Fats and Sugar, Nutrients, Food groups Bridge and Claw grips. Combine, fold, melt, mix, stir, roll, shape, bind, reduce, rubbing in, Kitchen equipment (grater, saucepan, knife etc) Analyse, assess, feedback, review, adapt.
Review & Assessment Dates (including opportunities for retrieval practice)	Assessment trial in class. Verbal Feedback. Ability to test for readiness, beating, mixing, shaping, use of hob, judge and manipulate sensory properties. Introduction to Food and Nutrition – Eatwell Guide Project. Health and safety –Safety in the Food Room, building on learning from year 6. Using ovens safely and introduction to different pieces of electrical equipment.	Knife Skills and safe use of knives. Safe storage, preparation and use of meat to prevent food poisoning-avoiding Cross Contamination. Function of Eggs – storage, preparation, health and safety. Omelette with Peer Assessment	Final planning and assessment linked to GCSE criteria for NEA 2 practice. Scaffolded and supported with word banks, templates, sentence starters and exemplar work.	Assessment trial in class. Verbal Feedback. Ability to test for readiness, beating, mixing, shaping, use of hob, judge and manipulate sensory properties. Introduction to Food and Nutrition – Eatwell Guide Project. Health and safety –Safety in the Food Room, building on learning from year 6. Using ovens safely and introduction to different pieces of electrical equipment.	Knife Skills and safe use of knives. Safe storage, preparation and use of meat to prevent food poisoning-avoiding Cross Contamination. Function of Eggs – storage, preparation,	Final planning and assessment linked to GCSE criteria for NEA 2 practice. Scaffolded and supported with word banks, templates, sentence starters and exemplar work.

					health and safety. Omelette with Peer Assessment	
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Year 8 Design & Technology: Food & Nutrition

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Health and Safety Recap- build on prior knowledge.	Pastry, and Bread	Bread, and afternoon Tea planning and making.	Health and Safety Recap- build on prior knowledge.	Pastry, and Bread	Bread, and afternoon Tea planning and making.
Key concepts	<p>Building on Prior Knowledge, key terminology, Introduction to Pastry and Bread, to learn the different functions of ingredients in each and the science and technical characteristics behind these ingredients. End of project assessment is an Afternoon Tea Project using skills learnt throughout the unit.</p> <p>Practical: Jam tarts. Sensory analysis and star profiling. Rolling, rubbing in method, weighing measuring, selection and use of equipment, safe use of ovens. Shaping, glazing, baking, test for readiness. Pastry Theory- Rough puff: Practical: Sausage rolls: Shaping, rubbing in, laminating, Folding, glazing, filling, use of oven, test for readiness, use of temperature probe, safe use of meat,</p>	<p>Pastry- Practical: Danish Pastry- focusing on presentation and design. Shaping, glazing, filling, safe use of oven, test for readiness, garnish and decoration.</p> <p>Practical: Soda Bread and Wholemeal bread rolls. Mixing, kneading, use of raising agents, rolling, shaping, test for readiness, proving, safe use of ovens, ability to judge and manipulate sensory properties, weighing and measuring.</p> <p>Practical: Scones: Rubbing in method- building on cake making methods.</p> <p>End of unit Assessment Design, make and present an Afternoon Tea – Weighing measuring, planning and preparation, team skills, initiative, use of raising agents, rubbing in method, ability to judge and manipulate sensory properties, safe use of hob, safe</p>	<p>Food Science and Nutrition – Functions of Ingredients- Afternoon Tea Project.</p> <p>Health and Safety Recap Introduction to Pastry making Functional and chemical properties of food – science behind ingredient used in Pastry. Different pastry types Shortcrust Pastry- Practical: Jam tarts. Sensory analysis and star profiling Pastry Theory- Rough puff: Practical: Sausage rolls Pastry- Practical: Danish Pastry- focusing on presentation and design Revision on pastry and end of unit test -Mid project assessment and evaluation Bread- Theory of Bread, cultural bread from around the world, function of ingredients- Practical: Soda Bread</p>	<p>Building on Prior Knowledge, key terminology, Introduction to Pastry and Bread, to learn the different functions of ingredients in each and the science and technical characteristics behind these ingredients. End of project assessment is an Afternoon Tea Project using skills learnt throughout the unit.</p> <p>Practical: Jam tarts. Sensory analysis and star profiling. Rolling, rubbing in method, weighing measuring, selection and use of equipment, safe use of ovens. Shaping, glazing, baking, test for readiness. Pastry Theory- Rough puff: Practical: Sausage rolls: Shaping, rubbing in, laminating, Folding, glazing, filling, use of oven, test for readiness, use of temperature probe, safe use of meat,</p>	<p>Pastry- Practical: Danish Pastry- focusing on presentation and design. Shaping, glazing, filling, safe use of oven, test for readiness, garnish and decoration.</p> <p>Practical: Soda Bread and Wholemeal bread rolls. Mixing, kneading, use of raising agents, rolling, shaping, test for readiness, proving, safe use of ovens, ability to judge and manipulate sensory properties, weighing and measuring.</p> <p>Practical: Scones: Rubbing in method- building on cake making methods.</p> <p>End of unit Assessment Design, make and present an Afternoon Tea – Weighing measuring, planning and preparation, team skills, initiative, use of raising agents, rubbing in method, ability to judge and manipulate sensory properties, safe use of hob, safe</p>	<p>Food Science and Nutrition – Functions of Ingredients- Afternoon Tea Project.</p> <p>Health and Safety Recap Introduction to Pastry making Functional and chemical properties of food – science behind ingredient used in Pastry. Different pastry types Shortcrust Pastry- Practical: Jam tarts. Sensory analysis and star profiling Pastry Theory- Rough puff: Practical: Sausage rolls Pastry- Practical: Danish Pastry- focusing on presentation and design Revision on pastry and end of unit test -Mid project assessment and evaluation Bread- Theory of Bread, cultural bread from around the world, function of ingredients- Practical: Soda Bread</p>

	seasoning, judge and manipulate sensory properties.	use of oven, sensory analysis and peer feedback.	and Wholemeal bread rolls. Rubbing in method-building on cake making methods. Scones Design an Afternoon Tea – Research, investigate, plan and create a menu. Working in groups of 3 or 4. Final evaluations, sensory star profiling, peer feedback and review.	seasoning, judge and manipulate sensory properties.	use of oven, sensory analysis and peer feedback.	and Wholemeal bread rolls. Rubbing in method-building on cake making methods. Scones Design an Afternoon Tea – Research, investigate, plan and create a menu. Working in groups of 3 or 4. Final evaluations, sensory star profiling, peer feedback and review.	
Knowledge & Understanding Milestones	Written work in booklets, planning own dish based on Eatwell Guide. Key words in booklets and glossary. Sentence starters, framework and templates for written work. Visual aids for recipes and theory work.	Revision on pastry and end of unit test -Mid project assessment and evaluation	Research, investigate, plan and create a menu. Working in groups of 3 or 4. Final evaluations, sensory star profiling, peer feedback and review.	Written work in booklets, planning own dish based on Eatwell Guide. Key words in booklets and glossary. Sentence starters, framework and templates for written work. Visual aids for recipes and theory work.	Revision on pastry and end of unit test -Mid project assessment and evaluation	Research, investigate, plan and create a menu. Working in groups of 3 or 4. Final evaluations, sensory star profiling, peer feedback and review.	
Scaffolding for SEND to ensure quality first teaching.	Demonstration given in/before lesson and skills videos all uploaded onto SharePoint – students to prep for home learning before practicals. Picture step by step guides to help. Laminated picture recipe maps. Step by Step videos with images.	Verbal feedback practicals. Peer feedback. Written feedback with assessment	Youtube videos of practicals and practical skills – students to access these on ipads to assist with practical skills	Demonstration given in/before lesson and skills videos all uploaded onto SharePoint – students to prep for home learning before practicals. Picture step by step guides to help. Laminated picture recipe maps. Step by Step videos with images.	Verbal feedback practicals. Peer feedback. Written feedback with assessment	Youtube videos of practicals and practical skills – students to access these on ipads to assist with practical skills	

	Simplified recipes in larger print.			Simplified recipes in larger print.		
Careers input	Junior Bake off – skills review and inspiration South West Junior Chef Competition Homework to research a famous chef and how their journey led them to becoming a chef. Home learning—to include watching MasterChef to discuss skills used in subsequent lessons	Activities and coverage linking to Creative careers and pathways.	South West Junior Chef Competition Professional workshops – Navy EAT team workshops Cultural visits, careers based visits, practitioner led workshops.	Junior Bake off – skills review and inspiration South West Junior Chef Competition Homework to research a famous chef and how their journey led them to becoming a chef. Home learning—to include watching MasterChef to discuss skills used in subsequent lessons	Activities and coverage linking to Creative careers and pathways.	South West Junior Chef Competition Professional workshops – Navy EAT team workshops Cultural visits, careers based visits, practitioner led workshops.
Links (prior knowledge, future knowledge)	In subject: Knowledge of Nutritional food groups and the Eatwell guide, safety in using raw meat and a basis of practical skills. Impact on knowledge of function of ingredients within dishes and building on practical skills. Developing awe and wonder of why certain ingredients behave in certain ways.	In subject: Measured through development in practical skills and confidence in the kitchen and knowledge of why dishes sometimes go wrong/ do not work out, due to the science behind the ingredients. time. Outside of subject: module/when taught: Science – Yeast as a micro-organism y8 term 2	In subject: To be able to judge and manipulate sensory properties to provide a better outcome the next Outside of subject: Mathematics 8/3 Accurate measures & converting between units Mathematics 8/3 Ratio 7,8,9, D and T 8 Making, testing and evaluation	In subject: Knowledge of Nutritional food groups and the Eatwell guide, safety in using raw meat and a basis of practical skills. Impact on knowledge of function of ingredients within dishes and building on practical skills. Developing awe and wonder of why certain ingredients behave in certain ways.	In subject: Measured through development in practical skills and confidence in the kitchen and knowledge of why dishes sometimes go wrong/ do not work out, due to the science behind the ingredients. time. Outside of subject: module/when taught: Science – Yeast as a micro-organism y8 term 2	In subject: To be able to judge and manipulate sensory properties to provide a better outcome the next Outside of subject: Mathematics 8/3 Accurate measures & converting between units Mathematics 8/3 Ratio 7,8,9, D and T 8 Making, testing and evaluation

Key Vocabulary	Key words and Vocabulary: Combine, Prepare, shape, shortening, gluten, kneading, prove, fermentation, yeast, raising agents, carbon dioxide (Co2), rough puff, flaky, lamination, Analyse, Compare, contrast, evaluate, review, improve, Kitchen equipment (food probe, spatula) Functional properties	Key words and Vocabulary: Combine, Prepare, shape, shortening, gluten, kneading, prove, fermentation, yeast, raising agents, carbon dioxide (Co2), rough puff, flaky, lamination, Analyse, Compare, contrast, evaluate, review, improve, Kitchen equipment (food probe, spatula) Functional properties	Key words and Vocabulary: Combine, Prepare, shape, shortening, gluten, kneading, prove, fermentation, yeast, raising agents, carbon dioxide (Co2), rough puff, flaky, lamination, Analyse, Compare, contrast, evaluate, review, improve, Kitchen equipment (food probe, spatula) Functional properties	Key words and Vocabulary: Combine, Prepare, shape, shortening, gluten, kneading, prove, fermentation, yeast, raising agents, carbon dioxide (Co2), rough puff, flaky, lamination, Analyse, Compare, contrast, evaluate, review, improve, Kitchen equipment (food probe, spatula) Functional properties	Key words and Vocabulary: Combine, Prepare, shape, shortening, gluten, kneading, prove, fermentation, yeast, raising agents, carbon dioxide (Co2), rough puff, flaky, lamination, Analyse, Compare, contrast, evaluate, review, improve, Kitchen equipment (food probe, spatula) Functional properties	Key words and Vocabulary: Combine, Prepare, shape, shortening, gluten, kneading, prove, fermentation, yeast, raising agents, carbon dioxide (Co2), rough puff, flaky, lamination, Analyse, Compare, contrast, evaluate, review, improve, Kitchen equipment (food probe, spatula) Functional properties
Review & Assessment Dates (including opportunities for retrieval practice)	Verbal feedback practicals. Peer feedback. Written feedback with assessment. Set starters linked to prior learning in previous lesson through lesson sequencing,	Verbal feedback practicals. Peer feedback. Written feedback with assessment. Set starters linked to prior learning in previous lesson through lesson sequencing,	Verbal feedback practicals. Peer feedback. Written feedback with assessment. Set starters linked to prior learning in previous lesson through lesson sequencing,	Verbal feedback practicals. Peer feedback. Written feedback with assessment. Set starters linked to prior learning in previous lesson through lesson sequencing,	Verbal feedback practicals. Peer feedback. Written feedback with assessment. Set starters linked to prior learning in previous lesson through lesson sequencing,	Verbal feedback practicals. Peer feedback. Written feedback with assessment. Set starters linked to prior learning in previous lesson through lesson sequencing,

Year 9 Design & Technology: Food & Nutrition

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Introduction to Macro Nutrients: Protein	Fats and Macro-Nutrients, and Carbohydrates.	Special Diets and research into Special Diet dish planning.	Introduction to Macro Nutrients: Protein	Fats and Macro-Nutrients, and Carbohydrates.	Special Diets and research into Special Diet dish planning.
Key concepts	<p>Practical: Chicken Kebabs and Flatbreads: Sensory analysis and star profiling. Safe use of raw chicken, Rolling, rubbing in method, weighing measuring, selection and use of equipment, safe use of ovens, grilling, assembling, test for readiness, use of probe, use of hob, dry frying,</p> <p>Practical: Chocolate Chickpea Cake: Weigh measuring, use of oven, test for readiness, mixing, folding, icing, garnishing, grating, judge and manipulate sensory properties.</p> <p>Practical: Calzone: Making a bread dough, rolling, kneading, shaping, filling, safe use of oven, test for readiness, knife skills, judge and manipulate sensory properties, weighing and measuring, garnish and decoration.</p> <p>Practical: Cake Experiment: Use of sugar: weighing and</p>	<p>Health and Safety – Food safety- Danger Zone and Food poisoning. Introduce High Risk Foods and develop understanding of Food Safety. Nutrients introduction- Macro and Micro-Nutrients. Delving deeper into nutrient knowledge of the main groups: Protein, Fats and Carbohydrates. Theory of Protein:</p> <ul style="list-style-type: none"> •Functions of protein in the body. •Sources of protein •LBV and HBV protein types •Deficiency of protein •Excess of protein <p>Theory of Carbohydrate:</p> <ul style="list-style-type: none"> •Types – Simple and Complex •Functions of Carbohydrate in the body. •Sources of Carbohydrate •Deficiency and excess • Gelatinisation of starch 	<p>Theory of Fats-</p> <ul style="list-style-type: none"> •Sources of Fats •Functions of Fats •Deficiency and Excess <p>Introduction of Special Diets: Theory of different groups. Starter to recognise symbols and match up different diets to name. Carousel around the classroom to find information on special diets. Card sort. Choose a special diet to research in detail:</p> <ul style="list-style-type: none"> •Name of special diet •Explanation of diet/ disease/intolerance •Foods to avoid, Foods to consume •Sample dish ideas <p>Finalising chosen dish-linked to special diet with explanation. Shopping list, time plan and equipment list made. Recipe printed. Evaluations of Special Diet Dish.</p>	<p>Practical: Chicken Kebabs and Flatbreads: Sensory analysis and star profiling. Safe use of raw chicken, Rolling, rubbing in method, weighing measuring, selection and use of equipment, safe use of ovens, grilling, assembling, test for readiness, use of probe, use of hob, dry frying,</p> <p>Practical: Chocolate Chickpea Cake: Weigh measuring, use of oven, test for readiness, mixing, folding, icing, garnishing, grating, judge and manipulate sensory properties.</p> <p>Practical: Calzone: Making a bread dough, rolling, kneading, shaping, filling, safe use of oven, test for readiness, knife skills, judge and manipulate sensory properties, weighing and measuring, garnish and decoration.</p> <p>Practical: Cake Experiment: Use of sugar: weighing and</p>	<p>Health and Safety – Food safety- Danger Zone and Food poisoning. Introduce High Risk Foods and develop understanding of Food Safety. Nutrients introduction- Macro and Micro-Nutrients. Delving deeper into nutrient knowledge of the main groups: Protein, Fats and Carbohydrates. Theory of Protein:</p> <ul style="list-style-type: none"> •Functions of protein in the body. •Sources of protein •LBV and HBV protein types •Deficiency of protein •Excess of protein <p>Theory of Carbohydrate:</p> <ul style="list-style-type: none"> •Types – Simple and Complex •Functions of Carbohydrate in the body. •Sources of Carbohydrate •Deficiency and excess • Gelatinisation of starch 	<p>Theory of Fats-</p> <ul style="list-style-type: none"> •Sources of Fats •Functions of Fats •Deficiency and Excess <p>Introduction of Special Diets: Theory of different groups. Starter to recognise symbols and match up different diets to name. Carousel around the classroom to find information on special diets. Card sort. Choose a special diet to research in detail:</p> <ul style="list-style-type: none"> •Name of special diet •Explanation of diet/ disease/intolerance •Foods to avoid, Foods to consume •Sample dish ideas <p>Finalising chosen dish-linked to special diet with explanation. Shopping list, time plan and equipment list made. Recipe printed. Evaluations of Special Diet Dish.</p>

	<p>measuring, mixing, use of raising agents, investigation planning, test for readiness, proving, safe use of ovens, ability to judge and manipulate sensory properties. Identifying ingredients and uses, setting up experiment effectively, analysing and evaluating results.</p> <p>Practical: Lasagne: Weighing measuring, layering, safe use of raw meat, Assembling, test for readiness, ability to judge and manipulate sensory properties, test for readiness, safe use of hob, safe use of oven, knife skills, sauce making, thickening a mixture- gelatinisation through starch.</p>	<p>Theory of Sugar- Simple Carbohydrates:</p> <ul style="list-style-type: none"> •Sources of simple carbohydrates •Functions of sugar in cakes •Plan cake experiment <p>Theory of Complex Carbohydrate: Starch Complex carbohydrates- examples of food types. Starch in cooking- gelatinisation of sauces, explanation and understanding.</p>		<p>measuring, mixing, use of raising agents, investigation planning, test for readiness, proving, safe use of ovens, ability to judge and manipulate sensory properties. Identifying ingredients and uses, setting up experiment effectively, analysing and evaluating results.</p> <p>Practical: Lasagne: Weighing measuring, layering, safe use of raw meat, Assembling, test for readiness, ability to judge and manipulate sensory properties, test for readiness, safe use of hob, safe use of oven, knife skills, sauce making, thickening a mixture- gelatinisation through starch.</p>	<p>Theory of Sugar- Simple Carbohydrates:</p> <ul style="list-style-type: none"> •Sources of simple carbohydrates •Functions of sugar in cakes •Plan cake experiment <p>Theory of Complex Carbohydrate: Starch Complex carbohydrates- examples of food types. Starch in cooking- gelatinisation of sauces, explanation and understanding.</p>	
Knowledge & Understanding Milestones						
Scaffolding for SEND to ensure quality first teaching.	<p>Written work in booklets, planning own dish based on Eatwell Guide. Time plan, shopping and equipment list. Key words in booklets and glossary- Spellings</p>	<p>Verbal feedback practicals. Peer feedback. Demonstration given in/before lesson and skills videos all uploaded onto SharePoint – students to prep for home</p>	<p>Written work in booklets, planning own dish based on Eatwell Guide. Time plan, shopping and equipment list. Key words in booklets and glossary- Spellings</p>	<p>Written work in booklets, planning own dish based on Eatwell Guide. Time plan, shopping and equipment list. Key words in booklets and glossary- Spellings</p>	<p>Verbal feedback practicals. Peer feedback. Demonstration given in/before lesson and skills videos all uploaded onto SharePoint – students to prep for home</p>	<p>Written work in booklets, planning own dish based on Eatwell Guide. Time plan, shopping and equipment list. Key words in booklets and glossary- Spellings</p>

	Sentence starters, framework and templates for written work. Visual aids for recipes and theory work.	learning before practicals. Picture step by step guides to help. Laminated picture recipe maps. Step by Step videos with images. Simplified recipes in larger print.	Sentence starters, framework and templates for written work. Visual aids for recipes and theory work.	Sentence starters, framework and templates for written work. Visual aids for recipes and theory work.	learning before practicals. Picture step by step guides to help. Laminated picture recipe maps. Step by Step videos with images. Simplified recipes in larger print.	Sentence starters, framework and templates for written work. Visual aids for recipes and theory work.
Careers input	Junior Bake off – skills review and inspiration South West Junior Chef Competition Homework to research a famous chef and how their journey led them to becoming a chef.	Home learning—to include watching MasterChef to discuss skills used in subsequent lessons.	South West Junior Chef Competition Professional workshops – Navy EAT team workshops	Junior Bake off – skills review and inspiration South West Junior Chef Competition Homework to research a famous chef and how their journey led them to becoming a chef.	Home learning—to include watching MasterChef to discuss skills used in subsequent lessons.	South West Junior Chef Competition Professional workshops – Navy EAT team workshops
Links (prior knowledge, future knowledge)	In subject: Outside of subject: 9 Science 8/2 Digestion	In subject: Outside of subject: 9/2 Science 8 Digestions – Nutrients 9 Sport and PE 8/4 Health and Well-Being 9 Sport and PE 8/4 Fitness and Lifestyle	In subject: Outside of subject: 7,8,9, D and T 8 Making, testing and evaluation	In subject: Outside of subject: 7,8,9, D and T 8 Making, testing and evaluation	In subject: Outside of subject: 9 Science 8/2 Digestion Nutrients 9 Sport and PE 8/4 Health and Well-Being 9 Sport and PE 8/4 Fitness and Lifestyle	In subject: Outside of subject: 9/2 Science 8 Digestions - nutrients
Key Vocabulary	Key words and Vocabulary: Health and Safety, Nutrition, Nutrients, Macro and Micro, Fats, saturated, unsaturated, starches, sugars, simple, complex, gelatinisation, protein,	Key words and Vocabulary: Health and Safety, Nutrition, Nutrients, Macro and Micro, Fats, saturated, unsaturated, starches, sugars, simple, complex, gelatinisation, protein,	Key words and Vocabulary: Health and Safety, Nutrition, Nutrients, Macro and Micro, Fats, saturated, unsaturated, starches, sugars, simple, complex, gelatinisation, protein,	Key words and Vocabulary: Health and Safety, Nutrition, Nutrients, Macro and Micro, Fats, saturated, unsaturated, starches, sugars, simple, complex, gelatinisation, protein,	Key words and Vocabulary: Health and Safety, Nutrition, Nutrients, Macro and Micro, Fats, saturated, unsaturated, starches, sugars, simple, complex, gelatinisation, protein,	Key words and Vocabulary: Health and Safety, Nutrition, Nutrients, Macro and Micro, Fats, saturated, unsaturated, starches, sugars, simple, complex, gelatinisation, protein,

	LBV, HBV, complementation of proteins, combine, fold, melt, mix, stir, roll, shape, bind, reduce, gelatinise, assemble, bake, dry fry, Kitchen equipment (grater, saucepan, knife etc) Analyse, assess, feedback, review, adapt.	LBV, HBV, complementation of proteins, combine, fold, melt, mix, stir, roll, shape, bind, reduce, gelatinise, assemble, bake, dry fry, Kitchen equipment (grater, saucepan, knife etc) Analyse, assess, feedback, review, adapt.	LBV, HBV, complementation of proteins, combine, fold, melt, mix, stir, roll, shape, bind, reduce, gelatinise, assemble, bake, dry fry, Kitchen equipment (grater, saucepan, knife etc) Analyse, assess, feedback, review, adapt.	LBV, HBV, complementation of proteins, combine, fold, melt, mix, stir, roll, shape, bind, reduce, gelatinise, assemble, bake, dry fry, Kitchen equipment (grater, saucepan, knife etc) Analyse, assess, feedback, review, adapt.	LBV, HBV, complementation of proteins, combine, fold, melt, mix, stir, roll, shape, bind, reduce, gelatinise, assemble, bake, dry fry, Kitchen equipment (grater, saucepan, knife etc) Analyse, assess, feedback, review, adapt.	LBV, HBV, complementation of proteins, combine, fold, melt, mix, stir, roll, shape, bind, reduce, gelatinise, assemble, bake, dry fry, Kitchen equipment (grater, saucepan, knife etc) Analyse, assess, feedback, review, adapt.
Review & Assessment Dates (including opportunities for retrieval practice)	Visual, verbal feedback, questioning, trialling and starters based on prior learning in lessons.	End of unit Assessment: Practical Special diets dish– Weighing measuring, planning and preparation, initiative, knife skills, ability to judge and manipulate sensory properties, safe use of hob, safe use of oven, sensory analysis and peer feedback.	Final evaluations, sensory star profiling, peer feedback and review. End of unit test	Visual, verbal feedback, questioning, trialling and starters based on prior learning in lessons.	End of unit Assessment: Practical Special diets dish– Weighing measuring, planning and preparation, initiative, knife skills, ability to judge and manipulate sensory properties, safe use of hob, safe use of oven, sensory analysis and peer feedback.	Final evaluations, sensory star profiling, peer feedback and review. End of unit test

Year 10 Food & Nutrition

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Food Safety	Food, Nutrition and Health	Food Science	Food Provenance	Food Choice	NEA Practice and Nutritional Analysis Skills
Key concepts	<p>Food Safety: Intro to course- Food Safety- Bacteria, yeasts and moulds- Food spoilage, use by and best before. High risk foods- Food poisoning, symptoms, causes and prevention. Food Safety- Legislation- Types of bacterial contamination. Food Spoilage how bacteria, yeasts and moulds spoil food- Use of enzymes to prevent food spoilage – Enzymic Browning. Use of bacteria, acids, and microorganisms in food processing – cheese, yoghurt and milk. Buying, preparing and storing food- conditions and ambient temperatures. The growth conditions for microorganisms and enzymes and the control of food spoilage.</p>	<p>Food and Nutrition: Proteins- low and high biological value proteins • protein complementation • protein alternatives e.g. textured vegetable protein (TVP), soya, mycoprotein and tofu. Fats- • saturated fats • unsaturated fats (monounsaturated and polyunsaturated). Carbohydrates- • starch (polysaccharides) • sugars (monosaccharides/ disaccharides) • dietary fibre. Micro nutrients – vitamins fat/water soluble Fat soluble: A,D,E,K Water Soluble: B,C and ACE (Antioxidant vitamins) Minerals and water; Identifying all minerals required in the diet. • calcium • iron • sodium (salt) • fluoride • iodine • phosphorus. Diet, Nutrition and Health- The current</p>	<p>Food Science: Why food is cooked and how heat is transferred to food. Conduction, Convection, Radiation, Food is cooked to: • make food safe to eat • develop flavours • improve texture • improve shelf life • give variety in the diet. How preparation and cooking affect the appearance, colour, flavour, texture, smell and overall palatability of food. How heat is transferred to food through: • conduction • convection • radiation. Selecting appropriate cooking methods: • How the selection of preparation and cooking methods can conserve or modify nutritive value or improve palatability How preparation and cooking affect the appearance, colour, flavour, texture, smell and overall palatability</p>	<p>Food Provenance: Food Sources- where and how ingredients are grown, reared and caught. Food and the environment: Food Miles: • seasonal foods • sustainability e.g. fish farming • transportation • organic foods • the reasons for buying locally produced food • food waste in the home/ food production/retailers • environment issues related to packaging • carbon footprint. Sustainability of food: The challenges to provide the world’s growing population with a sustainable, secure, supply of safe, nutritious and affordable high-quality food. • climate change • global warming • sustainability of food sources • insufficient land for growing food • availability of food • Fairtrade • problems of</p>	<p>Food Choice: Food labelling and marketing influences: How information about food available to the consumer, including labelling and marketing, influences food choice: Food choice related to religion, culture, ethical and moral beliefs and medical conditions. Factors which influence food choice- British and international cuisines • Distinctive features and characteristics of cooking • equipment and cooking methods used, eating patterns, presentation styles, traditional and modern variations of recipes.</p>	

	<p>Enzymic action: ripening of bananas, browning of fruit. Mould growth: e.g. on bread Yeast action: e.g. on Fruits like strawberries Reheating, thawing and preparing food, safety and prep.</p>	<p>guidelines for a healthy diet e.g. eatwell Guide. • Nutritional needs for the following life stages: young children, teenagers, adults and the elderly. Diet related diseases- • The relationship between diet, nutrition and health • the major diet related health risks.</p>	<p>of food e.g. the use of marinades to denature protein. Functional and chemical properties of food - Carbohydrates – • Gelatinisation • Dextrinization • Caramelisation. Functional and chemical properties of food – Proteins • protein denaturation protein coagulation, • gluten formation • foam formation-meringues Functional and chemical properties of food – Fats- • shortening • aeration • plasticity • emulsification. • The scientific principles underlying these processes when preparing and cooking food • The working characteristics, functional and chemical properties of fats and oils. Functional and chemical properties of food: Raising Agents: Functional and chemical properties of food – F&V- Enzymic browning – • enzymic browning • oxidation. the scientific principles</p>	<p>drought and flooding • Genetically Modified (GM) foods • food waste. Food processing and production: Primary and secondary stages of processing and production. how processing affects the sensory and nutritional properties of ingredients- Technological developments associated with better health and food production: • cholesterol lowering spreads • health benefits of fortification • fortified foods: thiamin, niacin, calcium and iron added to white flour • folic acid and iron added to breakfast cereals • vitamins A and D added to fats and low fat spreads • the positive and negative aspects of the use of additives: colourings, emulsifiers and stabilisers, flavourings, and preservatives • the positive and negative aspects of Genetically Modified (GM) foods.</p>		
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			underlying these processes when preparing and cooking food.			
Knowledge & Understanding Milestones	<p>Practical Skills: Food Preparation and Skills:</p> <p>Weigh and measure: Accurate measurement of liquids and solids.</p> <p>Prepare ingredients and equipment: Grease/oil, line, flour, evenly and with attention to finished product. Select and adjust cooking times, Select and adjust the cooking process and length of time to suit the ingredient, for example to match the cut of meat, fish and alternatives.</p> <p>Test for readiness- Use a temperature probe, knife, skewer, finger or poke test, bite, visual colour check or sound to establish whether an ingredient or recipe is ready.</p>	<p>Judge and modify sensory properties:</p> <ul style="list-style-type: none"> • How to taste and season during the cooking process. • Change the taste and aroma using infusions, herbs and spices, paste, jus, reduction. • How to change texture and flavour, use browning (dextrinization, caramelisation) and glazing, add crust, crisp and crumbs. • Presentation and food styling. Use garnishes and decorative techniques to improve the aesthetic qualities, demonstrate portioning, presenting and finishing. 	<p>Skill 2: Knife skills Fruit and vegetables Bridge hold, claw grip, peel, slice, dice and cut into even size pieces (ie batons, julienne). Meat, fish or alternatives Fillet a chicken breast, portion a chicken, remove fat and rind, fillet fish, slice evenly and accurately: raw and cooked meat and fish or alternatives (such as tofu and halloumi cheese).</p> <p>Skill 3: Preparing fruit and vegetables Preparing fruit and vegetables Mash, shred, scissor snip, scoop, crush, grate, peel, segment, de-skin, de-seed, blanch, shape, pipe, blend, juice and prepare garnishes whilst demonstrating the technical skills of controlling enzymic browning, spoilage and preventing food poisoning (wash and dry where appropriate).</p>	<p>Skill 4: Use of the cooker Using the grill, Use a range of foods, such as vegetables, meat, fish or alternatives such as halloumi, seeds and nuts; char/grill or toast. Using the oven Baking, roasting, casseroles and/or tagines, braising.</p> <p>Skill 5: Use of equipment Using equipment Use of blender, food processor, mixer, pasta machine, microwave oven.</p> <p>Skill 6: Cooking methods Water based methods using the hob Steaming, boiling and simmering; blanching; poaching. Dry heat and fat based methods using the hob, Dry frying, shallow frying, stir frying.</p> <p>Skill 7: Prepare, combine and shape Prepare, combine and shape Roll, wrap, skewer, mix, coat, layer</p>	<p>Skill 8: Sauce making Starch based Sauce demonstrating starch gelatinisation such as: roux, all in one, blended, infused velouté or béchamel. How starch/liquid ratios affect viscosity. Reduction sauce to show how evaporation concentrates flavour. Eg tomato pasta sauce, curry sauce, gravy, meat sauce (including meat alternatives such as mycoprotein and textured vegetable protein) to show how evaporation concentrates flavour and changes the viscosity of the sauce. Emulsion: Make an emulsion sauce such as a salad dressing, demonstrating an understanding of how to stabilise an emulsion.</p>	<p>Skill 9: Tenderise and marinate Tenderise and marinate: • How acids denature protein. • Marinades add flavour and moisture when preparing vegetables, meat, fish and alternatives.</p> <p>Skill 10: Dough Making a dough (bread, pastry, pasta) Use technical skills of shortening, gluten formation, fermentation (proving) for bread, pastry, pasta. Shaping and finishing, Roll out pastry, use a pasta machine, line a flan ring, create layers (palmiers) proving and resting, glazing and finishing, such as pipe choux pastry, bread rolls, pasta, flat breads, pinwheels, pizza and calzone.</p> <p>Skill 11: Raising agents Eggs as a raising agent: Create a gas-in-liquid foam, whisking egg whites, whisked sponge,</p>

				meat, fish and alternatives. Shape and bind wet mixtures (such as falafels, burgers, fish cakes or meatballs) whilst demonstrating the technical skill of preventing cross contamination and handling high risk foods correctly.		<p>Chemical raising agents: The use of self-raising flour, baking powder, bicarbonate of soda.</p> <p>Steam as a raising agent: Use of steam in a mixture (choux pastry, batter).</p> <p>Biological raising agents: Use of yeast in breadmaking.</p> <p>Skill 12: Setting mixtures Removal of heat- Gelation: use a starch to set a mixture on chilling for layered desserts such as custard. Use protein to set a mixture on heating such as denatured and/or coagulated protein in eggs.</p>
Scaffolding for SEND to ensure quality first teaching.	Verbal feedback practicals. Peer feedback. Demonstration given in/before lesson and skills videos all uploaded onto SharePoint – students to prep for home learning before practicals. Picture step by step guides to help. Laminated picture recipe maps. Step by	Ppt in lessons Recipes always displayed on board and paper copies Skills videos on SharePoint for technical high skills, demonstration and teacher led learning.	Verbal feedback practicals. Peer feedback. Demonstration given in/before lesson and skills videos all uploaded onto SharePoint – students to prep for home learning before practicals. Picture step by step guides to help. Laminated picture recipe maps. Step by	Ppt in lessons Recipes always displayed on board and paper copies Skills videos on SharePoint for technical high skills, demonstration and teacher led learning.	Verbal feedback practicals. Peer feedback. Demonstration given in/before lesson and skills videos all uploaded onto SharePoint – students to prep for home learning before practicals. Picture step by step guides to help. Laminated picture recipe maps. Step by	Ppt in lessons Recipes always displayed on board and paper copies Skills videos on SharePoint for technical high skills, demonstration and teacher led learning.

	Step videos with images. Simplified recipes in larger print.		Step videos with images. Simplified recipes in larger print.		Step videos with images. Simplified recipes in larger print.	
Careers input	Home learning—to include watching MasterChef to discuss skills used in subsequent lessons. South West Junior Chef Competition Professional workshops – Navy EAT team workshops	Trip to EXETER college, to view catering facilities and dine in the student led restaurant.	Home learning—to include watching MasterChef to discuss skills used in subsequent lessons. South West Junior Chef Competition Professional workshops – Navy EAT team workshops	Trip to EXETER college, to view catering facilities and dine in the student led restaurant.	Home learning—to include watching MasterChef to discuss skills used in subsequent lessons. South West Junior Chef Competition Professional workshops – Navy EAT team workshops	Trip to EXETER college, to view catering facilities and dine in the student led restaurant.
Links (prior knowledge, future knowledge)	In subject: KS3 SOW- Introduction to Food and Nutrition, Nutrients, and food groups. Outside of subject:	In subject: Trial NEA1 experiments. Knowledge of Function of ingredients and the chemical properties of ingredients. Outside of subject: Sports Science: Fitness and Health 10/1 Health and Fitness 11/3 Mycoprotein Y11 (Food production - Triple only), Fats - saturated/unsaturated Y12 Biology (Biological molecules) Nutrients, Food, Health and Nutrition	In subject: Key skills and practical learning. Pastry, bread and planning of Afternoon Tea/ end of term assessment dish in NEA 2 style Outside of subject: Nutrition and health in Y10 (organ systems), Diabetes in Y11 (Feedback and control) Science: Term 3: Heat transfers (conduction etc) in Y10 (Energy stores), denaturing proteins in Y8 (Digestive system) Science: Micro-organisms, yeast and bacteria, planning of practical science experiment, chemical/physical	In subject: Outside of subject: Science: Term 5: Fish farming and farming methods Y11 (Food production - Triple only), GM foods in Y10 (genetic engineering), food miles in Y11 (food production - Triple only), Climate change and global warming in Y10 (Atmosphere), and sustainability Y9 (Human interaction).	In subject: Outside of subject:	In subject: Outside of subject:

			changes in foods-raising agents and gas released.			
Key Vocabulary	<p>Key words and glossary of Command words:</p> <p>Analyse: Separate information into components and identify their characteristics.</p> <p>Argue: Present a reasoned case.</p> <p>Assess: Make an informed judgement, comment, present an informed opinion.</p> <p>Compare: Identify similarities and differences.</p> <p>Complete: Finish a task by adding to given information.</p> <p>Consider: Review and respond to given information.</p> <p>Contrast: Identify differences.</p> <p>Criticise: Assess worth against explicit expectations.</p> <p>Debate: Present different perspectives on an issue.</p>	<p>Explain: Set out purposes or reasons.</p> <p>Explore: Investigate without preconceptions about the outcome.</p> <p>Give: Produce an answer from recall.</p> <p>Identify: Name or otherwise characterise.</p> <p>Illustrate: Present clarifying examples.</p> <p>Review: Survey information.</p> <p>State: Express clearly and briefly.</p> <p>Suggest: Present a possible case/solution.</p> <p>Which: Select or give the correct information</p>	<p>Deduce: Draw conclusions from information provided.</p> <p>Define: Specify meaning.</p> <p>Describe: Set out characteristics.</p> <p>Develop: Take forward or build upon given information.</p>	<p>Interpret: Translate information into recognisable form.</p> <p>Justify: Support a case with evidence.</p> <p>Name: Give the correct title or term.</p> <p>Outline: Set out main characteristics.</p>	<p>Prove: Demonstrate connections between items.</p> <p>Relate: Demonstrate connections between items.</p> <p>Estimate: Assign an approximate value.</p> <p>Evaluate: Judge from available experience.</p>	<p>Discuss: Present key points about different ideas or strengths and weaknesses of an idea.</p> <p>Examine: Investigate closely.</p>

Review & Assessment Dates (including opportunities for retrieval practice)	Verbal feedback practicals. Peer feedback. Mid term and end of unit written assessment	Verbal feedback practicals. Peer feedback. Mid term and end of unit written assessment	Verbal feedback practicals. Peer feedback. Mid term and end of unit written assessment	Verbal feedback practicals. Peer feedback. Mid term and end of unit written assessment	Verbal feedback practicals. Peer feedback. Mid term and end of unit written assessment	Verbal feedback practicals. Peer feedback. Trial NEA experiments with feedback
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Year 11 Food & Nutrition

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	NEA 1	NEA 1	NEA 2	NEA 2	Revision	Revision
Key concepts	<p>Practical: NEA 1: Skills linked to NEA 1 task: Examples: 1. Investigate what type of flour is best for bread making. 2. Investigate the use of raising agents in baked products. 3. Investigate the ingredients used to thicken sauces and soups.</p>	<p>Practical: NEA 1: Skills linked to NEA 1 task: Examples: 1. Investigate what type of flour is best for bread making. 2. Investigate the use of raising agents in baked products. 3. Investigate the ingredients used to thicken sauces and soups.</p>	<p>NEA 2: Skills linked to NEA 2: Examples: 1. Plan, prepare, cook and present a range of dishes, using a variety of skills, which would be suitable for vegetarians. Present three final dishes. 2. Plan, prepare, cook and present a range of dishes, using a variety of skills, which are a good source of fibre and would appeal to teenagers. Present three final dishes. 3. Plan, prepare, cook and present a range of dishes, using a variety of skills, from the Mediterranean culinary tradition. Present three final dishes.</p>	<p>NEA 2: Skills linked to NEA 2: Examples: 1. Plan, prepare, cook and present a range of dishes, using a variety of skills, which would be suitable for vegetarians. Present three final dishes. 2. Plan, prepare, cook and present a range of dishes, using a variety of skills, which are a good source of fibre and would appeal to teenagers. Present three final dishes. 3. Plan, prepare, cook and present a range of dishes, using a variety of skills, from the Mediterranean culinary tradition. Present three final dishes.</p>	<ol style="list-style-type: none"> Food Safety Food, Nutrition and Health Food Science 	<ol style="list-style-type: none"> Food Choice Food Provenance NEA practice
Knowledge & Understanding Milestones	Investigational, analytical, critical thinking skills, Weighing/ measuring accurately. Timings- use of timer on ovens. Dovetailing tasks in correct time. Analysing and interpreting data in experiment tasks.	Investigational, analytical, critical thinking skills, Weighing/ measuring accurately. Timings- use of timer on ovens. Dovetailing tasks in correct time. Analysing and interpreting data in experiment tasks.	Weighing/ measuring accurately. Timings- use of timer on ovens. Dovetailing tasks in correct time. Analysing and interpreting data in experiment tasks.	Weighing/ measuring accurately. Timings- use of timer on ovens. Dovetailing tasks in correct time. Analysing and interpreting data in experiment tasks.	Weighing/ measuring accurately. Timings- use of timer on ovens. Dovetailing tasks in correct time. Analysing and interpreting data in experiment tasks.	Revision

Scaffolding for SEND to ensure quality first teaching.	Verbal feedback practicals. Peer feedback. Demonstration given in/before lesson and skills videos all uploaded onto SharePoint – students to prep for home learning before practicals. Picture step by step guides to help. Laminated picture recipe maps. Step by Step videos with images. Simplified recipes in larger print.	Ppt in lessons Recipes always displayed on board and paper copies Skills videos on SharePoint for technical high skills, demonstration and teacher led learning. Knowledge organisers,	Verbal feedback practicals. Peer feedback. Demonstration given in/before lesson and skills videos all uploaded onto SharePoint – students to prep for home learning before practicals. Picture step by step guides to help. Laminated picture recipe maps. Step by Step videos with images. Simplified recipes in larger print.	Ppt in lessons Recipes always displayed on board and paper copies Skills videos on SharePoint for technical high skills, demonstration and teacher led learning.	Verbal feedback practicals. Peer feedback. Demonstration given in/before lesson and skills videos all uploaded onto SharePoint – students to prep for home learning before practicals. Picture step by step guides to help. Laminated picture recipe maps. Step by Step videos with images. Simplified recipes in larger print.	Knowledge organisers and A3 revision sheets.
Careers input	Home learning—to include watching MasterChef to discuss skills used in subsequent lessons. South West Junior Chef Competition Professional workshops	Navy EAT team workshops	Home learning—to include watching MasterChef to discuss skills used in subsequent lessons. South West Junior Chef Competition Professional workshops	Navy EAT team workshops	Home learning—to include watching MasterChef to discuss skills used in subsequent lessons. South West Junior Chef Competition Professional workshops	Navy EAT team workshops
Links (prior knowledge, future knowledge)	In subject: Outside of subject: Links to science and experiments; Year 8 / combustion of nutrients term 2	In subject: Outside of subject: Links to science and experiments;	In subject: Outside of subject: Links to science and experiments;	In subject: Outside of subject:	In subject: Outside of subject:	In subject: Outside of subject:
Key Vocabulary	Key words and glossary of Command words: Analyse: Separate information into components and	Criticise: Assess worth against explicit expectations. Debate:	Discuss: Present key points about different ideas or strengths and weaknesses of an idea.	Explore: Investigate without preconceptions about the outcome. Give:	Justify: Support a case with evidence. Name:	Prove: Demonstrate connections between items.

	<p>identify their characteristics.</p> <p>Argue: Present a reasoned case.</p> <p>Assess: Make an informed judgement, comment, present an informed opinion.</p> <p>Compare: Identify similarities and differences.</p> <p>Complete: Finish a task by adding to given information.</p> <p>Consider: Review and respond to given information.</p> <p>Contrast: Identify differences.</p>	<p>Present different perspectives on an issue.</p> <p>Deduce: Draw conclusions from information provided.</p> <p>Define: Specify meaning.</p> <p>Describe: Set out characteristics.</p> <p>Develop: Take forward or build upon given information.</p>	<p>Estimate: Assign an approximate value.</p> <p>Evaluate: Judge from available experience.</p> <p>Examine: Investigate closely.</p> <p>Explain: Set out purposes or reasons.</p>	<p>Produce an answer from recall.</p> <p>Identify: Name or otherwise characterise.</p> <p>Illustrate: Present clarifying examples.</p> <p>Interpret: Translate information into recognisable form.</p>	<p>Give the correct title or term.</p> <p>Outline: Set out main characteristics.</p>	<p>Relate: Demonstrate connections between items.</p> <p>Review: Survey information.</p> <p>State: Express clearly and briefly.</p> <p>Suggest: Present a possible case/solution.</p> <p>Which: Select or give the correct information.</p>
<p>Review & Assessment Dates (including opportunities for retrieval practice)</p>	<p>NEA 1 – trial</p>	<p>NEA 1- trial</p>	<p>NEA 2- mocks</p>	<p>NEA 2 – guidance and general feedback</p>	<p>Revision</p>	<p>Revision</p>