

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p>	<p>This year students continue on their journey of theory completing the last topics to ensure everything has been covered for the Yr 11 written exam. We work through cereals and grains which incorporates products to cook using cereals and grains.</p> <ul style="list-style-type: none"> • Cereals and grains, • Primary processing <p>They must include technical terms and key words in the back of their workbooks to ensure food vocabulary is being used which in turn carries forward to Yr 11.</p> <p>Links to: Eatwell Guide Carbohydrates</p> <p>Practical: incorporates products that relate to the theory.</p> <p>Students begin to stretch their skill set to develop independence and higher level skills used in the exam.</p> <p>National Curriculum links:</p> <ul style="list-style-type: none"> • Knife skills • Prepare fruits and vegetables • Prepare combine and shape • Select and adjust a cooking process • Weigh and measure • Preparation of ingredients and equipment • Use of equipment • Water based methods using the hob • Dry heat and fat based methods using the hob 	<p>Cereals continued.</p> <p>Links to: Eatwell Guide Protein</p> <p>Practical: Practical: incorporates products that relate to the theory. Students make pastry products and products that require a range of skills and a range of cooking methods in order to further develop independent skill levels.</p> <p>Simple presentation is developing where students are required to take photographs of their products to evaluate.</p> <p>National Curriculum links:</p> <ul style="list-style-type: none"> • Knife skills • Prepare fruits and vegetables • Prepare combine and shape • Select and adjust a cooking process • Weigh and measure • Preparation of ingredients and equipment • Use of equipment • Water based methods using the hob • Dry heat and fat based methods using the hob • Using the oven • Tenderise and marinate • Test for readiness • Judge and manipulate sensory properties 	<p>Students learn about eggs and the difference between battery and free-range eggs. Students are amazed to learn that battery hens can get depressed and that rescued battery hens have to wear knitted jumpers to accommodate their lack of feathers. They are even more stunned when I tell them that these are acceptable answers to an exam question on the advantages and disadvantages of chicken farming. His term looks like a lot of theory but the topics all sit well together.</p> <ul style="list-style-type: none"> • Eggs • Meat • Meat welfare • Fish • Red Tractor • Marine Stewardship Council • Fair Trade • Organic food and farming • Food Miles, sustainability • Cooking methods <p>Links to: Eatwell Guide</p> <p>Practical: Practical: incorporates products that relate to the theory.</p> <p>Students are cooking more complex products and they are now cooking accompaniments to support the main product of the dish eg: a main with sides as well. Presentation is still being explored and developed.</p>	<p>Students embark on the final topics, by this time in the course the students are powering through the work and are ready for the NEA 2 mock coursework.</p> <ul style="list-style-type: none"> • Milk and preservation • Cheeses: method of production • Organic food and farming • Food Miles, sustainability <p>Practical: Practical: incorporates products that relate to the theory.</p> <p>Students are now learning about presentation and portion size, practical lessons are based around cooking products that develop these skills.</p> <p>National Curriculum links:</p> <ul style="list-style-type: none"> • Knife skills • Prepare fruits and vegetables • Prepare combine and shape • Select and adjust a cooking process • Weigh and measure • Preparation of ingredients and equipment • Use of equipment • Using the oven • Test for readiness • Judge and manipulate sensory properties 	<p>Students embark on the mock NEA2. They use their notes and Knowledge Organisers to write about:</p> <ul style="list-style-type: none"> • Fruit and Vegetables extended writing and The Eatwell Guide <p>They now have to link their learning to Yr 11 and everything they have learnt. This also acts as a recall exercise and interleaving exercise. Of-course this has taken place throughout the GCSE in Yrs 9 and 10 but it now culminates in a very real sense into coursework. This is the perfect way to create revision for students without them thinking about it and it also prepares students for their Yr 11 NEA 2.</p> <p>They must include technical terms and key words in their research which also enables them to build on their food vocabulary which carries forward to Yr 11, they achieve this by ensuring all work produced in the project will be annotated and evaluated and also by using their technical terms glossary at the back of their workbooks.</p> <p>Students also have to undertake:</p> <ul style="list-style-type: none"> • Recipe planning and dovetailing • Trial products • Evaluation of trials • Skills lists <p>Mock NEA 1 Mock NEA 2</p>	<p>Mock NEA 2: This continues and is complete before the end of term. Students then undertake revision exercises to prepare for the Yr 11 exam.</p> <p>Practical: incorporates products that relate to the NEA 2 topic used by Yr 11.</p> <p>Practical: Practical: incorporates products that relate to the Mock NEA2.</p> <p>Students are beginning to work totally independently. They experiment with skill levels and with recipes to determine the difficulty of products they are able to make.</p> <p>Students also work to time to ensure they are able to make 3 products plus accompaniments within the 3 hour time limit in the Yr 11 exam.</p> <p>Students are experimenting with presentation skills and developing ideas through the use of Pinterest and clips shown to them, they are encouraged to be brave and stretch boundaries to develop capability. Most students surprise themselves on what they can achieve.</p> <p>National Curriculum links:</p> <ul style="list-style-type: none"> • Knife skills • Prepare fruits and vegetables • Prepare combine and shape • Select and adjust a cooking process

	<ul style="list-style-type: none"> Using the oven Set a mixture - removal of heat (gelation) Set a mixture - heating (coagulation) Use of raising agents Make a dough Shaping and finishing a dough Test for readiness Judge and manipulate sensory properties 		<p>National Curriculum links:</p> <ul style="list-style-type: none"> Knife skills Prepare fruits and vegetables Prepare combine and shape Select and adjust a cooking process Weigh and measure Preparation of ingredients and equipment Use of equipment Make sauces Water based methods using the hob Dry heat and fat based methods using the hob Test for readiness Judge and manipulate sensory properties 		<p>Practical: incorporates products that relate to the NEA 2 topic. At this stage. Students are developing their own styles of cooking and presentation.</p> <p>National Curriculum links:</p> <ul style="list-style-type: none"> Knife skills Prepare fruits and vegetables Prepare combine and shape Select and adjust a cooking process Weigh and measure Preparation of ingredients and equipment Use of equipment Using the oven Test for readiness Judge and manipulate sensory properties 	<ul style="list-style-type: none"> Weigh and measure Preparation of ingredients and equipment Use of equipment Using the oven Test for readiness Judge and manipulate sensory properties
<p>Skills- What will be developed?</p>	<p>Students work through the course with interleaving and recall playing a part in every lesson. Students go back and fill in their “Now test yourself” sheets to see what they can remember from the previous year. Independent cooking is encouraged but students are still following a demonstration and being given an ingredients list to follow.</p> <p>National Curriculum Links: Nutrition Major commodity groups and reflect the recommended guidelines for a healthy diet. Food groups include:</p>	<p>Students are building on their learning, recall and interleaving skills. Cooking skills are becoming harder and products are more challenging to enable students to build skills for the NEA 2 exam in 12 months time.</p> <ul style="list-style-type: none"> Revision for Final exam Making a series of products using eggs, meat, fish to understand the different functions Cross Contamination <p>Practical Skills: Cutting Mixing Temperature control</p>	<p>This term sees students being given a product to make but they are handed the recipe to work from. Demonstrations aren’t given so that students now have to work independently and problem solve. This course of discovery also allows the teacher to see the exact level of ability in each individual student and so advice and guidance can be given to improve their ability levels. All students are still given advice, guidance and assistance but a much more independent approach is offered as students are encouraged to find the answer through questioning.</p>	<p>Students complete a mock NEA 2. By doing this they are being given the skills they will need to research and write coursework and to complete investigations working to a specific topic. Skills in practical are developed to incorporate presentation and how to make a product suitable for the exam in order to maximise marks. Students are taught to deconstruct their products to create interesting and exciting presentation. Product evaluation is intensified with students having to evaluate every product in</p>	<p>The mock NEA 2 continues with students working on all elements both practical and theory.</p> <ul style="list-style-type: none"> Mock NEA 1: practice for Yr 11 coursework Mock: NEA 2 practice for Yr 11 coursework. Extended Writing Analysis Evaluation Revision for Final exam <p>Practical Skills: Cutting Mixing Temperature control Cross contamination</p>	<p>We finalise the NEA 2 and begin to revise for the theory exam using techniques for memory for learning. In practical lessons students revisit products to make again that they feel they are able to make improvements to and evaluate to a higher standard.</p> <ul style="list-style-type: none"> Mock: NEA 2 practice for Yr 11 coursework. Extended Writing Analysis Evaluation Revision for Final exam

<p>Equality/Diversity opportunities</p>	<p>SLANT: Students follow Base 6 and SLANT.</p> <p>Chelsea Buns: To ease students back into cooking after the break.</p> <p>Quiche: Students learn about the history of quiche and then make it.</p> <p>Pasties: Students learn about the history of [pasties in the tin mines. Chelsea buns, Pasties and Quiche link to cereals and grains. Farming wheat in different countries is discussed with Australia being a topic of interest where we talk about the size of wheat farms and the acreage involved.</p> <p>Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning/ Learning environment accessible to all students.</p> <p>Students work as teams during practical lessons to wash up, dry up and clean work areas.</p> <p>Global majority and minority is supported in terms of curriculum and students who choose to cook products that support this. It is also supported within the textbook. Support is provided to all students and all students have equal access to enable participation and opportunities. (Students who forget ingredients or who cannot afford ingredients are given them in order for them to participate fully in practical lessons)</p>	<p>SLANT: Students follow Base 6 and SLANT.</p> <p>Christmas traditions: Mince Pies: Students make a range of traditional Christmas foods. Christmas traditions are discussed.</p> <p>Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning/ Learning environment accessible to all students.</p> <p>Students work as teams during practical lessons to wash up, dry up and clean work areas.</p> <p>Global majority and minority is supported in terms of curriculum and students who choose to cook products that support this. It is also supported within the textbook. Support is provided to all students and all students have equal access to enable participation and opportunities. (Students who forget ingredients or who cannot afford ingredients are given them in order for them to participate fully in practical lessons)</p> <p>The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p>	<p>SLANT: Students follow Base 6 and SLANT.</p> <p>Meat dishes: Students make dishes that link to eggs, meat and fish.</p> <p>Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning/ Learning environment accessible to all students.</p> <p>Students work as teams during practical lessons to wash up, dry up and clean work areas.</p> <p>Global majority and minority is supported in terms of curriculum and students who choose to cook products that support this. It is also supported within the textbook. Support is provided to all students and all students have equal access to enable participation and opportunities. (Students who forget ingredients or who cannot afford ingredients are given them in order for them to participate fully in practical lessons)</p> <p>The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p>	<p>SLANT: Students follow Base 6 and SLANT.</p> <p>Fish stack: Meat dishes: Students link animal welfare with learning about sustainable farming and fishing.</p> <p>Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning/ Learning environment accessible to all students.</p> <p>Students work as teams during practical lessons to wash up, dry up and clean work areas.</p> <p>Global majority and minority is supported in terms of curriculum and students who choose to cook products that support this. It is also supported within the textbook. Support is provided to all students and all students have equal access to enable participation and opportunities. (Students who forget ingredients or who cannot afford ingredients are given them in order for them to participate fully in practical lessons)</p> <p>The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p>	<p>SLANT: Students follow Base 6 and SLANT.</p> <p>Mock NEA 2: Students complete a mock NEA 2 project using all of the information they have gained in Yr 9 and 10. Students choose dishes that suit the theme: Café culture incorporating seasonal fruit and vegetables. Students choose 1 chef they are interested in and write a synopsis of their career.</p> <p>Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning/ Learning environment accessible to all students.</p> <p>Students work as teams during practical lessons to wash up, dry up and clean work areas.</p> <p>Global majority and minority is supported in terms of curriculum and students who choose to cook products that support this. 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