

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Students are taught with the emphasis of them developing an understanding of nutrition, food provenance and the working characteristics of food materials, which is covered in the five integrated sections of the subject. An introduction to the course Recap: • Health & safety • How to prepare for a practical lesson. • Kitchen equipment identification and use. • Be able to work safely adhering to health and safety principles. • Be able to demonstrate the safe and accurate use of a knife • Practice a range of complex knife skills which develop from the basic cutting techniques, bridge hold and claw grip to prepare and present more complex dishes. Practicals: Cutting vegetables in to Julienne (match stick like strips), macedoine (cubes), Jardiniere (batons) and Bruniose (finely diced cubes). Carrot and coriander soup Skills: Skill 2: Knife skills: bridge hold, claw grip, peel, slice, batons, julienne Skill 3: Preparing fruit and vegetables: peel, crush Skills 5: Use of equipment – blender/liquidiser Skill 6: Cooking methods – frying, stir frying, simmering and boiling Food nutrition and health: Be able to identify and classify the main nutrients (macro and micro) so that they can understand their importance in a balanced diet. Macronutrients - Protein: • Identify the sources of protein in the diet, explain the function of protein in the diet, learn the effects of excess and deficiency in the diet	• https://www.youtube.com/watch?v=8VBnaFhOEn8&authuser=0 • https://www.youtube.com/watch?v=oJZlgseX7Xo&authuser=0 • Nutrients - Macro & Micro https://www.youtube.com/watch?v=zI2XR1a_4DU • https://www.youtube.com/watch?v=_TJPkU9eSX4

- Learn the differences between a high biological value (HBV) protein and a low biological value (LBV) protein, identify food examples of each type.
- Know the meaning of protein complementation and be able to give examples.
- Protein alternatives for example textured vegetable protein (TVP), soya, mycoprotein and tofu.
- Related dietary reference values
- Modify recipes to meet different dietary needs i.e protein complementation and protein alternatives.

Practicals:

Baked egg custard

Taste testing - Quorn bolognese

Skills:

Skill 1: General practical skills - weighing and measuring

Skill 2: Knife skills: bridge hold, claw grip, peel, slice, batons, julienne

Skill 3: Preparing fruit and vegetables: peel, crush

Skill 4: Use of the cooker - oven - baking

Skills 5: Use of equipment – blender/liquidiser

Skill 6: Cooking methods – frying, simmering and boiling

Skill 8: Sauce making - meat alternative sauce

Skill 12: Setting mixtures - coagulated protein in eggs.

Fats:

- Identify sources of fats, and describe the functions, and the effects of excess and deficiency in the body.
- Explain the differences between the different types of fat (saturated and unsaturated - monosaturated and polyunsaturated) and learn how to identify them in a range of products.
- Related dietary reference values
- Types of pastry
- Modify recipes to meet different dietary needs i.e make dishes healthier (low in fat).

Practicals:

Vegetable spring rolls / Quiche Lorraine

Skills:

Skill 1: General practical skills - weighing and measuring

Skill 2: Knife skills: bridge hold, claw grip, peel, slice, brunoise, julienne

Skill 4: Use of the cooker - oven - baking

Skill 10: Shaping and finishing - roll and shape spring rolls, roll out shortcrust dough for quiche,

- Continue with further research on nutrient deficiencies
<https://www.eatright.org/food/vitamins-and-supplements/types-of-vitamins-and-nutrients/is-your-body-trying-to-tell-you-something-common-nutrient-inadequacies-and-deficiencies>

line a flan tin. Making a dough - shortening, gluten formation - shortcrust pastry.

Skill 12: Setting mixtures - coagulated protein in eggs.

Carbohydrates:

- Identify the sources and types of carbohydrates (sugars/simple and staches/complex) in the diet
- Explain the functions of each type, deficiency and excess of carbohydrates in the body.
- Describe what is meant by the term hidden sugar, state the difference between free and fruit sugar
- Explain why fibre is needed in the body
- Related dietary reference values
- Modify recipes to meet different dietary needs i.e make dishes healthier (increase fibre content).

Practical:

High fibre muffins (fruit)

Skills:

Skill 1: General practical skills - weighing and measuring

Skill 2: Knife skills: bridge hold, claw grip, slice, macedoine,

Skill 3: Preparing fruit and vegetables: crush, segment

Skill 4: Use of the cooker - Oven - baking

Skill 11: Raising agents - chemical raising agent

Micronutrients -

Vitamins and Minerals:

- Identify types - Vitamins (water soluble, fat soluble and sources)
- Describe functions, and deficiency diseases of both types of vitamins
- Revisit knife skills by preparing a healthy vegetable dish
- Pasta making

Practical: Simple seasonal salad (student's choice)
/ Fish cakes / Lasagne

Skill 1: General practical skills - weighing and measuring

Skill 2: Knife skills: bridge hold, claw grip, peel, slice, brunoise, julienne

Skill 4: Use of the cooker - oven - baking

Skill 5: Use of equipment - using equipment - pasta machine

Skill 7: Prepare, combine and shape - shape and bind we mixtures

	Skill 8: Sauce making - reduction - meat sauce, all in one sauce, roux Skill 10: Dough - Making a dough - pasta Shaping and finishing - roll and shape lasagne sheets. Antioxidant vitamins and Water: • Explain the role of antioxidant vitamins in the body, Identify sources • Explain the importance of hydration and the function of water in the body, Identify sources • Describe the different types of pastry • Learn how to make shortcrust pastry Practical: Cheese straws Skill 1: General practical skills - weighing and measuring Skill 4: Use of the cooker - oven - baking Skill 10: Dough - Making a dough - shortcrust pastry Shaping and finishing - piping Food presentation and styling • Decorations and garnishes - application of techniques, demonstrating basic - complex skill levels • Biscuit challenge decoration task - presentation & styling • Evaluation of challenge task	• Hydration https://www.youtube.com/watch?v=b7s2Aqj72Q8&list=PLcvEcrcF_9zlnjxnoPbjRXHScwzEKTuGr&index=2 •
Half Term 2 (Nov-Dec)	Nutritional needs and health • Explain understanding of the term 'Balanced diet' • Know what the Eatwell Guide is, identify the five Food Groups • Understand the current guidelines for a healthy diet. • Analyse own diet against the Eatwell Guide • Explain how to consider portion size and costing when meal planning. • Describe how peoples' nutritional needs change and learn how to plan a balanced diet for different life stages e.g . babies, children aged 1-12, teenagers, adults and older adults • Understand how to maintain a healthy body weight throughout life • Explain the factors which affect the basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements. • Understand what is the recommended percentage of energy intake provided by protein, fat and carbohydrates (starch and sugar).	• Balanced diet https://www.youtube.com/watch?v=Ws7qOur3Tr0 • Healthy Eating guidelines https://www.youtube.com/watch?v=UIQ1Hyq9HG0&list=PLcvEcrcF_9zlnjxnoPbjRXHScwzEKTuGr • Nutrition and Life Stages https://www.youtube.com/watch?v=qC4j_EOM9Bg

	- Learn how to use nutritional analysis software to plan and modify recipes, meals and diets to reflect the nutritional guidelines for a healthy diet. - Understand the relationship between diet, nutrition and health - Identify and explain the major diet related health risks e.g. obesity, CHD, HBP, etc Practicals: Scotch eggs Fish pie Curried chicken Fruit flan Dish of choice (chosen specific need) Meat/vegetable and cheese ravioli Lemon Meringue Pie Spicy lentil and vegetable casserole/ Salmon fingers with a creamy dip Rich fruit cake Ministrone soup Skills: Skill 1: General practical skills - weighing and measuring Skill 2: Knife skills: bridge hold, claw grip, peel, slice, brunoise, julienne; portion chicken and fish Skill 4: Use of the cooker - oven - baking Skill 6: Cooking methods - water based cooking - poaching, simmering Skill 7: Prepare, combine and shape - shape and bind we mixtures Skill 8: Sauce making - reduction - meat sauce Skill 10: Dough - Making a dough - pasta, pastry Shaping and finishing - roll and shape lasagne sheets. Skill 11: Raising agents - chemical raising agent - SR flour Skill 12: Setting mixtures - gelation Food presentation and styling - Gingerbread house challenge - decorating & presentation (Paired activity) - Evaluation of challenge task Revision for Nov Mock exam	
Half Term 3 (Jan-Feb)	Food Science Cooking of food and heat transfer - State the reasons why food is cooked - Identify and explain the different methods of heat transfer. - Describe the various cooking methods - Understand how to select appropriate preparation and cooking methods to conserve or modify nutritive value or improve palatability of food. E.g. water based, dry methods and fat based. - Explain how preparation and cooking affect the appearance, colour, flavour, texture,	https://www.youtube.com/watch?v=fiFi-dORwKo&list=PLcvEcrsF_9zlnjxnoPbjRXHScwzEKTuGr&index=3

smell and overall palatability of food eg the use of marinades to denature protein.

- Methods of cake making - whisking method

Functional and chemical properties of food

Proteins: Denaturation, coagulation, gluten formation, foam formation

- Understand the scientific principles underlying these processes when preparing and cooking food
- the working characteristics, functional and chemical properties of proteins.

Carbohydrates: Gelatinisation, dextrinisation, caramelisation

- Understand the scientific principles underlying these processes when preparing and cooking food
- the working characteristics, functional and chemical properties of carbohydrates.

Fats and oils: Shortening, aeration, plasticity, emulsification

- Understand the scientific principles underlying these processes when preparing and cooking food
- the working characteristics, functional and chemical properties of fats and oils.

Fruit and vegetables: Enzymic browning, oxidation

- Understand the scientific principles underlying these processes when preparing and cooking food

Raising agents: Chemical (baking powder, bicarbonate of soda, self-raising flours which produce carbon dioxide); **Mechanical** (whisking, beating, folding, sieving, creaming and rubbing in – all incorporate air into the mixture); **Steam** (produced when the water in any moist mixture reaches boiling point); **Biological** (yeast)

- Describe raising agents
- Understand the scientific principles underlying these processes when preparing and cooking food
- Explain the working characteristics, functional and chemical properties of raising agents.

Practicals: Swiss roll

Steamed salmon/Salmon en papillote
Mini pavlovas
Profiteroles
Gougeres
Cauliflower cheese
French onion soup
Fruit tartlets (pate sucre, creme

- Denaturation
<https://www.youtube.com/watch?v=OHY8F2ZifpY&list=PLMMSM6Mdtv-n-NASDMtAVIKUdFVH7Y8UJ&index=4>

- Gelatinisation
<https://www.youtube.com/watch?v=axeTm4jLlkQ&list=PLMMSM6Mdtv-n-NASDMtAVIKUdFVH7Y8UJ&index=2>

- Emulsifiers
<https://www.youtube.com/watch?v=7I8GXmpKrVg&list=PLMMSM6Mdtv-n-NASDMtAVIKUdFVH7Y8UJ&index=16>
- <https://www.youtube.com/watch?v=v28rxrAhP0k&list=PLMMSM6Mdtv-n-NASDMtAVIKUdFVH7Y8UJ&index=8>

- Enzymic browning

<https://www.youtube.com/watch?v=rEvQD8V9Des&list=PLMMSM6Mdtv-n-NASDMtAVIKUdFVH7Y8UJ&index=18>

- Raising agents
https://www.youtube.com/watch?v=GXRouroc_ZY&list=PLqsjNO3apG15KweJoS3H2MxjGfy53MSf9
- <https://www.youtube.com/watch?v=D1qd-QmepVU&list=PLqsjNO3apG15KweJoS3H2MxjGfy53MSf9&index=4>

	Patisserie & fresh fruits) Ham/turkey and leek flan Irish soda bread Sausage rolls (flaky pastry) Hollandaise sauce Bread rolls Food presentation and styling Tunnock Tea cake challenge Skills Skill 1: General practical skills - weighing and measuring Skill 2: Knife skills: bridge hold, claw grip, peel, slice, brunoise, julienne; portion chicken and fish Skill 4: Use of the cooker - oven - baking Skill 6: Cooking methods - water based cooking - poaching, simmering Skill 7: Prepare, combine and shape - shape and bind we mixtures Skill 8: Sauce making - reduction - meat sauce Skill 10: Dough - Making a dough - bread, pastry Shaping and finishing - roll and shape bread rolls. Skill 11: Raising agents - chemical raising agent - SR flour, biological - yeast Skill 12: Setting mixtures - gelation	
Half Term 4 (Feb-Mar)	Food Safety Food spoilage and contamination - Microorganisms and enzymes - Explain the growth conditions for microorganisms and enzymes and the control of food spoilage - Know that bacteria, yeasts and moulds are microorganisms - Describe and Identify high risk foods - Understand that enzymes are biological catalysts usually made from protein. Signs of Food spoilage Recognise the signs of and understand the controls of - enzymic action - mould growth - yeast action. Microorganisms in food production Explain how microorganisms are used in food production. Bacterial contamination - Describe the different sources of bacterial contamination - Identify the main types of bacteria which cause food poisoning - Describe the main sources and methods of control of different food poisoning bacteria types	https://www.youtube.com/watch?v=flxmB8NKMzE&list=P_LcvEcrsF_9zlnjxnoPbjRXHScwzEKTuGr&index=4 - Create a website to raise awareness of the common causes of food poisoning and the symptoms (visible and non-visible) - Read the article below and summarise the findings. How could this death have been prevented? https://www.bbc.co.uk/news/uk-engl-and-49688459 - Venue visit e.g. school kitchen, restaurant: Identify possible hazards and suitable control measures. https://www.youtube.com/watch?v=MugMszWG6DY

	Recognise the general symptoms of food poisoning. Principles of food safety Understand and describe the food safety principles when buying and storing food.e.g. Temperature control, danger zone, etc Explain the importance of the food safety principles when preparing, cooking and serving food e.g. personal hygiene, clean work surfaces, etc Practicals: Portioning a whole chicken Thai green chicken curry Apple pie Sheperd's pie Raspberry jam Crème brûlée Chelsea buns Easy chicken tagine Viennese Whirls Dish of choice (sweet product) Dish of choice (savoury product) Chicken burgers Skills: Skill 1: General practical skills - weighing and measuring Skill 2: Knife skills: bridge hold, claw grip, peel, slice, brunoise, julienne; portion chicken and fish, filleting Skill 3: Preparing fruit and vegetables Skill 4: Use of the cooker - oven - baking Skill 6: Cooking methods - water based cooking - poaching, simmering, boiling Skill 7: Prepare, combine and shape - shape and bind we mixtures Skill 8: Sauce making - reduction - meat sauce Skill 10: Dough - Making a dough - bread, pastry Shaping and finishing - roll and shape bread rolls. Skill 11: Raising agents - chemical raising agent - SR flour, biological - yeast Skill 12: Setting mixtures - gelation Independent research, planning, organisation, time planning, cooking within a time scale	https://www.youtube.com/watch?v=r2tul8uyzA8
Half Term 5 (Apr-May)	Food choice - Factors affecting food choice Food choices - Identify different factors which may influence food choice. - Describe food choice related to religion, culture, ethical and moral beliefs and medical conditions.	https://www.youtube.com/watch?v=OZOIEYQ0axo&list=P_LcvEcrsF_9zlnjxnoPbjRXHScwzEKTuGr&index=6 - Relevant past exam questions/question paper https://www.youtube.com/watch?v=_TJPkU9eSX4

	Food labelling and marketing influences ● Explain how information about food available to the consumer, including labelling and marketing, influences food choice. British and international cuisines ● Define the term cuisine ● Explore food and food products from British cuisine ● Identify some distinctive ingredients used in British and other international cuisine e.g. Chinese, Indian, etc ● Explore the distinctive features of British and international cooking, equipment, methods of cooking, eating patterns and presentation e.g. Chinese, Indian, etc Sensory evaluation ● Understand the importance of sensory testing methods ● Recognise how taste receptors and olfactory systems work when tasting food. Practicals: Samosas Chicken fajitas Raspberry mousse Mixed vegetable soup Trifle Savourt palmiers Savoury wholemeal muffins Chowmein Naan bread Bolognese sauce Skills: Skill 1: General practical skills - weighing and measuring Skill 2: Knife skills: bridge hold, claw grip, peel, slice, brunoise, julienne; portion chicken and fish, filleting Skill 3: Preparing fruit and vegetables Skill 4: Use of the cooker - oven - baking Skill 6: Cooking methods - water based cooking - poaching, simmering Skill 7: Prepare, combine and shape - shape and bind we mixtures Skill 8: Sauce making - reduction - meat sauce Skill 10: Dough - Making a dough - bread, pastry Shaping and finishing - roll and shape bread rolls. Skill 11: Raising agents - chemical raising agent - SR flour, biological - yeast Skill 12: Setting mixtures - gelation	
Half Term 6 (Jun-Jul)	Food provenance - Environmental impact and sustainability of food Food sources	● Create a chart based on seasonal fruits and vegetables

	• Know the meaning of the term Food provenance • Describe where and how ingredients are grown, reared and caught. Food and the environment • Identify and explain environmental issues associated with food. Sustainability of food • Understand the impact of food and food security on local and global markets and communities e.g climate change, Fairtrade, global warming, etc. Food processing and production • Explain the difference between primary and secondary stages of processing and production. • Describe how processing affects the sensory and nutritional properties of ingredients Technological developments associated with better health and food production • technological developments to support better health and food production including fortification and modified foods with health benefits and the efficacy of these.e.g low cholesterol spreads, fortified foods Practicals: Millionaire's shortbread Sweetcorn and haddock chowder Chicken Kiev Dish of choice (sweet product) Dish of choice (savoury product) Skills: Skill 1: General practical skills Skill 2: Knife skills Skill 4: Use of the cooker Skill 6: Cooking methods Skill 7: Prepare, combine and shape Skill 8: Sauce making Skill 10: Dough - Shaping and finishing Skill 11: Raising agents Skill 12: Setting mixtures - gelation Independent research, planning, organisation, time planning, cooking within a time scale Revision for end of year exam	• Venue visit e.g. Borough Market • Relevant past exam questions/question paper • https://www.fightfoodcrises.net/hunger-hotspots • https://www.youtube.com/watch?v=RkdBKbOnokM&list=PLcvEcrcF_9zlnjxnoPbjRXHScwzEKTuGr&index=5 • https://www.youtube.com/watch?v=zNchJla7GOE&list=PLcvEcrcF_9zlnjxnoPbjRXHScwzEKTuGr&index=7
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Examples of Home Learning Tasks	Researching recipes to fulfil tasks (written / videos) Complete unfinished written tasks from lesson Preparation for cooking End of unit questions; Exam questions
Assessment Tasks, Methods & Frequency	Preparation and Cooking skills NEA 1 & NEA 2 practice tasks

	Written assessment - peer/self/teacher assessed - AQA Food Preparation and Nutrition past exam question papers. Mock exams
Equipment that Students Need	Resources provided by the department - exercise book, lined/plain paper, printed worksheets & computer access. Students will need to bring in their own fully equipped penil case: pencils, pens, colouring pencils, rubber, glue sticks, sharpener. Some ingredients may be provided by the department and students will need to bring in some ingredients and a suitable, labelled container to take the food home. Recommended textbooks: AQA GCSE Food Preparation and Nutrition Paperback – 24 Jun. 2016 by Alexis Rickus (Author), Bev Saunder (Author), Yvonne Mackey (Author) ISBN-10 -1471863646 / ISBN-13 - 978-1471863646 Publisher: Hodder Education https://www.amazon.co.uk/GCSE-Food-Preparation-Nutrition-Gcse/dp/1471863646/ref=sr_1_3?crid=239SMJQKC38J6&dib=eyJ2ljojMSJ9.vgGdILLz3k_mNNW1eadS1elwh_AbhTU1CaQmMZ_NnDhvGjHj071QN20LucGBJIEps.oEy8FQ-0dRGePHwfomHzjyHqZV0fNg45csyK7ncBhjY&dib_t ag=se&keywords=Exploring+Food+and+Nutrition+for+Key+Stage+3&qid=1721014019&sprefi x=exploring+food+and+nutrition+for+key+stage+3%2Caps%2C935&sr=8-3 AQA GCSE Food Preparation and Nutrition Second Edition Paperback – 28 Jun. 2024 by Anita Tull (Author), Bev Saunder (Author), Yvonne Mackey (Author) ISBN-10 - 1036006689 / ISBN-13 - 978-1036006686 Publisher: Hodder Education https://www.amazon.co.uk/GCSE-Food-Preparation-Nutrition-Second-dp-1036006689/dp/1036006689/ref=dp_ob_image_bk

Parent / Carers can help their child by:	As this subject involves both theory and practical tasks / cooking, parents are advised to check Google Classroom for homework and give support if needed especially with written tasks, include your child in food planning, preparation, cooking and washing up at home. This is to build speed and efficiency when completing practicals in school. Also do encourage creative restaurant quality food styling, plating and presentation.
Useful Websites	https://www.bbc.co.uk/food http://www.bbcgoodfood.com https://www.bbc.co.uk/bitesize/clips/zxfqxn https://envirocare.org/what-is-coshh/ https://www.nhs.uk/conditions/food-poisoning https://www.food.gov.uk/contactconsumersreport-problem/report-suspected-food-poisoning https://www.youtube.com/watch?v=Ys7w4ly8UgQ https://www.youtube.com/watch?v=h7lag962qsg https://www.indeed.co.uk/Environmental-Health-Officer-jobs

	https://www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs/job-profile/environmental-health-officer https://www.ucas.com/apprenticeships/what-apprenticeship https://www.youtube.com/watch?v=cM1fL2l0s8s
Extra-Curricular Activities & Career Opportunities	Chef, bar staff, barista, fish monger, food scientist, food manufacturing inspector, restaurant manager, https://www.ucas.com/explore/search/apprenticeships?query=&refinementList%5BIndustry%5D%5B0%5D=Catering%20and%20hospitality

Who Can I Contact?	Head of Technology	Miss L.Jaber
	Teachers of Year 10 Technology	Mrs Cameron-Marques



Holy Family Catholic School

Curriculum Overview Year 11 –

Technology: Food Preparation & Nutrition (AQA)

	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	Introduction to NEA Understand the requirements of the course including: • food investigation task A • food preparation task B • food preparation - final exam task C NEA 1 - food investigation module NEA Task 1: Food Investigation tasks - Assessment briefs to be released 1st September by exam board. (10 hours only to complete the task) Food science / Food investigation - task A Investigation work will be used to find out about the function of ingredients and how they work in a product. Tasks includes: • selecting a NEA 1 task brief set by AQA and conduct an analysis to demonstrate understanding of the topic. • research, plan and carry out an investigation into the working characteristics, functional and chemical properties of ingredients (for a minimum of three experiments) • record the investigation findings • analyse and evaluate results • present the food investigation task.	• Record findings in portfolio
Half Term 2 (Nov-Dec)	NEA 2 - Investigation and planning technical skills Food preparation - task B Investigation work will be used to research, analyse and evaluate. Also, food products will be produced to demonstrate technical skills for NEA2. Tasks includes: • selecting a NEA 2 task brief set by AQA and conduct an analysis to demonstrate understanding of the topic. • planning and conducting research of the chosen task title so as to have a good	• Record findings in portfolio

	understanding of a cuisine or a specific dietary need. - analyse research and use this to identify a number of technical dishes which meet the needs of the original task - selecting a range of three or four suitable dishes to trial further. - justifying choices and explain suitability, creativity and technical skill. - recording evidence of the choice of dishes made during the technical skills demonstration. Revision for Nov Mock exam	
Half Term 3 (Jan-Feb)	NEA 2 - Planning and evaluating the final menu Food preparation - final exam task C Develop their final dishes which will lead to the final food examination during this term. Dishes will be evaluated, analysed and costing calculated for NEA2. Tasks includes: - analyse the technical skills and sensory attributes of the final dishes to make during the three-hour making session. - Justify reasons for choice of final dishes and menu with reference to skills, ingredients, nutrition, cooking methods, costs, provenance, sensory properties and portion size - Produce a detailed three-hour time plan that includes health and safety, food safety, preparation methods and final plating and presentation. - Conduct a detailed sensory analysis, nutritional analysis, and costing of final dishes to evaluate the successes of the final menu and identify future improvements when preparing and cooking dishes.	
Half Term 4 (Feb-Mar)	Revision lessons in preparation for written examination in June	
Half Term 5 (Apr-May)	NEA 1 & 2 Moderation Revision lessons in preparation for written examination in June	https://senecalearning.com/en-GB/revision-notes/gcse/food-preparation/aqa/and-nutrition
Half Term 6 (Jun-Jul)	Level 2 Food Hygiene Certificate Online course with an assessment upon completion and certificate Study leave and other GCSE subject exams	

Examples of Home Learning Tasks	Researching recipes to fulfil tasks (written / videos) Complete unfinished written tasks from lesson Preparation for cooking End of unit questions; Exam questions
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Assessment Tasks, Methods & Frequency	Assessment - peer/self/teacher assessed, time planning, assessment of preparation and cooking skills, Q&A (written test) NEA 1 coursework - Total of 10 hrs NEA 2 coursework - Total of 20 hrs Mock exams - mock coursework assessment NEA 2 practical exam - 3hrs
Equipment that Students Need	Resources provided by the department - exercise book, lined/plain paper, printed worksheets & computer access. Students will need to bring in their own fully equipped penil case: pencils, pens, colouring pencils, rubber, glue sticks, sharpener. Some ingredients may be provided by the department and students will need to bring in some ingredients and a suitable, labelled container to take the food home. Recommended textbooks: AQA GCSE Food Preparation and Nutrition Paperback – 24 Jun. 2016 by Alexis Rickus (Author), Bev Saunder (Author), Yvonne Mackey (Author) ISBN-10 -1471863646 / ISBN-13 - 978-1471863646 Publisher: Hodder Education https://www.amazon.co.uk/GCSE-Food-Preparation-Nutrition-Gcse/dp/1471863646/ref=sr_1_3?crid=239SMJQKC38J6&dib=eyJ2ljoMSJ9.vgGdILz3k_mNNW1eadS1elwh_AbhTU1CaQmMZ_NnDhvGjHj071QN20LucGBJIEps.oEy8FQ-0dRGePHwfmHzyHqZV0fNg45csyK7ncBhjY&dib_t ag=se&keywords=Exploring+Food+and+Nutrition+for+Key+Stage+3&qid=1721014019&sprefi x=exploring+food+and+nutrition+for+key+stage+3%2Caps%2C935&sr=8-3 AQA GCSE Food Preparation and Nutrition Second Edition Paperback – 28 Jun. 2024 by Anita Tull (Author), Bev Saunder (Author), Yvonne Mackey (Author) ISBN-10 - 1036006689 / ISBN-13 - 978-1036006686 Publisher: Hodder Education https://www.amazon.co.uk/GCSE-Food-Preparation-Nutrition-Second-dp-1036006689/dp/1036006689/ref=dp_ob_image_bk

Parent / Carers can help their child by:	As this subject involves both theory and practical tasks / cooking, parents are advised to check Google Classroom for homework/coursework and give support if needed especially with written tasks. Encourage your child to attend intervention. Include him/her in food planning, preparation, cooking and washing up at home. This is to build speed and efficiency when completing practicals in school. Also do encourage creative restaurant quality food styling, plating and presentation.
Useful Websites	https://healthy-kids.com.au/kids/high-school-2/macronutrients/ https://www.youtube.com/watch?v=CP1Lzx1wQX8 https://www.youtube.com/watch?v=Tokw9GE9hkQ https://www.youtube.com/watch?v=KD-FmeueFUo https://www.youtube.com/watch?v=AKR1g4aHNb4 https://www.nhs.uk/conditions/vitamins-and-minerals/ https://www.helpguide.org/harvard/vitamins-and-minerals.htm https://www.youtube.com/watch?v=7WnpSB14nDM https://www.nutrition.org.uk/nutritionscience/life.html

	https://getrevising.co.uk/diagrams/nutritional-needs-of-different-age-groups https://www.eatright.org/health/wellness/healthy-aging/special-nutrient-needs-of-older-adults https://www.ecowatch.com/how-does-cooking-affect-food-2642501577.html?rebelltitem=2#rebelltitem2 https://www.hypervibe.com/au/blog/baking-boiling-steaming-or-frying-how-cooking-affects-nutrients/ https://www.bbcgoodfood.com/seasonal-calendar/all https://www.youtube.com/watch?v=aqF3EuFm7vQ https://www.chefs-resources.com/kitchen-management-tools/kitchen-management-alley/modern-kitchen-brigade-system/ https://www.highspeedtraining.co.uk/hub/requirements-to-be-a-chef/ https://kindling.org.uk/sustainable-food-definition https://senecalearning.com/en-GB/revision-notes/gcse/food-preparation/aqa/and-nutrition
Extra-Curricular Activities & Career Opportunities	Chef, bar staff, barista, fish monger, food scientist, food manufacturing inspector, restaurant manager, https://www.ucas.com/explore/search/apprenticeships?query=&refinementList%5BIndustry%5D%5B0%5D=Catering%20and%20hospitality

Who Can I Contact?	Head of Technology	Miss Jaber
	Teachers of Year 11 Technology	Mrs Cameron-Marques