



Food

Year 7/8 – Half Term 1/4 – Health & Hygiene

Prior Learning	At KS2 pupils practical knowledge tends to be limited. All KS2 pupils builds on the Eatwell Guide discussed at KS2 and healthy eating.
What will I learn?	You will be learning how to work safely in a kitchen environment. Emphasis will be on personal, kitchen and food hygiene. Gain an understanding of the impact of poor hygiene in a kitchen and demonstrate understanding through a variety of practical cookery tasks. Alongside these new skills will be taught on how to operate different types of kitchen equipment safely. Understand how to use a knife to demonstrate different cutting techniques, students will be able to establish their learning via variety of different practical cookery tasks. These tasks will also reinforce the safety and hygiene aspects of working in the environment. Pupils will participate in a range of written tasks to build upon prior knowledge of the Eatwell guide and support healthy lifestyles alongside modification of recipes to meet healthy eating guidelines.
Next Steps	These fundamental skills form the basis for learning across KS3 but the principles can be applied directly to KS4 where we look at commercial hospitality and catering environments and how they operate (Unit 1 LO2) and know how food can cause ill health (Unit 1, LO4)
Personal Development	SMSC: Direct links with understanding the level of cultural diversity in the UK and how that has impact on availability of ingredients, food choice and recipes. Physical Health: Impact of a poor diet on health, portion sizes long term health issues.
Key vocabulary	Proteins, Fats, Carbohydrates, Vitamins, Minerals, Bridge, Claw, Hygiene, Cross Contamination, Sensory.
How and when will I be assessed?	Formative: In class verbal feedback Summative: Selective practical assessment with peer and teacher assessment.
Resources to use	Food a fact of Life: www.foodafactoflife.org.uk Jamie Oliver Home Cooking Skills: https://www.jamieoliver.com/features/new-year-kitchen-skills/ Youtube: search Jamies Home Cooking Skills for specific skills videos.
Enrichment opportunities	There are countless food focused media across all platforms some suitable shows you could look at are: Britain’s Best Home Cook Masterchef The Great British and Junior Bake Off. The Food Network Some useful websites are: www.bbc.co.uk/food www.bbcgoodfood.com www.nutrition.org.uk

Year 7/8 - Half Term 2/5 – Eatwell Guide

Prior Learning	At KS2 pupils practical knowledge tends to be limited. All KS2 pupils build on the Eatwell Guide discussed at KS2 and healthy eating.
What will I learn?	You will be learning how to work safely in a kitchen environment. Emphasis will be on personal, kitchen and food hygiene. Gain an understanding of the impact of poor hygiene in a kitchen and demonstrate understanding through a variety of practical cookery tasks. Alongside these new skills will be taught on how to operate different types of kitchen equipment safely. Pupils will participate in a hob and oven safety certificate from the meat education authority to recognise safe practices. Pupils will participate in a range of written tasks to build upon prior knowledge of the Eatwell guide and support healthy lifestyles alongside modification of recipes to meet healthy eating guidelines. We will also be focusing on the impact of poor hygiene in the kitchen and food on health.
Next Steps	These fundamental skills form the basis for learning across KS3 but the principles can be applied directly to KS4 where we look at commercial hospitality and catering environments and how they operate (Unit 1 LO2) and know how food can cause ill health (Unit 1, LO4)
Personal Development	SMSC: Direct links with understanding the level of cultural diversity in the UK and how that has impact on availability of ingredients, food choice and recipes. Physical Health: Impact of a poor diet on health, portion sizes long term health issues.
Key vocabulary	Proteins, Fats, Carbohydrates, Vitamins, Minerals, Diet, Hygiene, Cross Contamination, Bacteria, Commodity, Modify
How and when will I be assessed?	Formative: In class verbal feedback Summative: Selective practical assessment with peer and teacher assessment.
Resources to use	Food a fact of Life: www.foodafactoflife.org.uk Nutrition: www.nutrition.org.uk Jamie Oliver Home Cooking Skills: https://www.jamieoliver.com/features/new-year-kitchen-skills/ Youtube: search Jamies Home Cooking Skills for specific skills videos. Food Hygiene: www.fsa.gov.uk
Enrichment opportunities	There are countless food focused media across all platforms, some suitable shows you could look to enhance your practical cookery skills. Some good examples are: Britain's Best Home Cook Masterchef The Great British and Junior Bake Off. The Food Network Some useful websites are: www.bbc.co.uk/food www.bbcgoodfood.com www.nutrition.org.uk

Year 7/8 - Half Term 3/6 – Modifying Recipes

Prior Learning	At KS2 pupils practical knowledge tends to be limited. All pupils build on the Eatwell Guide activities in KS3 prior to this activity and KS2 healthy eating topic area.
What will I learn?	Gain an understanding of the impact of poor nutrition on health and apply the principles of the Eatwell guide learnt in previous weeks to build our knowledge of how to modify recipes to meet the needs of families. Either with a special dietary focus e.g. vegetarian, medical need e.g. lactose, or healthy eating. Pupils will be demonstrating more technical level of cookery skill e.g. pastry making and applying the principles of eight tips for eating well.
Next Steps	These fundamental skills form the basis for learning across KS3 but the principles can be applied directly to KS4 where we look at commercial hospitality and catering environments and how they operate (Unit 1 LO2) and know how food can cause ill health (Unit 1, LO4)
Personal Development	SMSC: Direct links with understanding the level of cultural diversity in the UK and how that has impact on availability of ingredients, food choice and recipes. Physical Health: Impact of a poor diet on health, portion sizes long term health issues.
Key vocabulary	Portion, Healthy, Hygiene, Cross Contamination, Bacteria, Substitute, Lifestyle, Healthy, Dehydrate,
How and when will I be assessed?	Formative: In class verbal feedback Summative: Selective practical assessment with peer and teacher assessment.
Resources to use	Food a fact of Life: www.foodafactoflife.org.uk Nutrition: www.nutrition.org.uk Jamie Oliver Home Cooking Skills: https://www.jamieoliver.com/features/new-year-kitchen-skills/ Youtube: search Jamies Home Cooking Skills for specific skills videos. Food Hygiene: www.fsa.gov.uk
Enrichment opportunities	There are countless food focused media across all platforms, some suitable shows you could look to enhance your practical cookery skills. Some good examples are: Britain’s Best Home Cook Masterchef The Great British and Junior Bake Off. The Food Network Some useful websites are: www.bbc.co.uk/food www.bbcgoodfood.com www.nutrition.org.uk

Year 9 – Bacteria & Special Diets

Prior Learning	Revisit topics from year 7 & 8 Health, Hygiene and knife skills.
What will I learn?	<p>You will revisit how to work safely in a kitchen environment, including kitchen and food hygiene. Develop more of an understanding of the impact of specific bacterial food poisoning on health again taking forward principles of cross contamination.</p> <p>We will be building upon practical skills learnt in year 7/8 to develop your skills with more challenging recipes. Whilst thinking about seasonality and sustainability of ingredients.</p> <p>Pupils will participate in a range of written tasks to build upon prior knowledge of the Eatwell guide and support healthy lifestyles alongside modification of recipes to meet the needs of specific people e.g. vegetarian, vegan.</p>
Next Steps	These fundamental skills form the basis for learning across KS3 but the principles can be applied directly to KS4 where we look at commercial hospitality and catering environments and how they operate (Unit 1 LO2) and know how food can cause ill health (Unit 1, LO4) as well as menu planning and special diets.
Personal Development	<p>SMSC: Direct links with understanding the level of cultural diversity in the UK and how that has impact on availability of ingredients, food choice and recipes.</p> <p>Physical Health: Impact of a poor diet on health, portion sizes long term health issues.</p>
Key vocabulary	Kitchen Hygiene, Bacteria, Symptoms, Onset, Allergies, Vegan, Vegetarian, Intolerance, Coeliac.
How and when will I be assessed?	<p>Formative: In class verbal feedback</p> <p>Summative: Selective practical assessment with peer and teacher assessment.</p>
Resources to use	<p>Food a fact of Life: www.foodafactoflife.org.uk</p> <p>British Nutrition Foundation: www.nutrition.org.uk</p> <p>Food Standards Agency: www.fsa.gov.uk</p> <p>Jamie Oliver Home Cooking Skills: https://www.jamieoliver.com/features/new-year-kitchen-skills/</p> <p>Youtube: search Jamies Home Cooking Skills for specific skills videos.</p>
Enrichment opportunities	<p>There are countless food focused media across all platforms, some suitable shows you could look to enhance your practical cookery skills. Some good examples are:</p> <p>Britain's Best Home Cook</p> <p>Masterchef</p> <p>The Great British and Junior Bake Off.</p> <p>The Food Network</p> <p>Some useful websites are:</p> <p>www.bbc.co.uk/food</p> <p>www.bbcgoodfood.com</p> <p>www.nutrition.org.uk</p>

Year 10 - Half Term 1 – Unit 1: LO1: Understand the environment in which hospitality and catering providers operate. LO3: Be able to cook dishes.

Prior Learning	KS3 macro and micro nutrients, Eat well guide, Bacteria. In year 9 more technically challenging practical cookery skills including kitchen, personal and food hygiene.
What will I learn?	<p>Introduction to the course, the hospitality and catering industry provides people with accommodation, food and beverages outside of the home. Revisit essential Skills e.g. Health & Safety.</p> <p>Understand the environment in which hospitality & catering providers operate, incorporating:</p> <ul style="list-style-type: none"> • The structure of the hospitality and catering industry. • Job requirements within the industry. • Working conditions of different job roles across the hospitality and catering industry. • Factors affecting the success of hospitality and catering providers. <p>Be able to cook a range of dishes showing a range of different medium to high level cookery skills including preparation and quality assurance of a range of commodities, building on practical knowledge learnt at KS3.</p>
Next Steps	This Unit provides the foundation for learning for Unit 1 LO2 & LO3. This content will directly link to the examination. The knowledge and the application of different circumstances is applicable once pupils have left school in daily life. However, this course directly links to KS5 hospitality and catering vocational courses (Blackpool & Fylde College - Bispham Campus) as a large proportion of the same skills are transferrable and can be immediately applied in industry as pupils already have experience.
Personal Development	<p>SMSC: Direct links with understanding the level of cultural diversity in the UK and how that has impact on availability of ingredients, food choice and recipes.</p> <p>Physical Health: Impact of a poor diet on health, portion sizes long term health issues. Directly links to industry as pupils will understand and will possibly seek employment in the hospitality and catering industry as well having direct inputs from employers.</p>
Key vocabulary	Commercial, Non-commercial, Establishment, Residential, Contract caterer, Whisking, Melting, Rubbing-in, Blending, Modify, Commodity
How and when will I be assessed?	<p>Formative: In class verbal feedback, particularly with practical work</p> <p>Summative: NEA task is marked according to exam board mark scheme; pupils are given this mark scheme at the start of the year and are encouraged to use it whilst they are completing their NEA. End of unit mark.</p>
Resources to use	<p>www.hoddereducation.co.uk/myrevisionnotes</p> <p>WJEC Level 1/2 Vocational Award: Hospitality & Catering Revision Guide. Hodder Education</p>
Enrichment opportunities	<p>If you are able with your family, visit different types of hospitality and catering establishments. See if you can recognise different types of service across the hospitality and catering provision.</p> <p>Take pictures of attractive plates of food, particularly those that show different presentation techniques e.g. piping, coulis, fanning. It will help you improve your presentation techniques and subsequently improve your grade.</p>

Year 10 - Half Term 2 – Unit 1: LO4: Know how food can cause ill health. LO3: Be able to cook dishes.

Prior Learning	KS3 macro and micro nutrients, Eat well guide, Bacteria. Using practical knowledge from being in the kitchen to apply hygiene rules to different commodities. Industry requirements for health & safety HT1.
What will I learn?	<p>Know how food can cause ill health and the impact that has on customers and businesses alike. Areas to be covered:</p> <ul style="list-style-type: none"> • Food-related causes of ill health. • Roles and responsibilities of the Environmental Health Officer. • Food Safety legislation. • Common types of food poisoning • Symptoms of food induced ill health. <p>Be able to cook a range of dishes showing a range of different medium to high level cookery skills including preparation and quality assurance of a range of commodities, building on practical knowledge learnt at KS3.</p>
Next Steps	<p>This content lead into the mock task in Year 10 and Year 11 NEA task. This forms the foundation of Unit 2 LO3 throughout all practical skills and is tested in Unit 1 examination assessment at the end of Year 10/11.</p> <p>The knowledge and the application of different circumstances is applicable once pupils have left school in daily life. However, this course directly links to KS5 hospitality and catering vocational courses (Blackpool & Fylde College - Bispham Campus) as a large proportion of the same skills are transferrable and can be immediately applied in industry as pupils already have experience.</p>
Personal Development	<p>Careers: Understanding of legislation in relation to industry and potential job opportunities available within it.</p> <p>Physical Health: Impact of a poor diet on health, portion sizes long term health issues. Directly links to industry as pupils will understand and will possibly seek employment in the hospitality and catering industry as well having direct inputs from employers.</p>
Key vocabulary	Microbes, Yeasts, Moulds, Bacteria, Allergies, Intolerances, Environmental health, Enforcement legislation, Food Labelling, Food poisoning
How and when will I be assessed?	<p>Formative: In class verbal feedback, particularly with practical work</p> <p>Summative: NEA task is marked according to exam board mark scheme; pupils are given this mark scheme at the start of the year and are encouraged to use it whilst they are completing their NEA. End of unit mark.</p>
Resources to use	<p>www.hoddereducation.co.uk/myrevisionnotes</p> <p>WJEC Level 1/2 Vocational Award: Hospitality & Catering Revision Guide. Hodder Education</p>
Enrichment opportunities	<p>If you are able with your family, visit different types of hospitality and catering establishments. See if you can find the hygiene rating which is allocated to them by environmental health. You can also look up the restaurant on the local councils environmental health website to view the criteria they are measured on.</p> <p>Practice the different skills we do in class in different recipes at home, get parents/guardians involved. Try something new showing off your learnt skill. Take a picture and keep the recipe in your recipe book, you never know when you might need it!</p>

Year 10 - Half Term 3 – Unit 1: LO5: Propose a hospitality & catering provision to meet specific requirements LO3: Be able to cook dishes.

Prior Learning	LO1 HT1 year 10: Understand the environment in which hospitality and catering providers operate.
What will I learn?	<p>Propose a hospitality & catering provision to meet specific requirements. Providers of hospitality and catering offer a wide variety of options for visitors with specific needs for different location and situations. Types of visitor could include:</p> <ul style="list-style-type: none"> • Families • Groups • Old Age Pensioners (OAPS) • Overseas Visitors • Single People • Couples <p>Pupils will learn how to make a structured proposal for a specific requirement, taking into consideration budget available, type of occasion, type of venue, number of people in the group, information about the area.</p> <p>Be able to cook a range of dishes showing a range of different medium to high level cookery skills including preparation and quality assurance of a range of commodities, building on practical knowledge learnt at KS3.</p>
Next Steps	<p>Content in LO3 Be able to cook dishes links directly to mock NEA task in Year 10 & NEA task in Year11.</p> <p>The knowledge and the application of different circumstances is applicable once pupils have left school in daily life. However, this course directly links to KS5 hospitality and catering vocational courses (Blackpool & Fylde College - Bispham Campus) as a large proportion of the same skills are transferrable and can be immediately applied in industry as pupils already have experience.</p>
Personal Development	<p>SMSC: Understand how culturally diverse the industry is and how the UK can appeal to a wide range of visitors.</p> <p>GDP: Understand how to conduct themselves in a different environment when dealing with customers, highlight personal qualities required to work in the industry that can be applied to any employment.</p>
Key vocabulary	Justify, Factors, Specific, Evaluate, Culture., Task, Outcome, Demonstrate, Ethnic, Modify, Sustainability, Impact, Require, Maintain
How and when will I be assessed?	<p>Formative: In class verbal feedback, particularly with practical work</p> <p>Summative: NEA task is marked according to exam board mark scheme; pupils are given this mark scheme at the start of the year and are encouraged to use it whilst they are completing their NEA. End of unit mark.</p>
Resources to use	<p>www.hoddereducation.co.uk/myrevisionnotes</p> <p>WJEC Level 1/2 Vocational Award: Hospitality & Catering Revision Guide. Hodder Education</p>
Enrichment opportunities	Have a look on the internet at different types of hospitality and catering provision in the local area try and match it up with the different groups talked about above. Highlight the features of the provision that make it suitable for that particular group.

Year 10 - Half Term 4 – Unit 1: LO3: Understand how hospitality & catering provision meets health & safety requirements LO3: Be able to cook dishes.

Prior Learning	LO1 HT1 year 10: Understand the environment in which hospitality and catering providers operate. LO4 HT2 year 10: Know how food can cause ill health as well as HT1-6 Year10 LO3: Be able to cook dishes using excellent food and kitchen safety. KS3 Health & Safety.
What will I learn?	<p>It is both the employers and the employees responsibility to make sure they follow health and safety rules at work because; they help prevent accidents, they ensure the business is a safe place to work, they ensure food is safe to eat.</p> <p>We will learn in detail about the following:</p> <ul style="list-style-type: none"> • Personal safety responsibilities in the workplace • Risks to personal safety in hospitality and catering • Personal safety control measures for hospitality and catering provision. <p>Be able to cook a range of dishes showing a range of different medium to high level cookery skills including preparation and quality assurance of a range of commodities, building on practical knowledge learnt at KS3.</p>
Next Steps	<p>This Unit builds upon learning for Unit 1 LO1 & leads into Unit 1 LO2. It then is assessed in the Unit 1 Assessment at the end of Year 10/11. It also reinforces health & Safety during NEA assessment as it forms part of the mark scheme.</p> <p>The knowledge and the application of different circumstances is applicable once pupils have left school in daily life. However, this course directly links to KS5 hospitality and catering vocational courses (Blackpool & Fylde College - Bispham Campus) as a large proportion of the same skills are transferrable and can be immediately applied in industry as pupils already have experience.</p>
Personal Development	GDP: Understand how to conduct themselves in a different environment and expectations when in employment regarding conduct and behaviour to keep themselves and their work colleagues safe.
Key vocabulary	Risk assessment, Disadvantages, Justify, PPE, Risk, Hazard, Control, Bullying, Harassment, Potential.
How and when will I be assessed?	<p>Formative: In class verbal feedback, particularly with practical work</p> <p>Summative: NEA task is marked according to exam board mark scheme; pupils are given this mark scheme at the start of the year and are encouraged to use it whilst they are completing their NEA. End of unit mark.</p>
Resources to use	<p>www.hoddereducation.co.uk/myrevisionnotes</p> <p>WJEC Level 1/2 Vocational Award: Hospitality & Catering Revision Guide. Hodder Education</p>
Enrichment opportunities	<p>You could look on the Health and Safety Executive online as they have some examples of policies and at times, they have free training courses. www.hse.gov.uk</p> <p>Practice the different skills we do in class in different recipes at home, get parents/guardians involved. Try something new showing off your learnt skill. Take a picture and keep the recipe in your recipe book, you never know when you might need it!</p>

Year 10 - Half Term 5 – Unit 1: LO2: Understand how hospitality & catering provision operates. LO3: Be able to cook dishes.	
Prior Learning	LO1 HT1 year 10: Understand the environment in which hospitality and catering providers operate. LO3 HT4 year 10: Understand how hospitality and catering provision meets health and safety requirements.
What will I learn?	<p>The correct layout of the kitchen is crucial in maintaining high standards of food hygiene and to ensure that there is enough space for everyone to work effectively and quickly to manage orders. This is not only true of the kitchen but front of house as well. In this half term we will learn:</p> <ul style="list-style-type: none"> • The operation of the kitchen. • The operation of front of house • How hospitality and catering provision meet customer requirements <p>Be able to cook a range of dishes showing a range of different medium to high level cookery skills including preparation and quality assurance of a range of commodities, building on practical knowledge learnt at KS3.</p>
Next Steps	<p>This Unit builds upon learning for Unit 1 LO1 & leads into Unit 1 LO2. It then is assessed in the Unit 1 Assessment at the end of Year 10/11. Knowledge of LO2 will be used in the Mock NEA task where pupils have to serve a 3 course meal to invited guests. The knowledge and the application of different circumstances is applicable once pupils have left school in daily life. However, this course directly links to KS5 hospitality and catering vocational courses (Blackpool & Fylde College - Bispham Campus) as a large proportion of the same skills are transferrable and can be immediately applied in industry as pupils already have experience.</p>
Personal Development	GDP: Understand how to conduct themselves in a different environment and expectations when in employment regarding conduct and behaviour to keep themselves and their work colleagues safe.
Key vocabulary	Layout, Workflow, Stock, Kitchen Brigade, Dress code, FIFO, Toque, Corporate, Business, Equality, Discrimination, Allocate,
How and when will I be assessed?	<p>Formative: In class verbal feedback, particularly with practical work</p> <p>Summative: NEA task is marked according to exam board mark scheme; pupils are given this mark scheme at the start of the year and are encouraged to use it whilst they are completing their NEA. End of unit mark.</p>
Resources to use	<p>www.hoddereducation.co.uk/myrevisionnotes</p> <p>WJEC Level 1/2 Vocational Award: Hospitality & Catering Revision Guide. Hodder Education</p>
Enrichment opportunities	<p>There are a range of different media that show good examples of kitchen/front of house operations. Try and view a few of these to get an idea of good workflow. BBC MasterChef always has good examples of how professional kitchens and their front of house operate.</p> <p>Practice the different skills we do in class in different recipes at home, get parents/guardians involved. Try something new showing off your learnt skill. Take a picture and keep the recipe in your recipe book, you never know when you might need it!</p>

Year 10 - Half Term 6 – Unit 2: LO1: Understand the importance of nutrition when planning menus. LO2: Understand menu planning.

Prior Learning	Year 10 HT 2 LO4; Know how food can cause ill health. HT5 LO2: Understand how hospitality and catering provision operates.
What will I learn?	<p>Pupils will be given a mock NEA (non-examination assessment) task. In order to apply the relevant information to the task set pupils will be placed into brigades and asked to plan, cook and prepare a three course meal for no more than 6 people, they will also be required to serve the meal. They will be asked to plan the menu based on a range of different cover a range of different topic areas. These will form the basis of the supporting information for the mock NEA task.</p> <p>This will include the following:</p> <p>LO1: 1.1 Functions of nutrients in the human body. 1.2: Nutritional needs of specific groups. 1.3: Characteristics of unsatisfactory nutritional intake. 1.4 How cooking methods impact on nutritional value.</p> <p>LO2: 2.1: factors to consider when proposing dishes for menus. 2.2: How dishes on a menu address environmental issues. 2.3: How menu dishes meet customer needs. 2.4: Planning production of dishes for a menu.</p>
Next Steps	The Year 11 NEA task follows the same format as the mock task to prepare pupils, the same format and research required as Year 11 task but with a different focus. The knowledge and the application of different circumstances is applicable once pupils have left school in daily life. However, this course directly links to KS5 hospitality and catering vocational courses as a large proportion of the same skills are transferrable and can be immediately applied in industry as pupils already have experience.
Personal Development	<p>SMSC: Direct links with understanding the level of cultural diversity in the UK and how that has impact on availability of ingredients, food choice and recipes.</p> <p>Physical Health: Impact of a poor diet on health, portion sizes long term health issues.</p>
Key vocabulary	Bacteria, Biological Value, Deficiency, Leach, Water Soluble, Fat Soluble., Preservation, Food Provenance, Organoleptic, Dovetailing, Assess
How and when will I be assessed?	<p>Formative: In class verbal feedback, particularly with practical work</p> <p>Summative: NEA task is marked according to exam board mark scheme; pupils are given this mark scheme at the start of the year and are encouraged to use it whilst they are completing their NEA. End of unit mark.</p>
Resources to use	<p>www.hoddereducation.co.uk/myrevisionnotes</p> <p>WJEC Level 1/2 Vocational Award: Hospitality & Catering Revision Guide. Hodder Education</p>
Enrichment opportunities	<p>There are countless food focused media across all platforms they are all useful particularly looking styling of food on a plate as ¼ of the overall practical mark is attributed to this. MasterChef & Great British Menu are particularly good for this.</p> <p>Some useful recipe websites are:</p> <p>www.bbc.co.uk/food www.bbcgoodfood.com</p> <p>Whatever recipe websites you use for research please try and stick to UK ones as conversions from other measurements don't always work out! Try and practice lots of different recipes as this will improve your confidence and cookery skill as well as your problem solving ability.</p>

Year 11 - Half Term 1 – Unit 2: LO1: Understand the importance of nutrition when planning menus. LO2: Understand menu planning.

Prior Learning	KS3 macro and micro nutrients, Eat well guide, Bacteria. In year 9 more technically challenging practical cookery skills. Year 10 mock NEA task to plan and prepare a menu to meet specific requirements.
What will I learn?	<p>Pupils will be given their NEA (non-examination assessment) task. In order to apply the relevant information to the task set pupils will cover a range of different topic areas under timed conditions. These will form the basis of the supporting information for the NEA task. This will include the following:</p> <p>LO1: 1.1 Functions of nutrients in the human body. 1.2: Nutritional needs of specific groups. 1.3: Characteristics of unsatisfactory nutritional intake. 1.4 How cooking methods impact on nutritional value.</p> <p>LO2: 2.1: factors to consider when proposing dishes for menus. 2.2: How dishes on a menu address environmental issues. 2.3: How menu dishes meet customer needs. 2.4: Planning production of dishes for a menu.</p>
Next Steps	<p>Unit 2 LO3, cookery skills provide the foundation for planning and assessment of the NEA Task.</p> <p>The knowledge and the application of different circumstances is applicable once pupils have left school in daily life. However, this course directly links to KS5 hospitality and catering vocational courses as a large proportion of the same skills are transferrable and can be immediately applied in industry as pupils already have experience.</p>
Personal Development	<p>SMSC: Direct links with understanding the level of cultural diversity in the UK and how that has impact on availability of ingredients, food choice and recipes.</p> <p>Physical Health: Impact of a poor diet on health, portion sizes long term health issues.</p>
Key vocabulary	Preservation, Food Provenance, Organoleptic, Dovetailing, Assess Create, Select, Justify, Source, Issue,
How and when will I be assessed?	<p>Formative: In class verbal feedback, particularly with practical work</p> <p>Summative: NEA task is marked according to exam board mark scheme; pupils are given this mark scheme at the start of the year and are encouraged to use it whilst they are completing their NEA. End of unit mark.</p>
Resources to use	<p>www.hoddereducation.co.uk/myrevisionnotes</p> <p>WJEC Level 1/2 Vocational Award: Hospitality & Catering Revision Guide. Hodder Education</p>
Enrichment opportunities	<p>There are countless food focused media across all platforms they are all useful particularly looking styling of food on a plate as ¼ of the overall practical mark is attributed to this. MasterChef & Great British Menu are particularly good for this.</p> <p>Some useful recipe websites are:</p> <p>www.bbc.co.uk/food www.bbcgoodfood.com</p> <p>Whatever recipe websites you use for research please try and stick to UK ones as conversions from other measurements don't always work out! Try and practice lots of different recipes as this will improve your confidence and cookery skill as well as your problem solving ability.</p>

Year 11 - Half Term 2 – Unit 2: LO 1.3: Characteristics of unsatisfactory nutritional intake. LO3: Be able to cook dishes.

Prior Learning	KS3 macro and micro nutrients, Eat well guide, Bacteria. In year 9 more technically challenging practical cookery skills. Year 10 mock NEA task to plan and prepare a menu to meet specific requirements.
What will I learn?	<p>Pupils will be given their NEA (non-examination assessment) task. In order to apply the relevant information to the task set pupils will cover a range of different topic areas under timed conditions. They will also have to demonstrate and trial a range of different dishes that meet the needs of the NEA task. Areas covered will include:-</p> <p>AC 3.1: Demonstrating a range of techniques when preparing different commodities. AC 3.2: Understand how to quality assure different commodities. AC 3.3: Demonstrate different techniques in the cooking of a variety of commodities. AC 3.4: Apply a range of presentation techniques when completing dishes. AC 3.5: Food safety practices.</p>
Next Steps	<p>Unit 2 LO3, cookery skills provide the foundation for planning and assessment of the NEA Task. Unit 1 LO1-LO5 will be revisited using practical application from the NEA task to an industry setting.</p> <p>The knowledge and the application of different circumstances is applicable once pupils have left school in daily life. However, this course directly links to KS5 hospitality and catering vocational courses (Blackpool & Fylde College - Bispham Campus) as a large proportion of the same skills are transferrable and can be immediately applied in industry as pupils already have experience.</p>
Personal Development	<p>SMSC: Direct links with understanding the level of cultural diversity in the UK and how that has impact on availability of ingredients, food choice and recipes. Physical Health: Impact of a poor diet on health, portion sizes long term health issues.</p>
Key vocabulary	Deficiency, Excess, Cholesterol, Diabetes, Beri-Beri, Pellagra, Scurvy, Rickets, Coronary Heart Disease
How and when will I be assessed?	<p>Formative: In class verbal feedback, particularly with practical work Summative: NEA task is marked according to exam board mark scheme; pupils are given this mark scheme at the start of the year and are encouraged to use it whilst they are completing their NEA. End of unit mark.</p>
Resources to use	<p>www.hoddereducation.co.uk/myrevisionnotes WJEC Level 1/2 Vocational Award: Hospitality & Catering Revision Guide. Hodder Education</p>
Enrichment opportunities	<p>Try and cook lots of different types of dishes. They don't have to use expensive ingredients but get in the kitchen and cook (parents & guardians too!)</p> <p>Whatever recipe websites you use for research please try and stick to UK ones as conversions from other measurements don't always work out! Try and practice lots of different recipes as this will improve your confidence and cookery skill as well as your problem solving ability. There are countless food focused media across all platforms they are all useful particularly looking styling of food on a plate as ¼ of the overall practical mark is attributed to this. MasterChef & Great British Menu are particularly good for this.</p> <p>Some useful recipe websites are: www.bbc.co.uk/food www.bbcgoodfood.com</p>

Year 11 - Half Term 3 – Unit 2: LO 1.4: How cooking methods impact on nutritional value. LO3: Be able to cook dishes.

Prior Learning	KS3 macro and micro nutrients, Eat well guide, Bacteria. In year 9 more technically challenging practical cookery skills. Year 10 mock NEA task to plan and prepare a menu to meet specific requirements.
What will I learn?	<p>Pupils will be given their NEA (non-examination assessment) task. In order to apply the relevant information to the task set pupils will cover a range of different topic areas under timed conditions. They will also have to demonstrate and trial a range of different dishes that meet the needs of the NEA task. They will have to discuss how chosen cookery methods of their dishes impact on the nutritional value of the food and subsequently the customers health.</p> <p>Be able to cook dishes: Use researched and planned documents AC:2.3 & AC:2.4 to deliver final assessed cook for NEA task.</p>
Next Steps	The knowledge and the application of different circumstances is applicable once pupils have left school in daily life. However, this course directly links to KS5 hospitality and catering vocational courses (Blackpool & Fylde College - Bispham Campus) as a large proportion of the same skills are transferrable and can be immediately applied in industry as pupils already have experience.
Personal Development	<p>SMSC: Direct links with understanding the level of cultural diversity in the UK and how that has impact on availability of ingredients, food choice and recipes.</p> <p>Physical Health: Impact of a poor diet on health, portion sizes long term health issues.</p>
Key vocabulary	Leach, Water soluble, Fat Soluble, Value, Portion, Bridge, Claw, Hygiene, Cross Contamination, Bacteria
How and when will I be assessed?	<p>Formative: In class verbal feedback, particularly with practical work</p> <p>Summative: NEA task is marked according to exam board mark scheme; pupils are given this mark scheme at the start of the year and are encouraged to use it whilst they are completing their NEA. End of unit mark.</p>
Resources to use	<p>www.hoddereducation.co.uk/myrevisionnotes</p> <p>WJEC Level 1/2 Vocational Award: Hospitality & Catering Revision Guide. Hodder Education</p>
Enrichment opportunities	<p>Try and cook lots of different types of dishes. They don't have to use expensive ingredients but get in the kitchen and cook (parents & guardians too!)</p> <p>Practice the following presentation techniques to elevate your plates of food: Fanning strawberries, Piping, Coulis, Ribbons, Curls, Stencilling</p> <p>There are countless food focused media across all platforms they are all useful particularly looking styling of food on a plate as ¼ of the overall practical mark is attributed to this. MasterChef & Great British Menu are particularly good for this.</p>