

Key Stage 4 Long Term Planning

Year 10 SYLLABUS: Edugas GCSE Food Preparation and Nutrition

Curriculum Area: Art, Performance and Technologies

Please note that this is subject to change due it being a new course.

[illegible]

	<ol style="list-style-type: none"> 2. Prepare fruits and vegetables 3. Prepare, combine and shape 4. Tenderise and Marinate 5. Select and adjust cooking process 6. Weigh and measure 7. Preparation of ingredients and equipment 8. Use of equipment 9. Water based methods using the hob 10. Dry heat and fat-based methods using the hob 11. Using the grill 12. Using the oven 13. Making sauces 14. Set a mixture (removal of heat; gelation) 15. Set a mixture (heating; coagulation) 16. Use of raising agents 17. Making a dough 18. Shaping a dough 19. Test for readiness 20. Judge and manipulate sensory properties (seasoning etc.) <p>Please note that skills not used in this unit, will be learnt in another unit of work. All skills will be covered at some point.</p>	<ol style="list-style-type: none"> 2. Prepare fruits and vegetables 3. Prepare, combine and shape 4. Tenderise and Marinate 5. Select and adjust cooking process 6. Weigh and measure 7. Preparation of ingredients and equipment 8. Use of equipment 9. Water based methods using the hob 10. Dry heat and fat-based methods using the hob 11. Using the grill 12. Using the oven 13. Making sauces 14. Set a mixture (removal of heat; gelation) 15. Set a mixture (heating; coagulation) 16. Use of raising agents 17. Making a dough 18. Shaping a dough 19. Test for readiness 20. Judge and manipulate sensory properties (seasoning etc.) <p>Please note that skills not used in this unit, will be learnt in another unit of work. All skills will be covered at some point.</p>	<ol style="list-style-type: none"> 2. Prepare fruits and vegetables 3. Prepare, combine and shape 4. Tenderise and Marinate 5. Select and adjust cooking process 6. Weigh and measure 7. Preparation of ingredients and equipment 8. Use of equipment 9. Water based methods using the hob 10. Dry heat and fat-based methods using the hob 11. Using the grill 12. Using the oven 13. Making sauces 14. Set a mixture (removal of heat; gelation) 15. Set a mixture (heating; coagulation) 16. Use of raising agents 17. Making a dough 18. Shaping a dough 19. Test for readiness 20. Judge and manipulate sensory properties (seasoning etc.) <p>Please note that skills not used in this unit, will be learnt in another unit of work. All skills will be covered at some point.</p>	<ol style="list-style-type: none"> 2. Prepare fruits and vegetables 3. Prepare, combine and shape 4. Tenderise and Marinate 5. Select and adjust cooking process 6. Weigh and measure 7. Preparation of ingredients and equipment 8. Use of equipment 9. Water based methods using the hob 10. Dry heat and fat-based methods using the hob 11. Using the grill 12. Using the oven 13. Making sauces 14. Set a mixture (removal of heat; gelation) 15. Set a mixture (heating; coagulation) 16. Use of raising agents 17. Making a dough 18. Shaping a dough 19. Test for readiness 20. Judge and manipulate sensory properties (seasoning etc.) <p>Please note that skills not used in this unit, will be learnt in another unit of work. All skills will be covered at some point.</p>	<ol style="list-style-type: none"> 2. Prepare fruits and vegetables 3. Prepare, combine and shape 4. Tenderise and Marinate 5. Select and adjust cooking process 6. Weigh and measure 7. Preparation of ingredients and equipment 8. Use of equipment 9. Water based methods using the hob 10. Dry heat and fat-based methods using the hob 11. Using the grill 12. Using the oven 13. Making sauces 14. Set a mixture (removal of heat; gelation) 15. Set a mixture (heating; coagulation) 16. Use of raising agents 17. Making a dough 18. Shaping a dough 19. Test for readiness 20. Judge and manipulate sensory properties (seasoning etc.) <p>Please note that skills not used in this unit, will be learnt in another unit of work. All skills will be covered at some point.</p>	<ol style="list-style-type: none"> 2. Prepare fruits and vegetables 3. Prepare, combine and shape 4. Tenderise and Marinate 5. Select and adjust cooking process 6. Weigh and measure 7. Preparation of ingredients and equipment 8. Use of equipment 9. Water based methods using the hob 10. Dry heat and fat-based methods using the hob 11. Using the grill 12. Using the oven 13. Making sauces 14. Set a mixture (removal of heat; gelation) 15. Set a mixture (heating; coagulation) 16. Use of raising agents 17. Making a dough 18. Shaping a dough 19. Test for readiness 20. Judge and manipulate sensory properties (seasoning etc.) <p>Please note that skills not used in this unit, will be learnt in another unit of work. All skills will be covered at some point.</p>
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Assessment	<p>End of unit test looking at all the theory we have covered. Including Exam questions</p> <p>NEA 1 Practise: an example could be looking at Oxidation and Enzymic Browning</p> <p>Pupils will select their own dish to make and complete it under teacher supervision. They will look at presentation and organisation</p>	<p>End of unit test looking at all the theory we have covered. Including exam questions.</p> <p>NEA 1 Practise: an example could be explaining the changes that take place when milk is heated.</p>	<p>End of unit test looking at all the theory we have covered. Including exam questions.</p> <p>NEA 1 Practise: an example could include investigating which flour is the best for making bread.</p>	<p>End of unit test looking at all the theory we have covered. Including exam questions.</p> <p>NEA 1 Practise: an example can include making a meringue and explaining what has happened to the egg white protein.</p>	<p>End of unit test looking at all the theory we have covered. Including exam questions.</p> <p>NEA 1 Practise: an example could include showing the shortening properties of fat when making shortcrust pastry. Which fat produces the best pastry?</p>	<p>End of unit test looking at all the theory we have covered. Including exam questions.</p>
Homework	Homework will be set as per the homework timetable and will cover revision for end of unit tests, to consolidate knowledge or in preparation for a new topic/area to be covered.	Homework will be set as per the homework timetable and will cover revision for end of unit tests, to consolidate knowledge or in preparation for a new topic/area to be covered.	Homework will be set as per the homework timetable and will cover revision for end of unit tests, to consolidate knowledge or in preparation for a new topic/area to be covered.	Homework will be set as per the homework timetable and will cover revision for end of unit tests, to consolidate knowledge or in preparation for a new topic/area to be covered.	Homework will be set as per the homework timetable and will cover revision for end of unit tests, to consolidate knowledge or in preparation for a new topic/area to be covered.	Homework will be set as per the homework timetable and will cover revision for end of unit tests, to consolidate knowledge or in preparation for a new topic/area to be covered.
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	A trip to look at season fruit and vegetables and seeing what kind of dishes can be produced using them, (POSSIBLY)	A visit to a working Dairy Farm via Lancashire Farm education (POSSIBLY)	Visit to/from a baker (POSSIBLY)	A visit from/to a butcher and/or fishmonger (POSSIBLY)	Visit to or from a confectioner (POSSIBLY)	Visit a vegetarian restaurant (POSSIBLY)
Numeracy	<p>Weighing and Measuring: Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured.</p> <p>Timing: Again, pupils will need to be able to say when their product has been in the oven for the correct amount of time or to say if something has simmered for the correct length of time organisation:</p>	<p>Weighing and Measuring: Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured.</p> <p>Timing: Again, pupils will need to be able to say when their product has been in the oven for the correct amount of time or to say if something has simmered for the correct length of time</p>	<p>Weighing and Measuring: Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured.</p> <p>Timing: Again, pupils will need to be able to say when their product has been in the oven for the correct amount of time or to say if something has simmered for the correct length of time</p>	<p>Weighing and Measuring: Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured.</p> <p>Timing: Again, pupils will need to be able to say when their product has been in the oven for the correct amount of time or to say if something has simmered for the correct length of time</p>	<p>Weighing and Measuring: Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured.</p> <p>Timing: Again, pupils will need to be able to say when their product has been in the oven for the correct amount of time or to say if something has simmered for the correct length of time</p>	<p>Weighing and Measuring: Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured.</p> <p>Timing: Again, pupils will need to be able to say when their product has been in the oven for the correct amount of time or to say if something has simmered for the correct length of time</p>
Literacy	Moor Park symbols to be used and have been added onto PowerPoints, so pupils	Moor Park symbols to be used and have been added onto PowerPoints,	Moor Park symbols to be used and have been added onto PowerPoints,	Moor Park symbols to be used and have been added onto PowerPoints, so pupils	Moor Park symbols to be used and have been added onto PowerPoints, so pupils	Moor Park symbols to be used and have been added onto PowerPoints, so pupils are

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	<p>are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which formal talk is encouraged and subject specific language is also used to ensure that pupils are confident in using it in the right context to allow them to then use it in their formal assignment.</p> <p>Pupils will have to answer exam-based questions in lessons in preparation for their written exam in year 11.</p> <p>Pupils will have to be able to follow a method accurately in order to produce dishes of a high standard in order to confidently use higher level skills</p> <p>Pupils will take part in class discussions and complete lessons independently</p> <p>Pupils will come across new terms that they haven't used at Key-Stage 3. Examples of this includes oxidation, maillard reaction</p>	<p>so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which formal talk is encouraged and subject specific language is also used to ensure that pupils are confident in using it in the right context to allow them to then use it in their formal assignment.</p> <p>Pupils will have to answer exam-based questions in lessons in preparation for their written exam in year 11.</p> <p>Pupils will have to be able to follow a method accurately in order to produce dishes of a high standard in order to confidently use higher level skills</p> <p>Pupils will take part in class discussions and complete lessons independently</p> <p>Pupils will come across new terms that they haven't used at Key-Stage 3. Examples of this includes emulsion.</p>	<p>so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which formal talk is encouraged and subject specific language is also used to ensure that pupils are confident in using it in the right context to allow them to then use it in their formal assignment.</p> <p>Pupils will have to answer exam-based questions in lessons in preparation for their written exam in year 11.</p> <p>Pupils will have to be able to follow a method accurately in order to produce dishes of a high standard in order to confidently use higher level skills</p> <p>Pupils will take part in class discussions and complete lessons independently</p> <p>Pupils will come across new terms that they haven't used at Key-Stage 3. Examples of this Ceoliacs Disease.</p>	<p>are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which formal talk is encouraged and subject specific language is also used to ensure that pupils are confident in using it in the right context to allow them to then use it in their formal assignment.</p> <p>Pupils will have to answer exam-based questions in lessons in preparation for their written exam in year 11.</p> <p>Pupils will have to be able to follow a method accurately in order to produce dishes of a high standard in order to confidently use higher level skills</p> <p>Pupils will take part in class discussions and complete lessons independently</p> <p>Pupils will come across new terms that they haven't used at Key-Stage 3. Examples of this Deboning/Dejointing and denaturation.</p>	<p>are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which formal talk is encouraged and subject specific language is also used to ensure that pupils are confident in using it in the right context to allow them to then use it in their formal assignment.</p> <p>Pupils will have to answer exam-based questions in lessons in preparation for their written exam in year 11.</p> <p>Pupils will have to be able to follow a method accurately in order to produce dishes of a high standard in order to confidently use higher level skills</p> <p>Pupils will take part in class discussions and complete lessons independently</p> <p>Pupils will come across new terms that they haven't used at Key-Stage 3. Examples of this includes Rancidity.</p>	<p>aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which formal talk is encouraged and subject specific language is also used to ensure that pupils are confident in using it in the right context to allow them to then use it in their formal assignment.</p> <p>Pupils will have to answer exam-based questions in lessons in preparation for their written exam in year 11.</p> <p>Pupils will have to be able to follow a method accurately in order to produce dishes of a high standard in order to confidently use higher level skills</p> <p>Pupils will take part in class discussions and complete lessons independently</p> <p>Pupils will come across new terms that they haven't used at Key-Stage 3. Examples of this includes Microprotein.</p>
CEIAG	<p>As this course is based on presentation of food and its nutrition careers will mainly focus on what a chef does to ensure that food is presented in an aesthetically pleasing way as well as ensuring that they meet the needs of individuals (i.e., allergy sufferers, personal choice and religious constraints) and also keeping them nutritious.</p> <p>Further careers may be</p>	<p>As this course is based on presentation of food and its nutrition careers will mainly focus on what a chef does to ensure that food is presented in an aesthetically pleasing way as well as ensuring that they meet the needs of individuals (i.e., allergy sufferers, personal choice and religious constraints) and also keeping them nutritious.</p>	<p>As this course is based on presentation of food and its nutrition careers will mainly focus on what a chef does to ensure that food is presented in an aesthetically pleasing way as well as ensuring that they meet the needs of individuals (i.e., allergy sufferers, personal choice and religious constraints) and also keeping them nutritious.</p>	<p>As this course is based on presentation of food and its nutrition careers will mainly focus on what a chef does to ensure that food is presented in an aesthetically pleasing way as well as ensuring that they meet the needs of individuals (i.e., allergy sufferers, personal choice and religious constraints) and also keeping them nutritious.</p>	<p>As this course is based on presentation of food and its nutrition careers will mainly focus on what a chef does to ensure that food is presented in an aesthetically pleasing way as well as ensuring that they meet the needs of individuals (i.e., allergy sufferers, personal choice and religious constraints) and also keeping them nutritious.</p>	<p>As this course is based on presentation of food and its nutrition careers will mainly focus on what a chef does to ensure that food is presented in an aesthetically pleasing way as well as ensuring that they meet the needs of individuals (i.e., allergy sufferers, personal choice and religious constraints) and also keeping them nutritious.</p> <p>Further careers may be added as and when the</p>

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	added as and when the course is taught.	Further careers may be added as and when the course is taught.	Further careers may be added as and when the course is taught.	Further careers may be added as and when the course is taught.	Further careers may be added as and when the course is taught.	course is taught.
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Key Stage 4 Long Term Planning

Year 11 SYLLABUS: Eduqas GCSE Food Preparation and Nutrition

Curriculum Area: Art, Performance and Technologies

Please note that this is subject to change due it being a new course.

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Syllabus	NEA 1 (Preparation): The topic will be chosen by Eduqas	NEA 1 (The write up) NEA 2 (Introduction) The theme will be chosen by Eduqas	NEA 2: The written part and practical assessment	NEA 2 completion (if needed and is not allowed to take more than 2 weeks) Revision for the external exam	Revision for the external exam
Knowledge	NEA 1: Pupils will use their knowledge of food science covered in year 10 to carry out research into the task provided. After their research, pupils will then come up with a hypothesis and carry out tests before gathering data which is then analysed and a conclusion drawn to see if their hypothesis is correct	NEA 1: Pupils will use their knowledge of food science covered in year 10 to carry out research into the task provided. After their research, pupils will then come up with a hypothesis and carry out tests before gathering data which is then analysed and a conclusion drawn to see if their hypothesis is correct NEA 2: Using their existing knowledge of different diets and food related preferences, pupils will research and plan a three-course menu.	NEA 2: Using their time plans and the skills that they have learnt in year 10, pupils will be expected to research their brief (determined by the exam board) and create/plan a three course menu that fits within the brief (the brief could include food from anotehr country, seasonal food, people with specific diets or an occasion) Their work will also be evaluated after its completion.	The first priority is to make sure that content that was not covered sufficiently in year 10 is completed before general revision is and exam technique is completed.	The exam is usually in June, so there will be time after May half-term for pupils to complete their revision.
Skills	NEA1: Skills will depend upon the form of task that is chosen for pupils.	NEA1: Skills will depend upon the form of task that is chosen for pupils. NEA 2: The skills pupils demonstrate will vary depending upon their ability and the dishes they have chosen as part of their three-courses. Examples of which will include cutting foods, using equipment safely and accurately and presenting food to a high standard.	NEA 2: The skills pupils demonstrate will vary depending upon their ability and the dishes they have chosen as part of their three-courses. Examples of which will include cutting foods, using equipment safely and accurately and presenting food to a high standard. Pupils will also need to make sure that they can complete the work in the time given and they will be able to achieve this via practicing	Pupils will practice their exam technique to allow them to be confident learners and attempt all questions on their exam paper. Question types will include 'state', 'Describe' 'Outline', 'Explain' and 'Discuss'	Pupils will practice their exam technique to allow them to be confident learners and attempt all questions on their exam paper. Question types will include 'state', 'Describe' 'Outline', 'Explain' and 'Discuss'

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			their 'dovetailing' skills.		
Assessment	<p>NEA 1 is worth 15th of the pupils' overall grade in the summer of year 11. The assessment will be completed during lesson time.</p> <p>NEA 1 and 2 are marked internally and then moderated.</p>	<p>NEA 1 is worth 15th of the pupils' overall grade in the summer of year 11. The assessment will be completed during lesson time.</p> <p>NEA 2 is worth 35% if the pupils' overall grade in the summer of year 11. Twelve hours are recommended to complete this task, there is also a three-hour mandatory practical session. The number of lessons should total between 16-18 to allow for absence and disruption.</p> <p>NEA 1 and 2 are marked internally and then moderated.</p>	<p>NEA 2 is worth 35% if the pupils' overall grade in the summer of year 11. Twelve hours are recommended to complete this task, there is also a three-hour mandatory practical session. The number of lessons should total between 16-18 to allow for absence and disruption.</p> <p>NEA 1 and 2 are marked internally and then moderated.</p>	<p>The written part of the assessment is worth 50% of the pupils' overall grade in the summer of year 11. The exam is 2 hours and consists of 6 questions, broken down into simple and extended answer questions.</p>	<p>The written part of the assessment is worth 50% of the pupils' overall grade in the summer of year 11. The exam is 2 hours and consists of 6 questions, broken down into simple and extended answer questions</p>
Homework	<p><i>Please note that as this is part of their formal assessment, pupils will not be able to complete this work at home as per the JCQ guidelines. Pupils will be able to complete some extra research if they choose to, but formal homework won't be given during this time.</i></p>	<p><i>Please note that as this is part of their formal assessment, pupils will not be able to complete this work at home as per the JCQ guidelines. Pupils will be able to complete some extra research if they choose to, but formal homework won't be given during this time.</i></p>	<p><i>Please note that as this is part of their formal assessment, pupils will not be able to complete this work at home as per the JCQ guidelines. Pupils will be able to complete some extra research if they choose to, but formal homework won't be given during this time.</i></p>	<p>Homework will be set as per the homework timetable and will cover revision for the external exam. Pupils will be given exam questions and will be asked to revise as per their revision plan.</p>	<p>Pupils will complete individual and independent revision as per their revision plan.</p>
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	<p>This is not applicable as all work must be completed by the pupils in school without any external support due to it contributing towards their overall final grade. If this changes, I will add it onto here.</p>	<p>This is not applicable as all work must be completed by the pupils in school without any external support due to it contributing towards their overall final grade. If this changes, I will add it onto here.</p>	<p>This is not applicable as all work must be completed by the pupils in school without any external support due to it contributing towards their overall final grade. If this changes, I will add it onto here.</p>	<p>This is not applicable as all work must be completed by the pupils in school without any external support due to it contributing towards their overall final grade. If this changes, I will add it onto here.</p> <p>However as it is an exam unit, pupils will be able to draw on their knowledge from the possible cultural enrichment in year 10.</p>	<p>This is not applicable as all work must be completed by the pupils in school without any external support due to it contributing towards their overall final grade. If this changes, I will add it onto here.</p> <p>However as it is an exam unit, pupils will be able to draw on their knowledge from the possible</p>
Numeracy	<p>Pupils will have to draw graphs and sensory analysis charts and interpret their findings as part of their NEA 1.</p>	<p>Pupils will have to draw graphs and sensory analysis charts and interpret their findings as part of their NEA 1.</p> <p>For NEA 2, pupils will have to practice their timings to ensure that they can complete their three dishes within the allocated three hours.</p> <p>Numeracy skills that they will need include weighing and</p>	<p>As part of their evaluation, pupils will need to again complete sensory analysis charts and interpret people's views of their dishes within their evaluation.</p>	<p>Pupils may need to interpret data in their exam paper for example, they may need to compare nutritional information of two different products or read graphs and analyse the results. This will vary from paper to paper</p>	<p>Pupils may need to interpret data in their exam paper for example, they may need to compare nutritional information of two different products or read graphs and analyse the results. This will vary from paper to paper</p>

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		measuring and timings to complete tasks on time.			
Literacy	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.</p> <p>Class discussions take place throughout the half-term in which formal talk is encouraged and subject specific language is also used to ensure that pupils are confident in using it in the right context to allow them to then use it in their formal assignment.</p> <p>Pupils will be expected to annotate their brief to identify and define the key terms within it so that they are aware of what they need to do in order to complete the task successfully.</p> <p>Pupils will complete a formal written assignment to support their science investigation.</p> <p>Pupils will talk with their peers to get their thoughts and opinions on the sensory analysis of the assignment so that they can include this in their evaluation section of the assignment.</p>	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.</p> <p>Class discussions take place throughout the half-term in which formal talk is encouraged and subject specific language is also used to ensure that pupils are confident in using it in the right context to allow them to then use it in their formal assignment.</p> <p>Pupils will research the task and identify what is expected of them and as part of their written assignment, they must include what they are going to in order to complete the practical element of their assignment.</p> <p>Pupils will be expected to Dovetail their practical tasks and this will involve pupils having to organise all their thoughts and actions to complete their practical.</p> <p>Pupils will talk with their peers to get their thoughts and opinions on the sensory analysis of the assignment so that they can include this in their evaluation section of the assignment.</p>	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.</p> <p>Class discussions take place throughout the half-term in which formal talk is encouraged and subject specific language is also used to ensure that pupils are confident in using it in the right context to allow them to then use it in their formal assignment.</p> <p>Pupils will research the task and identify what is expected of them and as part of their written assignment, they must include what they are going to in order to complete the practical element of their assignment.</p> <p>Pupils will be expected to 'Dovetail' their dishes which means that they will have to learn how to arrange their multiple dishes in a way that allows them to complete their three-courses within the timeframe. They will achieve this through reading through the methods and planning accordingly.</p> <p>Pupils will talk with their peers to get their thoughts and opinions on the sensory analysis of the assignment so that they can include this in their evaluation section of the assignment.</p>	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.</p> <p>Class discussions take place throughout the half-term in which formal talk is encouraged and subject specific language is also used to ensure that pupils are confident in using it in the right context to allow them to then use it in their exam</p> <p>Pupils will practice what the different question expectations are for their written exam and will use subject-specific vocabulary within their answers to help them achieve the higher grades.</p>	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.</p> <p>Class discussions take place throughout the half-term in which formal talk is encouraged and subject specific language is also used to ensure that pupils are confident in using it in the right context to allow them to then use it in their exam</p> <p>Pupils will practice what the different question expectations are for their written exam and will use subject-specific vocabulary within their answers to help them achieve the higher grades.</p>
CEIAG	TBD, but for NEA 1 perhaps looking at what Food Scientists do when creating hypotheses etc.	TBD, but for NEA 1 perhaps looking at what Food Scientists do when creating hypotheses etc.	TBD, but for NEA 2 pupils will be able to look at how chefs present food on a plate before it arrives on the table for the customer.	n/a	n/a

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		TBD, but for NEA 2 pupils will be able to look at how chefs present food on a plate before it arrives on the table for the customer.			
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