

Key Stage 4 Long Term Planning

Year 10 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 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Syllabus	Fruit and Vegetables (including potatoes): Fresh, Frozen, Dried, Canned and Juiced	Milk, Cheese and Yoghurt	Cereals (including flours, breakfast cereals, bread and pasta)	Meat, Fish, Poultry, Eggs	Butter, Oils, Margarine, Sugar and Syrup	Soya, Tofu, Beans, Nuts and Seeds
Knowledge	Pupils will gain knowledge on the provenance of fruit and vegetables (where they are grown, links to climate etc.) They will also look at how they are grown and processed to be used within recipes. Pupils will be able to classify fruit and vegetables (leaves, stems, roots, tubers etc.) Pupils will recap on the healthy eating that they covered at Key Stage 3 and increase their knowledge about water- and fat-soluble vitamins. Pupils will look at dietary considerations (e.g., vegetarianism). They will also cover food science including oxidation and enzymic browning.	Pupils will gain knowledge on the provenance of milk and dairy products including the impact the cost has on dairy farmers and their livelihoods. They will also explore how dairy animals are reared and fed and how milk is produced into secondary products (milk to cream etc.) Pupils will also look at the nutrients of dairy foods including HBV's and LBV's. The healthy eating will also cover the effects of different diets and allergies (e.g., Lactose intolerance) Pupils will cover food science including looking at denaturation.	Pupils will gain knowledge on how cereals are grown and processed. During this unit, they will look at its nutritional values (including the sources, the functions and its deficiencies)	Pupils will gain knowledge in looking at the different locations of where meat comes from and how they are reared. Pupils will be given the chance to look at an animal of their choice and review how it is farmed/reared and slaughtered. Pupils will also look at the production of fish and poultry (including eggs) Pupils will explore the different classifications of meat linking it to cooking methods. Nutrition will also be looked at and how there are different nutrient requirements during the life stages. The food science that will be covered includes looking at how protein acts in food for example aeration and coagulation.	Pupils will gain knowledge in the difference between sugar can and sugar beet and where they are grown. Pupils will discover how butter is made and how crops are grown to make the different types of oil. The classifications of oil will be looked at, including its nutritional value. Pupils will consider dietary considerations and how some people may need to reduce their intake of certain foods (e.g., diabetics)	Pupils will gain knowledge in where soya is grown alongside nuts and seeds. Pupils will explore how soya beans are cultivated and how mycoprotein (Quorn) is processed
Skills	Depending on the practical set by the exam board, skills will include a mixture of the following:	Depending on the practical set by the exam board, skills will include a mixture of the following:	Depending on the practical set by the exam board, skills will include a mixture of the following:	Depending on the practical set by the exam board, skills will include a mixture of the following:	Depending on the practical set by the exam board, skills will include a mixture of the following:	Depending on the practical set by the exam board, skills will include a mixture of the following:
	 Knife skills 	 Knife skills 	 Knife skills 	 Knife skills 	1. Knife skills	1. Knife skills



			at some point.		at some point.						
		work. A	All skills will be	work. A	All skills will be						
		learnt in	another unit of	learnt in	another unit of						
		used in t	this unit, will be	used in t	his unit, will be						
		Please no	ote that skills not	Please no	te that skills not						
			etc.)		etc.)	covere	d at some point.	covered	d at some point.		
			(seasoning		(seasoning	work.	All skills will be	work.	All skills will be		
	-		properties		properties	learnt i	n another unit of	learnt in	n another unit of		
covere	d at some point.		sensory		sensory	used in	this unit, will be	used in	this unit, will be		-
	All skills will be	•	manipulate		manipulate	Please n	ote that skills not	Please n	ote that skills not		t some point.
	n another unit of	20.	Judge and	20.	Judge and		(seasoning etc.)		(seasoning etc.)		skills will be covered
	this unit, will be		readiness		readiness		properties		properties		in another unit of
Please n	ote that skills not	19.	Test for	19.	Test for		sensory		sensory		n this unit, will be
	(seasoning etc.)	20.	dough		dough		manipulate		manipulate	Please	note that skills not
	properties	18.	Shaping a	18.	Shaping a	20.	Judge and	20.	Judge and		(seasoning etc.)
	sensory	_//	dough		dough		readiness		readiness		sensory properties
<i>,</i> .	manipulate	17.		17.	Making a	19.	Test for	19.	Test for		manipulate
20.	Judge and		agents		agents	18.	Shaping a dough	18.	Shaping a dough	20.	Judge and
19.	Test for readiness	16.	Use of raising	16.	Use of raising	17.	Making a dough	17.	Making a dough	19.	Test for readiness
18.	Shaping a dough		coagulation)		coagulation)		agents	_	agents	18.	Shaping a dough
17.	Making a dough		(heating;		(heating;	16.	Use of raising	16.		17.	Making a dough
	agents	15.	Set a mixture	15.	Set a mixture		coagulation)		coagulation)		agents
16.	Use of raising		heat; gelation		heat; gelation		(heating;		(heating;	16.	Use of raising
	coagulation)		(removal of		(removal of	15.	Set a mixture	15.	Set a mixture		coagulation)
	(heating;	14.	Set a mixture	14.	Set a mixture		gelation		heat; gelation		(heating;
15.	Set a mixture	13.	Making sauces	13.	Making sauces		(removal of heat;		(removal of	15.	Set a mixture
	gelation	12.	Using the oven	12.	Using the oven	14.	-	14.	Set a mixture		gelation
	(removal of heat;	11.	Using the grill	11.	Using the grill	13.	Making sauces	13.	Making sauces		(removal of heat;
14.	Set a mixture		the hob		the hob	12.	Using the oven	12.	Using the oven	14.	Set a mixture
13.	Making sauces		methods using		methods using	11.	Using the grill	11.	Using the grill	13.	Making sauces
12.	Using the oven		fat-based		fat-based		using the hob		using the hob	12.	Using the oven
11.	Using the grill	10.	Dry heat and	10.	Dry heat and		based methods		based methods	11.	Using the grill
	using the hob		the hob		the hob	10.	Dry heat and fat-	10.	Dry heat and fat-		using the hob
	based methods		methods using		methods using		the hob		the hob		based methods
10.	Dry heat and fat-	9.	Water based	9.	Water based		methods using		methods using	10.	Dry heat and fat-
	the hob		equipment		equipment	9.	Water based	9.	Water based		hob
	methods using	8.	Use of	8.	Use of		equipment		equipment		methods using the
9.	Water based		and equipment		equipment	8.	Use of	8.	Use of	9.	Water based
8.	Use of equipment		ingredients		ingredients and		equipment		equipment	8.	Use of equipment
	equipment	7.	Preparation of	7.	Preparation of		ingredients and		ingredients and		equipment
	ingredients and		measure		measure	7.	Preparation of	7.	Preparation of		ingredients and
7.	Preparation of	6.	Weigh and	6.	Weigh and		measure		measure	7.	Preparation of
	measure		process		process	6.	Weigh and	6.	Weigh and		measure
6.	Weigh and		adjust cooking		adjust cooking		cooking process		cooking process	6.	Weigh and
	cooking process	5.	Select and	5.	Select and	5.	Select and adjust	5.	Select and adjust		cooking process
5.	Select and adjust		Marinate		Marinate		Marinate		Marinate	5.	Select and adjust
	Marinate	4.	Tenderise and	4.	Tenderise and	4.	Tenderise and	4.	Tenderise and		Marinate
4.	Tenderise and		shape		shape		shape		shape	4.	Tenderise and
	and shape		combine and		combine and		combine and		combine and		and shape
3.	Prepare, combine	3.	Prepare,	3.	Prepare,	3.	Prepare,	3.	Prepare,	3.	Prepare, combine
	vegetables		and vegetables		and vegetables		and vegetables		and vegetables		vegetables
2.	Prepare fruits and	2.	Prepare fruits	2.	Prepare fruits	2.	Prepare fruits	2.	Prepare fruits	2.	Prepare fruits and



Assessment	End of unit test looking at all the theory we have covered. Including Exam questions NEA 1 Practise: an example could be looking at Oxidation and Enzymic Browning Pupils will select their own dish to make and complete it under teacher supervision. They will look at presentation and organisation	End of unit test looking at all the theory we have covered. Including exam questions. NEA 1 Practise: an example could be explaining the changes that take place when milk is heated.	End of unit test looking at all the theory we have covered. Including exam questions. NEA 1 Practise: an example could include investigating which flour is the best for making bread.	End of unit test looking at all the theory we have covered. Including exam questions. NEA 1 Practise: an example can include making a meringue and explaining what has happened to the egg white protein.	End of unit test looking at all the theory we have covered. Including exam questions. NEA 1 Practise: an example could include showing the shortening properties of fat when making shortcrust pastry. Which fat produces the best pastry?	End of unit test looking at all the theory we have covered. Including exam questions.
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 usint the, (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	Weighing and Measuring: Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured. 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:	Weighing and Measuring: Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured. 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	Weighing and Measuring: Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured. 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	Weighing and Measuring: Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured. 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	Weighing and Measuring: Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured. 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	Weighing and Measuring: Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured. 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
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



	are aware of what the focus	so pupils are aware of	so pupils are aware of	are aware of what the focus	are aware of what the focus	aware of what the focus of
	of the lesson is.	what the focus of the	what the focus of the	of the lesson is.	of the lesson is.	the lesson is.
	Class discussions take place	lesson is.	lesson is.	Class discussions take place	Class discussions take place	Class discussions take place
	throughout the half-term in	Class discussions take	Class discussions take	throughout the half-term in	throughout the half-term in	throughout the half-term in
	which formal talk is	place throughout the half-	place throughout the half-	which formal talk is	which formal talk is	which formal talk is
	encouraged and subject	term in which formal talk	term in which formal talk	encouraged and subject	encouraged and subject	encouraged and subject
	specific language is also used	is encouraged and subject	is encouraged and subject	specific language is also	specific language is also	specific language is also used
	to ensure that pupils are	specific language is also	specific language is also	used to ensure that pupils	used to ensure that pupils	to ensure that pupils are
	confident in using it in the	used to ensure that pupils	used to ensure that pupils	are confident in using it in	are confident in using it in	confident in using it in the
	right context to allow them	are confident in using it in	are confident in using it in	the right context to allow	the right context to allow	right context to allow them to
	to then use it in their formal	the right context to allow	the right context to allow	them to then use it in their	them to then use it in their	then use it in their formal
	assignment.	them to then use it in	them to then use it in	formal assignment.	formal assignment.	assignment.
		their formal assignment.	their formal assignment.			
	Pupils will have to answer	5	5	Pupils will have to answer	Pupils will have to answer	Pupils will have to answer
	exam-based questions in	Pupils will have to answer	Pupils will have to answer	exam-based questions in	exam-based questions in	exam-based questions in
	lessons in preparation for	exam-based questions in	exam-based questions in	lessons in preparation for	lessons in preparation for	lessons in preparation for
	their written exam in year	lessons in preparation for	lessons in preparation for	their written exam in year	their written exam in year	their written exam in year 11.
	11.	their written exam in year	their written exam in year	11.	11.	,
		11.	11.			Pupils will have to be able to
	Pupils will have to be able to			Pupils will have to be able	Pupils will have to be able	follow a method accurately in
	follow a method accurately	Pupils will have to be able	Pupils will have to be able	to follow a method	to follow a method	order to produce dishes of a
	in order to produce dishes of	to follow a method	to follow a method	accurately in order to	accurately in order to	high standard in order to
	a high standard in order to	accurately in order to	accurately in order to	produce dishes of a high	produce dishes of a high	confidently use higher level
	confidently use higher level	produce dishes of a high	produce dishes of a high	standard in order to	standard in order to	skills
	skills	standard in order to	standard in order to	confidently use higher level	confidently use higher level	36113
	36113	confidently use higher	confidently use higher	skills	skills	Pupils will take part in class
	Pupils will take part in class	level skills	level skills	361113	36113	discussions and complete
	discussions and complete		level skills	Pupils will take part in class	Pupils will take part in class	lessons independently
	lessons independently	Pupils will take part in	Pupils will take part in	discussions and complete	discussions and complete	lessons independently
	lessons independently	class discussions and	class discussions and			Dunils will come coross now
	Dunile will come perces now			lessons independently	lessons independently	Pupils will come across new terms that they haven't used
	Pupils will come across new terms that they haven't used	complete lessons	complete lessons	Dunile will come perces now	Pupils will come across new	•
	•	independently	independently	Pupils will come across new	-	at Key-Stage 3. Examples of
	at Key-Stage 3. Examples of			terms that they haven't	terms that they haven't	this includes Microprotein.
	this includes oxidation,	Pupils will come across	Pupils will come across	used at Key-Stage 3.	used at Key-Stage 3.	
	maillard reaction	new terms that they	new terms that they	Examples of this	Examples of this includes	
		haven't used at Key-Stage	haven't used at Key-Stage	Deboning/Dejointing and	Rancidity.	
		3. Examples of this	3. Examples of this	denaturation.		
		includes emulsion.	Ceoliacs Disease.			
CEIAG	As this course is based on	As this course is based on	As this course is based on	As this course is based on	As this course is based on	As this course is based on
	presentation of food and its	presentation of food and	presentation of food and	presentation of food and its	presentation of food and its	presentation of food and its
	nutrition careers will mainly	its nutrition careers will	its nutrition careers will	nutrition careers will mainly	nutrition careers will mainly	nutrition careers will mainly
	focus on what a chef does to	mainly focus on what a	mainly focus on what a	focus on what a chef does	focus on what a chef does	focus on what a chef does to
	ensure that food is	chef does to ensure that	chef does to ensure that	to ensure that food is	to ensure that food is	ensure that food is presented
	presented in an aesthetically	food is presented in an	food is presented in an	presented in an	presented in an	in an aesthetically pleasing
	pleasing way as well as	aesthetically pleasing way	aesthetically pleasing way	aesthetically pleasing way	aesthetically pleasing way	way as well as ensuring that
	ensuring that they meet the	as well as ensuring that	as well as ensuring that	as well as ensuring that they	as well as ensuring that	they meet the needs of
	needs of individiuals (i.e.,	they meet the needs of	they meet the needs of	meet the needs of	they meet the needs of	individiuals (i.e., allergy
	allergy sufferers, personal	individiuals (i.e., allergy	individiuals (i.e., allergy	individiuals (i.e., allergy	individiuals (i.e., allergy	sufferers, personal choice and
	choice and religious	sufferers, personal choice	sufferers, personal choice	sufferers, personal choice	sufferers, personal choice	religious constraints) and also
	constraints) and also keeping	and religious constraints)	and religious constraints)	and religious constraints)	and religious constraints)	keeping them nutritious.
	them nutritious.	and also keeping them	and also keeping them	and also keeping them	and also keeping them	
		nutritious.	nutritious.	nutritious.	nutritious.	Further careers may be
	Further careers may be					added as and when the



added as and when the	Further careers may be	course is taught.			
course is taught.	added as and when the				
	course is taught.	course is taught.	course is taught.	course is taught.	
	_	_	_	_	



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'



			their 'dovetailing' skills.		
Assessment	NEA 1 is worth 15 th of the pupils' overall grade in the summer of year 11. The assessment will be completed during lesson time. NEA 1 and 2 are marked internally and then moderated.	 NEA 1 is worth 15th of the pupils' overall grade in the summer of year 11. The assessment will be completed during lesson time. 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. 	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. <i>NEA 1 and 2 are marked</i> <i>internally and then moderated.</i>	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.	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
		NEA 1 and 2 are marked internally and then moderated.			
Homework	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.	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.	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.	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.	Pupils will complete individual and indepndent revision as per their revision plan.
Cultural enrichment including Trips, Visits, Experiences, Extra- curricular	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.	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.	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.	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. However as it is an exam unit, pupils will be able to draw on their knowledge from the possible cultural enrichment in year 10.	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. However as it is an exam unit, pupils will be able to draw on their knowledge from the possible
Numeracy	Pupils will have to draw graphs and sensory analysis charts and intepre their findings as part of their NEA 1.	Pupils will have to draw graphs and sensory analysis charts and intepre their findings as part of their NEA 1. For NEA 2, pupils will have to practice their timings to ensure that they can complete their three dishes withing the allocated three hours. Numeracy skills that they will need include weighing and	As part of their evaluation, pupils will need to again complete sensory analysis charts and interpret peoples views of their dishes within their evaluation.	Pupils may need to interpret data in their exam paper for example, they may need to compare nutriitonal information of two different products or read graphs and analyse the results. This will vary from paper to paper	Pupils may need to interpret data in their exam paper for example, they may need to compare nutriitonal information of two different products or read graphs and analyse the results. This will vary from paper to paper



		measuring and timings to compelte tasks on time.			
Literacy	Moor Park symbols to be used and have been added onto PowerPoints, 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. 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. Pupils will complete a formal written assignment to support their science investigation. Pupils will talk with their peers to get their thoughts and opninons on the sensory analaysis of the assignment so that they can include this in their evaluation section of the assignment.	Moor Park symbols to be used and have been added onto PowerPoints, 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. 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. 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. Pupils will talk with their peers to get their thoughts and opninons on the sensory analaysis of the assignment so that they can include this in their evaluation section of the assignment.	Moor Park symbols to be used and have been added onto PowerPoints, 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. 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. 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. Pupils will talk with their peers to get their thoughts and opninons on the sensory analaysis of the assignment so that they can include this in their evaluation section of the assignment.	Moor Park symbols to be used and have been added onto PowerPoints, 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 exam 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.	Moor Park symbols to be used and have been added onto PowerPoints, 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 exam 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.
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



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.		