

## Key Stage 4 Long Term Planning

### Year 10 SYLLABUS: Eduqas GCSE Food Preparation and Nutrition

Curriculum Area: Art, Performance and Technologies

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Syllabus</b>	<b>Fruit and Vegetables (including potatoes): Fresh, Frozen, Dried, Canned and Juiced</b>	<b>Milk, Cheese and Yoghurt</b>	<b>Cereals (including flours, breakfast cereals, bread and pasta)</b>	<b>Meat, Fish, Poultry, Eggs</b>	<b>Butter, Oils, Margarine, Sugar and Syrup</b>	<b>Soya, Tofu, Beans, Nuts and Seeds</b>
<b>Knowledge</b>	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 cane 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
<b>Skills</b>	Depending on the practical set by the exam board, skills will include a mixture of the following: <ol style="list-style-type: none"> <li>1. Knife skills</li> <li>2. Prepare fruits and vegetables</li> <li>3. Prepare, combine and shape</li> <li>4. Select and adjust cooking process</li> <li>5. Weigh and</li> </ol>	Depending on the practical set by the exam board, skills will include a mixture of the following: <ol style="list-style-type: none"> <li>1. Knife skills</li> <li>2. Prepare fruits and vegetables</li> <li>3. Select and adjust cooking process</li> <li>4. Weigh and measure</li> </ol>	Depending on the practical set by the exam board, skills will include a mixture of the following: <ol style="list-style-type: none"> <li>1. Prepare, combine and shape</li> <li>2. Weigh and measure</li> <li>3. Preparation of ingredients and equipment</li> </ol>	Depending on the practical set by the exam board, skills will include a mixture of the following: <ol style="list-style-type: none"> <li>1. Knife skills</li> <li>2. Prepare fruits and vegetables</li> <li>3. Prepare, combine and shape</li> <li>4. Tenderise and Marinate</li> </ol>	Depending on the practical set by the exam board, skills will include a mixture of the following: <ol style="list-style-type: none"> <li>1. Weigh and measure</li> <li>2. Preparation of ingredients and equipment</li> <li>3. Use of equipment</li> <li>4. Water based</li> </ol>	Depending on the practical set by the exam board, skills will include a mixture of the following: <ol style="list-style-type: none"> <li>1. Knife skills</li> <li>2. Prepare fruits and vegetables</li> <li>3. Prepare, combine and shape</li> <li>4. Tenderise and Marinate</li> <li>5. Select and adjust</li> </ol>

# MOOR PARK HIGH SCHOOL: CURRICULUM

	<p>measure</p> <ol style="list-style-type: none"> <li>6. Preparation of ingredients and equipment and use of equipment</li> <li>7. Using the oven</li> <li>8. Making sauces</li> <li>9. Set a mixture (removal of heat; gelation)</li> <li>10. Making a dough</li> <li>11. Shaping a dough</li> <li>12. Test for readiness</li> <li>13. Judge and manipulate sensory properties (seasoning etc.)</li> </ol>	<ol style="list-style-type: none"> <li>5. Preparation of ingredients and equipment</li> <li>6. Use of equipment</li> <li>7. Dry heat and fat-based methods using the hob</li> <li>8. Using the grill</li> <li>9. Using the oven</li> <li>10. Making sauces</li> <li>11. Set a mixture (heating; coagulation)</li> <li>12. Making a dough</li> <li>13. Shaping a dough</li> <li>14. Test for readiness</li> <li>15. Judge and manipulate sensory properties (seasoning etc.)</li> </ol>	<ol style="list-style-type: none"> <li>4. Use of equipment</li> <li>5. Water based methods using the hob</li> <li>6. Using the oven</li> <li>7. Making sauces</li> <li>8. Use of raising agents</li> <li>9. Making a dough</li> <li>10. Shaping a dough</li> <li>11. Test for readiness</li> <li>12. Judge and manipulate sensory properties (seasoning etc.)</li> </ol>	<ol style="list-style-type: none"> <li>5. Select and adjust cooking process</li> <li>6. Weigh and measure</li> <li>7. Preparation of ingredients and equipment</li> <li>8. Use of equipment</li> <li>9. Water based methods using the hob</li> <li>10. Dry heat and fat-based methods using the hob</li> <li>11. Using the oven</li> <li>12. Test for readiness</li> <li>13. Judge and manipulate sensory properties (seasoning etc.)</li> </ol>	<p>methods using the hob</p> <ol style="list-style-type: none"> <li>5. Using the oven</li> <li>6. Use of raising agents</li> <li>7. Making a dough</li> <li>8. Shaping a dough</li> <li>9. Test for readiness</li> </ol>	<p>cooking process</p> <ol style="list-style-type: none"> <li>6. Weigh and measure</li> <li>7. Preparation of ingredients and equipment</li> <li>8. Use of equipment</li> <li>9. Water based methods using the hob</li> <li>10. Dry heat and fat-based methods using the hob</li> <li>11. Using the grill</li> <li>12. Using the oven</li> <li>13. Making sauces</li> <li>14. Set a mixture (removal of heat; gelation)</li> <li>15. Set a mixture (heating; coagulation)</li> <li>16. Use of raising agents</li> <li>17. Making a dough</li> <li>18. Shaping a dough</li> <li>19. Test for readiness</li> <li>20. Judge and manipulate sensory properties (seasoning etc.)</li> </ol>
<b>Assessment</b>	<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>
<b>Homework</b>	<p>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</p>	<p>Homework will be set as per the homework timetable and will cover revision for end of unit tests, to consolidate knowledge or in</p>	<p>Homework will be set as per the homework timetable and will cover revision for end of unit tests, to consolidate knowledge or in</p>	<p>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</p>	<p>Homework will be set as per the homework timetable and will cover revision for end of unit tests, to consolidate knowledge or in</p>	<p>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</p>

# MOOR PARK HIGH SCHOOL: CURRICULUM

	topic/area to be covered.	preparation for a new topic/area to be covered.	preparation for a new topic/area to be covered.	topic/area to be covered.	preparation for a new topic/area to be covered.	covered.
<b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b>	Examples can include a trip to look at seasonal fruit and vegetables and seeing what kind of dishes can be produced.	Examples can include a visit to a working Dairy Farm via Lancashire Farm education	Examples can include a visit to/from a baker	Examples can include a visit from/to a butcher and/or fishmonger	Examples can include a visit to or from a confectioner	Examples can include a visit to a vegetarian restaurant
<b>Numeracy</b>	<p><b>Weighing and Measuring:</b></p> <p>Pupils will use the kitchen scales to help them produce their products and ensure that they are accurately measured.</p> <p><b>Timing:</b></p> <p>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>					
<b>Literacy</b>	<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 have to answer exam-based questions in lessons in preparation for their written exam in year 11.</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>Key terms will be used as starters in order to supporting understanding. Model answers will be provided.</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>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 Coeliac Disease.</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 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>Sentence starters and 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 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>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>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>

# MOOR PARK HIGH SCHOOL: CURRICULUM

CEIAG	As this unit focuses on fruit and vegetables, there will be a chance for pupils to explore what farmers actually do and not just what they think they do i.e., milk cows for selling in supermarkets etc. This will hopefully extinguish the myth that farming is an easy career choice to make.	n/a	As this course focuses a lot on nutrition and food-based allergies, here it will give pupils the opportunity to discover what nutritionists/dieticians do and what the difference is between the two career paths.	n/a	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.	n/a
-------	--	-----	--	-----	--	-----

## Key Stage 4 Long Term Planning

### Year 11 SYLLABUS: Eduqas GCSE Food Preparation and Nutrition

Curriculum Area: Art, Performance and Technologies

# MOOR PARK HIGH SCHOOL: CURRICULUM

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<b>Syllabus</b>	<b>NEA 1 (Preparation): The topic will be chosen by Eduqas</b>	<b>NEA 1 (The write up)</b> <b>NEA 2 (Introduction) The theme will be chosen by Eduqas</b>	<b>NEA 2: The written part and practical assessment</b>	<b>NEA 2 completion (if needed and is not allowed to take more than 2 weeks)</b> <b>Revision for the external exam</b>	<b>Revision for the external exam</b>
<b>Knowledge</b>	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 another 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.
<b>Skills</b>	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 their 'dovetailing' skills.	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'
<b>Assessment</b>	NEA 1 is worth 15 <sup>th</sup> of the pupils' overall grade in the summer of year 11. The assessment will be completed during lesson time.  <b>NEA 1 and 2 are marked internally and then moderated.</b>	NEA 1 is worth 15 <sup>th</sup> 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	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.  <b>NEA 1 and 2 are marked internally and then moderated.</b>	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

# MOOR PARK HIGH SCHOOL: CURRICULUM

		<p>between 16-18 to allow for absence and disruption.</p> <p><b>NEA 1 and 2 are marked internally and then moderated.</b></p>			
<b>Homework</b>	<p>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.</p>	<p>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.</p>	<p>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.</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>
<b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b>	<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.</p>				
<b>Numeracy</b>	<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 measuring and timings to complete tasks on time.</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>
<b>Literacy</b>	<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</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</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</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</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</p>

# MOOR PARK HIGH SCHOOL: CURRICULUM

	<p>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>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>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>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>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><b>CEIAG</b></p>	<p>Food Scientists will set hypotheses when they start looking at projects and how different foods work and interact with each other, more specifically ingredients. They will then based off these hypotheses use the correct ingredient to ensure that they have got the best product possible.</p>	<p>n/a</p>	<p>As part of their NEA2, pupils will need to ensure that their dishes are presented to a high standard, so they will explore the reasons why chefs present food on a plate before it arrives on the table for the customer in a way that is aesthetically pleasing.</p>	<p>n/a</p>	<p>n/a</p>