

Topics	Weeks	Key Objectives	Content Details
Baseline practical	1	Objective: I can use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption.	INTRODUCTION Seating plan/books Brief classroom rules; working in groups to make scones apply health, safety and hygiene rules
Hazardarous Analysis Critical Control Point(H.A.C. C.P.) and Food PreservationKnow the chopping board	1	Objective: I can use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption.	Write targets down. students will learn about food storage, the different coloured chopping boards and the different foods usage. Understand all about pathogen: completefood staorage practical
Chicken Pillau Practical - MEAT	2	Objective: I can use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption.	How to store meat and cook meat. They will also learn how to cook rice and chicken at the same time the different concepts of this dish. Practice on presentation
HACCP continued: Food preservation	2	I can apply and understand the principles of nutrition and health to cook a repertoire of predominantly sweet and savoury dishes so that I am able to feed myself and others a healthy and varied diet.	what is Hazard critical control point and how to use it - apply to food storage/preservation
Practical lesson - shepherds pie	3	I can cook a range of good dishes with a good level of finish and presentation.	Continue with meat; working with lamb mince and boiling and simmering potatoes; quick way to cook potatoes. Practice on presentation
TEST on terminology	3	Objective: I can use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption.	Students will be tested on terminology; spellings and its meaning. They need know that they will use this in their coursework
Food preservation	4	I can recall, select, communicate and apply sound knowledge and understanding of food nutrition and health, food science, food safety, food commodities, food choice and food provenance. I can modify recipes and cook a range of dishes that promote current healthy eating messages by applying the Eat well guidelines	Students will read from GCSE book individually and then class will feedback and discuss. Students will then complete pages from their book and then peer assess
Food commodities and practical skills as below	4	I can apply and understand the source, seasonality and characteristics and where food comes from? I can competently use a broad range of preparation techniques and practical skills when cooking for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways and using a wide range of cooking methods	How can food commodities be used. Know the uses of these commodities
Food Wastage - Writing task - exam question	5	I can recall, select, communicate and apply sound knowledge and understanding of food nutrition and health, food science, food safety, food commodities, food choice and food provenance.	class discussion on food commodities and its importance - read and use GCSE book. Writing task - revision on exam question which was given as assignment. Use Eastlea policy
Culinary terms test and video	5	I can use a range of preparation techniques and practical skills when cooking for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways	They will learn the culinary terms and then identify how they are used by watching a video - this will prepare them for next lesson
Food Spoilage and Culinary test 1	5		
Complete all gaps and quick test p.1 and fix it	6	N/A	students will complete all or any gaps. Students will be tested on what they have learnt so far. Peer assess their work.
Presentations skills	6	I can recall, select, communicate and apply sound knowledge and understanding of food nutrition and health, food science, food safety, food commodities, food choice and food provenance.	Juilienne, baton; various chopping methods. Watch videos - RECAP and demonstartions
		OCTOBERHOLS	
Practical: Sausage rolls	7	I understand the principles of nutrition and health and are able to cook a repertoire of predominantly savoury dishes so that I am able to feed myself and others a healthy and varied diet.	In this double lesson students will make sausage rolls using pork or alternative meat. They will use supermarket pastry so they can identify the difference and analyse at a later date when they make puff pastry from scratch
Bacteria	7	I can use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption.	Know about the different bacteria, how it works and what it involves, class discussion on food spoilage and reading - use sticky notes - yeast harmless bacteria;complete page and peer assessments
Making bread = previously made bread - PUFF PASTRY	8	I can use a range of preparation techniques and practical skills when cooking for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways	Students will make the bread and draw in the steps of making and then annotate the pictures
Bread - and functions	8		

Modifying bread - cheese buns	9	I can make some modifications to recipes and cook dishes that promote current healthy eating messages.	They will remake bread but will build on it; Chelsea Buns, portion size, how to modify bread.
Milk cheese and yogurt: Milk	9	I understand the source, seasonality and characteristics of a broad range of ingredients.	10 mins to read and class discussion: write 1 question within four groups exchange books and complete - peer assessment
Milk	10	I can use food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption.	15 - 20 mins of theory and then make yogurt - Investigation: know which milk would be suitable. Make in four groups and record in book
Planning to make cheese	10	I can independently carry out a wide range of relevant, detailed and concise research and show understanding of how the research has been used to inform my practical investigations.	Students will create a plan of action to make cheese as per NEA1
Make cheese	11	I can use awareness of taste, texture and smell to decide how to season dishes and combine ingredients	Complete an investigation to find out how cheese is made by using 4 different acids and to show the effect of heat on the colour and texture.
PLANNING- cheese cake	11	I can use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption.	Students will plan to make their cheese cake as per NEA2. They will use the given recipe and build on it. They need to know that the plan needs to be good enough for any one to use
Practical lesson - cheese cake	12	My final dishes show a high level of demand, complexity and challenge and are accurately finished to an excellent standard in an organised and planned fashion.	Students will use their plans they made the following day to make their own cheese cake
The main nutrients	12	I can recall, select and communicate sound knowledge and understanding of food nutrition and health, food science, food safety, food choice and food provenance.	Students will write down the two main nutrients and exchange notes and add the rest. They research the functions in pairs and give feedback to the rest of the class - write all down into book
Principles of Nutrition; macro/micro nutrients/protein/amino acids	13	I can recall, select, communicate and apply sound knowledge and understanding of food nutrition and health, food science, food safety, food commodities, food choice and food provenance.	Complete reading independently - feedback to all - class discussion on protein. Go through task and complete. Learn how about amino acids, how much is needed and the Protein Deficiencies/complementary protein; read and write on board
FATS	13	I can recall, select, communicate and apply sound knowledge and understanding of food nutrition and health, food science, food safety, food commodities, food choice and food provenance.	
SCONES - Investigation	14	I can independently carry out a wide range of relevant, detailed and concise research and show understanding of how the research has been used to inform my practical investigations.	
Vitamins and Minerals	14	I can recall, select, communicate and apply sound knowledge and understanding of food nutrition and health, food science, food safety, food commodities, food choice and food provenance.	
Practical to be announced	15	I can modify recipes and cook a range of dishes that promote current healthy eating messages by applying the Eatwell guidelines	
Carbohydrates	15	I can recall, select, communicate and apply sound knowledge and understanding of food nutrition and health, food science, food safety, food commodities, food choice and food provenance.	
Dietary fibre - analyse and taste bread	16	I can modify recipes and cook a range of dishes that promote current healthy eating messages by applying the Eatwell guidelines	
Relationship between diet and health	16	Objective: I can recall, select, communicate and apply sound knowledge and understanding of food nutrition and health, food science, food safety, food commodities, food choice and food provenance. I can adapt and use my own recipes to meet a range of dietary needs and life stages.	
Cooking methods and skills	17	I can competently use a broad range of preparation techniques and practical skills when cooking for example, selecting and preparing ingredients; using utensils and electrical equipment;	Identify the different cooking methods and discuss the skills used. They will discuss and describe then complete task. Peer assess each other's work
Complete all gaps and identify technique & method used	17	I can use a range of preparation techniques and practical skills when cooking for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways	Students will complete all gaps and fix it. Update all work and decide on what they want to cook, they will need to identify the method and technique used - use their books for this. When finished they need to read page 52 and draw the graph
PRACTICAL - CHOICE	18	I can use some awareness of taste, texture and smell to decide how to season dishes and combine ingredients.	Students will make chosen dish and then record their own feedback and others using their five senses. At the same time they will identify the methods and techniques they used which will aid them when completing NEA2
Proteins	18	I can make basic modifications to recipes and cook dishes that promote current healthy eating messages.	Class read and discussions - use exam GCSE book : Peer assess each other's work

Fruit and vegetables	19	I understand the source, seasonality and characteristics of a range of ingredients.	Analyse the health eating plate and use an exam question - discuss fruit and vegs
Different pastries	19		Rules of pastry and kinds of pastry and watch video on making shortcrust pastry;
Shortcrust pastry - rules - practical	19		Making short crust pastry
Choux pastry - theory	20		Rules of choux pastry and terminology used; watch video
Chocolate eclairs PRACTICAL	20		Making chocolate eclairs
The Relationship between Diet and Health	21	I can recall, select and communicate some knowledge and understanding of food nutrition and health, food science, food safety, food choice and food provenance.	Watch video on diet and health: class discussion: start work book
The Relationship between Diet and Healthcontinued	21	I can recall, select and communicate some knowledge and understanding of food nutrition and health, food science, food safety, food choice and food provenance.	Working from book and GCSE BOOK/ Class discussion and feed back: take notes
Cake making project	22	I can use basic awareness of taste, texture and smell to decide how to season dishes and combine ingredients.	Analyse design brief. Write an introduction then complete history
Moodboard	22	I can use basic food hygiene and safety practices when getting ready to store, prepare and cook food.	Research on histroy of victoria sponge: All to complete previous work then create a moodboard
4 designs cake stopper	23	I can recall, select and communicate some knowledge and understanding of food nutrition and health, food science, food safety, food choice and food provenance.	Create 4 different victoria sponge cakes from moodboard
Final Design	23	I can use basic food hygiene and safety practices when getting ready to store, prepare and cook food.	Using the four design - create one - design should be large and annoated , justify choices
Complete gaps	24	I can use basic food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption.	Complete all gaps - Timeplan must be ready for practical
Make sponge only	24	I can use some preparation techniques and practical skills when cooking for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways.	Make the show stopper sponge - build it up to annaoted designs - all must follow their own plans : Take pictures whilst cooking
Evalaute making only	25		Evalaute each others work as wellla as own: make any last minute changes to design if needed
Decorate Cakes	25	I can cook a range of dishes with a fair level of finish and presentation.	complete cakes and finish design/decorate - judge winner - guest
Energy requirements of Individuals:Diet and Good Health	26	I can adapt and use my own recipes to meet a range of dietary needs and life stages. I understand the basic principles of nutrition and health and are able to cook a repertoire of predominantly savoury dishes so that I am able to feed myself and others a healthy and varied diet.	Students will be working from the work book. Studdents to read out and discuss - complete task
The Science of Cooking Food/Developing recipes	26	I can cook a range of high quality dishes with a good level of finish and presentation, containing a variety of different colours, flavours and textures.I can competently use a broad range of preparation techniques and practical skills when cooking for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways and using a wide range of cooking methods	Students will identify the different cooking methods and how differentmethods are used. Work together - using the digital book
Food provenance/Commoditieswhere food comes from	27	I can apply and understand the source, seasonality and characteristics of a broad range of ingredients.I can recall, select, communicate and apply sound knowledge and understanding of food nutrition and health,food science, food safety, food commodities, food choice and food provenance.	What a video and take notes - discuss and complete task
Typical fresh-cut process for Fruit and Vegetables	27	I can apply and understand the source, seasonality and characteristics of a broad range of ingredients.	How fruit and vegetables are manufactured - identify the step and process
Make a sweet dish	28	I can use basic food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption.	Research deserts and create a timeplan - identify what needs to be completed and what it entails
Timeplan	28	I can use basic food hygiene and safety practices when getting ready to store, prepare and cook food.	Know how to complete a time plana nd what it entails: will be doing this in NEA2
Cooking and Food Preparation:	29	I can apply and understand the principles of nutrition and health to cook a repertoire of predominantly sweet and savoury dishes so that I am able to feed myself and others a healthy and varied diet.	Know the different food allergies and what the different kinds of dies are
Complete gaps	29	N/A	Neaten and tidy books/ complete all fix and tie loose ends
Cook a sweet dish - PRACTICAL	30	I can use basic food hygiene and safety practices when getting ready to store, prepare and cook food.	Students will have chosen a method and then make a dish using the partivular method
Create presentation	30	I can apply and understand the principles of nutrition and health to cook a repertoire of predominantly sweet and savoury dishes so that I am able to feed myself and others a healthy and varied diet.	Know how to present their dishes when setting up the table, dishes need to be warm and inviting etc

Menu for a child: Practical	31	I can use some preparation techniques and practical skills when cooking for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways.	Students will follow own plans and use homework to improve the layout of the table and presentation. Test for readiness
Science of food enzyme browning	32	I can carry out and comprehensively record practical investigations that shows detailed and specialist knowledge and understanding of how ingredients work, clearly linking it to my research and use this to fully inform further experimentation.	Know the scientific knowledge of enzyme browning and how this helps and how it could be prevented
Fruit Fusion Glaze	32	I can carry out and comprehensively record practical investigations that shows detailed and specialist knowledge and understanding of how ingredients work, clearly linking it to my research and use this to fully inform further experimentation.	Make a fruit fusion glaze and identify enzyme browning; practical lesson - take pictures
Gelatinisation - starch	33	I can carry out and comprehensively record practical investigations that shows detailed and specialist knowledge and understanding of how ingredients work, clearly linking it to my research and use this to fully inform further experimentation.	Read and discuss and make notes, investigate what happens when molecules break - how roux sauce can be used for different dishes and different sauces.
Make custard	33	I can carry out and comprehensively record practical investigations that shows detailed and specialist knowledge and understanding of how ingredients work, clearly linking it to my research and use this to fully inform further experimentation.	Make and analyse custard: Investigate the starch and how it works
Sensory triangle testing	34	I can use basic awareness of taste, texture and smell to decide how to season dishes and combine ingredients.	
Roux sauce	34	I can use basic awareness of taste, texture and smell to decide how to season dishes and combine ingredients.	Investigation on Roux and how it can be used in different dishes. They will use their sensory skills to taste. Each table to add another ingredients
Investigation	35	I can carry out and comprehensively record practical investigations that shows detailed and specialist knowledge and understanding of how ingredients work, clearly linking it to my research and use this to fully inform further experimentation.	Students will be carrying out an investigation on the ingredients to make scones. They will identify the terminology used when completing NEA1
Practical planning	35	I can cook a range of dishes with a fair level of finish and presentation. I understand the basic principles of nutrition and health and are able to cook a repertoire of predominantly savoury dishes so that I am able to feed myself and others a healthy and varied diet.	By now students should be able to make any dish: advise students to make high skilled dishes. Independent learning

Assignment
Research on different kinds of pathogens
Exam questions on meat
work sheet on meat
Produce a presentation on kitchen hazards and how to prevent them.
Test next lesson - give out words
Research the different food preservation methods
Research food commodtieand the value within our diet
Exam questions on food wastage
Research the culinary terms and what they mean - use drawings
Culinary terms
Culinary terms
Research the functions of bread
Exam questions

Read page 244 - 248: Take notes or do drawing on what you have learnt AND know the different types of milk
Research how to make cheese and the different types there are
Print out format for this activity
Research the main nutrients and its functions
Exam question on fats
Exam question on vitamins and minerals
Research the various cooking techniques and methods: Decide on a dish for next week

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