Scheme of Work

GCSE (1 Year)

The intent of the GCSE Food Preparation and Nutrition curriculum is to equip all students with the knowledge, understanding and practical skills required to make informed decisions about food, nutrition, health and cooking throughout their lives. In line with the **Eduqas GCSE Food Preparation and Nutrition specification (C560QS)**, the curriculum is designed to develop confident, independent learners who can apply scientific principles, practical skills and evaluative thinking in both everyday contexts and formal assessments.

The curriculum aims to ensure that students: - Develop **high-level practical cooking skills** and food preparation techniques, enabling them to prepare, cook and present dishes safely and confidently (Eduqas Aim: *develop practical skills*). - Gain a secure understanding of **nutrition, diet and health**, including the role of macro- and micronutrients, dietary needs across life stages, and the impact of diet on health and wellbeing (Eduqas Aim: *apply principles of nutrition and health*). - Understand and apply the **science of food**, including heat transfer, food spoilage, raising agents, protein denaturation and emulsification, enabling students to explain why food behaves as it does during preparation and cooking (Eduqas Aim: *understand food science*). - Explore **food provenance, sustainability, ethics and food choice**, developing an awareness of environmental, economic, cultural and moral influences on food production and consumption (Eduqas Aim: *make informed and responsible choices*). - Become analytical and reflective learners through **sensory analysis, evaluation and investigation**, particularly through the structured completion of **NEA1 (Food Science Investigation)** and **NEA2 (Food Preparation Assessment)** (Eduqas Aim: *evaluate and investigate*).

GCSE Food Preparation & Nutrition – Scheme of Work

SOW format (Lesson | Topic/Objectives | Teaching: Knowledge / Skills | Resources + Links)

All presentations, workbooks etc. can be found here:

SCAN ME

Exam Board: Past Papers, Mark Schemes & Resources can be found here:

SCAN ME

Curriculum Intent Statement – GCSE Food Preparation & Nutrition (Eduqas C560QS)

Curriculum Intent
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The curriculum aims to ensure that students: - Develop **high-level practical cooking skills** and food preparation techniques, enabling them to prepare, cook and present dishes safely and confidently (Eduqas Aim: *develop practical skills*). - Gain a secure understanding of **nutrition, diet and health**, including the role of macro- and micronutrients, dietary needs across life stages, and the impact of diet on health and wellbeing (Eduqas Aim: *apply principles of nutrition and health*). - Understand and apply the **science of food**, including heat transfer, food spoilage, raising agents, protein denaturation and emulsification, enabling students to explain why food behaves as it does during preparation and cooking (Eduqas Aim: *understand food science*). - Explore **food provenance, sustainability, ethics and food choice**, developing an awareness of environmental, economic, cultural and moral influences on food production and consumption (Eduqas Aim: *make informed and responsible choices*). - Become analytical and reflective learners through **sensory analysis, evaluation and investigation**, particularly through the structured completion of **NEA1 (Food Science Investigation)** and **NEA2 (Food Preparation Assessment)** (Eduqas Aim: *evaluate and investigate*).

Curriculum Structure and Sequencing
The curriculum is carefully sequenced to build knowledge progressively from core nutritional principles and foundational practical skills, through increasingly complex food science concepts and high-level practical applications. Theory and practice are deliberately interleaved to strengthen long-term retention and application. Key concepts are revisited through planned retrieval, consolidation lessons and mock examinations, ensuring students are well prepared for terminal assessment.

Assessment and Progression
Assessment is embedded throughout the curriculum using low-stakes knowledge checks, practical evaluations, end-of-unit assessments, and exam-style questioning. This approach allows misconceptions to be identified early and supports students in developing examination technique alongside practical competence. The curriculum prepares students effectively for progression to further education, vocational pathways and independent living.

Appendix A: Eduqas GCSE Food Preparation & Nutrition (C560QS) – Specification Mapping Overview

Purpose: This table provides a clear line of sight between taught lessons and the Eduqas micro-specification points.

Spec Area	Micro-Specification Reference	Covered in Lessons
1.1 Food commodities	1.1.1 Cereals	2, 15, 33–34, 65
	1.1.2 Fruit & Vegetables	4, 32, 49, 65
	1.1.3 Milk, cheese & yoghurt	6, 20, 35
	1.1.4 Meat, fish & poultry	11–13, 17, 23, 31
	1.1.5 Eggs	6, 28, 31
	1.1.6 Alternative proteins	29–30, 49
1.2 Principles of nutrition	1.2.1 Macronutrients	1, 3, 5, 7
	1.2.2 Micronutrients	7, 32
	1.2.3 Energy & dietary fibre	35, 61
	1.2.4 Nutritional needs across life stages	5, 35, 61
1.3 Diet and good health	1.3.1 Balanced diet	1, 35, 61
	1.3.2 Diet-related health issues	35, 61
	1.3.3 Special diets & dietary needs	39, 61
1.4 The science of food	1.4.1 Heat transfer	2, 4, 6, 10, 11, 20
	1.4.2 Chemical & mechanical raising agents	6, 8, 9, 27, 60
	1.4.3 Protein denaturation & coagulation	6, 27, 28
	1.4.4 Gelatinisation & emulsification	6, 17, 20
	1.4.5 Food spoilage & microorganisms	62
1.5 Where food comes from	1.5.1 Food provenance	37, 49, 66
	1.5.2 Primary & secondary processing	36
	1.5.3 Sustainability & food choice	30, 39, 49

Spec Area	Micro-Specification Reference	Covered in Lessons
1.6 Cooking & food preparation	1.6.1 Knife skills & preparation	2, 4, 11, 23, 29
	1.6.2 Cooking methods	10, 11, 17, 23
	1.6.3 Food safety & hygiene	1–70 (embedded), esp. 10, 11, 51
	1.6.4 Planning, time plans & dovetailing	33–34, 51–55
	1.6.5 Sensory analysis	47–50
NEA 1	Scientific investigation skills	18–26
NEA 2	Menu design, planning & evaluation	43–57

Appendix B: Lesson-by-Lesson Micro-Spec Signposting (for Teaching Column)

Each lesson's **Teaching (Knowledge / Skills)** section can be annotated using the following shorthand:

- **L1:** 1.2.1, 1.3.1, 1.6.3
- **L2:** 1.1.1, 1.4.1, 1.6.1, 1.6.3
- **L3:** 1.2.1
- **L4:** 1.1.2, 1.4.1, 1.6.1
- **L5:** 1.2.1, 1.3.1
- **L6:** 1.4.2, 1.4.3, 1.4.4, 1.6.2
- **L7:** 1.2.2
- **L8:** 1.4.2, 1.6.2
- **L9:** 1.4.2, 1.6.2
- **L10:** 1.4.1
- **L11–17:** 1.1.4, 1.6.1, 1.6.2, 1.6.3

- **L18–26 (NEA1):** Scientific investigation skills
- **L27–32:** 1.4.3, 1.1.5, 1.1.6
- **L33–37:** 1.6.4, 1.5.1, 1.5.2
- **L38–42:** Examination preparation & assessment
- **L43–57 (NEA2):** Menu design, planning, execution & evaluation
- **L58–70:** Consolidation of all spec areas

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
1	**Introduction to course & Nutrition Principles (Protein)** • Course requirements (NEA1/2, written examination) • Eatwell Guide & Protein role (Specification 2, 3)	**Do Now:** Quick 5 Questions. **Modelling:** Explain NEA1, NEA2, revision, and homework policies, behaviour policies, expectation. **Student Task:** Nutrition overview; complete Protein worksheets. **Exam Question:** "Explain the function of protein in the body (4 marks)" **Plenary:** Recap questions on protein.	PowerPoint, Workbook, Revision guide, Homework/Core Knowledge books SCAN ME
2	**Practical: Chelsea Buns** • Enriched dough & kneading • Role of yeast – Proving, Fermentation & Convection	**Do Now:** Quick 5 questions on prior knowledge. **Modelling:** Teacher demo of enriched dough and proving, shaping techniques. **Student Task:** Practical production;	Recipes, Ingredients, Equipment, PP Presentation SCAN ME

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
		comprehensive evaluation. **Exam Question:** "State the role of yeast in bread making and what it needs to work. (6 marks)" **Plenary:** 5 exit questions. **Exam Question:**	
3	**Nutrition: Carbohydrates** • Protein recap • Role of Carbs & deficiency issues	**Do Now:** Recap questions based around the previous lesson. **Modelling:** Explain macronutrient functions, linked to specification and RNI (Reference Nutrient Intake). **Student Task:** Complete workbook tasks on carbohydrates. **Exam Question:** "Discuss why we should be eating more starchy carbohydrate foods and	Workbook, Revision guide, PowerPoint. 

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
		less sugary carbohydrate foods. (6 marks)" **Plenary:** Complete mind map on carbohydrates.	
4	**Practical: Vegetable Rosti** • Knife safety/skills & Vegetables and Salsa prep • Science: Conduction & Acids in foods.	**Do Now:** 5 quick questions. **Modelling:** Teacher demo of safe knife holds, vegetables preparation and dressing preparation. **Student Task:** Practical prep and practical skills; detailed product evaluation. **Exam Question:** "Outline two changes that occur to vegetables during cooking. (2)" **Plenary:** Questions in the practical book around the Vegetable Rosti and Salsa.	Recipes, Ingredients, Equipment, Workbooks, PowerPoint. SCAN ME

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
5	**Nutrition: Fats** • Carbs/Protein recap • Role of fats and health impacts directly linked to the exam specification.	**Do Now:** Recap questions on previous nutrition theory. **Modelling:** Detail functions of fats in the diet and RNI. Explain the consequences of a diet high/low in fat. **Student Task:** Complete fat worksheets in workbooks. **Exam Question:** "Evaluate the consequences of a diet too high in fat. (6 marks)" **Plenary:** Mind map on fats.	Workbook, Revision guide, Core Knowledge Book, PowerPoint. SCAN ME
6	**Practical: Lemon Meringue** • Rubbing in & Piping	**Do Now:** 5 quick questions. **Modelling:** Demo pastry making and meringue risks (foam stability).	Recipes, Ingredients, Equipment, Presentation, PowerPoint.

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
	• Pastry making, lemon curd and meringue. • Science: Shortening, Gelatinisation, Denaturation & Coagulation	**Student Task:** Practical session; comprehensive evaluation. **Exam Question:** Explain the science behind meringues. (4 marks) **Plenary:** Questions on lemon meringue pie in workbook.	SCAN ME
7	**Nutrition: Micronutrients** • Recap all macronutrients • Functions of both vitamins and minerals. Effects of malnutrition in relation to micronutrients. Complimentary actions (Vit C+Iron, Vit D+Calcium)	**Do Now:** Recap questions around Macronutrients. **Modelling:** Explain the functions, and effect of too much/too little of the micronutrients. **Student Task:** Complete micronutrient worksheets. **Exam Question:** "Describe the difference between a	Workbook, Revision guide, Homework book, PowerPoint. SCAN ME

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
		macro and micro nutrient. (2)" **Plenary:** Who am I? (Slide 69)	
8	**Practical: Swiss Roll** • Cake making (no chemical raising) – Mechanical. • Skills: Cake making, whisking method, rolling.	**Do Now:** Questions on cake making. Linked to year 8. **Modelling:** Demo of the cake making technique and functions of ingredients. **Student Task:** Practical production and comprehensive evaluation. **Exam Question:** "State the 4 different categories of raising agents, listing examples in your answer. (8 marks)" **Plenary:** Questions in the workbook (Slides 11-12) around Swiss Roll.	Recipes, Ingredients, Equipment, Workbooks, PowerPoint. SCAN ME

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
9	**Practical: Profiteroles** • Choux pastry & physical raising agent • Sauce making & piping & finishing.	**Do Now:** Questions on prior knowledge. **Modelling:** Demo Choux methodology and physical raising agents. **Student Task:** Practical production; comprehensive evaluation. Choux theory session. **Exam Question:** "State one function of each of the following ingredients used when making choux pastry: water, eggs, flour. (3)" **Plenary:** Questions on choux pastry practical in workbook.	Recipes, Ingredients, Equipment, Presentation. SCAN ME
10	**Theory: Cooking Processes**	**Do Now:** Core Knowledge Homework Questions. **Modelling:** Investigation of 3 heat transfer methods;	Workbook, Revision guide, Presentation.

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
	• Heat transfer: Conduction/Convection/Radiation • Different cooking methods. • Effects of cooking on commodities	pros/cons. Effect heat/different cooking methods have on foods. Investigate what factors affect choice of cooking method. **Student Task:** Complete workbook worksheets. **Exam Question:** "Explain how you can minimize vitamin C loss during food preparation and cooking. (6)" **Plenary:** Exit questions (slide 32)	
11	**Practical: Meatballs** • Sauce: Reduction method • HBV Protein & Food Safety **Period 3:**	**Do Now:** 5 Quick questions on prior knowledge. **Modelling:** Demo of reduction sauce and safe meat probing. **Student Task:** Practical session; identify benefits of reduction	Recipes, Ingredients, Equipment, Workbooks, PowerPoint. 

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
	• To be aware of the food safety principles when preparing and cooking food	sauces. Comprehensive evaluation. **Exam Question:** "State 2 benefits of using the reduction method while making a tomato sauce. (2 marks)" **Plenary:** 5 questions on the practical (slide 11) **Period 3:** To define food hygiene and explain why it is important To complete notes on food safety principles Questions completed about food hygiene **Exam Question:** "Explain how poor hygiene can lead to cross contamination (4 marks)"	

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
12	**Theory: Meat** • Functions of meat, healthy choices when buying, cooking or preparing meat. • Storage, defrosting, and offal • "Low and Slow" vs "High and Fast" in relation to meat cookery.	**Do Now:** Quick Recap Questions based on food safety and nutrition. **Modelling:** Discussion on healthy meat choices and cooking methods, nutritional benefits and healthy choices. **Student Task:** Complete meat theory worksheets. **Exam Question:** "Explain ways you can make healthier choices when buying, cooking or preparing meat. (6 marks)" **Plenary:** Exit questions (Slide 13)	Workbook, Revision guide, PowerPoint. SCAN ME
13	**Practical: Chicken Kiev** • Skill: Jointing a whole chicken	**Do Now:** 5 Quick Questions	Recipes, Ingredients, Equipment, Workbooks, PowerPoint.

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
	• Beating, Pane, & Stock making	**Modelling:** Demo of jointing a bird and stock preparation and pane. **Student Task:** Practical jointing; create Kiev and stock. **Exam Question:** "Your Chicken Kiev was made in a morning food lesson and then carried around in a school bag for the rest of the day. Explain the importance of correctly storing the cooked Chicken Kiev. (6 Marks)" **Plenary:** Questions on page 25 in the workbook (slide 14)	
14	**Assessment: Nutrition** • Summative assessment of Lessons 1-8	**Modelling:** Explain assessment regulations. **Student Task:** Formal written assessment under silent conditions.	Nutrition Assessment Paper. 

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
15	**Practical: Rough Puff Pastry** • Skills: Laminating & Turning • Science: Texture development	**Do Now:** Questions on prior knowledge. **Modelling:** Demo of lamination and chilling effects and misconceptions. **Student Task:** Practical production; pastry theory discussion. **Exam Question:** "What is lamination and what effect does this have on the pastry? (2 marks)" **Plenary:** Questions on previous practicals.	Recipes, Ingredients, Equipment, Presentation. SCAN ME
16	**Theory: Poultry** • Quality checking & rearing labels	**Do Now:** Quick Recap Questions. (Slide 10) **Modelling:** Explain Definition, Role in the Diet Red Tractor, Free Range, and Organic standards.	Workbook, Revision guide, Core Knowledge Book, PowerPoint.

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
	• Definition of poultry and it's role in the diet • Storage and food safety	**Student Task:** Workbook tasks on nutritional value and quality signs, along with rearing labels. **Exam Question:** "Explain the importance of storing and cooking poultry correctly. (4 marks)" **Plenary:** Exit questions (slide 20)	
17	**Practical: Chicken Pie** • Moulding pastry & Stock sauce (Roux & Gelatinisation) • Skills recap: Jointing & Rough Puff • Finishing skills.	**Do Now:** Quick questions on prior knowledge. **Modelling:** Teacher demo of assembling the pie and glazing. **Student Task:** Practical session; detailed product evaluation. **Exam Question:** "Explain the role of starch in a roux-based sauce. (4 marks)"	Recipes, Ingredients, Equipment, Workbooks, PowerPoint. 

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
		Plenary: Questions on the practical in the workbook.	
18-19	**NEA1: Research Phase** • Food Science Investigation intro • Primary vs Secondary research	**Modelling:** Introduction to the NEA1 brief and marking criteria. **Student Task:** Begin research phase and bibliography under controlled conditions.	NEA1 Guides, Computers, Textbooks, PowerPoint. SCAN ME
20	**Practical: Pannacotta** • Setting agents (Gelatine) • Coulis (Sauce Making, adjusting sensory properties) & Shortbread (Rubbing In Method, Shaping a Dough)	**Modelling:** Teacher demo of gelatine use, shortbread and sauce making. **Student Task:** Practical production and evaluation. **Exam Question:** "State what method is used to make shortbread. (1) What is important about the fat in the recipe in	Recipes, Ingredients, Equipment, PowerPoint. SCAN ME

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
		relation to the flour? (2 marks)" **Plenary:** Questions in the workbook on the practical.	
21-22	**NEA1: Planning** • Action plans & hypothesis. • Experiment lists	**Modelling:** Guidance on creating a hypothesis and planning trials. **Student Task:** Create hypothesis and equipment and ingredient lists for experiments.	Computers, Google Docs, PowerPoint. SCAN ME
23	**Practical: Poached Mackerel** • Skill: Filleting round fish • Skill: Dauphinoise Potatoes (Infusing the cream, knife skills, assembling) • Roux based sauce & plating	**Do Now:** Questions on prior knowledge. **Modelling:** Demo of filleting and sauce consistency (Roux). Demo dauphinoise assembly. **Exam Question:**	Recipes, Ingredients, Equipment, PowerPoint. SCAN ME

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
		"State 4 ways you can tell a fish is fresh. (4 marks)" **Student Task:** Practical session; focus on fish preparation and sensory plating. **Plenary:** Questions in the workbook on the practical.	
24-26	**NEA1: Investigation** • Running practical trials • Evaluations, Conclusions and submission	**Modelling:** Guidance on recording photographic evidence. **Student Task:** Complete investigations; write final conclusions.	NEA1 Paperwork, Computers, PowerPoint. SCAN ME
27	**Practical: Souffle** • Mechanical raising & Denaturation • Coagulation	**Do Now:** 5 Quick Questions **Modelling:** Teacher demo of Souffle (high-skill dish).	Recipes, Ingredients, Equipment, Workbooks, PowerPoint.

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
		Student Task: Practical production and Comprehensive evaluation. **Exam Question:** "Including examples in your answer, give a definition of both denaturation and coagulation. (4 marks)" **Plenary:** Plenary task questions 1-10 in workbook (pages 52 & 53)	SCAN ME
28	**Egg Theory** - Function of egg in cookery - Role in the diet - Storage/farming - Food Science (emulsification, denaturation and coagulation)	**Do Now:** Questions in the workbook on eggs, linking back to year 7 & 8 theory. **Modelling:** Detail functions of eggs, nutritional value, storage/farming and the science behind eggs. **Student Task:** Complete comprehensive notes as we work through the presentation. Egg theory worksheets **Exam Question:**	Workbook, Revision guide, PowerPoint. SCAN ME

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
		"Describe the functions of eggs when making baked products, using examples in your answers. (6 marks)" **Plenary:** 5 exit questions - slide 26	
29	**Practical: Alternative Proteins** • Vegetarian Commodities: Quorn, Tofu, Soya, Quinoa. • Vegetarian Commodities: How to cook them, different dishes they could go in.	**Do Now:** 5 quick questions. **Modelling:** Talking through preparing alternative protein dishes – explaining key characteristics about each dish. (Curry/Stir Fry/Salad/Burger/Bolognese) **Student Task:** Practical production and evaluation – Comparing against other dishes (hedonic testing). **Exam Question:** "Discuss the nutritional effects of reducing the intake of meat. (6 marks)"	Recipes, Ingredients, Equipment, Workbook, PowerPoint. SCAN ME

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
		Plenary: Exit questions on page 58 of their workbook on alternative proteins.	
30	**Alternative Proteins Theory** - Tofu – How is it made? Functions, Nutritional Benefits. - Mycoprotein - How is it made? Functions, Nutritional Benefits. - Pulses – Examples, nutritional benefit.	**Do Now:** Rewrite and correct the statements about proteins. **Modelling:** Nutritional and ethical considerations of alternatives **Student Task:** Workbook tasks on protein alternatives **Exam Question:** "Describe why the use of protein alternatives is on the increase. (4 marks)" **Plenary:** Exit questions on page 58 of their workbook on alternative proteins.	Workbook, Revision guide, PowerPoint. SCAN ME
31	**Practical: Scotch Egg** • Skills: Enrobing, Panneing, Frying	**Do Now:** Food science - match the term with the definition.	Recipes, Ingredients, Equipment, Workbooks, PowerPoint.

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
	• Deep frying safety	**Modelling:** Watch video & Demo of enrobing, poaching and deep-frying safety. **Student Task:** Practical production and evaluation **Exam Question:** "Identify the 6 colored chopping board and what goes on them (12 marks)" **Plenary:** Questions in the workbook on the practical.	SCAN ME
32	**Fruit and Vegetable Theory** - Seasonality, classifications, nutrition, storage and cooking effects.	**Do Now:** In pairs, you will have 1 minute to write down as many names of fruits and vegetables as possible beginning with the letter **Modelling:** Seasonality, classifications, nutrition, storage and cooking effects	Workbook, Revision guide, PowerPoint. SCAN ME

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
		Student Task: Workbook tasks on fruit and veg **Exam Question:** "Explain how seasonality has an impact on food miles (4 marks)" **Plenary:** Now complete the questions on fruit and vegetables in your workbook	
33	**Time Planning (Prep for NEA2)** • To understand the importance of great time planning • To identify what makes a good time plan • To be able to create a time plan which is clear, accurate and concise for the practical next week. • HACCP.	**Do Now:** If this is the answer, what is the question? **Modelling:** Creating complex time plans with dovetailing. What makes a good time plan, textbook example. **Student Task:** Create time plan for multi-component practical based on NEA2 guidance.	Computers, Planning sheets, Recipes, Workbooks, PowerPoint. 

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
		Exam Question: "Explain why time plans are important in food preparation (4 marks)" **Plenary:** Nutrition exit questions (slide 16)	
34	**Practical: Lasagne & Garlic Bread** • Skills: Pasta/Bread making, bechamel sauce, meat ragu, assembly • Science: Gelatinisation & Proving • Using their time plan to create their multi-component dish.	**Task: Practical production and detailed evaluation** **Plenary:** Self-review of performance in the practical.	Recipes, Ingredients, Equipment, Workbook, PowerPoint. SCAN ME
35	**Balanced Diets & Energy** • Nutritional requirements (life stages) & DRVs	**Do Now:** write as many factors as possible that you can think of that effects 'energy balance'. **Modelling:** Explaining BMR and PAL factors, along with factors that could affect energy balance. **Student Task:** Complete workbooks on energy	Workbook, Revision guide, PowerPoint. SCAN ME

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
		requirements/life stages. **Exam Question/Plenary:** Life stages exam question from 2019 paper.	
36	**Food Manufacturing** - You will gain an understanding around WHY technological developments have had to evolve over time. - Factors affecting developments - What is sustainability, the 7 ways to be sustainable and why it is so important. - Primary and secondary processing.	**Do Now:** Answer the 8 questions on previous knowledge. **Modelling:** Primary vs secondary processing, technological developments and the factors the effect this. **Student Task:** Complete the workbooks on technological developments and processing. Identify manufacturing stages of common foods **Exam Question:** "Explain one benefit of both primary and secondary processing. (2 marks)"	Workbook, PowerPoint. SCAN ME

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
		Plenary: Exam question on technological developments (8 marker)	
37	**Provenance & Packaging** - What is food provenance? - What is carbon footprint & Food miles. - 8 Ways to Reduce Food Miles - Food security. - Food packaging – pros and cons (exam practice)	**Do Now:** 7 questions on prior knowledge to be completed in their workbooks. **Modelling:** Definitions around food provenance, carbon footprint, food miles and food security. Types of food packaging and their pros and cons. **Student Task:** Workbook tasks on food provenance and food packaging. **Exam Question:** Exam question on food packaging. Linked to 2019 paper (mock) 'PEE' **Plenary:** Exam question on food packaging. Linked to	Workbook, Revision guide, PowerPoint. SCAN ME

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
		2019 paper (mock) 'PEE'	
38	**Mock Exam (1)**	**Complete full theory mock paper**	Mock Exam Paper (2019) SCAN ME
39	**Factors Affecting Food Choice** - Ethical, religious, and economic influences on food choices. - What are the effects of food poverty? - How to save economically and reduce waste.	**Do Now:** Answer 6 questions on prior knowledge. **Modelling:** Ethical, religious, and economic influences on food choices. Effects that food poverty has along with reasons for this. How to reduce our food waste. **Student Task:** Analyse food choice factors. Completing the worksheet as we move through the presentation.	Workbook, Presentation. SCAN ME

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
		Exam Question: "Explain how moral factors affect food choice. (4 marks)" **Plenary:** Independent Revision & Learning – Pick one of the 6 tasks to complete.	
40	**Baking Methods (Issues)** • Cake making theory • Investigating common faults in baking/sauce making.	**Do Now:** Answer the 6 starter questions on prior knowledge. **Modelling:** Investigating common faults in baking/sauce making. **Student Task:** Complete worksheet on baking issues **Exam Question:** "State 2 reasons a cake might collapse in the middle. (2 marks)" **Plenary:** Answer exam question on baking issues.	Workbook, Revision guide, PowerPoint. 

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
41	**Science of Food** - Why is food cooked? - Heat transfer - Uses of microorganisms - The key science terms for your summer exam.	**Do Now:** Answer the 9 recap questions from previous content. **Modelling:** Heat transfer recap. Key uses of microorganisms in food and definitions behind the key science terms – Linked to practicals. **Student Task:** Complete science of food workbook tasks around the key terms laid out in the exam specification. **Exam Question:** "Give 3 reasons for cooking food. (3)" **Plenary:** In pairs, test each other on 3 randomly chosen science terms.	Workbook, Revision guide, PowerPoint, Textbooks. 
42	**End of Unit Assessment**	**Modelling: Summative assessment guidance**	Assessment Paper

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
		Student Task: Written assessment on recent topics	SCAN ME
43	**NEA2: Introduction** • Brief selection and research	**Modelling:** Introduction to NEA2 tasks and marking criteria **Student Task:** Select task and create primary research plan.	NEA2 Guides, SCAN ME Computers, PowerPoint.
44	**NEA2: Research & Analysis** • Primary and Secondary research	**Student Task:** Complete action plan and research analysis	Computers, NEA2 paperwork, PowerPoint, Cookbooks, Magazines. SCAN ME
45	**NEA2: Secondary Research** • Listing potential dishes	**Student Task: List 20 potential dishes for selection**	Computers, NEA2 paperwork, PowerPoint,

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
			Cookbooks, Magazines. 
46	**NEA2: Secondary Research & Trial Dishes (Prep)**	**Student Task:** Create ingredient lists for trial dishes	Computers, NEA2 paperwork, PowerPoint, Cookbooks, Magazines. 
47	**Sensory Analysis & Styling** • Hedonic testing & Senses • 5 Elements of taste	**Modelling:** Demo of olfactory system and taste elements, along with different testing charts and elements of taste. **Student Task:** Practice sensory analysis through practical tasting.	Food samples, Workbooks, PowerPoint. 

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
		Exam Question: "Explain how the olfactory system works. (4 marks)" **Plenary:** Recap of the 5 elements of taste and food examples.	
48	**NEA2: Trial Dishes (Practical)**	**Task:** Practical production of trial dishes	Recipes, Ingredients, Equipment 
49	**International Buffet (Practical)** • **Cultures and cuisines**	**Modelling:** Taste testing and sensory analysis of world foods **Student Task:** Prepare dishes from different cultures. **Exam Question:** "Name two multi-cultural bread products and give their country of origin. (4 marks)"	Recipes, Ingredients, Equipment, Workbook, PowerPoint. 

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
		Plenary: Create a comprehensive evaluation.	
50	**NEA2: Trial Write Up**	**Student Task:** Complete trial evaluations and write-ups	Computers, NEA2 paperwork SCAN ME
51	**HACCP**	**Modelling:** Critical control points in food production **Student Task:** Create HACCP plan. **Exam Question:** "Evaluate how HACCP reduces food safety risks (6 marks)" **Plenary:** Can they link a HACCP to a previous practical?	Workbook, PowerPoint. SCAN ME

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
52	**NEA2: Final Selections** • Reasons for choice	**Student Task:** List final dishes and justify skill levels	Computers, NEA2 paperwork 
53	**NEA2: Resource Planning** • Skills, shopping, and equipment	**Student Task:** Create comprehensive shopping and equipment lists	NEA2 Planning sheets 
54	**NEA2: Time Plan**	**Modelling:** Detailed 3-hour time plan with hygiene steps **Student Task:** Complete final time plan for NEA2 assessment	Computers, Their Recipes. 

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
55	**NEA2: Practical Assessments**	**Student Task:** Complete final 3-course menu assessment	Ingredients, Equipment, Marking sheets, Camera. 
56	**NEA2: Evaluation** • Links to the brief	**Student Task:** Complete evaluation of final practical exam	Computers, NEA2 paperwork 
57	**NEA2: Final Hand In** • Bibliography & Formatting	**Student Task:** Complete part C. Final bibliography and NEA2 submission	Computers, Final NEA2 project 
58	**Mock Paper (2)**	**Modelling:** Advanced exam technique and review **Student Task:** Complete second mock theory paper	Mock Paper 2 (Newest Paper with a mark scheme)

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
			SCAN ME
59	**End of Course Quiz**	**Modelling:** Fun consolidation of course knowledge **Student Task:** Course quiz and celebratory activity	Quiz resources SCAN ME
60	**Aylsham Bake Off** • Cake making & Food styling	**Modelling:** High-skill cake making and chemical raising agents. **Student Task:** Competitive cake making and decoration	Ingredients, Equipment, Styling kit SCAN ME
61	**Diet and Good Health (theory and practical)** • Practical & Menu design	**Modelling:** Menu design for specific dietary needs **Student Task:** Prepare dietary-specific dishes and theory tasks	Recipes, Ingredients, Equipment, Workbooks, PowerPoint.

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
		Exam Question:  The food diary below is for an 18-year-old student at college. **Typical daily diet** **Breakfast** Cup of tea with milk and sugar **Mid-morning** Chocolate bar Carton of fruit juice **Lunch** Sausage roll Cheesy chips Chocolate cookie Apple **Afternoon** Cola and biscuits **Evening meal** Chicken curry, rice, poppadoms **Evening snack** Cola and popcorn Evaluate the food diary and suggest changes that could be made to meet current dietary recommendations. [6]	SCAN ME
62	**Food Spoilage** - Bacteria requirements - Examples of pathogenic bacteria. - Food Spoilage. - The 3 different types of contamination.	**Do Now:** 7 retrieval questions on prior knowledge. **Modelling:** Bacterial growth and prevention. Food spoilage. **Student Task:** Workbook tasks on spoilage and safety and microorganism usage. **Exam Question:** "Assess how a refrigerator can be best used to store food successfully (9 marks)" **Plenary:** Slide 37, complete the missing words in the paragraph.	Workbook, Revision guide, PowerPoint. SCAN ME

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
63	**Recap: Principles of Nutrition**	**Modelling:** Targeted recap on macronutrients and micronutrients. **Student Task:** Consolidation activities in workbook	Workbook, Core Knowledge book SCAN ME
64	**Recap: Cooking & Food Prep**	**Modelling:** Targeted recap on heat and skills **Student Task:** Consolidation activities in workbook	Workbook, Revision guide SCAN ME
65	**Recap: Food Commodities**	**Modelling:** Targeted recap on commodities **Student Task:** Consolidation activities in workbook	Workbook, Revision guide SCAN ME
66	**Recap: Where Food Comes From**	**Modelling:** Targeted recap on provenance	Workbook, Revision guide

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
		Student Task: Consolidation activities in workbook	SCAN ME
67	**Recap: Science of Food**	**Modelling:** Targeted recap on food science terms **Student Task:** Consolidation activities in workbook	Workbook, Revision guide SCAN ME
68	**Recap: Diet and Good Health**	**Modelling:** Targeted recap on energy and diet **Student Task:** Consolidation activities in workbook	Workbook, Revision guide SCAN ME
69-70	**Independent Revision**	**Modelling:** Guiding self-study techniques **Student Task:** Independent study on areas of weakness	Seneca, Workbooks, Revision guides

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
			SCAN ME
71	**Revision: Diet & Good Health**	**Modelling:** Advanced exam question practice **Student Task:** Assessment games and Seneca tasks	Seneca, Assessment games SCAN ME
72	**Revision: Food Spoilage**	**Modelling:** High-risk food handling review **Student Task:** Core knowledge questioning and games	Seneca, Assessment games SCAN ME
73	**Revision: Provenance & Waste**	**Modelling:** Environmental impacts consolidation **Student Task:** Tailored revision activities	Seneca, Assessment games

Lesson	Topic Objectives	Teaching Knowledge / Skills	Resources + Links
			SCAN ME
74	**Revision: Cultures & Cuisines**	**Modelling:** International cuisine and traditions recap **Student Task:** Video review and Seneca tasks	Seneca, WJEC Videos SCAN ME
75	**Revision: Tech Developments**	**Modelling:** Technological impacts on food choice **Student Task:** Final course consolidation and quiz	Seneca, Assessment games SCAN ME