

## Further information on the Overview element for curriculum development: Food

### Aim KS3:

- Students will be able to develop logical thinking, independent learning, group work, practical skill building.
- Students will demonstrate the ability to design, produce, describe and evaluate using different sensory characteristics, skills and processes.
- Students will understand the purpose of all ingredients in all dishes, whilst analysing their functions and properties. The lessons will include elements of Literacy and Numeracy and some cross-curricular links with other subjects.
- Students will show a greater understanding of the importance of health, safety and hygiene and be respectful towards the safety of others in the group by putting this health and safety into practise each practical lesson.
- Students will be able to apply knowledge gained from a practical demonstration to produce a high quality product independently, this is an area that students need to show resilience due to it being a different style of learning for many.
- Students will be asked to evaluate using a variety of sensory characteristics that will include gathering data and opinions for the homemade products. (literacy)
- Students will periodically self-evaluate and compare products to be able to construct a star profile (literacy and numeracy)
- Students will continually practise practical skills and techniques using various tools and equipment. This will ensure students are ready to learn within every practical lesson. Skills to include Bridge and Claw chopping technique, rubbing in method, creaming method, combining, mixing, dividing, rolling and shaping dough, weighing and measuring of ingredients, grating, draining, time management, hob safety and oven safety
- Students will gain an understanding of how to identify some of the scientific elements of cooking, baking, melting, gelatinisation, cross contamination
- Students will demonstrate and be responsible for independent working during the practical making lessons.
- Students will formulate and follow a planning sheet. (literacy and numeracy)
- Students will design a new and innovative product with the use of sensory descriptors.

### Sequencing KS3:

Students within key stage 3 will follow a specific sequence of areas that will ensure that they are able ready to learn each week to produce theoretical work which will link into each practical dish that will be produced, this will give students the knowledge of the food industry in a broader context. Students must demonstrate a good understanding of health and safety within the classroom environment, this is always the starting point for each topic. Food preparation and nutrition requires all students to be able to design, produce and evaluate practical products with a knowledge of the scientific properties within food, this will be the foundation for the GCSE. Each of the year groups are required to have a starting point linked to an understanding into the nutritional benefits of the ingredients that will be used. The projects within key stage 3 are structured to allow students consistency within the subject across the years. To begin students gain the basic knowledge of the 5 key food groups and the nutrients they contain. This knowledge will be built upon across key stage 3 to identify the key functions of these now known nutrients within our body and the science behind the ingredients.

Students will have experimented using different design and evaluation techniques allowing them to make informed choices and decisions about their individual dish produced. To begin this area students are given clear guidance with basic steps to follow regarding designing a product. Students then develop this knowledge with the addition of a specification list regarding exact facts that need to be incorporated into a specific design. Design gradually builds throughout the years within key stage 3. Students will show progress and resilience within their practical skills by learning and understanding how to use appropriate equipment and techniques and apply this within each practical lesson when creating their dish. The techniques shown at the starting point of the subject are of a basic style to develop student's confidence within a

practical setting, for example simple hob and oven use. Students will develop their understanding of techniques and equipment by the incorporation of differing types as they progress through the projects in key stage 3. Students have the opportunity to revisit and further develop previous practical skills within each of the projects. The techniques and skills gained will create the foundation for the advanced skills required for the foundation of the key stage 4 curriculum.

Students are given the opportunity to evaluate their completed products and their skills progression throughout each of the projects. This ensures students have a good understanding of the importance of recap and review within all aspects of their studies. Evaluation will also highlight areas of improvement for students to take guidance from moving forward. The end result of the scheme will be a combination of skills learnt and applied throughout.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Suggested Revision Website	Exam Board Link	Recommended Revision Guide
KS3									
Year 7	The focus will be the importance of health and safety within a cooking environment. Students will gain an understanding of personal hygiene and food safety. During this term nutrition is a key element and the importance of each nutrient within the human body. Key	Students will continue to build upon the knowledge of the importance of nutrition linked to the benefits of a healthy balanced diet. Design and recipe modification are a further element highlighting how and more importantly why recipes can be changed to suit specific dietary needs. Reasons for recipe modification are discussed. Practical skills are getting progressively more	Students will gain an understanding of why we need energy, where we obtain our energy and what is meant by the term energy balance. This will then be linked to the importance of a healthy lifestyle and the relevance of this to diet. Sensory properties will be discussed and how they link to food. The importance of	The focus will be the importance of health and safety within a cooking environment. Students will gain an understanding of personal hygiene and food safety. During this term nutrition is a key element and the importance of each nutrient within the human body. Key	Students will continue to build upon the knowledge of the importance of nutrition linked to the benefits of a healthy balanced diet. Design and recipe modification are a further element highlighting how and more importantly why recipes can be changed to suit specific dietary needs. Reasons for recipe modification are discussed. Practical skills are getting progressively more	Students will gain an understanding of why we need energy, where we obtain our energy and what is meant by the term energy balance. This will then be linked to the importance of a healthy lifestyle and the relevance of this to diet. Sensory properties will be discussed and how they link to food. The importance of design and evaluation are a key focus. Students will design products using the knowledge gained regarding flavour combinations	BBC Bitesize. Google classrooms.	OCR	

	practical skills are implemented throughout with a practical lesson every 2 weeks.	challenging, a practical every 2 weeks.	design and evaluation are a key focus. Students will design products using the knowledge gained regarding flavour combinations and nutritional properties of individual ingredients. This will be followed by sensory evaluations of finished items. Practical skills are progressively more challenging with a practical lesson every 2 weeks. Self-reflection of the knowledge gained and the practical skills journey for each pupil.	practical skills are implemented throughout with a practical lesson every 2 weeks.	challenging, a practical every 2 weeks.	and nutritional properties of individual ingredients. This will be followed by sensory evaluations of finished items. Practical skills are progressively more challenging with a practical lesson every 2 weeks. Self-reflection of the knowledge gained and the practical skills journey for each pupil.			
Year 8	Progressing from year 7 nutrition it is now to be broken down	Students will complete sensory evaluations against tester's feedback regarding products	Students will use the knowledge gained regarding recipe	Progressing from year 7 nutrition it is now to be broken down	Students will complete sensory evaluations against tester's feedback regarding products	Students will use the knowledge gained regarding recipe adaption and expand their understanding	BBC Bitesize. Google classrooms.	OCR	

	<p>into more specific sections - macronutrients and micronutrients are now discussed. The nutrients that make up macronutrients and micronutrients and the significant difference between both categories. The role of each of the nutrients and the importance of them in the human body. Practical skills are now looking into food safety due to the incorporation of meat within the year 8 practical. The science behind certain ingredients within food and different</p>	<p>produced within a practical lesson. A product will be designed with the use of a criteria/specification list the key emphasis being balanced and nutritional, this product will then be created within a practical lesson. Reasons for food choice expanded upon, linking to specific requirements, whether that be a medical requirement or moral decision. Practical skills are progressively more challenging with a focus upon the science and food safety behind the ingredients used, highlighting how healthy alternatives could be achieved.</p>	<p>adaption and expand their understanding further in relation to the reasons for food choice, linked to religion, culture, health, moral and special diets. Different methods of cake making with a clear link to the function and science of ingredients within food. Students will produce and use a time plan to aid organisation and preparation for year 8 included towards the end of this scheme. Practical skills are progressively more challenging still with a focus upon the science and food safety behind the specific</p>	<p>into more specific sections - macronutrients and micronutrients are now discussed. The nutrients that make up macronutrients and micronutrients and the significant difference between both categories. The role of each of the nutrients and the importance of them in the human body. Practical skills are now looking into food safety due to the incorporation of meat within the year 8 practical. The science behind certain ingredients within food and different</p>	<p>produced within a practical lesson. A product will be designed with the use of a criteria/specification list the key emphasis being balanced and nutritional, this product will then be created within a practical lesson. Reasons for food choice expanded upon, linking to specific requirements, whether that be a medical requirement or moral decision. Practical skills are progressively more challenging with a focus upon the science and food safety behind the ingredients used, highlighting how healthy alternatives could be achieved.</p>	<p>further in relation to the reasons for food choice, linked to religion, culture, health, moral and special diets. Different methods of cake making with a clear link to the function and science of ingredients within food. Students will produce and use a time plan to aid organisation and preparation for year 8 included towards the end of this scheme. Practical skills are progressively more challenging still with a focus upon the science and food safety behind the specific ingredients used. The main focus will always be linked to a healthy balanced diet and lifestyle.</p>			
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	cooking techniques are being taught to highlight the science and food safety within cooking, with a practical lesson every 2 weeks.		ingredients used. The main focus will always be linked to a healthy balanced diet and lifestyle.	cooking techniques are being taught to highlight the science and food safety within cooking, with a practical lesson every 2 weeks.					
Year 9	Students will gain an understanding of food science within cooking and a variety of different cuisines, these are the key focus for year 9. The practical dishes have a clear link to a specific scientific technique and a different country each time with a definite traditional technique or skill taught. Within this part of the rotation knife skills in a kitchen	Students will complete a detailed sensory analysis, incorporating a range of recording techniques, of products to create an unbiased comparison between branded items and homemade products. The analysis investigates the health benefits of homemade products against the health issues ready meals/ branded items. Further science - gelatinisation and a dish using this technique within a practical lesson. The practical skills are now at the stage of preparing pupils for	Students will investigate food provenance, ethics and seasonality, highlighting the key facts linked to the food industry. Experimentation for the science of food to include gluten ball and dextrinization, which will then be linked to a practical lesson. The function of ingredients with a more scientific approach. The practical skills are now at the stage of preparing pupils for more challenging	Students will gain an understanding of food science within cooking and a variety of different cuisines, these are the key focus for year 9. The practical dishes have a clear link to a specific scientific technique and a different country each time with a definite traditional technique or skill taught. Within this part of the rotation knife skills in a kitchen	Students will complete a detailed sensory analysis, incorporating a range of recording techniques, of products to create an unbiased comparison between branded items and homemade products. The analysis investigates the health benefits of homemade products against the health issues ready meals/ branded items. Further science - gelatinisation and a dish using this technique within a practical lesson. The practical skills are now at the stage of preparing pupils for	Students will investigate food provenance, ethics and seasonality, highlighting the key facts linked to the food industry. Experimentation for the science of food to include gluten ball and dextrinization, which will then be linked to a practical lesson. The function of ingredients with a more scientific approach. The practical skills are now at the stage of preparing pupils for more challenging techniques in preparation for GCSE.	BBC Bitesize. Google classrooms.	OCR	

	industry environment are taught. The practical skills are now at the stage of preparing pupils for more challenging techniques. Experiments are completed to further investigate the science of food.	more challenging techniques.	techniques in preparation for GCSE.	industry environment are taught. The practical skills are now at the stage of preparing pupils for more challenging techniques. Experiments are completed to further investigate the science of food.	more challenging techniques.				
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#### Aim KS4:

- Students will resiliently build upon the skills and theoretical knowledge gained in KS3. They will demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- Students will further develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- Students will understand and respect the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- Students will gain an understanding and respect of the economic, environmental, ethical and socio-cultural influences on food availability, production processes and diet and health choices
- Students will demonstrate a knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- Students will gain a knowledge of how to explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.
- Students will be encouraged to develop an interest in the creative aspect and enjoyment of food.
- Students will be continually developing confidence in using the high level skills necessary in food preparation and cooking, ensuring they are ready to learn throughout the practical element of this scheme.
- Students will be making connections between theory and practice so that learners are able to apply their understanding of food and nutrition and food science to practical cooking.
- Students will be frequently developing an informed approach that will help learners to evaluate choices and decisions about their own diet and health.

- Students will gain support from industry experts and employers.
- Students will be responsible when using a simple assessment model with clear marking criteria.

#### Sequencing KS4:

Throughout year 10 a variety of theoretical work which will also be taught, in line with the specification set. They will gain a deepened understanding of the functions of ingredients in recipes the purpose is to give an understanding into the scientific properties and the nutritional benefits of the ingredients that will be used. The knowledge gained in key stage 3 will now need to be expanded upon with a clear link to the GCSE specification. The food, preparation and nutrition course specifies very exact areas that need to be incorporated into the teaching of the subject. We build upon the basics obtained in key stage 3 to the point the students are creating detailed notes that will be used for the revision of their written exam at the end of year 11. The theoretical side of the subject in key stage 4 supports the 2 sides of the course, firstly to gain and understanding of the nutritional and scientific elements, knowledge called upon for both NEA1 & NEA2 and secondly to prepare the students for the written exam.

Students will continue to develop and show progress and resilience within their practical skills by learning and understanding how to use specialist equipment where appropriate (different knives, food processor, mixer, blender, microwave, potato ricer and pasta machine) and apply this knowledge within each practical lesson to create a high quality finished product. Within year 10 they complete a number of highly skilled practical dishes to enhance their skill portfolio in preparation for the GCSE commencing in year 11, following all the correct health and safety procedures constantly. The purpose of these practical sessions is to ensure students are confident in their own ability and have a broad range of skills that can be incorporated into NEA2. This will ensure they are prepared for year 11 where students will have to decide upon their own dishes and create a time plan to follow during the production. Within key stage 3 basic skills and equipment were used, for key stage 4 this now has to progress onto many advanced skills and techniques, all of which play a vital role in the successful completion of the GCSE NEA2. The course specifies what are seen to be high skill and techniques and students are taught these in year 10 and encouraged to showcase them in year 11.

Students within key stage 4 will continue to use different design and evaluation techniques allowing them to make informed choices and decisions about their individual dish produced. This will be a vital element of their NEA 1 (task 03) and NEA2 (task 05) work, students need to evaluate using an array of advanced ways in which to record their findings. The end result of the scheme will be a combination of high skills learnt and applied throughout to ensure a high quality final outcome for NEA 2 at the end of year 11.

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KS4									
Year 10	Students will gain knowledge regarding the	Students will identify the theory of food provenance,	Students will have a theoretical understanding of food safety and	The launch and completion of MOCK NEA 1 - (15%	The launch of MOCK NEA 2 - (35% of GCSE)Food	The completion of MOCK NEA 2 - (35% of GCSE) Food	BBC Bitesize. Google classrooms	<a href="https://www.ocr.org.uk">https://www.ocr.org.uk</a>	Food preparation and nutrition, Val Fehners

<p>theory of the relationships between diet and health. Why there is link and how to evidence this within the recipe choices that will be made in future parts of KS4. Nutritional and dietary needs for specific groups are a key factor as this will ensure students are aware of how to cater for an exact target audience. Macro and Micro nutrients are broken down further and the scientific structure of each nutrient will be investigated. All completed theory work is vital preparation</p>	<p>source, production and supply. Discussing the importance of each within the food industry and upon the economy and environment. These elements are a key factor for a successful completion of NEA2 as there must be a clearly linked and evidenced throughout. Technological developments and how these advancement have made an impact upon food and the food industry. Food security and the development of culinary traditions, how these developments have occurred and the influence they make to our</p>	<p>how to implement this into every practical situation. This theoretical knowledge needs to be clearly evidenced within both the written planning and practical exam within NEA2. Knife skills, cooking methods, heat transference and advanced techniques are a continued learning requirement. The theory is a continued vital part of the preparation for the GCSE written exam. Practical skills of a high level -including an element of presentation styles and techniques, again a vital element of NEA2 practical exam. The practical skills are continuing to</p>	<p>of GCSE) Investigation task. A mock NEA1 food investigation task will be given to students, it will be from an OCR past paper/assessment. The structure of NEA1 will be delivered in line with the real NEA1 to be launched in year 11. The timings of 10 guided hours and assessment criteria will be followed precisely so that students are fully aware of the expectations and requirements.</p>	<p>Preparation - Practical exam task A mock NEA2 food preparation task will be given to students, it will be from an OCR past paper/assessment. The structure of NEA2 will be delivered in line with the real NEA2 to be launched in year 11. The timings of 20 guided hours and assessment criteria will be followed precisely so that students are fully aware of the expectations and requirements.</p>	<p>Preparation task The structure of NEA2 will be delivered in line with the real NEA2 to be launched in year 11. The timings of 20 guided hours and assessment criteria will be followed precisely so that students are fully aware of the expectations and requirements. The practical elements of this mock NEA2 in year 10 will incorporate 3 x 1 hour practical exam lessons for the dishes individually chosen to be completed in exam conditions.</p>	<p>Seneca learning</p>	<p><a href="#">/quality/gcses/food-preparation-and-nutrition-309-from-2016/specification-at-a-glance/</a></p>	<p>and Anita Hardy</p>
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	<p>for the GCSE written exam. Practical skills are of a high level - Butchery, Fish filleting, Meringues and different pastry work. The practical skills are in preparation for the Practical GCSE exam.</p>	<p>style of foods and cooking techniques. The theory is again vital preparation for the GCSE written exam. Practical skills of a high level are a continued element of this year and scheme to ensure students gain confidence in utilising high skills and techniques in preparation for the Practical GCSE exam.</p>	<p>build the students skill repertoire to enable them to have plenty of skill knowledge to utilise and choose from when it is time for the practical GCSE exam.</p>			<p>Mock written paper exam (50% Of GCSE)</p>			
Year 11	<p>Nea 1 - Launch and completion. Food investigation task. 15% GCSE.</p> <p>NEA1 food investigation task will be launched by OCR on September the 1<sup>st</sup>. This will then be assigned to</p>	<p>NEA 2 - Launch. Food preparation task. With a practical exam 3 hour mock falling into this half term. 35% of the GCSE.</p> <p>NEA2 food preparation task will be launched by OCR on November 1<sup>st</sup>. This will then be assigned to all students for</p>	<p>NEA 2 - Completion. Food preparation task. With a practical exam 3 hour falling into this half term. 35% of the GCSE</p> <p>NEA 2 will begin this half term with amendments to planning followed by the real 3 hour practical exam. For this each class</p>	<p>Theory revision accompanied by a vast number of past exam questions. All topics from the recommended OCR documentation covered.</p> <p>Topics covered this half term will be:</p> <ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Food source, supply, processing</li> </ul>	<p>Theory revision accompanied by a vast number of past exam questions. All topics from the recommended OCR documentation covered.</p> <p>Topics covered this half term will be:</p> <ul style="list-style-type: none"> <li>• A second written mock exam paper will be given to ascertain student's</li> </ul>	<p>Theory revision accompanied by a vast number of past exam questions. All topics from the recommended OCR documentation covered will all be uploaded onto google classrooms for students to utilise during their study time.</p>	<p>BBC Bitesize. Google classrooms Seneca learning</p>	<p>OCR</p>	<p>Food preparation and nutrition, Val Fehners and Anita Hardy</p>

	<p>the students for completion. The structure of NEA1 will be delivered in line with the guidance stipulated by OCR. NEA 1 includes a practical investigation that will be completed within small groups and ingredients will be provided by school. The timings of 10 guided hours and assessment criteria will be followed precisely so that students are fully aware of the expectations and requirements. NEA 1 will commence the 1<sup>st</sup> week of September</p>	<p>completion. NEA2 will be delivered in line with the guidance stipulated by OCR. The timings of 20 guided hours and assessment criteria will be followed precisely so that students are fully aware of the expectations and requirements. During this half term the students will complete research into a specific task and determine the target audience and cuisine that they would like to base their NEA2 around. All planning and research for NEA2 to be completed this half term. To conclude this half term students will</p>	<p>will be divided into smaller groups due to the equipment and kitchen space required by each pupil. After the practical exam students will complete the final element of NEA1 which is to analyse and evaluate the dishes produced in line with the brief and task set by OCR.</p> <p>NEA2 will be launched during the 1<sup>st</sup> week of November and be completed by February half term with an element of follow up tasks incorporated throughout.</p>	<p>and security.</p> <ul style="list-style-type: none"> <li>• Food security</li> <li>• Technological developments</li> </ul>	<p>level of understanding.</p> <ul style="list-style-type: none"> <li>• Development of culinary traditions</li> <li>• Factors of food choice</li> <li>• Food science</li> <li>• Food safety</li> <li>• Skills and cooking techniques</li> </ul>	<p>Seneca learning is another platform students are encouraged to investigate.</p> <p>GCSE written paper completed this half term (50% of the GCSE)</p>			
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	and be completed by October half term, with an element of follow up tasks incorporated throughout.	complete a 3 hour practical mock exam of their chosen dishes.							
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**Aim KS5:**

- Students will complete the first mandatory unit which will enable them to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through on-going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals.
- Students will then be ready to learn in this style and be able to move on to complete the second mandatory unit which will allow them to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience.
- Students will be responsible for the successful completion of each unit within the qualification with an applied purpose, which acts as a focus for the learning in the unit. The applied purpose demands authentic work related learning in each of the available units. It also requires students to consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment.
- Students will attain and develop skills required for independent learning and development.
- Students will expand upon previous knowledge and skills to ensure their own dietary health and wellbeing.
- Students will gain a range of generic and transferable skills
- Students will further develop the ability to solve problems
- Students will investigate and identify the skills of project based research, development and presentation
- Students will have the ability to apply mathematical and ICT skills
- Students will incorporate the fundamental ability of how to respectfully work alongside other professionals, in a professional environment and the ability to apply learning in vocational contexts.

**Sequencing KS5:**

Students gain an understanding of food science and nutrition and how this is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates. This is an Applied General qualification.

Students gain knowledge that is designed primarily to support learners progressing to university. It has been designed to offer exciting, interesting experiences that focus learning for 16 - 19 year old learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful, work-related contexts, linked to the food production industry

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Suggested Revision Website	Exam Board Link	Recommended Revision Guide
KS 5									
Year 12	Students will independently research into the science and scientific structure of foods specifically nutrients. The scientific structure and molecular formation of fat (in all its forms) and proteins are the starting point for this research. Micronutrients will be investigated in this manner towards the	Students will complete further research into nutrition, including their structure and specific functions in the human body. The implications of an insufficient intake and the health implications that this may lead to are identified. The many different chemical structures for all key nutrients are investigated	Students will be required to complete the Hygiene level 3 certificate, students to access the course online and complete all elements to achieve the qualification to aid their progress throughout the course. This course offers a deeper understanding to students regarding the importance of food safety within the industry and	Students will be given the task set by WJEC for unit 1 for internal and external moderation. Timings and structure are key factors and must be implemented throughout. High level skills and presentation must be a main priority this half term in preparation for the practical exam. Students will complete a 3.5 hour practical	Students will complete the final element of unit 1 with their written exam preparation and revision. During this time students will be given advice on how to structure answers, how to answer each section of the paper and how marks will be awarded.  Unit 1 written exam completed.  Unit 1 submitted for external moderation.	Students will begin preparation for the chosen element - Unit 3. Students will complete independent research and mini investigation tasks to expand vital knowledge required. Within this research scientific techniques are investigated and put into use within a practical setting. Techniques investigated are: <ul style="list-style-type: none"> <li>• Dextrinisation</li> <li>• Coagulation</li> <li>• Caramelisation</li> </ul>	<a href="http://www.foodsafety.gov">www.foodsafety.gov</a> BBC Health: <a href="http://www.bbc.co.uk/health/healthy_living">www.bbc.co.uk/health/healthy_living</a> British Nutrition Foundation: <a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a> Department for Health: <a href="http://www.dh.gov.uk">www.dh.gov.uk</a> Food Standards Agency: <a href="http://www.food.gov.uk/about/publications/industrypublications/">www.food.gov.uk/about/publications/industrypublications/</a> NHS: <a href="http://www.nhs.uk/livewell/healthy-eating/Pages/Healthy_eating">http://www.nhs.uk/livewell/healthy-eating/Pages/Healthy_eating</a>	WJEC/EDEXCEL	

	<p>end of this half term. This is the starting point of the preparation for the written exam for Unit 1 at the end of year 12. A high level of skills and advanced techniques will further develop upon the skills gained at GCSE level, again in preparation for the unit 1 practical exam at the end of year 12.</p>	<p>and highlighted for a key point. Food safety is a staple part of this course, within year 12 there must be a clear and evidenced link to the industry and the laws that are in place for this. There is a continued high level skill building including presentation techniques. A mock unit 1 brief set and completed in preparation for the real unit 1 to be launched in the coming weeks. A real WJEC spec will be set and the structure of unit 1 will be delivered in line with the guidance set by WJEC. The</p>	<p>how the relevant laws need to be implemented. Alongside the continued work of mock unit 1 theoretical knowledge, planning for the task set, students will be given exam questions and revision ready for the written exam. During this half term students will complete a 3.5 hour mock practical exam for unit 1.</p>	<p>exam in exam conditions, highlighting a high level of skill, cooking techniques and presentation skills. The practical elements must have a clear identifiable link to the brief set. Upon completion of the practical exam students will be interviewed to complete to finalise the practical exam and the theory element of unit 1.</p>		<ul style="list-style-type: none"> <li>• Sols and Gels</li> </ul> <p>Research for each will be followed by a practical investigation, analysis and a record of findings.</p>			
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		timings of 180 guided hours and assessment criteria will be followed precisely so that students are fully aware of the expectations and requirements							
Year 13	Students will begin unit 3 - Experimenting to solve food production problem. A task will be set by WJEC and will be launched to students to begin during this half term. The unit will be completed in the 90 guided hours specifies by WJEC. The aim of this unit is for students to use their understanding of the properties of	Students will continue working on the task set for unit 3 - Experimenting to solve food production problems. All elements of this unit must be completed and submitted for external moderation by May 15th.	Students will begin the preparation of unit 2 - Ensuring food is safe to eat. A vast array of Theoretical knowledge needs to be gained from lessons and independent research. All research must be recorded and checked its 'fit for Purpose'	Students will continue to prepare for unit 2 - Ensuring food is safe to eat. Theoretical work – to cover the learning objectives below: <b>LO1</b> understand how microorganisms affect food safety <b>LO2</b> understand how food can cause ill health <b>LO3</b> understand how food safety is managed in different situations	Students will be given the task launched by WJEC on May 1 <sup>st</sup> . All work is to be completed in exam conditions, digitally without the aid of the internet. The only resources that can be made available to the students will be that of the notes made by each individual during the lesson s during the preparation time. Unit 2 Ensuring food is safe to eat is an 8 hour task. Sent for external		<p><b>Society for general microbiology:</b>  <a href="http://www.microbiologyonline.org.uk">www.microbiologyonline.org.uk</a>  Food spoilage:  <a href="http://culinaryarts.about.com/od/safetysanitation/a/bacteria.htm">http://culinaryarts.about.com/od/safetysanitation/a/bacteria.htm</a>  <b>Food preservation:</b>  <a href="http://en.wikipedia.org/wiki/Food_preservation">http://en.wikipedia.org/wiki/Food_preservation</a>  <a href="http://science.howstuffworks.com/innovation/edible-innovationa/food-preservation.htm">http://science.howstuffworks.com/innovation/edible-innovationa/food-preservation.htm</a>  <b>Food allergy and intolerance:</b>  <a href="http://www.food.gov.uk/multimedia/pdfs/publication/allergyfactsheetcoeliac0308.pdf">http://www.food.gov.uk/multimedia/pdfs/publication/allergyfactsheetcoeliac0308.pdf</a></p>	WJEC/Excel	

	<p>food in order to plan and carry out experiments. The results of the experiments will be used to propose options to solve food production problems.</p>			<p>Unit 1 - Meeting nutritional needs of specific group's exam preparation for retakes if needed.</p>	<p>moderation by June 1st.  Unit 1 retakes - June</p>		<p><b>Food poisoning:</b>  <a href="http://www.stophes.tomachflu.com/what-is-food-poisoning">http://www.stophes.tomachflu.com/what-is-food-poisoning</a>  <a href="http://www.nhs.uk/news/2011/11/November/Pages/loyd-grossman-curry-sauce-botulismrecall.aspx">http://www.nhs.uk/news/2011/11/November/Pages/loyd-grossman-curry-sauce-botulismrecall.aspx</a>  <b>Food Standards Agency, foodborne disease strategy:</b>  <a href="http://www.food.gov.uk/multimedia/pdfs/fds2015.pdf">http://www.food.gov.uk/multimedia/pdfs/fds2015.pdf</a>  <b>Food safety advice, NHS:</b>  <a href="http://www.nhs.uk/livewell/homehygiene/pages/homehygienehub.aspx">http://www.nhs.uk/livewell/homehygiene/pages/homehygienehub.aspx</a>  <b>Food standards Agency: Food hygiene:</b>   <a href="http://www.food.gov.uk/multimedia/pdfs/publication/hygieneguidebooklet.pdf">http://www.food.gov.uk/multimedia/pdfs/publication/hygieneuidebooklet.pdf</a></p>		
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