



KESTEVEN AND SLEAFORD HIGH SCHOOL

<<Food Preparation & Nutrition>> Scheme of Learning

Year 11 – Term 3

Intent – Rationale

Students to become confident with the NEA2 task and the requirements to achieve in line with individual students' abilities. The Non-Examined unit is 35% of the final GCSE. This unit will develop individuals ability to investigate specific topic areas in line with the task set by the examination board. The students will develop their research skills in both primary & secondary context, through practical work and independent study skills.

Being able to plan for practical outcomes over a specific time period is key to success in this unit, along with the identification of time restrictions for research, budgeting, nutritional analysis, evaluation and analysis skills. The practical examination will be the culmination and result of effective research, planning and delivery of the task chosen, finishing with effective evaluation and analysis of the task.

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| Sequencing – what prior learning does this topic build upon? | Sequencing – what subsequent learning does this topic feed into? |
| <ul style="list-style-type: none"> • Developing from practical skills and timed sessions throughout KS3 & KS4 • Revisiting practical skills • Previous research tasks in each key stage • Skills identification from years 9-11 • Nutritional Analysis from yrs. 7-11 • Budgeting and costing exercise from yrs. 7-11 • Evaluation skills developed through each year group • Presentation & finishing techniques | <ul style="list-style-type: none"> • Summer Examination • Revision topics and activities |
| What are the links with other subjects in the curriculum? | What are the links to SMSC, British Values and Careers? |
| <ul style="list-style-type: none"> • Science – properties of ingredients/ nutrition • Mathematics – weighing, measuring, timing, proportions, percentages, costing • Computing – spreadsheets, excel (nutritional analysis), word processing, use of tables, transference from document • Geography – Environmental impact of food choice, food miles, global warming, buying local, Fairtrade | |
| What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading? | What are the opportunities for developing mathematical skills? |
| <ul style="list-style-type: none"> • Recipe books • Magazine articles • Use of text books • Reading methods & recipes | <ul style="list-style-type: none"> • Mathematics – weighing, measuring, timing, proportions, percentages, costing |



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Intent – Concepts

| What knowledge will students gain and what skills will they develop as a consequence of this topic? | | |
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| <p><u>Know</u></p> <p><u>This unit is worth 35% of the total grade. This assessment is synoptic and assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking skills/ techniques and the execution of practical skills.</u></p> | | |
| <p><u>Apply</u></p> <p>The assessment will require learners to plan, prepare, cook and present a selection of dishes to meet the particular requirements such as dietary needs, lifestyle choice or specific context. Two options for this assessment will be set by OCR that will require the learners to:</p> <p>a) investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical execution of the dishes (to include trailing and testing)</p> <p>b) prepare, cook and present a menu of two dishes within a single session.</p> <p>c) evaluate the selection, preparation, cooking and presentation of the two dishes whilst producing a folio of evidence which includes documentation related to the selection of the dishes, planning and evaluation and photographs / visual recordings which demonstrate the learner’s application of technical skills and the final outcomes.</p> | | |
| <p><u>Extend</u></p> <p><u>Students will independently research through wider resources, podcasts & social media platforms that may be useful. Practicing of the skills as homework to overcome the time restrictions in the lesson time due to COVID</u></p> | | |
| What subject specific language will be used and developed in this topic? | | What opportunities are available for assessing the progress of students? |
| <ul style="list-style-type: none"> • Vegetarian, Vegan • Conduction, Convection, Radiation • Viscosity • Gelatinisation • Portioning • Homogenisation, sterilisation, pasteurisation • Judaism, Rastafarian, Hinduism | <ul style="list-style-type: none"> • Dextrinisation, Caramelisation • Coagulation, colloids • Organoleptic • Protein, Fats, carbohydrate • Vitamins, minerals • Macro / Micro Nutrients | <ul style="list-style-type: none"> • As an NEA task, assessment will not allow for student feedback of grades until final marking has been standardised. • Interim home works will be assessed. • Students will self-assess in line with marking template and checklists. |



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Intent – Concepts

| Lesson title | Learning challenge | Higher level challenge | Suggested activities and resources |
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| Introduction to the tasks. | Analysis of both tasks issued by OCR. Key terminology and understanding of the requirements. | Identify with mark scheme to establish criteria, link with potential higher-level achievement through skills and terminology | Break down task into finer detail through mind mapping White boards / highlighters Teams use to all contribute to collaborative |
| T led: research techniques – primary V secondary | Ss identify suitable research techniques- primary & secondary | Ss ranges of methods to be evaluated | Key words: gather understanding Set out primary & secondary methods that could be used, select methods to use |
| Hour 1. Plan of Research | Students produce minimal structure to identify what they need to research 2 of each | Students expand the planning to allow for additional research 3-4 of each. Justifying choices. | Students produce plan of research, identify time line for completion |
| Hour 2. Secondary / Primary Research | Independent research – secondary / primary | Independent research – secondary /recording sources/ primary research tools | Independent work in line with plan |
| Hour 3. Continue Research | To complete initial stages of secondary research | Analysis of research | Use of computers/ textbooks / library resources/ magazines / podcasts Possible dishes- produce table to compare seasonality / food miles/ cost |
| Hour 4. Analysis of Secondary / Primary Research | To be able to summarise the key facts/ useful detail, to assist with the selection of possible dishes. | To summarise, analyse and present findings | Use of computers to analyse secondary research Selection of possible dishes |
| Hour 5. Possible Dishes | Ss. Will be able to produce a list of possible dishes, ideally between 10-15 with some justification in line with seasonality, costing, food miles, nutritional content | Ss. Will produce a detailed list of possible dishes with a balance between sweet & savoury, detailed justification and clear analysis | Production of table to demonstrate the key areas of importance when selecting dishes. Use of Food P6, costing tables, Food Miles Calculators |
| Hour 6. Possible Dishes | Ss. Will be able to produce a list of possible dishes, ideally between 10-15 with some justification in line with seasonality, costing, food miles, nutritional content | Ss. Will produce a detailed list of possible dishes with a balance between sweet & savoury, detailed justification and clear analysis | Production of table to demonstrate the key areas of importance when selecting dishes. Use of Food P6, costing tables, Food Miles Calculators |
| Hour 7. Possible Dishes | Production of table to demonstrate the key areas of importance when selecting dishes. Use of Food P6, costing tables, Food Miles Calculators | Production of table to demonstrate the key areas of importance when selecting dishes. Use of Food P6, costing tables, Food Miles Calculators | Production of table to demonstrate the key areas of importance when selecting dishes. Use of Food P6, costing tables, Food Miles Calculators |
| T led: Skills Demonstrations | Individuals to identify skills to focus on with medium to high levels. | Individuals identify a range of high skills requiring practice | Small group work to develop skills required based on possible dishes. |
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| Hour 8: Independent Primary research – Practical | To assist with the identification of final dishes, some will experiment with ingredients and equipment. Leading to chosen 2 dishes. | To assist with the identification of final dishes, detailed experimentation and write up of results. Leading to 2 high skilled chosen dishes. | Ss to practice skills, equipment, take photos and write up findings as primary research |
| Hour 9: Independent Primary research – Practical | To assist with the identification of final dishes, some will experiment with ingredients and equipment. Leading to chosen 2 dishes. | To assist with the identification of final dishes, detailed experimentation and write up of results. Leading to 2 high skilled chosen dishes. | Ss to practice skills, equipment, take photos and write up findings as primary research |
| Hour 10: Independent Primary research – Practical | To assist with the identification of final dishes, some will experiment with ingredients and equipment. Leading to chosen 2 dishes. | To assist with the identification of final dishes, detailed experimentation and write up of results. Leading to 2 high skilled chosen dishes. | Ss to practice skills, equipment, take photos and write up findings as primary research |

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| T led: Timings! | Focus upon the time required for practical – ‘how can time be planned’ various formats considered | Planning for time – using detailed time plan, justified point. Realistic timings, potential use of colour & index. | Ss work in small groups to review time plans, strengths & weaknesses of each. Identify the needs of their own task- peer review. |
| Hour 11: Write Up Time Plan! | Produce detailed time plan to show stages, key points, special points shown, some Dovetailing demonstrated. | Detailed time plan, clear use of Dovetailing, special points include functions of ingredients, temperatures. | Ss: independent production of time plan in format of own choice. Use of colour coding to show H&S, Food safety, Dishes Dovetailed. |
| Hour 12: Write Up Time Plan! | Produce detailed time plan to show stages, key points, special points shown, some Dovetailing demonstrated. | Detailed time plan, clear use of Dovetailing, special points include functions of ingredients, temperatures. | Ss: independent production of time plan in format of own choice. Use of colour coding to show H&S, Food safety, Dishes Dovetailed. |
| T Led: Expectations of Practical! | Develop greater awareness of the requirements for practical aspect of the NEA, use of mark scheme. | Understanding how mark scheme is broken down, questions produced to support deeper understanding. | T led: issue of mark scheme for practical. |
| T Led: Gathering Feedback & recording results. | Understand the range of techniques that can be used to gather feedback using key terminology, tables & charts. | Be able to explain how to gather feedback, produce recording tables and apply higher level terminology | T Led: use guidance from textbook, discuss methods previously used in yr. 10 to gather results. Work in pairs to identify the most effective methods. |
| Hour 13: Planning to gather results. | Ss produces simplistic tables/ charts to gather feedback from testers, with simplistic instructions to follow. | Ss: able to develop more challenging, detailed recording methods with clear instructions to follow. | Ss: to produce own recording tables for practical work. On completion to printed / laminated where required. |
| Hour 14-16: Practical Outcomes | Students produce 2 medium to high skilled dishes in time constraints. Work independently with a range of equipment. Feedback gathered. | Students produce high skilled dishes within time scale, gathering feedback. A great level of focus on finishing techniques. | Ss: to work independently to produce 2 dishes to a high standard in 3 hours. Gather feedback, using the maximum time permitted with relevant accompaniments. |
| T Led: Evaluation & Analysis skills | Ss able to understand how to use the feedback from practical to develop detailed analysis and evaluation skills. | Ss develop greater understanding of the analysis and evaluation of feedback, use of higher-level terminology in the explanation of further developments. | Ss: to write evaluation and analysis using the feedback from the practical sessions and the feedback given. |
| Hour 17 – 18 Evaluation & Analysis skills | Ss: to be able to identify the strengths & weakness of independent work, using own feedback and feedback from others. | Ss: is able to use higher level terminology to describe the strengths in own work using notes, feedback, analysing charts & tables in a variety of ways. | Ss: to carry out evaluation and analysis of all work in the NEA. Use of range of graphs, charts, tables terminology correctly applied. |
| Hour 19- 20 Conclusion | Ss: shows ability to assess all work completed, and drawing detailed conclusion in line with requirements of the chosen task. | Ss: Use of accurate higher-level terminology to conclude the whole task. | Ss: working independently to conclude the NEA task. Using computer/ word and spell checks. |
| Hour 21 – Read & amend | Ss: able to proof read own work , to create precision in final outcomes prior to submission | Ss: Most errors to be identified and amended, prior to submission | Ss: working independently in a silent environment to proof read, amend and print NEA2 for submission, ensuring cover page completed. |