

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<p><b>The Eatwell Guide – Group A</b></p> <p>Focus on primary assessment of new students Introduction to health and safety Build and apply a repertoire of knowledge and skills in order to design and make high quality products. Develop knife skills, use of cooker hob (boiling, frying, sautéing) Explore and apply the principles of <i>The Eatwell guide</i> and the 8 tips for healthy eating</p> <p><b>SMSC</b> -, make small baked goods (iced cakes) for MacMillan Coffee morning, cook a small snack (nachos/salsa - mexico) for world food day project</p> <p><b>ASS: Practicals- stir fry, pasta bake, soup, savoury rice, fajitas, pizza</b></p> <p><b>Informal teacher assessment</b> <b>End of unit assessment</b> AO: 1.1 – 1.3 (Unit 1) AO: 2.1 – 2.4 (Unit 1), 1.1 (Unit 2)</p> <p><b>Trip –</b></p>	<p><b>5 a day - Group A</b></p> <p>Focus on Health and safety in the cooking environment Deepen knowledge and understanding of food and nutrition. Deepen their knowledge of food provenance. Further develop their food skills and techniques Recall and apply the principles of <i>The Eatwell guide</i> and the 8 tips for healthy eating</p> <p><b>SMSC</b> - bake savoury goods (cheese straws) for MacMillan Coffee morning, make a vegetable based snack (naked spring rolls - China) for world food day project</p> <p><b>ASS: Practicals – Rainbow Coleslaw, Superfruit Smoothies, Vegetarian Chilli, vegetable curry, vegetable soup, chicken and vegetable wraps</b></p> <p><b>Informal teacher assessment</b> <b>End of unit skills assessment</b> AO: 3.1 – 3.3 (Unit 2) AO: 4.3 (Unit 1) 1.1 – 1.4, 3.1, 3.2 (Unit 3)</p> <p><b>Trip –</b></p>	<p><b>Rainbow Foods - Group A</b></p> <p>Extend knowledge and understanding of food, diet and health. Extend food preparation and cooking techniques Apply the principles of <i>The Eatwell Guide</i> and relate this to diet through life Adapt and follow recipes to prepare and cook a range of predominately savoury dishes</p> <p><b>SMSC</b> – Design and make a large decorated cake for MacMillan Coffee morning, make a vegetarian dish (lentil curry - Indian) for world food day project</p> <p><b>ASS: Practicals– Veggie burgers, Stuffed peppers, fruit pizza, lentil curry, vegetable rosti cakes, lentil soup</b> <b>End of unit skills and theory assessment</b></p> <p>AO: 3.1 – 3.3 (Unit 2) AO: 4.3 (Unit 1) 1.1 – 1.4, 3.1, 3.2 (Unit 3)</p> <p><b>Trip –</b></p>	<p><b>Unit 1 – Preparing to cook</b></p> <p>Safe and Hygienic practices used in food preparation. Accurate use of equipment. Students plan and prepare a minimum of 4 of their own dishes to make throughout the unit, demonstrating their practical skills</p> <p><b>SMSC</b> – bake vegan cakes for MacMillan Coffee morning, plan and prepare a variety of snacks to present to staff and students at world food day assembly</p> <p><b>ASS: Assessment of planning and practicals of own dishes.</b> <b>Internal assessment</b> AO: 1.1 – 1.3, 2.1 – 2.3, 3.1 – 3.4, 4.1-4.5</p>	<p><b>Unit 3 – Exploring Balanced Diets</b></p> <p>Explore a range of meals prepared for specific dietary needs, Combine a variety of ingredients and test they meet specific dietary needs Know about Reference Intake (RI)/Guideline Daily Amounts (GDA) and food labelling</p> <p><b>SMSC</b> – design and make a selection of drinks (hot chocolate, coffees, teas) for MacMillan Coffee morning, plan and present a presentation for world food day assembly, make beef patties – Caribbean snack (world food)</p> <p><b>ASS: Assessment of planning and practical skills to meet brief.</b> <b>Internal teacher assessment</b> AO: 1.1 – 1.6, 2.1 – 2.3</p>
Autumn 2	<p><b>The Eatwell Guide – Group B</b></p> <p>Focus on primary assessment of new students Introduction to health and safety Build and apply a repertoire of knowledge and skills in order to design and make high quality products. Develop knife skills, use of cooker hob (boiling, frying, sautéing) Explore and apply the principles of <i>The Eatwell guide</i> and the 8 tips for healthy eating</p> <p><b>SMSC</b> – Make small sweet snack (coconut burfi) for Diwali project, Small Christmas tree decoration for Christmas themed project</p> <p><b>ASS: Practical's - stir fry, pasta bake, soup, savoury rice, fajitas, pizza</b></p> <p><b>Informal teacher assessment</b> <b>End of unit assessment</b> AO: 1.1 – 1.3 (Unit 1) AO: 2.1 – 2.4 (Unit 1),</p>	<p><b>5 a day - Group B</b></p> <p>Focus on Health and safety in the cooking environment Deepen knowledge and understanding of food and nutrition. Deepen their knowledge of food provenance. Further develop their food skills and techniques Recall and apply the principles of <i>The Eatwell guide</i> and the 8 tips for healthy eating</p> <p><b>SMSC</b> – Make a small vegetable based snack (carrot burfi) for Diwali themed project, Make Christmas biscuits for Christmas project</p> <p><b>ASS: Practical's – Rainbow Coleslaw, Superfruit Smoothies, Vegetarian Chilli, vegetable curry, vegetable soup, chicken and vegetable wraps</b></p> <p><b>Informal teacher assessment</b> <b>End of unit skills assessment</b></p>	<p><b>Rainbow Foods – Group B</b></p> <p>Extend knowledge and understanding of food, diet and health. extend food preparation and cooking techniques apply the principles of <i>The Eatwell Guide</i> and relate this to diet through life adapt and follow recipes to prepare and cook a range of predominately savoury dishes</p> <p><b>SMSC</b> – Make a starter (Samosas) for a Diwali meal for Diwali project. Christmas project – Make a suitable starter for Christmas meal – Prawn Cocktail</p> <p><b>ASS: Practicals - Veggie burgers, Stuffed peppers, fruit pizza, lentil curry, vegetable rosti cakes, lentil soup</b> <b>End of unit skills and theory assessment</b></p>	<p><b>Unit 1 (cont) Preparing to cook</b></p> <p>Understand how to prepare self and the environment for cooking, Understand how to prepare and store equipment and utensils for cooking. Understand recipes for cooking. Be able to use skills for food preparation and cooking. Students plan and prepare a minimum of 4 of their own dishes to make throughout the unit, demonstrating their cooking skills.</p> <p><b>SMSC</b> – Make a main meal (Biryani) for Diwali themed project. Christmas project – Make a suitable dessert for Christmas dinner - Yule Log</p> <p><b>ASS – Assessment of planning and practical work on own dishes. Internal teacher assessment</b></p>	<p><b>Unit 3 (cont) – Exploring Balanced Diets</b></p> <p>Understand the importance of a balanced diet. Be able to change recipes to make them healthier Understand how food diaries are used and be able to make recommendations on improving diets.</p> <p><b>SMSC</b> – Plan and make a spread for a Diwali feast as part of Diwali themed project, Christmas project – make a vegetarian main dish suitable for Christmas dinner - Nut Roast</p> <p><b>ASS: Assessment of planning and practical recipe adaptations.</b> <b>Internal teacher assessment</b> AO: 1.1 – 1.6, 2.1 – 2.3</p> <p><b>Trip –</b> Cadbury world (joint construction trip)</p>

	1.1 (Unit 2)	AO: 3.1 – 3.3 (Unit 2) AO: 4.3 (Unit 1) 1.1 – 1.4, 3.1, 3.2 (Unit 3)	AO: 3.1 – 3.3 (Unit 2)  AO: 4.3 (Unit 1) 1.1 – 1.4, 3.1, 3.2 (Unit 3)	AO: 1.1 – 1.3, 2.1 – 2.3, 3.1 – 3.4, 4.1-4.5  <b>Trip</b> – Cadbury world (joint construction trip)	
<b>Spring 1</b>	<p><b><u>Where does my food come from?- Group A</u></b></p> <p>Develop knowledge of food provenance Understand the source and characteristics of a range of ingredients Seasonality of ingredients Understand and apply the principles of nutrition Create healthy meals Name the key nutrients, sources and functions Acquire and demonstrate a range of food skills and techniques Follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes</p> <p><b>SMSC</b> – Pancake day – Make British Pancakes with toppings. Valentine’s day project – make a small sweet snack – heart shaped chocolate fondants</p> <p><b>Ass: Practical’s - fish cakes, chow mein, meatballs, Apple Crumble, Potato Gratin, Vegetable Bake , vegetable curry</b> <b>Informal teacher assessment</b> AO: 1.2, 1.3, 2.2, 4.3 (Unit 1) 1.2, 1.3 (Unit 2)</p>	<p><b><u>Seasons and Sources – Group A</u></b></p> <p>Deepen knowledge of food provenance and seasonality Adapt and follow recipes using a variety of ingredients and equipment to prepare and cook a range of more complex, healthy dishes Name the key nutrients, sources and functions Deepen and apply knowledge of consumer food and drink choice</p> <p><b>SMSC</b> – Pancake day – Make American pancakes with toppings. Valentine’s day project – Heart shaped biscuits</p> <p><b>Ass: Practical’s – Savoury Rice, Frittata, Turkey Burgers, Rhubarb Crumble, Spring Vegetable Risotto, Loaded Potato Skins, fish fingers</b></p> <p><b>Informal teacher assessment.</b> AO: 1.2, 1.3, 2.2, 4.3 (Unit 1) 1.1 – 1.3, 2.1, 3.1 – 3.2 (Unit 3)</p>	<p><b><u>World Foods – Group A</u></b></p> <p>Extend and apply knowledge of consumer food and drink choice Build and apply an expanding repertoire of knowledge, understanding and skills in order to create and make high quality dishes for a wide range of people Extend knowledge and understanding of food, diet and health Extend their knowledge of food provenance and consumer information Secure and demonstrate a range of food skills and techniques; Secure and demonstrate the principles of food hygiene and safety in a range of situations</p> <p><b>SMSC</b> – Pancake day - Make savoury pancakes. Valentine’s day project – Red velvet Cake</p> <p><b>ASS: : Practicals - Risotto, bolognese, paella, jerk chicken, peri-peri chicken, curry, apple fritters, fish patties</b> <b>Informal teacher assessment</b> AO: AO: 1.2, 1.3, 2.2, 4.3 (Unit 1) 1.1-1.4,3.2 (Unit 3)</p>	<p><b><u>Unit 2 – Understanding Food</u></b></p> <p>Nutritional Values Food Sources Understand the sources of food Throughout this unit students choose their own recipes to suit a criteria given by the teacher and adapt them to fit the topic (Minimum of 4 dishes)</p> <p><b>SMSC</b> – Pancake day – Topping challenge. Valentine’s day project – plan and make a suitable main meal for Valentines day</p> <p><b>ASS: Assessment of planning and practical work on dish adaptations.</b> <b>Fruit dish, vegetable dish, rice dish, fish dish, chicken dish, meat dish,</b> <b>Internal teacher assessment</b> AO: 1.1 – 1.3, 2.1-2.4, 3.1 – 3.3</p>	<p><b><u>Unit 4 – – Plan and produce dishes in response to a brief</u></b></p> <p>Be able to plan a menu for a set brief Be able to prepare and make the dishes on the planned menu Safe and Hygienic practices used in food preparation. Accurate use of equipment Skill Variation,</p> <p><b>SMSC</b> – Pancake day – design and make filled crepes. Valentine’s day project – Design and make Mocktails</p> <p><b>ASS: Assessment of planning and practical work Internal teacher assessment</b> AO: 1.3,1.4, 2.1-2.4, 3.1-3.4</p>
<b>Spring 2</b>	<p><b><u>Where does my food come from? - Group B</u></b></p> <p>Develop knowledge of food provenance Understand the source and characteristics of a range of ingredients Seasonality of ingredients Understand and apply the principles of nutrition Create healthy meals Name the key nutrients, sources and functions Acquire and demonstrate a range of food skills and techniques Follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes</p>	<p><b><u>Seasons and Sources - Group B</u></b></p> <p>Deepen knowledge of food provenance and seasonality Adapt and follow recipes using a variety of ingredients and equipment to prepare and cook a range of more complex, healthy dishes Name the key nutrients, sources and functions Deepen and apply knowledge of consumer food and drink choice</p> <p><b>SMSC</b> – Easter themed project – make Easter bunny truffles</p>	<p><b><u>World Foods – Group B</u></b></p> <p>Extend and apply knowledge of consumer food and drink choice Build and apply an expanding repertoire of knowledge, understanding and skills in order to create and make high quality dishes for a wide range of people Extend knowledge and understanding of food, diet and health Extend their knowledge of food provenance and consumer information Secure and demonstrate a range of food skills and techniques;</p>	<p><b><u>Unit 2 – Understanding Food</u></b></p> <p>Understand factors affecting food choices Throughout this unit students choose their own recipes and adapt them to fit the topic</p> <p><b>SMSC</b> – Easter themed project – make Easter decorated cupcakes</p> <p><b>ASS: Practical assessments of students own dish adaptations.</b> <b>Fruit dish, vegetable dish, rice dish, fish dish, chicken dish, meat dish</b> <b>Internal teacher assessment</b> AO: 1.1 – 1.3, 2.1-2.4, 3.1-3.3</p>	<p><b><u>Unit 4 (cont) – Plan and produce dishes in response to a brief</u></b></p> <p>Be able to prepare and make the dishes on the planned menu Safe and Hygienic practices used in food preparation. Accurate use of equipment Skill Variation. To be able to review the completed dishes <b>AO: 1.3,1.4, 2.1-2.4, 3.1-3.4</b></p> <p><b>SMSC</b> – Easter themed project – design and make moulded chocolate decorated Easter eggs</p>

	<p><b>SMSC</b> – Easter themed project – bake Easter biscuits</p> <p><b>Ass: Practical's</b> - fish cakes, chow mein, meatballs, Apple Crumble, Potato Gratin, Vegetable Bake , vegetable curry</p> <p><b>Informal teacher assessment</b> AO: 1.2, 1.3, 2.2, 4.3 (Unit 1) 1.2, 1.3 (Unit 2)</p> <p><b>Trip</b> – Fruit Picking</p>	<p><b>Ass: Practicals – Savoury Rice, Frittata, Chicken Burgers, Fish fingers, Rhubarb Crumble, Spring Vegetable Risotto, Loaded Potato Skins, fish fingers</b></p> <p><b>Informal teacher assessment</b> <b>End of unit skills test</b> AO: 1.2, 1.3, 2.2, 4.3 (Unit 1) AO: 1.1 – 1.3, 2.1, 3.1 – 3.2 (Unit 3)</p> <p><b>Trip</b> – Fruit picking</p>	<p>Secure and demonstrate the principles of food hygiene and safety in a range of situations</p> <p><b>SMSC</b> – Easter themed project – Make an Easter cake</p> <p><b>ASS: : Practicals - Risotto, bolognaise, paella, jerk chicken, peri-peri chicken, curry, apple fritters, fish patties</b></p> <p><b>Informal teacher assessment</b> AO: AO: 1.2, 1.3, 2.2, 4.3 (Unit 1) 1.1-1.4,3.2 (Unit 3)</p> <p><b>Trip</b> – Fruit Picking</p>	<p><b>Trip</b> – Farmers market</p>	<p><b>ASS: Assessment of planning and practical work. Internal teacher assessment</b></p> <p><b>Trip</b> – Visiting Chef</p>
<p><b>Summer 1</b></p>	<p><b><u>Food &amp; Cooking, Healthy Meals - Group A</u></b></p> <p>To develop cooking skills To cook a repertoire of healthy meals Develop the creative and practical expertise needed to perform everyday tasks confidently Cook a repertoire of predominantly savoury dishes. Develop knowledge and understanding of ingredients and healthy eating.</p> <p><b>ASS: Practicals – meatballs, kebabs, pizza, chilli, omelette, chicken goujons</b></p> <p><b>Active learning</b> <b>Informal teacher assessment</b> AO: 3.1,3.2,4.3 (Unit 1) 3.1 – 3.3 (Unit 3)</p> <p><b>Trip</b> – Farm to Fork</p>	<p><b><u>Fakeaways - Group A</u></b></p> <p>Further develop food skills and techniques. Further develop and demonstrate the principles of food hygiene and safety evaluate and test their ideas and the work of others Recall and apply the principles of <i>The Eatwell guide</i> and the 8 tips for healthy eating Deepen knowledge and understanding of food and nutrition Build and apply a repertoire of knowledge, understanding and skills in order to create and make recipes and healthy dishes for a wide range of people</p> <p><b>Ass: Practicals – Burgers, Peri-Peri Chicken, Kebabs, 'Fried' Chicken, Chicken Chow Mein, Pizza</b></p> <p><b>Active learning</b> <b>Informal teacher assessment</b> AO: 1.2, 1.3, 2.2, 4.3 (Unit 1) 1.1 – 1.4 (Unit 3)</p> <p><b>Trip</b> – Farm to Fork</p>	<p><b><u>Unit 3 – Ready Steady Cook- Group A</u></b></p> <p>Build and apply an expanding repertoire of knowledge, understanding and skills in order to create and make high quality dishes for a wide range of people Secure the creative, technical and practical expertise needed to perform everyday tasks confidently Evaluate and test their ideas and the work of others, and make recommendations for improvements Extend knowledge and understanding of food, diet and health Extend and apply their knowledge of consumer food and drink choice Introduction to KS4 work</p> <p><b>ASS: Practicals– quiche, moussaka, cook- kits, ready meals, foods for target market (teenagers)</b></p> <p><b>Active learning</b> <b>Informal teacher assessment</b> AO: 1.2, 1.3, 2.2, 4.3 (Unit 1) 1.1 – 1.4 (Unit 3)</p> <p><b>Trip</b> – Farm to Fork</p>	<p><b><u>Unit 4 – Plan and produce dishes in response to a brief</u></b></p> <p>Be able to plan a menu for a set brief Be able to prepare and make the dishes on the planned menu Safe and Hygienic practices used in food preparation. Accurate use of equipment Skill Variation,</p> <p><b>Ass: Informal teacher assessment, Practical and planning assessment</b> <b>AO: 1.1 - 1.3, 2.1 - 2.3, 3.3</b></p> <p><b>Trip</b> – Farm to Form</p>	<p><b><u>Coursework completion</u></b></p> <p>Ensure coursework is up to date Complete portfolio for submission</p> <p>Trip – Farm to Fork</p>

<p><b>Summer 2</b></p>	<p><b><u>Food &amp; Cooking, Healthy Meals - Group B</u></b></p> <p>To develop cooking skills          To cook a repertoire of healthy meals          Develop the creative and practical expertise needed to perform everyday tasks confidently          Cook a repertoire of predominantly savoury dishes.          Develop knowledge and understanding of ingredients and healthy eating.</p> <p><b>SMSC</b> – make food products for summer fayre, Eid project</p> <p><b>ASS: Practicals – meatballs, kebabs, pizza, chilli, omelette, chicken goujons</b>  <b>Active learning</b>  <b>Informal teacher assessment</b>          AO: 3.1,3.2,4.3 (Unit 1)          3.1 – 3.3 (Unit 2)          AO: 4.3 (Unit 1)          1.1 – 1.3 (Unit 3)</p>	<p><b><u>Fakeaways - Group B</u></b></p> <p>Further develop food skills and techniques.          Further develop and demonstrate the principles of food hygiene and safety          evaluate and test their ideas and the work of others          Recall and apply the principles of <i>The Eatwell guide</i> and the 8 tips for healthy eating          Deepen knowledge and understanding of food and nutrition          Build and apply a repertoire of knowledge, understanding and skills in order to create and make recipes and healthy dishes for a wide range of people</p> <p><b>Ass: Practicals – Burgers, Peri-Peri Chicken, Kebabs, 'Fried' Chicken, Chicken Chow Mein, Pizza</b>  <b>Active learning</b>  <b>Informal teacher assessment</b>          AO: 1.2, 1.3, 2.2, 4.3 (Unit 1)          1.1 – 1.4 (Unit 3)          1.1 – 1.3, 2.1-2.3, (Unit 4)</p>	<p><b><u>Unit 3 – Ready Steady Cook - Group B</u></b></p> <p>Build and apply an expanding repertoire of knowledge, understanding and skills in order to create and make high quality dishes for a wide range of people          Secure the creative, technical and practical expertise needed to perform everyday tasks confidently          Evaluate and test their ideas and the work of others, and make recommendations for improvements          Extend knowledge and understanding of food, diet and health          Extend and apply their knowledge of consumer food and drink choice          Introduction to KS4 work</p> <p><b>ASS: Practicals– quiche, moussaka, cook- kits, ready meals, foods for target market (teenagers)</b>  <b>Active learning</b>  <b>Informal teacher assessment</b>          AO: 1.2, 1.3, 2.2, 4.3 (Unit 1)          1.1 – 1.4 (Unit 3)          1.1 – 1.3, 2.1-2.3, (Unit 4)</p>	<p><b><u>Unit 4 (cont) – Plan and produce dishes in response to a brief</u></b></p> <p>Be able to prepare and make the dishes on the planned menu          Safe and Hygienic practices used in food preparation. Accurate use of equipment          Skill Variation. To be able to review the completed dishes</p> <p><b>SMSC</b> – make food products for summer fayre, Eid project</p> <p><b>Ass: Assessment of practical and planning skills. Informal teacher assessment</b>          AO: 1.3,1.4, 2.1-2.4, 3.1-3.4</p>	
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