

GCSE Food Preparation and Nutrition Overview.

	Autumn 1.	Autumn 2.	Spring 1.	Spring 2.	Summer 1.	Summer 2.
Year 10.	Food Safety.	Nutritional Needs and Health.	Macronutrients.	Food Science.	Food Choice.	Food Provenance.
Year 11.	NEA1. Syllabus.	NEA2. Syllabus.	NEA2. Syllabus.	Revision.	Exams.	Exams.

WJEC Food and Nutrition.

	Autumn 1.	Autumn 2.	Spring 1.	Spring 2.	Summer 1.	Summer 2.
Year 12 - HM.	Meeting nutritional needs of specific groups. Nutrients.	Meeting nutritional needs of specific groups. Coursework.	Meeting nutritional needs of specific groups. Coursework.	Meeting nutritional needs of specific groups. Coursework.	Experimenting to solve food production problems.	Experimenting to solve food production problems.
Year 12 – DLC	Meeting nutritional needs of specific groups. Nutrients.	Meeting nutritional needs of specific groups. Target groups.	Meeting nutritional needs of specific groups. Dietary diseases.	Meeting nutritional needs of specific groups. Case study.	External Exam. Experimenting to solve food production problems.	Experimenting to solve food production problems.
Year 13 - HM.	Experimenting to solve food production problems.	Experimenting to solve food production problems.	Ensuring food is safe to eat.	Ensuring food is safe to eat.	External Exam.	
Year 12 – KMS	Experimenting to solve food production problems.	Experimenting to solve food production problems.	Ensuring food is safe to eat.	Ensuring food is safe to eat.	External Exam.	

Year 9 Planning – September 2023.

Lesson.	Objectives.	Starter.	Main Body.	Plenary.	Homework.
1 Intro/ Hazards	To understand how to work safely and hygienically in the food rooms To apply knowledge of health and safety in 'find and seek' activity To explain potential hazards in the food rooms	Introduction to the course. Expectations. 'What not to do in the kitchen' – pupils to copy tables into books and fill in whilst video is on, discussion to follow about what the pupils saw.	'Hunt for the rules' – using laminated hazards placed around the room, pupils must find the hazard and create a rule for the food room based on this. Stretch and challenge- why is this rule important? E.g. jewellery could harbour germs. Explain practical and homework. Units/Working groups. Pupils could investigate cupboards and drawers if time.	MWB Quiz based on lesson and video of KMS 'entering the classroom'.	Fridge Storage.
2 Chilli	To understand how to work safely and hygienically Produce a successful bolognese or chilli Work as a team to ensure a successful tidy up	Objectives. Health and safety guidelines. Get equipment and ingredients out.	Chilli Con Carne or Spaghetti Bolognese Practical.	Hands up questions from PP.	None set.
3 EWG	Be able to explain what the Eatwell Guide is	Display the Eatwell Guide on the board as pupils enter.	Share lesson objectives Task 1 - Watch the video clip – listen carefully. Answer the questions as a class.	Hand out pizza ingredients for next lesson – discuss.	None set

	Understand the importance of eating a balanced diet Apply your knowledge about the different sections to different dishes.	Question for the class in pairs. What is the Eatwell Guide? Pupils to write the perfect answer in their books.	Task 2 - Draw a circle in your books to create the Eatwell Guide. (There is a blank for to be printed for any pupils that struggle with this) Use slides 7 -13 to discuss and pupils to write down the key points in red in each section plus two food examples. Task 3 – What is a composite food? Get pupils to fill this in on the white board.	Complete the quiz in books. 10/10 = 1 HP	
4 Pizza	Work in a safe and hygienic manner preventing any cross-contamination. Independently produce your own pizza. Explain how your pizza links to the Eatwell Guide.	Objectives. HATTIE on the board as the pupils arrive to the lesson.	Pizza practical.	Nutritional Pizza Plenary – discuss ingredients and how they link to the Eatwell Guide. Question and answer session.	Question and answer activity linking their pizza to the Eatwell Guide.
5 Labelling	Recognise nutritional information on food products Summarise why food needs to be labelled	Pupils to think about what needs to be on food labels by law. Write down their answers. Then watch the video	Slide 5- question pupils about what the difference between used-by and best before date is. Food labelling activity. Different labels around the room, pupils to fill out the work sheet. Model the first one on the	Pupils to design pizza packaging based on their pizza they made last lesson.	6Rs homework sheet Stir Fry recipe

	Understand current environmental issues concerning food	and pupils to add to their answers in a different colour pen.	board. (Labels are already printed off from last year) Match the 6Rs to the correct definition.		
6	Work in a safe and hygienic manner preventing any cross-contamination. Independently produce your own vegetable stir fry. Be able to use the bridge and claw method to chop your vegetables.	Objectives. HATTIE on the board as the pupils arrive to the lesson.	Stir-fry practical.	Class plenary looking at the different methods of chopping/slicing.	No homework set.
7 Packaging	To understand why food needs to be packaged. Evaluate and debate two different types of coffee packaging. Analyse advantages and disadvantages of different packaging.	Using the information and their own knowledge of recyclable packaging. Put them into teams- two for glass jar, two for refill packaging. Get class to feedback.	Question pupils on the 4Ps of why we package food. Gap fill on these key terms (there is a sheet but I will probably get them to write it in their book) Discuss the 4 different types of packaging. Get pupils to draw the table into their books and then write the advantages and disadvantages of each.	Pointless plenary- link back to objectives and one thing they have learnt this lesson. The pupil with the most 'pointless' answer wins.	Recipe for next lesson

			There are some sheets if pupils are struggling.		
8 Cheesecake	Describe how to adapt recipes to make them more sustainable Understand how to make a cheesecake using specialist equipment Work in a safe and hygienic manner	Objectives Starter-equipment hunt on board	Cheesecake practical	Pupils to place their cheesecake on desk. WWW Next	Homework- 4 adaptations of original cheesecake recipe.
9	Know how to make fresh pasta understand the problems that you might encounter when producing a batch. Be aware of what is required in accordance with the law on your 'Spaghetti Carbonara' packaging in preparation for your ICT lesson. Plan in a team how you are going to produce	Board work for pupils to come into - Look at the picture clues What do they tell you about the focus of todays lesson? Do you know the difference	Complete the Literacy focus Task using the laminated sheets. In pairs what information do you think is required on the label by law? Now determine what the Spaghetti Carbonara ingredient list will look like.	Plan the Spaghetti Carbonara group task for next lesson. Allocate jobs to the pupils in your group.	Bella Italia Task Ingredients List 1 egg 2 slices bacon 25g cheddar cheese

	your batch of Spaghetti Carbonara safely and hygienically	between these THREE pasta's?			
10	Work safely and hygienically. Produce a batch of fresh pasta and turn it into Spaghetti Carbonara	Objectives. Health and safety guidelines.	Group task Spaghetti Carbonara Practical.	Check your area Check your sink Label your carbonara.	None set. Take in the Bella Italia Task. Mark with stamp and link to literacy
11	Understand how to effectively carry out a tasting session. Understand the term objective and subjective when linked to tasting.	True/False question sheet showing progress to be completed at the start and end of the lesson.	Sensory Analysis session. Three investigations based on jelly beans, jellies and Pringles.	True/False question sheet showing progress to be completed at the start and end of the lesson.	Sensory analysis task 1.
12	Independently produce a piped biscuit. Work safely and hygienically.	Objectives. Health and safety guidelines.	Melting Moments Practical.	Peer assessment.	Sensory analysis task 2.

13	Use their prior knowledge to identify food preferences in target audiences. To evaluate a product using a star profile. To design a product linking it to a design specification.	Biscuit 4 x 4 sheet - pupils to spend 5 minutes sketching on the sheet and 5 minutes sharing ideas as a class.	Biscuit analysis – each table to have a different packet of biscuits. Questions on the power point, they could be written on a post-it note or just discussed as a small group. 5 minutes looking at questions and 5 minutes sharing. Jammie Dodger Analysis – as a class brainstorm eight descriptive words for a Jammie Dodger, the pupils can write these on their star profile and then individually they can complete their own scores and join up. (10 minutes) Power point slide on Design Specification – briefly explain what one is, everyone works to the first three points and obviously chooses their own target audience. Pupils to sketch one idea of a biscuit based on the Melting Moments and possibly using ideas from their own or someone else's 4 x 4. (If time they can sketch 2) Add two more points to the Design Specification that will be individual and based on their sketch. (15 minutes) Add ingredients they will need onto their recipe sheet they used the previous week – there is a box at the	Write down sensory words for each picture on a post-it note or discuss as a class.	No homework.
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			bottom for them to complete. (5 minutes)		
14	Independently produce a piped biscuit. Work safely and hygienically.	Objectives. Explanation of assessment methods.	Practical design idea.	Assessed practical linked to levels.	None set.