Concepts	
Principles of Nutrition and Health	Understand and apply the principles of nutrition and health.
Cooking Techniques	To become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes.
Food Ingredients	Understand the source, seasonality and characteristics of a broad range of ingredients.

Year 7						
	Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theory Learning	To understand and apply theory on the hazards within a working kitchen including the carrying and use of knives during a practial activity. To understand the different food groups within the eatwell guide. To understand the causes of bacteria in food and how it can be iliminated using different heat transfer methods. To understand the basic principles of food provenance and seasonality	To gain a basic understanding of the types of carbohydrates, sources and function in the diet. To gain a basic understanding of the types of cereals, sources and function in the diet. Understanding the legal requirements of food labeling, the trafic light system used and the importance of allergens on ingredient lists to protect consumers.	To gain an understanding of why we need energy in our diets, where it comes from and how the body processes it. To understand why we need to balance energy in the body and what could happen if we do not. To gain a more in-depth knowledge of bacteria, how it is caused, its effects and how we can illiminate it from food sources.	To understand and apply theory on the hazards within a working kitchen including the carrying and use of knives during a practial activity. To understand the different food groups within the eatwell guide. To understand the causes of bacteria in food and how it can be iliminated using different heat transfer methods. To understand the basic principles of food provenance and seasonality	To gain a basic understanding of the types of carbohydrates, sources and function in the diet. To gain a basic understanding of the types of cereals, sources and function in the diet. Understanding the legal requirements of food labeling, the trafic light system used and the importance of allergens on ingredient lists.	To gain an understanding of why we need energy in our diets, where it comes from and how the body processes it. To understand why we need to balance energy in the body and what could happen if we do not. To gain a more in-depth knowledge of bacteria, how it is caused, its effects and how we can illiminate it from food sources.

Practical learning	To demonstrate the safe use of knives in a working kitchen including the two cutting techniques. To demonstrate the use of convection and grill as methods of heat transfer. To demonstrate the importance of hygiene to prevent cross-contamination and understanding how chicken is cooked and safe to eat.	To demonstrate the safe use of radiation and conduction as heat transfer methods and temperature control. To demonstrate, the use of the rubbing-in method used in baking.	To demonstrate the bread making process including the concept of dextrinisation and how to make and shape a dough.	To demonstrate the safe use of knives in a working kitchen including the two cutting techniques. To demonstrate the use of convection and grill as methods of heat transfer. To demonstrate the importance of hygiene to prevent cross-contamination and understanding how chicken is cooked and safe to eat.	To demonstrate the safe use of radiation and conduction as a heat transfer methods and temperature control. To demonstrate, the use of the rubbing-in method used in baking.	To demonstrate the bread making process including the concept of dextrinisation and how to make and shape a dough.
Concepts	Principles of nutrition and Health Cooking techniques Food ingredients	Principles of nutrition and Health Cooking techniques Food ingredients	Principles of nutrition and Health Cooking techniques Food ingredients	Principles of nutrition and Health Cooking techniques Food ingredients	Principles of nutrition and Health Cooking techniques Food ingredients	Principles of nutrition and Health Cooking techniques Food ingredients
What is needed to master the knowledge	Develop and display an understanding of the hazards that present themselves in a kitchen. Be able to explain the journey our food takes from producer to consumer. Discuss and demonstrate an understanding of the eatwell plate in order to make healthy choices. Be able to explain the the dangers of cooking and storing meats. Develop an ability to read, interpret and follow a recipe. Demonstrate skills required in the preparation of food such as knife skills, the use of different heat transfer methods.	To be able to identify sources of carbohydrates and cereals in the diet and describe their funtion in the body. To be able to use the trafic light system on a variety of packaging to inform and make healthy food choices. To be able to identify and explain the main food allergens and why these need to be displayed on food packaging labels. Develop an ability to read, interpret and follow a recipe. Demonstrate skills required in the preparation of food such as knife skills, the use of different heat transfer methods.	To be able to explain why we need energy sources in our diets. To be able to explain wny we need to balance energy in our diets and the health implications if we do not. To explain where bacteria comes from, the variables it needs to grow and how we can illiminate bactieria through hygiene and cooking methods.	Develop and display an understanding of the hazards that present themselves in a kitchen. Be able to explain the journey our food takes from producer to consumer. Discuss and demonstrate an understanding of the eatwell plate in order to make healthy choices. Be able to explain the the dangers of cooking and storing meats. Develop an ability to read, interpret and follow a recipe. Demonstrate skills required in the preparation of food such as knife skills, the use of different heat transfer methods.	To be able to identify sources of carbohydrates and cereals in the diet and describe their funtion in the body. To be able to use the trafic light system on a variety of packaging to inform and make healthy food choices. To be able to identify and explain the main food allergens and why these need to be displayed on food packaging labels.	To be able to explain why we need energy sources in our diets. To be able to explain wny we need to balance energy in our diets and the health implications if we do not. To explain where bacteria comes from, the variables it needs to grow and how we can illiminate bactieria through hygiene and cooking methods.

Common Misconceptions	- The temperatures at which bacteria grows/is killed - the difference between convection and conduction methods of heat transfer and their application in cooking food - categorising foods that are caught, grown and reared.	The sources/ functions of carbohydrates and cereals. The allergens and the risks of allergens to some consumers. The importance of labelling to inform and protect consumers.	To know the correct conditions bacteria need to grow. Understand the sources and functions of energy in the diet.	- The temperatures at which bacteria grows/is killed - the difference between convection and conduction methods of heat transfer and their application in cooking food - categorising foods that are caught, grown and reared.	The sources/ functions of carbohydrates and cereals. The allergens and the risks of allergens to some consumers. The importance of labelling to inform and protect consumers.	To know the correct conditions bacteria need to grow. Understand the sources and functions of energy in the diet.
Year 8						
	Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theory Learning	To gain an understanding of the concept of "food miles" and the journey our food takes from producer to consumer taking into consideration factors such as seasonality and fair trade. To explore the eatwell guide as a government guideline for healthy eating and gain an understanding of Obesity as a global health issue. To gain a greater understanding of food provenance and its relationship to organic and non-organic methods of food production. To gain a greater understanding of heat transfer methods in cooking and how we can maintain the nutritional value of foods whilst ensuring foods are cooked thoroughly. To develop an understanding of the sources and functions or protein in the diet.	To gain an understanding of the effect that culture has on cuisine and to understand the effect that different cultures from around the world has influenced the cuisine here in the UK. To understand the factors that affect our daily food choices.	To recognise the importance of macro-nutrients in the diet. To investigate how we can make recipes cheaper. To understand the storage of high and low risk foods safely.	To gain an understanding of the concept of "food miles" and the journey our food takes from producer to consumer taking into consideration factors such as seasonality and fair trade. To explore the eatwell guide as a government guideline for healthy eating and gain an understanding of Obesity as a global health issue. To gain a greater understanding of food provenance and its relationship to organic and non-organic methods of food production. To gain a greater understanding of heat transfer methods in cooking and how we can maintain the nutritional value of foods whilst ensuring foods are cooked thoroughly. To develop an understanding of the sources and functions or protein in the diet.	To gain an understanding of the effect that culture has on cuisine and to understand the effect that different cultures from around the world has influenced the cuisine here in the UK. To understand the factors that affect our daily food choices. To recognise the importance of macro-nutrients in the diet. To investigate how we can make recipes cheaper. To understand the storage of high and low risk foods safely.	To recognise the importance of macro-nutrients in the diet. To investigate how we can make recipes cheaper. To understand the storage of high and low risk foods safely.

Practical learning	Building on year 7 knowledge and demonstration of the safe handling of knives in a working kitchen. Demonstrating the use of a wider range of utensils including a blender. To demonstrate the use of a range of heat transfer methods safely and the ability to follow a more detailed recipe than in year 7.	Demonstrate the process of marinating meat and understanding the sensory reasons behind this process. To demonstrate the safe cooking of meat, including the importance of hygiene to reduce the chance of cross-contamination.	To demonstrate the use of raising agents in baking and their chemical reaction. To develop further bread making skills introduced in year 7.	Building on year 7 knowledge and demonstration of the safe handling of knives in a working kitchen. Demonstrating the use of a wider range of utensils including a blender. To demonstrate the use of a range of heat transfer methods safely and the ability to follow a more detailed recipe than in year 7.	Demonstrate the process of marinating meat and understanding the sensory reasons behind this process. To demonstrate the safe cooking of meat, including the importance of hygiene to reduce the chance of cross-contamination.	To demonstrate the use of raising agents in baking and their chemical reaction. To develop further bread making skills introduced in year 7.
Concepts	Principles of nutrition and Health Cooking techniques Food ingredients	Principles of nutrition and Health Cooking techniques Food ingredients	Principles of nutrition and Health Cooking techniques Food ingredients	Principles of nutrition and Health Cooking techniques Food ingredients	Principles of nutrition and Health Cooking techniques Food ingredients	Principles of nutrition and Health Cooking techniques Food ingredients
What is needed to master the knowledge	To carry out simple BMI calculations, in order to categorise into; healthy, underweight, optimal, overweight and obese. Know the long-term health risks with obesity and why obesity is a global issue. Develop knowledge on heat transfer and know the main reasons why we cook foods. To explain the functions of protein in the diet and know sources of high and low-biological value proteins.	Explain the reasons why British cuisine has been influenced by other cultures/countries ideas. Understand how people's food choices can be affected by numerous factors (seasonality, religion, setting, time, cost).	Explain the three types of macronutrients. Understand the role/function of each of these macronutrients in the diet, and know the sources of macronutrients in our diet. Know how to safely store high/low risk foods. Explain why foods might be categorised as high/low risk.	To carry out simple BMI calculations, in order to categorise into; healthy, underweight, optimal, overweight and obese. Know the long-term health risks with obesity and why obesity is a global issue. Develop knowledge on heat transfer and know the main reasons why we cook foods. To explain the functions of protein in the diet and know sources of high and low-biological value proteins.	Explain the reasons why British cuisine has been influenced by other cultures/countries ideas. Understand how people's food choices can be affected by numerous factors (seasonality, religion, setting, time, cost).	Explain the three types of macronutrients. Understand the role/function of each of these macronutrients in the diet, and know the sources of macronutrients in our diet. Know how to safely store high/low risk foods. Explain why foods might be categorised as high/low risk.

Common Misconceptions	Use the correct BMI calculation. Understand the use of different heat transfer methods in recipes. Knowing the importance of why we need to reduce our food miles/carbon footprint.	Knowing how culture can affect people's food choices. Understand that the influence on British cuisine can come from people visiting other places, new ingredients, and people from other countries coming to Britain with new ingredients, recipes and ideas.	Know the role of macronutrients in the diet. Understanding of the difference between high/low risk foods.	Use the correct BMI calculation. Understand the use of different heat transfer methods in recipes. Knowing the importance of why we need to reduce our food miles/carbon footprint.	Knowing how culture can affect people's food choices. Understand that the influence on British cuisine can come from people visiting other places, new ingredients, and people from other countries coming to Britain with new ingredients, recipes and ideas.	Know the role of macronutrients in the diet. Understanding of the difference between high/low risk foods.
Year 9						
	Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Theory Learning	To understand the concept of food waste and its impact on the environment including methods we can use to reduce food waste. To gain an understanding of the three main types of raising agents, how they work and implications of over measuring (focusing on chemical/mechanical). To understand the conept of "ethical food choice" in relation to farming methods and genetically modified foods. To understand sustainability and food security worldwide. To understand how culture afftecs food choice including religion as a key factor.	To understand the requirements of special dietry needs including common intolerances such as coeliac disease. To look at the third type of raising agent (biological) with an emphasis on yeast and how it acts as a raising agent in baked products.	To introduce the commodity of Dairy focusing on milk, cheese and yogurt. To understand the importance of fats in the diet as a macro nutrient, its benefits and imlications of too much fat in the diet.	To understand the concept of food waste and its impact on the environment including methods we can use to reduce food waste. To gain an understanding of the three main types of raising agents, how they work and implications of over measuring. To understand the concept of "ethical food choice" in relation to farming methods and genetically modified foods. To understand sustainability and food security worldwide. To understand how culture afftecs food choice including religion as a key factor.	To understand the requirements of special dietry needs including common intolerances such as celeiac disease.	To gain an understanding of biological raising agents and their use in food production. To introduce the commodity of Dairy focusing on milk, cheese and yogurt. To understand the importance of fats in the diet as a macro nutrient, its benefits and imlications of too much fat in the diet.

Practical learning	Building on year 8 knowledge and demonstration of the safe handling of knives in a working kitchen. Demonstrating the use of a wider range of utensils. To demonstrate the use of a range of heat transfer methods safely. To demonstrate the creaming method in baking and the use of yogurt as a raising agent. To further demonstrate the ability to follow a more detailed recipe than in year 8.	Building on year 8 knowledge and demonstration of the safe handling of knives in a working kitchen. Demonstrating the use of a wider range of utensils. To demonstrate the use of a range of heat transfer methods safely.To demonstrate the rubbing-in method used in baking and biological raising agents in baking.	Building on year 8 knowledge and demonstration of the safe handling of knives in a working kitchen. Demonstrating the use of a wider range of utensils. To demonstrate the use of a range of heat transfer methods safely. To demonstrate the skill of sauce making and creaming method used in baking.	Building on year 8 knowledge and demonstration of the safe handling of knives in a working kitchen. Demonstrating the use of a wider range of utensils. To demonstrate the use of a range of heat transfer methods safely. To demonstrate the creaming method in baking and the use of yogurt as a raising agent. To further demonstrate the ability to follow a more detailed recipe than in year 8.	Building on year 8 knowledge and demonstration of the safe handling of knives in a working kitchen. Demonstrating the use of a wider range of utensils. To demonstrate the use of a range of heat transfer methods safely.To demonstrate the rubbing-in method used in baking and biological raising agents in baking.	Building on year 8 knowledge and demonstration of the safe handling of knives in a working kitchen. Demonstrating the use of a wider range of utensils. To demonstrate the use of a range of heat transfer methods safely. To demonstrate the skill of sauce making and creaming method used in baking.
Concepts	Principles of nutrition and Health Cooking techniques Food ingredients	Principles of nutrition and Health Cooking techniques Food ingredients	Principles of nutrition and Health Cooking techniques Food ingredients	Principles of nutrition and Health Cooking techniques Food ingredients	Principles of nutrition and Health Cooking techniques Food ingredients	Principles of nutrition and Health Cooking techniques Food ingredients
What is needed to master the knowledge	Develop an understanding of the three categories of raising agents and how they are used in different recipes. To understand how genetically modified foods could shape future foods, and how they can change the DNA of produce. Understand how we can reduce food waste and improve the sustainability of food to reduce the risk to future generations and the environment.	To carry out theory and practical learning linking to special dietary needs and biological raising agents. Understand the dietary needs of special diets including veganism, coeliac disease, diabetes.	To understand the importance/ function of fats in the diet. Gain knowledge into the processing of milk into cheese and yoghurt, whilst understanding the nutritional value of dairy as a commodity.	Develop an understanding of the three categories of raising agents and how they are used in different recipes. To understand how genetically modified foods could shape future foods, and how they can change the DNA of produce. Understand how we can reduce food waste and improve the sustainability of food to reduce the risk to future generations and the environment.	To carry out theory and practical learning linking to special dietary needs and biological raising agents. Understand the dietary needs of special diets including veganism, coeliac disease, diabetes.	To understand the importance/ function of fats in the diet. Gain knowledge into the processing of milk into cheese and yoghurt, whilst understanding the nutritional value of dairy as a commodity.

Common Misconceptions	Know why we waste foods. Understand the different uses of raising agents in different recipes. To understand how we can be more sustainable with foods.	Knowing why some people have to follow strict, special diets. Explaining the severity of coeliac disease.	Knowing how biological raising agents work during the fermentation process. Know the process of turning milk into other products through secondary processing stages.	Know why we waste foods. Understand the different uses of raising agents in different recipes. To undertsand how we can be more sustainable with foods.	Knowing why some people have to follow strict, special diets. Explaining the severity of coeliac disease.	Knowing how biological raising agents work during the fermentation process. Know the process of turning milk into other products through secondary processing stages.

Concept	Explanation of concept
Diet and Good Health	Examining the recommended daily intake allowances for a range of life stages, individuals with specific dietary needs and individuals with specific lifestyle needs to enable the planning of balanced diets for these differing individuals whilst investigating and calculating energy and nutritional values of recipes, meals and diets
Food Commodities	For each commodity learners will explore, the value of the commodity in the diet, features and characteristics including the working characteristics, the origins of each. You will also experiment with the commodities to explore physical and chemical changes that occur as a result of given actions, consider complementary actions of a commodity and prepare and cook dishes using commodities
Principles of nutrition	Exploring the role of micro and macro-nutrients in human nutrition including their function, main sources, dietary reference values, malnutrition, recommended daily allowances and complementary actions
Where food comes from	Exploring food provenance, food origins, food miles, sustainability of food and food security. Investigating the development of culinary traditions in British and international cuisines and the production processes used and the impacts of these processes on differing foods.
The science of food	Exploring the theoretical and practical application of how preparation and cooking affects the sensory and nutritional properties of food. Undertaking experimental work to produce dishes by following or modifying recipes to investigate the working characteristics, functional and chemical properties of ingredients to achieve a particular result. In addition, investigating microbiological food safety principles when buying, storing, preparing and cooking food
Cooking and food preparation	Examining the factors that affect food choice for different individuals and groups of people and the information that is available to the consumer to help make informed decisions for a healthy balanced diet. Development of preparation and cooking techniques demonstrating a range of skills whilst developing recipes and meals to meet a specific nutritional need

September 2024-July 2025	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10						
Learning	Fruits and Vegetables including Potatoes (fresh, frozen, dried, canned and Juiced. Key areas covered for every commodity; Provenance, How commodity is grown/reared and processed, Classification, nutritional values, Dietary Considerations, food science, experiment investigations, food hygiene and safety and storage	Cereals including flours, breakfast cereals, bread and pasta. Key areas covered for every commodity; Provenance, How commodity is grown/reared and processed, Classification,	Meat, fish, poultry and eggs. Key areas covered for every commodity; Provenance, How commodity is grown/reared and processed, Classification, nutritional values, Dietary	Milk, cheese and yogurt. Key areas covered for every commodity; Provenance, How commodity is	Butter, oils, margarine, sugar and syrup. Key areas covered for every commodity; Provenance, How	Soya, tofy, beans, nuts and seeds. Key areas covered for every commodity; Provenance,
Concepts	Diet and good health Principles of Nutrition and food preparation Food Commodities The Science of food Where food comes from Cooking	Diet and good health Food Commodities Principles of Nutrition	Diet and good health Food Commodities Principles of Nutrition	Diet and good health Food Commodities Principles of Nutrition	Diet and good health Food Commodities Principles of Nutrition	Diet and good health Food Commodities Principles of Nutrition
Sticking Points Common Misconceptions	Sources of fruits/vegetables, where our food comes from, allergies, food hygiene, science behind food.	Meaning of 'cereals', nutritional values of foods, allergies and food choices.	Food safety for raw meat/fish, allergies and interolances, food provenance.	Micro-organisms in food (good and bad), allergies, primary and secondary processing.	Fats are thought to be bad for us, however are an essential macronutrient for protection of	Dietary needs/ choices, food science, low biological sources of protein (vegetarian).
AOs	A01: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2: Apply knowledge and understanding of nutrition, food and preparation AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.	A01: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2: Apply knowledge and understanding of nutrition, food and	A01: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2: Apply knowledge and understanding of nutrition, food and	A01: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.	A01: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.	A01: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.
Mastery Learning	Accurately describes the effects of deficiencies in the diet including bone health and healthy blood Describe the process of undertaking a scientific investigation and the importance of a control, variables and a fair test.	Accurately describes the effects of deficiencies in the diet and the effects of allergies and intolerances.	Clear and well-reasoned explanation of the effects of deficiencies of key nutrients in the diet.	Accurately describes the effects of deficiencies in the diet and the	Clear and well-reasoned explanation of the effects of	Accurately describes the effects of deficiencies in the diet and
Year 11						
Learning	NEA Assessment 1 - Preparation and completion Key learning includes a focus on how to conduct the NEA assessment 1 ensuring learners are familiar with the mark scheme and how to be successful in NEA assessment 1. Key areas of the assessment include; research methods, hypothesis setting, plan of action, writing up an experiment, analysis results of experiment and drawing conclusions, referencing sources.	NEA Assessment 2 - completion. Key learning includes students working independelty on the following; research methods (a range to be conducted and analysed), plan of action, justifying choices, requisitions, time plan, evaluation (including sensory analysis)	Active revision with independent study and regular completion and success with past exam papers. Revision strategies and timetable being actively used. Use of examiner's report with marks scheme and past papers to achieve best practice in MB3.	Key Concept revision from learning completed in year 10. Key learning on the strategies to achieve MB3 answers.	Key Concept revision from learning completed in year 10. Key learning on the strategies to achieve MB3 answers.	Key Concept revision from learning completed in year 10. Key learning on the strategies to achieve MB3 answers.

Concepts	The science of food	Diet and good health Food Commodities Principles of Nutrition The Science of food Cooking and food preparation Where food comes from	Diet and good health Food Commodities Principles of Nutrition The Science of food Cooking and food preparation Where food comes from	Diet and good health Food Commodities Principles of Nutrition The Science of food Cooking and food preparation Where food comes from	Diet and good health Food Commodities Principles of Nutrition The Science of food Cooking and food preparation Where food comes from	Diet and good health Food Commodities Principles of Nutrition The Science of food Cooking and food preparation Where food comes from
Sticking Points Common Misconceptions	Assessment technique, science behind food, product analysis.	Reason for time plan, understanding of sensory analysis, science behind food.	Heat transfer methods, food preperation techniques, science behind foods, use of foods in our diet.	Food miles, where our food comes from,	Exam command words, exam technique, structure of answers, reading the question.	Importance of revision, exam strategy/ technique, command words.
AOs	A01: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2: Apply knowledge and understanding of nutrition, food and preparation AO3: Plan, prepare, cook and present dishes, combining appropriate techniques. AO4: Analysis and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.	A01: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2: Apply knowledge and understanding of nutrition, food and preparation AO3: Plan, prepare, cook and present dishes, combining appropriate techniques. AO4: Analysis and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.	A01: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2: Apply knowledge and understanding of nutrition, food and preparation AO3: Plan, prepare, cook and present dishes, combining appropriate techniques. AO4: Analysis and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.	A01: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2: Apply knowledge and understanding of nutrition, food and preparation AO3: Plan, prepare, cook and present dishes, combining appropriate techniques. AO4: Analysis and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.	A01: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2: Apply knowledge and understanding of nutrition, food and preparation AO3: Plan, prepare, cook and present dishes, combining appropriate techniques. AO4: Analysis and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.	A01: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2: Apply knowledge and understanding of nutrition, food and preparation AO3: Plan, prepare, cook and present dishes, combining appropriate techniques. AO4: Analysis and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.
Mastery Learning	For the NEA 1 practice: Used a range of relevant sources to research the task, create a plan of action, predict an outcome Demonstrated their ability to review and make improvements to the investigation by amending the ingredients to include the most appropriate ingredients, process and cooking method demonstrate an understanding of the working characteristics and functional and chemical properties of the ingredients selected Recorded the outcomes of their investigation, the modification and adjustments made during the preparation and cooking process, and the sensory preference tests carried out to formulate the results analyse the data and results collected, draw conclusions justifed findings, the reasons for the success or failure of the ingredients selected to trial evaluated the hypothesis and confirm if the prediction was proven	For the NEA 1 - final: Used a range of relevant sources to research the task, create a plan of action, predict an outcome Demonstrated their ability to review and make improvements to the investigation by amending the ingredients to include the most appropriate ingredients, process and cooking method demonstrate an understanding of the working characteristics and functional and chemical properties of the ingredients selected Recorded the outcomes of their investigation, the modification and adjustments made during the preparation and cooking process, and the sensory preference tests carried out to formulate the results analyse the data and results collected, draw conclusions justifed findings, the reasons for the success or failure of the ingredients selected to trial evaluated the hypothesis and confirm if the prediction was proven	Used a range of research skills to investigate the NEA 2 Demonstrate knowledge and understanding in the choice of dishes when selecting a final menu Planned the task and produce a clear dovetailed sequence of work to include health and safety points and quality points • demonstrate health and safety procedures when preparing, cooking and presenting a menu of three dishes • selected, demonstrated and applied a variety of technical skills in the preparation, cooking and presentation, of three dishes to meet a particular requirement • used a wide range of ingredients/commodities to produce very different types of dishes • demonstrated excellent and where appropriate complex knife skills, the ability to weigh and measure accurately • tested the dishes for readiness using the appropriate technique and judge and manipulate sensory properties during the cooking processes • demonstrated portion control, excellent presentation to include how the dishes would form part of a meal and food	Active revision with independent study and regular completion and success with past exam papers. Revision strategies and timetable being actively used. Use of examiner's report with marks scheme and past papers to achieve best practice in MB3.	Active revision with independent study and regular completion and success with past exam papers. Revision strategies and timetable being actively used. Use of examiner's report with marks scheme and past papers to achieve best practice in MB3.	Active revision with independent study and regular completion and success with past exam papers. Revision strategies and timetable being actively used. Use of examiner's report with marks scheme and past papers to achieve best practice in MB3.