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

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

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

	Building on year 7 knowledge and	Demonstrate the process of	To demonstrate the use of	Building on year 7 knowledge and	Demonstrate the process of	To demonstrate the use of
	demonstration of the safe handling	marinating meat and	raising agents in baking	demonstration of the safe handling	marinating meat and	raising agents in baking
	of knives in a working kitchen.	understanding the sensory	and their chemical	of knives in a working kitchen.	understanding the sensory	and their chemical
	Demonstrating the use of a wider	reasons behind this process.	reaction. To develop	Demonstrating the use of a wider	reasons behind this process.	reaction. To develop
	range of utensils including a blender.	To demonstrate the safe	further bread making	range of utensils including a	To demonstrate the safe	further bread making
Practical learning	To demonstrate the use of a range of	cooking of meat, including	skills introduced in year	blender. To demonstrate the use of	cooking of meat, including the	skills introduced in year
	heat transfer methods safely and the	the importance of hygiene to	7.	a range of heat transfer methods	importance of hygiene to	7.
	ability to follow a more detailed	reduce the chance of cross-		safely and the ability to follow a	reduce the chance of cross-	
	recipe than in year 7.	contamination.		more detailed recipe than in year 7.	contamination.	
	Principles of nutrition and Health	Principles of nutrition and	Principles of nutrition and	Principles of nutrition and Health	Principles of nutrition and	Principles of nutrition and
Concents	Cooking techniques	Health	Health	Cooking techniques	Health	Health
Concepts	Food ingredients	Cooking techniques	Cooking techniques	Food ingredients	Cooking techniques	Cooking techniques
		Food ingredients	Food ingredients		Food ingredients	Food ingredients
	To carry out simple BMI	Explain the reasons why	Explain the three types of	To carry out simple BMI	Explain the reasons why	Explain the three types of
	calculations, in order to categorise	British cuisine has been	macronutrients.	calculations, in order to categorise	British cuisine has been	macronutrients.
	into; healthy, underweight, optimal,	influenced by other	Understand the	into; healthy, underweight,	influenced by other	Understand the
	overweight and obese. Know the	cultures/countries ideas.	role/function of each of	optimal, overweight and obese.	cultures/countries ideas.	role/function of each of
	long-term health risks with obesity	Understand how people's	these macronutrients in	Know the long-term health risks	Understand how people's food	these macronutrients in
	and why obesity is a global issue.	food choices can be affected	the diet, and know the	with obesity and why obesity is a	choices can be affected by	the diet, and know the
What is needed to master	Develop knowledge on heat	by numerous factors	sources of	global issue. Develop knowledge	numerous factors	sources of
the knowledge	transfer and know the main	(seasonality, religion, setting,	macronutrients in our	on heat transfer and know the	(seasonality, religion, setting,	macronutrients in our
the knowledge	reasons why we cook foods. To	time, cost).	diet. Know how to safely	main reasons why we cook foods.	time, cost).	diet. Know how to safely
	explain the functions of protein in		store high/low risk foods.	To explain the functions of protein		store high/low risk foods.
	the diet and know sources of high		Explain why foods might	in the diet and know sources of		Explain why foods might
	and low-biological value proteins.		be categorised as	high and low-biological value		be categorised as
			high/low risk.	proteins.		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.	influence on British cuisine can come from people visiting other places, new ingredients, and people from other countries coming to Britain with new ingredients,	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.	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	Know the role of macronutrients in the diet. Understanding of the difference between high/low risk foods.
	Half term 1	recipes and ideas. Half term 2	Year 9 Half term 3	Half term 4	ideas. Half term 5	Half term 6
	To understand the concept of food	To understand the	To introduce the	To understand the concept of food	To understand the	To gain an understandin
	waste and its impact on the	requirements of special	commodity of Dairy	waste and its impact on the	requirements of special dietry	of biological raising
	environment including methods we	dietry needs including	focusing on milk, cheese	environment including methods we	needs including common	agents and their use in
	can use to reduce food waste. To	common intolerances such	and yogurt. To	can use to reduce food waste. To	intolerances such as celeiac	food production. To
	gain an understanding of the three	as coeliac disease. To look at	understand the	gain an understanding of the three	disease.	introduce the commodi
	main types of raising agents, how	the third type of raising agent	importance of fats in the	main types of raising agents, how		of Dairy focusing on mil
	they work and implications of over	(biological) with an emphasis	diet as a macro nutrient,	they work and implications of over		cheese and yogurt. To
	measuring (focusing on	on yeast and how it acts as a	its benefits and	measuring. To understand the		understand the
	chemical/mechanical). To	raising agent in baked	imlications of too much	concept of "ethical food choice" in		importance of fats in the
Theory Learning	understand the conept of "ethical	products.	fat in the diet.	relation to farming methods and		diet as a macro nutrient
	food choice" in relation to farming			genetically modified foods. To		its benefits and
	methods and genetically modified			understand sustainability and food		imlications of too much
	foods. To understand sustainability			security worldwide. To understand		fat in the diet.
	and food security worldwide. To			how culture afftecs food choice		
	understand how culture afftecs food			including religion as a key factor.		
	choice including religion as a key					
	factor.					
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	Building on year 8 knowledge and	Building on year 8 knowledge	Building on year 8	Building on year 8 knowledge and	Building on year 8 knowledge	Building on year 8
	demonstration of the safe handling	and demonstration of the	knowledge and	demonstration of the safe handling	and demonstration of the safe	knowledge and
	of knives in a working kitchen.	safe handling of knives in a	demonstration of the safe	of knives in a working kitchen.	handling of knives in a working	demonstration of the safe
	Demonstrating the use of a wider	working kitchen.	handling of knives in a	Demonstrating the use of a wider	kitchen. Demonstrating the	handling of knives in a
	range of utensils. To demonstrate the	Demonstrating the use of a	working kitchen.	range of utensils. To demonstrate	use of a wider range of	working kitchen.
	use of a range of heat transfer	wider range of utensils. To	Demonstrating the use of	the use of a range of heat transfer	utensils. To demonstrate the	Demonstrating the use of
	methods safely. To demonstrate the	demonstrate the use of a	a wider range of utensils.	methods safely. To demonstrate the	use of a range of heat transfer	a wider range of utensils.
	creaming method in baking and the	range of heat transfer	To demonstrate the use of	creaming method in baking and the	methods safely.To	To demonstrate the use of
Practical learning	use of yogurt as a raising agent. To	methods safely.To	a range of heat transfer	use of yogurt as a raising agent. To	demonstrate the rubbing-in	a range of heat transfer
	further demonstrate the ability to	demonstrate the rubbing-in	methods safely. To	further demonstrate the ability to	method used in baking and	methods safely. To
	follow a more detailed recipe than in	method used in baking and	demonstrate the skill of	follow a more detailed recipe than in	biological raising agents in	demonstrate the skill of
	year 8.	biological raising agents in	sauce making and	year 8.	baking.	sauce making and
		baking.	creaming method used in			creaming method used in
			baking.			baking.
	Principles of nutrition and Health	Principles of nutrition and	Principles of nutrition and	Principles of nutrition and Health	Principles of nutrition and	Principles of nutrition and
Concepts	Cooking techniques	Health	Health	Cooking techniques	Health	Health
Concepts	Food ingredients	Cooking techniques	Cooking techniques	Food ingredients	Cooking techniques	Cooking techniques
		Food ingredients	Food ingredients		Food ingredients	Food ingredients
	Develop an understanding of the	To carry out theory and	To understand the	Develop an understanding of the	To carry out theory and	To understand the
	three categories of raising agents	practical learning linking to	importance/ function of	three categories of raising agents	practical learning linking to	importance/ function of
	and how they are used in different	special dietary needs and	fats in the diet. Gain	and how they are used in different	special dietary needs and	fats in the diet. Gain
	recipes. To understand how	biological raising agents.	knowledge into the	recipes. To understand how	biological raising agents.	knowledge into the
	genetically modified foods could	Understand the dietary needs	processing of milk into	genetically modified foods could	Understand the dietary needs	processing of milk into
	shape future foods, and how they	of special diets including	cheese and yoghurt,	shape future foods, and how they	of special diets including	cheese and yoghurt,
What is needed to master	can change the DNA of produce.	veganism, coeliac disease,	whilst understanding the	can change the DNA of produce.	veganism, coeliac disease,	whilst understanding the
the knowledge	Understand how we can reduce	diabetes.	nutritional value of dairy	Understand how we can reduce	diabetes.	nutritional value of dairy
	food waste and improve the		as a commodity.	food waste and improve the		as a commodity.
	sustainability of food to reduce the			sustainability of food to reduce the		
	risk to future generations and the			risk to future generations and the		
	environment.			environment.		
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	Know why we waste foods.	Knowing why some people	Knowing how biological	Know why we waste foods.	Knowing why some people	Knowing how biological
	Understand the different uses of	have to follow strict, special	raising agents work	Understand the different uses of	have to follow strict, special	raising agents work
	raising agents in different recipes. To	diets. Explaining the severity	during the fermentation	raising agents in different recipes.	diets. Explaining the severity	during the fermentation
	understand how we can be more	of coeliac disease.	process. Know the	To undertsand how we can be more	of coeliac disease.	process. Know the
Common	sustainable with foods.		process of turning milk	sustainable with foods.		process of turning milk
Misconceptions			into other products			into other products
			through secondary			through secondary
			processing stages.			processing stages.

Concept Diet and Good Health	Explanation of concept 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.

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

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

September 2024-July 2025		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
ear 10	,					1 12 1	
Learning		ned and Juiced. Key areas covered for every commodity; Provenance, How commodity is tary 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	Food Commodities The Science of food Cooking Where food comes from	Diet and good health	Diet and good health Food Commodities Principles of Nutrition	Diet and good health Food Commodities	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		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 AO2: Apply knowledge and understanding of nutrition, food and p AO3: Plan, prepare, cook and present dishes, combining appropria	reparation	A01: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. A02: Apply knowledge and understanding of nutrition, food and	A01: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. A02: Apply knowledge and understanding of nutrition, food and	A01: Demonstrate knowledge and understanding of nutrition, food,	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 includin Describe the process of undertaking a scientific investigation and t	g bone health and healthy blood	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 effect of deficiencies in the diet and
ar 11							
Learning		udes a focus on how to conduct the NEA assessment 1 ensuring learners are familiar with the mark of the assessment include; research methods, hypothesis setting, plan of action, writing up an ns, 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 t 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. A02: Apply knowledge and understanding of nutrition, food and preparation A03: Plan, prepare, cook and present dishes, combining appropriate techniques. A04: 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. A02: Apply knowledge and understanding of nutrition, food and preparation A03: Plan, prepare, cook and present dishes, combining appropriate techniques. A04: 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. d A02: Apply knowledge and understanding of nutrition, food and preparation A03: Plan, prepare, cook and present dishes, combining appropriate techniques. A04: 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, it cooking and preparation. A02: Apply knowledge and understanding of nutrition, food and preparation A03: Plan, prepare, cook and presentidishes, combining appropriate techniques. A04: Analysis and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.	and preparation	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,
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.