

Term	2	3	4	5	6
	<p>Component 2: Assessment 1 The Food Investigation Assessment Task A or Task B - This has now been removed by the exam board so work will be continued on Component 1: Section 3 Diet and Good Health</p> <p>Complete Component 1: Unit 3 Diet and Good Health Begin</p> <p>Component 2: Assessment 2: The Food Preparation Assessment</p> <p>Two options for this assessment will be set by WJEC Eduqa Two tasks will be released each series.</p>	<p>Component 2: Assessment 2: The Food Preparation Assessment</p> <p>Two options for this assessment will be set by WJEC Eduqa Two tasks will be released each series.</p>	<p>Component 2: Assessment 2: The Food Preparation Assessment</p> <p>Two options for this assessment will be set by WJEC Eduqa Two tasks will be released each series.</p>	<p>Component 1 Section 5 Where food comes from: Food manufacturing: Factors affecting Food Choice, Revision and Exam practice</p> <p>Component 1: Principles of Food Preparation and Nutrition</p>	<p>Revision and Exam practice Component 1: Principles of Food Preparation and Nutrition</p>
Rationale	<p>This has been changed this year so that only ONE non-examination assessment will be carried out, therefore this term will be used to complete work that should have been completed in term 4 of year 10 Component 1 Diet and good Health - Plan balanced diets- this did not get completed because of Covid disruption in terms 3 and 4 of year 10</p>	<p>Pupils will need to complete Component 1 - Section 3 Diet and Good Health: Calculating energy and nutritional values of recipes, meals and diets as it was not possible to complete this in year 10 owing to Covid disruption in terms 3 and 4. Pupils will then begin Component 2: Food Preparation and Nutrition in Action</p> <p>Non-examination assessment to meet with the assessment requirements of the course.</p>	<p>Pupils will continue with Component 2: Food Preparation and Nutrition in Action</p> <p>Non-examination assessment to meet with the assessment requirements of the course.</p>	<p>Pupils will complete Component 2: Food Preparation and Nutrition in Action</p> <p>Non-examination assessment to meet with the assessment requirements of the course.</p>	<p>Component 1 Section 5 Where food comes from: Food manufacturing: Factors affecting Food Choice, should have been completed in year 10 term 6 this was not possible owing to knock on effects of Covid disruption</p> <p>Preparation for Component 1 Principles of Food Preparation and Nutrition</p> <p>Written examination: 1 hour 45 minutes 50% of the qualification 100 marks</p>
Prior knowledge	<p>Work carried out in KS3 on Eatwell Guide and in particular Nutritional Needs throughout life in Y9</p>	<p>Work carried out in KS3 on Eatwell Guide and in particular Nutritional Needs throughout life in Y9</p>	<p>Completion of most of Component 1 in Year 10/11</p>	<p>Completion of most of Component 1 in Year 10/11</p>	<p>Pupils complete some work on factors affecting food choice in Y9 Completion of components 1 and 2</p>
Key knowledge	<p>Learners should be able to use their knowledge of nutrition and current nutritional guidelines to:</p> <ul style="list-style-type: none"> plan a balanced diet for individuals with specific religious beliefs that affect choice of diet, including: lacto-ovo, lacto, vegan, and those with religious beliefs that affect choice of diet, to include Hindu, Muslim, Jewish individuals requiring high energy needs as a result of occupation or activity involvement <p>Learners must have a sound awareness of other coronary heart disease (CHD), cholesterol and liver disease. Calculate energy and nutritional values of recipes.</p>	<p>Learners should be able to use their knowledge of nutrition and current nutritional guidelines to:</p> <ul style="list-style-type: none"> plan a balanced diet for individuals with specific religious beliefs that affect choice of diet, including: lacto-ovo, lacto, vegan, and those with religious beliefs that affect choice of diet, to include Hindu, Muslim, Jewish individuals requiring high energy needs as a result of occupation or activity involvement <p>Learners must have a sound awareness of other coronary heart disease (CHD), cholesterol and liver disease. Calculate energy and nutritional values of recipes.</p>	<p>Assessment 2: The Food Preparation Assessment 35% of total qualification</p> <p>This assessment is synoptic and assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking skills/techniques and the execution of practical skills</p> <p>This assessment will require learners to:</p> <ul style="list-style-type: none"> Plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context. <p>Two options for this assessment will be set by WJEC Eduqa that will require the learners to:</p> <ul style="list-style-type: none"> (i) Investigate and plan the task, select a final menu to be produced to showcase skills and 	<p>Assessment 2: The Food Preparation Assessment 35% of total qualification</p> <p>This assessment is synoptic and assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking skills/techniques and the execution of practical skills</p> <p>This assessment will require learners to:</p> <ul style="list-style-type: none"> Plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context. <p>Two options for this assessment will be set by WJEC Eduqa that will require the learners to:</p> <ul style="list-style-type: none"> (i) Investigate and plan the task, select a final menu to be produced to showcase skills and 	<p>Component 1 Principles of Food Preparation and Nutrition</p> <p>Written examination: 1 hour 45 minutes 50% of the qualification 100 marks</p> <p>Learners should be given the opportunity to develop their knowledge and understanding of the six areas of content</p> <p>Areas of Content</p> <ol style="list-style-type: none"> Food commodities Principles of nutrition 3. Diet and good health 4. The science of food 5. Where food comes from 6. Cooking and food preparation
National Curriculum/specification links	<p>This specification builds on subject content which is typically taught at Key Stage 3. It provides a suitable foundation for the study of WJEC Level 3 Food, Science and Nutrition, and other food-related courses at either AS or A level. In addition, this specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.</p>	<p>This specification builds on subject content which is typically taught at Key Stage 3. It provides a suitable foundation for the study of WJEC Level 3 Food, Science and Nutrition, and other food-related courses at either AS or A level. In addition, this specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.</p>	<p>This specification builds on subject content which is typically taught at Key Stage 3. It provides a suitable foundation for the study of WJEC Level 3 Food, Science and Nutrition, and other food-related courses at either AS or A level. In addition, this specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.</p>	<p>This specification builds on subject content which is typically taught at Key Stage 3. It provides a suitable foundation for the study of WJEC Level 3 Food, Science and Nutrition, and other food-related courses at either AS or A level. In addition, this specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.</p>	<p>This specification builds on subject content which is typically taught at Key Stage 3. It provides a suitable foundation for the study of WJEC Level 3 Food, Science and Nutrition, and other food-related courses at either AS or A level. In addition, this specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.</p>
Literacy	<p>Pupils are encouraged to use key terminology within their work and when communicating verbally. Pupils are encouraged to proofread their work and complete spelling corrections in the chart provided. Pupils will access a range of reading materials and activities using literacy e.g. power points, worksheets, quizzes, reading recipes and instructions writing responses to questions, writing an evaluation</p>	<p>As Term 1 in addition pupils will have to write a plan of action, write an evaluation and document a portfolio of evidence for Component 2 Assessment 2 use sensory descriptors appropriately and correctly</p>	<p>As term 2</p>	<p>As term 3</p>	<p>Pupils will access and utilise a wide range of reading materials to revise for the examination</p>
Numeracy	<p>Pupils will use ICT to obtain information, use food analysis programs to calculate energy and main macronutrients and micronutrients in recipes, and meals, use data to determine how and why to make nutritional changes to recipes, menus, diets</p> <p>Weighting, measuring, use of temperature, time, units of measurement, proportion, ratio, manage the time and cost of recipes effectively when carrying out practical work</p>	<p>Pupils will use ICT to obtain information, use food analysis programs to calculate energy and main macronutrients and micronutrients in recipes, and meals, use data to determine how and why to make nutritional changes to recipes, menus, diets</p> <p>Weighting, measuring, use of temperature, time, units of measurement, proportion, ratio, manage the time and cost of recipes effectively when carrying out practical work</p>	<p>Pupils will use ICT to produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation, trialling and testing will involve the use of handling data, Weighting, measuring, use of temperature, time, units of measurement, proportion, ratio, manage the time and cost of recipes effectively when carrying out practical work</p>	<p>Pupils will use ICT to produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation, trialling and testing will involve the use of handling data, Weighting, measuring, use of temperature, time, units of measurement, proportion, ratio, manage the time and cost of recipes effectively when carrying out practical work</p>	<p>Pupils utilise ICT to revise for the examination</p>
STEM	<ul style="list-style-type: none"> plan a balanced diet for individuals with specific lifestyle needs and those with religious beliefs that affect choice of diet, including: lacto-ovo, lacto, vegan, and those with religious beliefs that affect choice of diet, to include Hindu, Muslim, Jewish individuals requiring high energy needs as a result of occupation or activity involvement <p>Calculate energy and nutritional values of recipes, meals and diets</p> <p>Problem Solving Communication Creativity Critical Thinking Analytical</p>	<ul style="list-style-type: none"> plan a balanced diet for individuals with specific lifestyle needs and those with religious beliefs that affect choice of diet, including: lacto-ovo, lacto, vegan, and those with religious beliefs that affect choice of diet, to include Hindu, Muslim, Jewish individuals requiring high energy needs as a result of occupation or activity involvement <p>Calculate energy and nutritional values of recipes, meals and diets</p> <p>Problem Solving Communication Creativity Critical Thinking Analytical</p>	<ul style="list-style-type: none"> plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context. <p>(i) Investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical execution of the dishes (to include trialling and testing) (ii) prepare, cook and present a menu of two dishes. (c) evaluate the selection, preparation, cooking and presentation of the three dishes</p> <p>(ii) produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation and photographs and/or visual</p>	<ul style="list-style-type: none"> plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context. <p>(i) Investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical execution of the dishes (to include trialling and testing) (ii) prepare, cook and present a menu of two dishes. (c) evaluate the selection, preparation, cooking and presentation of the three dishes</p> <p>(ii) produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation and photographs and/or visual</p>	<ul style="list-style-type: none"> the sensory qualities of a range of foods and combinations and how to set up tasting panels for preference testing <p>Collaboration Critical Thinking Reflectivity Quantitative Analytical</p>
Cross curricular links	<p>Chemistry Yr10 Term 3 reactions of acids, Physics Yr 9 Term 1 Change of state solids, liquids and gases, Biology Yr 7 Term 5 Microbes and disease, Biology Yr 8 Term 1 Health and lifestyle, Physics Yr 8 Term 3 Energy and Food, RE - Food Choices German Yr 10 Term 5 Food/drink, Art Yr 9 Term 1 Festivals of different cultures and religions, German Yr 8 Term 5 Food and Drink, French Yr 7 Term 5.6 Food and meals</p>	<p>Biology Yr 8 Term 1 Health and lifestyle, Physics Yr 8 Term 3 Energy and Food, RE - Food Choices German Yr 10 Term 5 Food/drink, Art Yr 9 Term 1 Festivals of different cultures and religions, German Yr 8 Term 5 Food and Drink, French Yr 7 Term 5.6 Food and meals</p>	<p>Biology Yr 8 Term 1 Health and lifestyle, Physics Yr 8 Term 3 Energy and Food, RE - Food Choices German Yr 10 Term 5 Food/drink, Art Yr 9 Term 1 Festivals of different cultures and religions, German Yr 8 Term 5 Food and Drink, French Yr 7 Term 5.6 Food and meals</p>	<p>see Year 10/11 Cross curricular links</p>	<p>see Year 10/11 Cross curricular links</p>
Key vocabulary	<p>Recommended daily intake, life stages, specific dietary needs, nutritional deficiencies</p> <p>Vegetarian, lacto - ovo, lacto, vegan, CHD, Cholesterol, liver disease, nutritional value, vocabulary related to the live assessment task</p>	<p>Menu showcase plan of action execution of the dishes trialling and testing preparation, cooking and presentation evaluation selection folio documentation technical skills final routine</p>	<p>Menu showcase plan of action execution of the dishes trialling and testing preparation, cooking and presentation evaluation selection folio documentation technical skills final routine</p>	<p>See Key Vocabulary Year 10/11</p>	<p>See Key Vocabulary Year 10/11</p>