

Golden Threads

Enrichment

Review and Evaluation

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 1	<p>Unit 1 (Internal) - Meeting the specific needs of individuals).</p> <p>LO1 understand the importance of food safety</p> <p>AC1.1 - Explain how individuals take responsibility for food safety.</p> <p>AC1.2 - Explain methods used by food handlers to keep themselves clean and hygienic.</p> <p>AC1.3 - Explain methods used to keep work areas hygienic</p> <p>AC1.4 - Analyse risks associated with food safety</p> <p>LO2 understand properties of nutrients</p> <p>AC2.1 - Carbohydrates, Proteins, Fats</p> <p>LO3 understand the relationship between nutrients and the human body</p> <p>AC3.1 - Function of Carbohydrate, protein, fat in the body</p> <p>AC3.2 - Carbohydrate, Protein, Fat Unsatisfactory Nutritional Intake</p> <p>AC3.3 - Analyse the nutritional needs of specific groups</p> <p>LO6 - be able to cook complex dishes</p> <p>AC6.1 use tools in preparation of commodities</p> <p>AC6.2 use advanced techniques in preparation of commodities</p> <p>AC6.3 assure quality of materials to be used in food preparation</p> <p>AC6.4 use advanced techniques in cooking of commodities</p> <p>AC6.5 present cooked complex dishes using advanced presentation techniques</p> <p>AC6.6 use food safety practices</p> <p>AC6.7 monitor food production</p>	<p>AC1.1 - Individuals • Employers • Employees</p> <p>AC1.2 - Methods (food handlers) • Personal hygiene • Protective clothing</p> <p>AC1.3 - Methods (work areas) • Waste disposal • Signage • Kitchen design</p> <p>AC1.4 - Risks Causes • Bacteria • Food spoilage • High risk foods • Contamination • Allergens • Implications • To consumers • To businesses</p> <p>AC2.1 - Nutrients • Proteins • Lipids • Carbohydrates • Minerals • Vitamins • Water</p> <p>AC3.1 Functions • Growth and development • Production of energy • Regulate metabolism</p> <p>AC3.2 - Characteristics • Visible • Non-visible Unsatisfactory • Nutritional deficiencies • Nutritional excesses</p> <p>AC3.3 - Specific groups Different life stages • Childhood • Adulthood, Female Pre/Post natal, Pre/Postmenopausal, Male • Later adulthood Medical conditions • Type 1/Type 2 Diabetes • Hypercholesterolemia • Anaemia • Lactose intolerant • Coeliac disease Culture • Religious beliefs • Vegans/vegetarians • Lifestyle choices</p> <p>LO6 – Different session focussing on a specific practical skill once every week.</p> <p>AC6.1 - Tools • Knives • Utensils • Equipment • Electrical equipment Use • Preparing commodities • Using advanced techniques • Minimising waste</p> <p>AC6.2 - Advanced techniques (preparation) • Turning • Shaping • Carving • Larding • Boning (meat) • Tenderising • Blending • Mincing • Enriching • Separating • Filleting (fish) • Moulding</p> <p>AC6.3 - Quality Smell/Aroma Touch Sight Storag Packaging Materials Equipment • Tools • Commodities</p>	<p>Monitoring quality of notes</p> <p>Independent note making</p> <p>Homework tasks</p> <p>Practical Marking</p>		<p>Metabolism</p> <p>Classification</p> <p>Deficiencies</p> <p>Excesses</p> <p>Polysaccharides</p> <p>Monosaccharides</p> <p>Disaccharides</p> <p>Non-Starch Polyaccharides</p> <p>Lipids</p> <p>Glycaemic Index</p> <p>Fortification</p> <p>Hazard Analysis Critical Control Point</p> <p>Complementary Nutrients</p> <p>Hypercholesterolemia</p> <p>Basal Metabolic Rate</p>	<p>Learning builds upon learning from GCSE.</p> <p>Learning in support of Unit 1 Internal Assessment project.</p> <p>Learning in support of Unit 1 External Assessment Examination</p>

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Term 1 (cont)		<p>AC6.4 - Advance techniques (cooking) • Boiling • Water court - bouillon, milk, stock • Poaching • Shallow, deep • Stewing • Water, stock, sauce • Braising • Brown i.e. joints and cuts of meat • White i.e. vegetables and sweetbreads • Steaming • Direct, indirect, high pressure • Baking • Dry baking, baking with increased humidity, baking with heat modification • Roasting • Oven, on a spit • Tandoori cooking • Grilling (griddling) • Overheat, underheat, between heat • Frying • Shallow, deep, sauté, stir-fry • Paper bag/en papillote • Microwave • Pot roasting • Poêle</p> <p>AC6.5- Presentation techniques • Piping • Carving • Shaping • Moulding • Glazing • Rolling • Cutting • Sugar work • Couverture</p> <p>AC6.6 - Food safety practices • As specified in LO1</p> <p>AC6.7 - Monitor • Timescales • Commodities • Techniques • Sequencing • Quality points/critical control</p>				



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Term 2	<p>Unit 1 (Internal) - Meeting the specific needs of individuals).</p> <p>LO6 – Complex practical every week</p> <p>LO3 understand the relationship between nutrients and the human body</p> <p>AC3.1 - Vitamins and Minerals – Function in the body. AC3.2 - Vitamins and Minerals – Unsatisfactory Intake AC3.1 - Water – Functions in the Body AC3.2 - Water – Unsatisfactory Intake AC3.3 - Analyse the nutritional needs of specific groups AC3.4 - Assess how different situations affect nutritional needs of individuals</p> <p>LO2 understand properties of nutrients</p> <p>AC2.2 - Classifying Nutrients AC2.3 - Impact of Food Production Methods on Nutrient Value</p> <p>LO4 be able to plan nutritional requirements</p> <p>AC4.1 - Evaluate Fitness of Purpose of diets AC4.2 - Calculate nutritional Requirements of Individuals</p>	<p>LO6 – See Above</p> <p>AC 3.1, 3.2, 3.3 - See Above</p> <p>AC2.2 - Classify • Biological value • Glycemic Index • Nutrient density • Sources of nutrients • Complementary actions of nutrients</p> <p>AC2.3 - Food production methods • Cooking methods • Packaging/Storage methods • Preservation methods • Fortification of foods</p> <p>AC3.4 - Situations • Different environments • Different activities • Physical activity factor</p> <p>AC4.1 - Fitness for purpose • Nutritional • Against guidelines • Weight maintenance • To satisfy personal needs • Hunger • Avoid monotony • Eating patterns</p> <p>AC4.2 - Calculate • BMR • Dietary reference values • Physical activity factor • Deficit/Excess nutrient intake Individuals • Different life stages • Different activity levels • Different medical conditions • Different eating patterns • Different environments</p>	<p>Monitoring quality of notes Independent note making Homework tasks Practical Marking</p>		<p>See Term 1</p>	<p>Learning builds upon learning from GCSE.</p> <p>Learning in support of Unit 1 Internal Assessment project.</p> <p>Learning in support of Unit 1 External Assessment Examination</p>



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Term 3	<p>Unit 1 (Internal) - Meeting the specific needs of individuals.</p> <p>LO5 be able to plan production of complex dishes</p> <p>AC 5.1 - Interpret recipes for complex menus</p> <p>AC5.2 - Planning Menus</p>	<p>AC5.1 - Complex menus • Combination of hot and cold dishes • Using advanced techniques • Using technical terms • No processed foods Interpret • Skills and techniques required • Commodities required • Technical terms • Timings</p>	<p>Monitoring quality of notes</p> <p>Independent note making</p> <p>Homework tasks</p> <p>Practical Marking</p>		<p>Commodities</p> <p>Contingencies</p> <p>Sequencing</p>	<p>Case Study practice in support of Unit 1 External Assessment (Exam) in Summer</p>
	<p>Unit 1 (Internal) - Meeting the specific needs of individuals – Project 1 (25% of Final Level 3)</p> <p>UNIT 1 - AC points completed</p> <p>AC1.1 to 1.4 - Food, Personal and Kitchen Hygiene</p> <p>AC5.1 to 5.2 - Menu Structure and Planning</p> <p>AC6.1 to 6.7 - Practical Task</p>	<p>AC5.2 - Plan • Sequencing • Timing • Preparation • Cooking • Presentation/finishing • Waste • Equipment • Tools • Methods • Presentation/finishing of final dishes • Contingencies • Health, safety and hygiene • Quality points • Storage • Service style</p>	<p>START UNIT 1 Internal Assessment</p> <p>Monitoring progress of project – marking can only be done at the end of the project – feedback can be offered to the whole group only</p> <p>Carry out - 3.5-hour assessed practical</p>			
	<p>Unit 1 (External) - Meeting the needs of specific individuals</p> <p>Case Studies</p>	<p>Students practice past papers with examples of Case Studies</p>	<p>Marking practice Case Study questions</p>			

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Term 4	<p>Unit 1 (Internal) - Meeting the specific needs of individuals).</p> <p>UNIT 1 - AC points completed</p> <p>AC2.1 to 2.3 - properties of nutrients</p> <p>AC3.1 to 3.4 - relationship between nutrients and the human body</p> <p>AC4.1. to 4.2 - Nutritional Requirements</p> <p>Unit 1 Internal Assessment Submitted for Marking by Easter Holiday Break</p>		<p>Monitoring progress of project – marking can only be done at the end of the project – feedback can be offered to the whole group only</p>			<p>Case Study practice in support of Unit 1 External Assessment (Exam) in Summer</p>
	<p>Unit 2 – Ensuring Food is Safe to Eat</p> <p>LO1 understand how microorganisms affect food safety</p> <p>AC1.1 describe properties of micro-organisms</p> <p>AC1.2 assess how changing conditions affect growth of microorganisms in different environments</p> <p>AC1.3 explain how microorganisms affect food quality</p> <p>AC1.4 assess how preservation methods prevent the growth of micro-organisms</p>	<p>AC1.1 - Micro-organisms Bacteria • Viruses • Fungi Properties • Size • Location • Cellular structure • Pathogenicity • Growth/reproduction</p> <p>AC1.2 - Conditions-Temperature • pH • Oxygen • Water • Nutrients Environments • Preparation • Cooking • Serving • Storing • Transporting • Outdoors • Temporary</p> <p>AC1.3 - Quality • Appearance • Texture • Smell/Aroma • Taste • Non-visible effects • Nutritional content</p> <p>AC1.4 - Preservation methods Freezing • Jamming • Drying • Pickling • Salting • Additives</p>	<p>Monitoring quality of notes</p> <p>Independent note making</p> <p>Homework tasks</p>		<p>Pathogenicity</p> <p>Bacteria</p> <p>Viruses</p> <p>Fungi</p> <p>Additives</p>	<p>Students learn theory for Unit2 Module in preparation for Assessment in Year 13.</p>



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Term 5	Unit 1 (External) - Meeting the specific needs of individuals). Revising LO1 content	Each week a different revision topic will be covered up until exam	Marking Practice Questions		Salicylates Monosodium Glutamate Histamines Physiological Causative Contagion Diagnosis	Using past papers and revision lessons to prepare for Summer examination
	Unit 2 – Ensuring Food is Safe to Eat LO2 understand how food can cause ill health AC2.1 explain the physiology of food intolerances AC2.2 explain the physiological basis of food allergies AC2.3 explain the physiological basis of food poisoning AC2.4 describe the symptoms of food induced ill health LO3 understand how food safety is managed in different situations AC3.1 describe food safety hazards in different environments AC3.2 assess risk to food safety in different environments AC3.3 explain control measures used to minimise food safety risks AC3.4 justify proposals for control measures in different environments	AC2.1 - Food intolerances • Lactose intolerance • Wheat intolerance • Chemicals in foods AC2.2 - Food allergies • Eggs • Milk • Soya • Wheat • Peanuts • Crustaceans • Nuts • Fish AC2.3 - Food poisoning • Foods affected • Causative bacteria and viruses • Physiological effects AC2.4 - Symptoms • Visible symptoms • Non -visible symptoms • Length of time until symptoms appear • Duration of symptoms • Level of contagion AC3.1 - Environments • Preparation • Cooking • Serving • Storing • Transporting • Outdoors • Temporary AC3.2 - Risk • Likelihood of hazard • Potential of hazard to harm • Individuals likely to be affected • Foods likely to be affected AC3.3 - Control measures • Good hygiene practices • Preventing cross contamination • Disposal of waste • Following food safety legislation • Effective cleaning • Effective food storage AC3.4 - Justify • Presenting a case for action • Use of evidence to support proposal	Monitoring quality of notes Independant note making Homework tasks			

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Term 6	Unit 1 (External) - Meeting the specific needs of individuals). Revising LO1 content	Each week a different revision topic will be covered up until exam Focussing on each Learning Objective and Assessment Criteria Point and how to adapt them to different scenarios that may be in next years brief.	Marking Practice Questions			Using revision to complete Unit 1 External Exam 25% of final Level 3 Grade
	Unit 2 – Ensuring Food is Safe to Eat Practicing Past Unit 2 tasks	Focussing on each Learning Objective and Assessment Criteria Point and how to adapt them to different scenarios that may be in next years brief.	Monitoring quality of notes Independant note making Homework tasks Practice Unit 2 Tasks - marking			Continuing to prepare students for the Unit 2 Assessment in Year 13