



The Sutton Academy

Knowledge Rich Curriculum Plan

Year 11 Food Preparation & Nutrition

Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
Week 1 – w/c 31 Aug 2026 (Week A: 2 lessons): NEA 1 launch and control recipe	Introduce the live Food Investigation task, assessment boundaries and report structure. Analyse the task, complete focused research, write an aim/hypothesis and plan the control. Produce the standard control recipe, collect objective and sensory evidence, and photograph the outcome.	NEA 1: The Food Investigation Assessment, worth 15% of the qualification and completed under controlled conditions Task analysis: Breaking the live task into precise requirements Aim: A clear statement of what the investigation will find out Hypothesis: A testable prediction supported by food-science reasoning Control: The standard recipe or method used as a comparison Objective data: Measurements such as height, mass, temperature, time or spread	Year 10 food science, functional and chemical properties, accurate weighing, sensory testing and practice-NEA routines.	Annotated task and focused research. Aim, hypothesis, variables and initial plan. Control-recipe observation, measurements, sensory record and photographs.	“The control is the baseline. Keep the recipe, equipment, method, oven, timing and sample size consistent so later differences can be linked to the variable rather than guesswork.”
Week 2 – w/c 7 Sep 2026 (Week B: 3 lessons): NEA 1 investigations 1–3	Vary one factor at a time across three controlled practical investigations. Record exact quantities, method changes, observations, objective measurements, sensory results and photographs. Connect each outcome to the working, functional and chemical properties of the ingredients.	Independent variable: The factor deliberately changed Dependent variable: The outcome measured or observed Controlled variable: A factor kept the same for a fair comparison Fair test: A comparison in which only the intended variable changes Functional property: The role an ingredient performs in a food product Chemical property: How an ingredient changes through a chemical reaction	Week 1 control, aim and hypothesis; Year 10 knowledge of ingredient functions, variables and safe practical work.	Three investigation records with attributable photographs. Accuracy check of quantities, methods, labels and measurements. Food-science questioning.	“Change one factor at a time. State what changed, what stayed controlled, what was measured and why the result occurred.”
Week 3 – w/c 14 Sep 2026 (Week A: 2 lessons): NEA 1 write-up and review	Complete the control and first three investigation records. Process early results, identify trends and anomalies, explain the relevant food science and decide which further variables or targeted repeats are needed.	Trend: A consistent pattern shown across results Anomaly: A result that does not fit the overall pattern Working characteristic: How an ingredient behaves during preparation and cooking Scientific principle: A food-science explanation for an observed change Justification: A reason supported by relevant evidence Targeted repeat: Repeating a specific test to strengthen evidence	Control and Investigations 1–3, plus prior experience of graph reading, sensory language and cause-and-effect explanation.	Completed early-results comparison. Written explanation of a trend and anomaly. Justified plan for further investigations or repeats.	“Analysis moves from evidence to explanation: identify the pattern, quote a result, name the food science and explain why the change produced that outcome.”

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Week 4 – w/c 21 Sep 2026 (Week B: 3 lessons): NEA 1 investigations 4–6	Complete a further two or three investigations or justified repeats. Improve control of variables, strengthen reliability, gather participant feedback and create a complete comparative evidence set.	Reliability: The consistency of results when a test is repeated Validity: How well the method measures what it intends to measure Repeat: Carrying out the same test again under the same conditions Participant feedback: Sensory responses collected from a tasting panel Sample code: A neutral label used to test products fairly Modification: A recorded change made in response to evidence	Weeks 1–3 evidence and the justified further-testing plan; knowledge of fair testing and sensory methods.	Further investigation records and photographs. Check of sample coding and variable control. Reliability/validity note for each further test.	"More experiments do not automatically mean better evidence. A further test should answer a gap, check an anomaly or test a logical variable."
Week 5 – w/c 28 Sep 2026 (Week A: 2 lessons): NEA 1 data processing	Organise results into clear tables and graphs. Calculate averages or ranges where useful. Annotate photographs. Explain how ingredient changes affected appearance, aroma, flavour, texture and the final result.	Data table: An organised presentation of measurements or observations Average: A representative value calculated from repeated results Range: The difference between the highest and lowest values Graph: A visual representation used to compare numerical data Annotation: A concise label explaining evidence in a photograph or chart Quantitative data: Numerical evidence that can be measured or counted	Complete comparative evidence from the control and investigations; mathematics knowledge of units, averages and graph conventions.	Audit of tables, units, graph scales and labels. Annotated photographs. Developed science paragraph linked to evidence.	"The graph shows what happened; the written analysis explains why. Label axes and units and use exact measurements rather than 'better' or 'nice'."
Week 6 – w/c 5 Oct 2026 (Week B: 3 lessons): NEA 1 refinement and evidence completion	Carry out one targeted repeat or additional investigation where evidence is weak. Complete sensory testing, review validity and reliability, and resolve gaps in practical records or photographs.	Evidence gap: Missing or weak information needed for a conclusion Bias: An influence that may make results unfair Hedonic scale: A numbered scale showing how much a product is liked Sensory descriptor: A precise word describing appearance, aroma, taste or texture Objective measurement: A result measured using equipment rather than opinion Consistency: The degree to which methods and scoring stay the same	Weeks 1–5 processed evidence and Year 10 tasting-panel experience from sensory testing and recipe development.	Targeted repeat/additional-test rationale. Completed sensory tool. Evidence-quality checklist for bias, reliability, validity and missing records.	"Use the same criteria, coding and instructions for every sample. Combine sensory opinion with objective measurement so the conclusion is not based on preference alone."



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Week 7 – w/c 12 Oct 2026 (Week A: 2 lessons): NEA 1 analysis and evaluation	Draw evidence-based conclusions, justify the success or failure of ingredients and methods, evaluate the hypothesis, explain anomalies and limitations, and propose precise improvements using specialist food-science terminology.	Conclusion: A final judgement drawn from investigation evidence Evaluate: Judge strengths and limitations before reaching a conclusion Limitation: A feature reducing confidence in the method or evidence Evidence-based: Supported by measurements, observations or sensory results Hypothesis review: Judging the prediction against the final results Improvement: A precise change that would strengthen the investigation	Complete practical evidence, processed data, sensory testing and scientific explanations from Weeks 1–6.	Evidence-based conclusion and hypothesis review. Evaluation of anomalies, limitations and improvements. Check against current assessment criteria.	“The conclusion answers the task; the evaluation judges the investigation. An improvement must repair a named limitation, not simply say ‘be more careful’.”
Week 8 – w/c 19 Oct 2026 (Week B: 3 lessons): NEA 1 final controlled completion	Refine structure and clarity, check references, word count, candidate details, photographs and assessment coverage. Complete authentication and secure submission by Friday 23 October.	Authentication: Confirmation that submitted work is the candidate’s own Bibliography: A list of sources used in the investigation Academic integrity: Producing honest work and acknowledging sources Assessment coverage: Evidence addressing every required part of the task Word count: The recommended 1,500–2,000-word length for the NEA 1 report Secure submission: Final controlled hand-in after which learner access ends	All NEA 1 research, planning, investigations, analysis and evaluation completed during Weeks 1–7.	Final compliance checklist. Completed, referenced and authenticated report. Secure submission by Friday 23 October.	“Final checking cannot invent missing evidence. Confirm that every image, graph and statement is attributable, labelled and the candidate’s own.”
Week 9 – w/c 2 Nov 2026 (Week A: 2 lessons): NEA 2 live task release and Trial 1	Analyse both task options, select the most appropriate brief, complete initial research, generate a broad range of dish ideas and map technical skills. Carry out the first trial and begin a structured trial log.	NEA 2: The Food Preparation Assessment, worth 35% of the qualification and including a three-hour practical Brief: The task requirements that dishes and evidence must meet Constraint: A limit such as time, audience, equipment or dietary need Dish-idea matrix: A comparison of possible dishes against agreed criteria Technical skill: A preparation, cooking or presentation technique Trial log: A chronological record of testing, results and modifications	Year 10 practice NEA: brief analysis, dish shortlisting, planning and sensory review; Year 11 NEA 1 evidence discipline.	Annotated live brief and task-choice rationale. Initial research and dish-idea matrix. Trial 1 record, photographs and next-step modification.	“Start with the brief, not a favourite dish. Each idea must be realistic within three hours, suitable for the task and capable of showing worthwhile skills.”

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Week 10 – w/c 9 Nov 2026 (Week B: 3 lessons): NEA 2 Trial 2	Trial and evaluate a potential first dish or key component. Record preparation and cooking techniques, timings, sensory outcomes, presentation, photographs, modifications and relationship to the brief.	Trial: A practice cook used to test suitability and performance Modification: A purposeful change made in response to evidence Technical challenge: The precision, control and skill required Food styling: Arranging and presenting food attractively Sensory evidence: Recorded information about appearance, aroma, taste and texture Suitability: How well a dish meets the brief and constraints	Week 9 brief analysis, initial research, dish ideas and Trial 1; practical skills developed across Year 10.	Trial 2 observation and photo evidence. Trial comparison with strengths, limitations and modifications. Written link to the brief.	"A modification responds to evidence: identify the issue, state the exact change and explain the expected effect on quality or suitability."
Week 11 – w/c 16 Nov 2026 (Week A: 2 lessons): NEA 2 Trial 3	Trial a potential second dish, prioritising a contrasting commodity and skill set. Evaluate technical challenge, independence, suitability, portioning and improvements.	Commodity: A main food group or raw material used in food production Skill range: The breadth of different techniques shown across the menu Independence: Completing practical work without unnecessary support Portion control: Producing consistent quantities suited to the dish and audience Contrast: A clear difference in ingredient, process, texture or presentation Skills audit: A check of techniques demonstrated and still required	Trials 1–2 and initial technical-skills mapping; prior work with pastry, dough, sauces, proteins and presentation.	Trial 3 record and independence observation. Updated skills audit. Explanation of added contrast and technical breadth.	"Three dishes should not repeat the same method in different shapes. Seek contrast in commodities, heat transfer, preparation and finishing."
Week 12 – w/c 23 Nov 2026 (Week B: 3 lessons): NEA 2 Trial 4	Trial a potential third dish and test whether the developing menu provides sufficient variety, complexity and brief coverage. Continue research, sensory testing and photo evidence.	Menu balance: A suitable combination of dishes, flavours, textures and portions Complexity: The number and difficulty of linked techniques and components Brief coverage: The extent to which all task requirements are addressed Accompaniment: A food served with a main item to complement it Service temperature: The appropriate temperature for presenting a dish Traceable decision: A choice supported by research or trial evidence	Task requirements and Trials 1–3; nutrition, special diets, food safety and practical-planning knowledge.	Trial 4 record and final photograph. Three-dish menu-balance audit. Review of brief coverage, nutrition, skills and timing.	"Judge the menu as a whole. A strong individual dish may still be unsuitable if the combination repeats textures, exceeds time or ignores the audience."

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Week 13 – w/c 30 Nov 2026 (Week A: 2 lessons): NEA 2 Trial 5	Develop the highest-risk technique, component or dish. Resolve weaknesses in method, consistency, timing or presentation and update the technical-skills audit.	High-risk technique: A demanding process with a greater chance of quality failure Quality point: A check for the expected colour, texture, flavour or finish Contingency: A realistic alternative action if a stage goes wrong Consistency: Producing an even and repeatable result Precision: Accurate control of quantity, size, time and temperature Risk control: An action reducing food-safety or practical danger	Trials 1–4, menu-balance review and skills audit; previous work on recipe failure and corrective action.	Focused Trial 5 observation. Before/after evidence of problem and modification. Draft contingency and quality-point notes.	“Practise the stage most likely to limit success. Define the quality point before cooking and record a contingency that remains safe and realistic.”
Week 14 – w/c 7 Dec 2026 (Week B: 3 lessons): NEA 2 Trial 6	Refine the likely first final dish, including portion control, accompaniments, food styling and service temperature. Use accurate sensory descriptors and justify modifications.	Refinement: A precise change improving an already developed product Final dish: A selected dish intended for the assessed menu Sensory profile: The combined appearance, aroma, taste and texture Presentation: How food is portioned, arranged, garnished and served Justification: A developed reason supported by brief and trial evidence Yield: The number or quantity of portions a recipe produces	Trials 1–5 and high-risk skill development; Year 10 sensory language, portioning and presentation principles.	Trial 6 record with recipe/yield check. Sensory comparison with the intended profile. Revised dish justification.	“Refinement is evidence-led. Compare the outcome with the intended sensory profile and explain why the revised quantity, method or presentation is more suitable.”
Week 15 – w/c 14 Dec 2026 (Week A: 2 lessons): NEA 2 Trial 7	Refine the likely second final dish and narrow the menu. Update dish justifications, ingredient/equipment requirements, evidence of skill and the trial comparison table.	Shortlist: A reduced group of the strongest realistic options Menu coherence: How well the three dishes work together for the task Ingredient list: A complete list of foods with accurate quantities Equipment list: Tools and appliances required for production and service Feasibility: Whether a plan can be completed safely with available resources Evidence gap: A missing trial, explanation or record	Trials 1–6, menu balance, skills audit and first final-dish refinement; knowledge of the three-hour constraint.	Trial 7 evidence and updated comparison matrix. Provisional three-dish menu. Ingredient/equipment audit and January priorities.	“Use the same criteria for every option: brief fit, skill, timing, safety, resources and presentation. Choose the strongest combination, not just three favourite dishes.”
Week 16 – w/c 4 Jan 2027 (Week B: 3 lessons): NEA 2 Trial 8	Refine the likely third final dish. Confirm final recipes, quantities, accompaniments, presentation and suitability. Identify remaining timing, quality and food-safety risks.	Standard recipe: A tested recipe with fixed quantities, method and yield Final recipe: The confirmed version selected after refinement Resource demand: The ingredients, equipment, space and time required Food-safety control: An action used to prevent or reduce a hazard Unresolved risk: A remaining issue affecting safety, timing or quality Specification: A clear description of the required final outcome	Provisional menu, seven trials, skills audit, ingredients/equipment planning and food-safety knowledge.	Trial 8 and final-recipe check. Ingredient, equipment, storage and food-safety audit. Teacher conference on unresolved risks.	“A final recipe must be usable: exact quantities, yield, equipment, temperatures and quality points. Any unresolved issue becomes the final trial focus or a contingency.”

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Week 17 – w/c 11 Jan 2027 (Week A: 2 lessons): NEA 2 Trial 9 and practical-exam readiness	Complete a final targeted trial or timed menu rehearsal. Confirm the three final dishes, technical-skill coverage, order of work, contingencies, ingredients, equipment and photography arrangements.	Rehearsal: A timed practice used to test the plan Sequencing: Putting tasks in a safe and logical order Dovetailing: Overlapping compatible tasks to use time efficiently Order of work: A timed plan for preparing, cooking and presenting dishes Corrective action: A safe response when a process moves outside its target Photography plan: A schedule for collecting clear final-dish evidence	Trials 1–8, confirmed recipes, ingredients/equipment audit and production-planning practice.	Trial 9/rehearsal timing record. Final menu, recipes and lists. Operational order of work reviewed for safety, quality and contingency.	“The plan must say exactly what to do. Start long processes early, overlap compatible tasks and include checks that can be acted upon.”
Week 18 – w/c 18 Jan 2027 (Week B: 3 lessons): NEA 2 practical examination – Group 1	Selected students are off timetable for the single three-hour session to prepare, cook and present three dishes. Remaining students complete secure planning, trial evidence and written-exam retrieval without altering assessed practical evidence.	Practical examination: The controlled three-hour session for the final menu Independence: Working safely without unauthorised assistance Mise en place: Organising ingredients, equipment and workspace before production Quality point: A check against the intended sensory or temperature outcome Corrective action: A safe, recorded response to an identified problem Photographic evidence: Clear images showing final outcomes and presentation	Nine trials, final recipes, complete order of work, food-safety controls and accumulated GCSE practical skills.	Group 1 observation under current controls. Three finished dishes, secure photographs and practical records. Evidence of skill, safety, timing and presentation.	“Follow the plan but respond safely if the product differs from expectation. Check temperature, texture and timing before service; photographs come before tasting.”
Week 19 – w/c 25 Jan 2027 (Week A: 2 lessons): NEA 2 practical examination – Group 2	Remaining students are off timetable for the single three-hour session. Group 1 begins permitted evaluation and photograph selection. Complete practical-exam administration and secure evidence for all candidates.	Equal conditions: Consistent time, facilities and assessment arrangements Secure evidence: Assessment material stored so it cannot be changed Candidate record: Documentation linking evidence to the correct learner Permitted evaluation: Candidate reflection within current controls Single attempt: The practical session is not repeated by the learner Administration: The organised handling of assessment evidence	The same final planning and preparation used for Group 1; Group 1 also draws on its completed practical evidence.	Group 2 observation and final-dish evidence. Completion check for all candidate records. Permitted initial evaluation for Group 1.	“Both groups need equivalent conditions. Name, order and secure evidence immediately; the practical outcome cannot be recreated after the assessed session.”

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Week 20 – w/c 1 Feb 2027 (Week B: 3 lessons): NEA 2 practical evidence and evaluation	Insert and annotate final-dish photographs, evaluate independence, time management, technical skills, temperature control, portioning and presentation. Identify modifications made during the session.	Section B: Evidence of practical technical skills and final outcomes Section C: Evaluation of practical work and food outcomes Annotation: A concise explanation attached to evidence Technical execution: How accurately and competently a skill was carried out Time management: Using the available practical time effectively Modification: A change made during production and its effect	Completed practical examination, final photographs, order of work, trial records and intended sensory specifications.	Selected and annotated final photographs. Technical-skill/time-management evaluation. First Section C draft using specific evidence.	“Explain what the evidence proves. Name the skill or control, judge the outcome and compare it with the intended result rather than retelling the recipe.”
Week 21 – w/c 8 Feb 2027 (Week A: 2 lessons): NEA 2 Section A completion	Strengthen research links, menu choice and dish justification. Demonstrate how the selected dishes meet the task and showcase a wide range of appropriate technical skills.	Section A: Investigation, selection, justification and planning evidence Research evidence: Relevant information used to support a decision Menu justification: Why a dish meets the task, supported by evidence Technical breadth: A varied range of appropriate skills across the menu Audience: The people for whom the dishes are designed Reasoned selection: A choice made by comparing evidence and criteria	Live-brief analysis, research, nine trial logs, skills audits, final menu and practical outcomes.	Completed task analysis and research links. Three evidence-based dish justifications. Check of brief fit, skill range and candidate ownership.	“A justification is not a dish description. State the task requirement, identify the relevant dish feature or skill and explain why it makes the choice suitable.”
Week 22 – w/c 22 Feb 2027 (Week B: 3 lessons): NEA 2 planning evidence	Finalise recipes and a clear dovetailed plan of action with realistic timings, sequencing, health and safety points, quality points, service temperatures and contingencies.	Dovetailed plan: A timed plan overlapping compatible tasks efficiently Health and safety point: A control reducing risk of injury Food-safety point: A control reducing contamination or microbial risk Quality point: A measurable standard checked during production Service temperature: The safe and suitable temperature for presenting food Contingency: An alternative action if a planned stage changes	Final recipes, ingredient/equipment audits, practical plan and actual timing evidence from the assessed session.	Final recipes and commodity/equipment lists. Operational dovetailed plan. Accuracy check of timings, temperatures, safety and quality.	“Use exact actions and checks. Separate safety from quality: oven gloves prevent injury; an evenly risen golden finish is a quality point.”

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Week 23 – w/c 1 Mar 2027 (Week A: 2 lessons): NEA 2 sensory evaluation	Evaluate the taste, texture, aroma, appearance, presentation and food styling of all three dishes using accurate descriptors, testing evidence and comparison with intended outcomes.	Organoleptic testing: Using the senses to judge food characteristics Sensory descriptor: A precise term such as crisp, creamy or acidic Acceptability: How well a product is received by its intended audience Star profile: A diagram comparing several sensory attributes Intended outcome: The planned sensory and presentation specification Comparative evidence: Evidence used to judge differences between products	Final dishes, photographs, sensory specifications, trials and participant feedback; NEA 1 sensory-data experience.	Sensory profiles or equivalent evidence. Detailed evaluation of all three dishes. Specific improvement for each identified issue.	“‘Tasted nice’ is not evidence. Describe exact sensory characteristics, compare with the intended outcome, explain the cause and propose a realistic change.”
Week 24 – w/c 8 Mar 2027 (Week B: 3 lessons): NEA 2 technical evaluation	Analyse the suitability and execution of selected techniques, compare outcomes with food made by others, explain realistic improvements and check that all trialling/testing evidence informs the final menu.	Technical evaluation: A judgement of how well skills were selected and executed Comparison: Identifying meaningful similarities and differences Cause and effect: Explaining how a process or decision produced an outcome Realistic improvement: A precise change that could be applied next time Trial evidence: Recorded testing used to support final decisions Execution: The accuracy and control with which a skill was performed	Final practical evidence, Trials 1–9, sensory evaluation and intended skill/quality specifications.	Skill-by-skill evaluation linked to evidence. Comparison with intended outcomes or peer products. Cause-change-effect improvement paragraph.	“Evaluate the technique, not the learner. Identify what the evidence shows, explain why it happened and state the exact technical change needed.”
Week 25 – w/c 15 Mar 2027 (Week A: 2 lessons): NEA 2 folio quality assurance	Check structure, technical terminology, references, candidate/centre details, page numbering, maximum page allowance, image clarity and coverage of Sections A–C. Complete only feedback and amendments permitted by current controls.	Quality assurance: A systematic check of accuracy, completeness and compliance Page allowance: The maximum 15 A4 pages or 30 sides Compliance: Meeting current assessment instructions and controls Reference: A clear acknowledgement of an external source Image clarity: Photographs that clearly show the evidence and outcome Permitted feedback: Teacher support allowed within current rules	Complete Section A planning, Section B practical evidence and Section C evaluation; NEA 1 final-checking routines.	Folio compliance checklist. Page count, references, candidate details and image audit. Coverage review before authentication.	“Quality assurance checks existing work; it does not create new assessed decisions. Confirm clarity, labels, sources, page order and coverage within the limit.”

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Week 26 – w/c 22 Mar 2027 (Week B: 3 lessons): NEA 2 final secure completion and submission	Complete authentication, lock final evidence and submit by Thursday 25 March. Begin teacher marking, annotation and internal standardisation after learner submission.	Internal deadline: The centre's protected final date for learner submission Authentication: Confirmation that the evidence is the candidate's own Secure completion: Final work completed and stored under controlled conditions Marking: Applying assessment criteria to candidate evidence Internal standardisation: Checking marking is consistent across the centre Final evidence: The locked version submitted for assessment	Fully quality-assured NEA 2 folio and prior NEA 1 authentication/submission experience.	Signed authentication and secure final folio. Submission by Thursday 25 March. Administration check before marking and standardisation.	"Submission means the evidence is final. Check identity, page order and file integrity before locking the work; marking begins after learner access ends."
Week 27 – w/c 12 Apr 2027 (Week A: 2 lessons): Skills-Gap Practical and Nutrition Revision	One practical lesson targeting an individual skills gap. Remaining lesson revises food commodities and principles of nutrition, including sources, functions, deficiencies/excesses and complementary actions.	Skills gap: A practical technique requiring further confidence Commodity: A main raw food group studied through nutrition and use Macronutrient: Protein, fat or carbohydrate required in larger amounts Micronutrient: A vitamin or mineral required in smaller amounts Deficiency: A health problem caused by insufficient nutrient intake Complementary action: Two nutrients working together, such as vitamin C and iron	Year 10 nutrition and commodities, NEA practical skill audit and individual evidence from assessed work.	Observation of targeted practical skill. Diagnostic commodities/nutrition questions. Exam response linking source, function and consequence.	"Connect food, nutrient and consequence: name the source, state the function and explain deficiency or excess. The practical should target one genuine skills gap."
Week 28 – w/c 19 Apr 2027 (Week B: 3 lessons): Protein Practical and Diet/Health Revision	High-skill protein, meat, fish or alternative dish. Revision: diet and good health, life stages, special diets, BMR/PAL, energy balance, nutritional calculations and exam questions.	Life stage: A period of growth or ageing with particular nutritional needs Special diet: A diet adapted for medical, ethical or religious reasons BMR: Energy used to maintain essential body functions at rest PAL: Energy used through movement and physical activity Energy balance: The relationship between energy intake and expenditure Adaptation: A change made for a named nutritional need	Year 10 healthy eating, life stages, special diets, diet-related health and energy needs; NEA food-safety controls.	Observation of protein preparation and safety. BMR/PAL or energy calculation. Structured and extended past-paper responses.	"BMR is energy needed at rest; PAL reflects activity. Recommendations must fit the named person's age, health, beliefs, activity and budget."

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Week 29 – w/c 26 Apr 2027 (Week A: 2 lessons): Technical Practical and Food Science Revision	Dough, pastry, sauce or another targeted technical skill. Revision: science of food – heat transfer, cooking methods, carbohydrates, proteins, fats/oils, raising agents and recipe failures/remedies.	Conduction: Heat transfer through direct contact, especially in solids Convection: Heat transfer through movement of liquids or gases Radiation: Heat transfer by electromagnetic waves Gelatinisation: Starch absorbing liquid, swelling and thickening when heated Denaturation/coagulation: Protein unfolding and then setting into a firmer structure Recipe failure: An unintended outcome caused by ingredients, method or heat	Year 10 food science and extensive NEA application of functional properties, quality points and corrective actions.	Practical science commentary and quality check. Failure/remedy questions. Explanation linking process change to visible outcome.	“Name the process and explain the chain of events. A remedy must address the scientific cause, not merely tell the cook to try again.”
Week 30 – w/c 3 May 2027 (Week B: 3 lessons): Food-Safety Practical and Spoilage Revision	Food safety, preservation or controlled food-science application. Revision: food spoilage, microorganisms, storage, temperatures, cross-contamination, date marks and preservation. Complete targeted past-paper questions.	Pathogenic microorganism: A microorganism capable of causing food poisoning Cross-contamination: Transfer of bacteria or allergens between food and surfaces High-risk food: Moist, protein-rich food supporting rapid bacterial growth Use-by date: A safety date after which food should not be eaten Preservation: A method used to slow spoilage and extend shelf life Reteach: Revisiting knowledge after feedback identifies a gap	Year 10 microorganisms, storage and food safety plus NEA hazard controls and temperature evidence.	Observation of hygiene, storage and temperature control. Food-spoilage/preservation past-paper set. Feedback, corrections and targeted reteach.	“Food may look acceptable and still be unsafe. Use-by concerns safety; best-before concerns quality. Preservation changes conditions microorganisms need.”
Week 31 – w/c 10 May 2027 (Week A: 2 lessons): International Practical and Provenance Revision	International cuisine or commodity-based dish. Revision: where food comes from – provenance, primary/secondary processing, sustainability, food security, food miles, packaging, waste and food manufacturing.	Provenance: Where food comes from and how it was produced Primary processing: Changing a raw commodity into a usable form Secondary processing: Turning ingredients into a new food product Sustainability: Using resources responsibly for future needs Food security: Reliable access to enough safe and nutritious food Food miles: The distance food travels from production to use	Year 10 provenance, processing, food miles, packaging and waste; commodity knowledge from Week 27.	Practical evaluation linking ingredients to provenance or culture. Mixed exam responses. Evaluation question with supported conclusion.	“Sustainability is not one measure. Consider production, seasonality, transport, packaging, waste, livelihoods and nutrition before reaching a supported conclusion.”

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Week 32 – w/c 17 May 2027 (Week B: 3 lessons): Student-Choice Practical and Full Component 1 Mock	Student-choice targeted skill cook. Remaining lessons: cooking and food preparation, food choice, sensory testing, recipe development and a full Component 1 mock with immediate feedback and final reteach.	Synoptic: Bringing knowledge from several specification areas together Food choice: Factors influencing what people select, buy and eat Recipe development: Testing and modifying a recipe to meet a need Command word: The instruction showing the type and depth of response Mark allocation: The marks indicating the likely detail required Diagnostic feedback: Feedback identifying the exact cause of lost marks	All Component 1 content and revision from Weeks 27–31; extensive NEA sensory and development experience.	Observation of student-choice skill cook. Full 1 hour 45 minute mock. Immediate feedback, corrections and final revision target.	“Treat the mock as a diagnosis. Identify whether marks were lost through knowledge, application, calculation or explanation, then rewrite the response completely.”
Week 33 – w/c 24 May 2027 (Week A: 2 lessons): Component 1 Written Examination and Contingency	Component 1 written examination on Monday 24 May (1 hour 45 minutes). Use any remaining scheduled lesson for a light post-exam practical, debrief or contingency according to the school examination timetable.	Component 1: The written examination, worth 50% of the qualification, covering six specification areas Exam technique: Strategies for reading, timing, planning and checking Scenario evidence: Question details used to support an applied answer Extended response: A developed answer with linked reasoning and judgement Contingency: A flexible alternative if arrangements change Debrief: Structured reflection after an examination	Complete GCSE course content, full mock feedback and the final personalised revision target.	External Component 1 examination: 1 hour 45 minutes. Optional post-exam practical/debrief. No new assessed GCSE evidence.	“Identify the command word, marks and scenario. Plan long answers briefly, show calculation working and leave time to check every part.”
Week 34 – w/c 7 Jun 2027 (Week B: 3 lessons): Independent-Living Cookery and Study-Leave Contingency	Independent-living cookery, budgeting, food safety and progression to Level 3 Food Science and Nutrition.	Independent living: Managing food choice, safety and cost without reliance on others Budget: A planned limit for spending Portion cost: The ingredient cost for one serving Batch cooking: Preparing several portions at one time Safe storage: Keeping food at suitable temperatures and preventing contamination	GCSE nutrition, food choice, food safety, costing, planning and practical independence.	Optional meal plan, cost calculation and practical observation. Safe-storage/waste reflection. No formal GCSE assessment.	“Independent cookery combines nutrition, cost, time and safety. Calculate cost per portion and plan how leftovers will be cooled, labelled, stored and reheated.”

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Week 35 – w/c 14 Jun 2027 (Week A: 2 lessons): Practical Enrichment and Meal Adaptation	Study leave and GCSE examination timetable. No new assessed Food Preparation and Nutrition content. Optional practical enrichment or transition activities for students present.	Enrichment: Learning extending confidence beyond the assessed curriculum Constraint: A condition limiting choice, such as cost or time Meal adaptation: A change making a dish suitable for a named need Nutritional balance: Providing an appropriate range and amount of nutrients Sensory impact: The effect of a change on appearance, taste and texture	Special diets, life stages, recipe development, sensory evaluation and practical modification.	Optional adaptation rationale and practical observation. Sensory comparison and cost/nutrition check. No formal GCSE assessment.	"An adaptation should solve the stated need while replacing important nutrients and maintaining a workable product. Explain the effect on method, safety and sensory quality."
Week 36 – w/c 21 Jun 2027 (Week B: 3 lessons): Careers and Progression Pathways	Study leave and GCSE examination timetable. Optional independent-living practical, careers/progression work or department support for students still attending.	Progression route: The next education, training or employment step Transferable skill: A skill useful across different courses or jobs Apprenticeship: Paid employment combined with training and qualification Employability: Skills and behaviours supporting successful work Food science: The study of food composition, behaviour, safety and production	Two completed NEAs, scientific investigation, practical independence, analysis and communication.	Skills-to-pathway mapping and progression reflection. Optional careers research. No formal GCSE assessment.	"The course has developed more than cooking: NEA 1 demonstrates investigation and analysis; NEA 2 demonstrates planning, practical control and evaluation."
Week 37 – w/c 28 Jun 2027 (Week A: 2 lessons): Portfolio Reflection and Transition	Optional practical enrichment, Level 3 transition, employability and food-industry pathways for students present.	Portfolio reflection: Reviewing evidence to show development and achievement Progress: Improvement in knowledge, skill or independence over time Strength: An area performed securely and consistently Development target: A precise next step for improvement Transition: Preparation for the next course or stage of life	The full GCSE learning journey, NEA evidence, revision diagnostics and post-exam enrichment.	Optional portfolio review and self-evaluation. Teacher discussion of strengths and next steps. No formal GCSE assessment.	"A useful reflection uses evidence: identify the skill, show how it improved and state a precise next action."
Week 38 – w/c 5 Jul 2027 (Week B: 3 lessons): Global Cuisine and Sustainability Enrichment	Optional practical enrichment and transition activities. No assessed GCSE work.	Cuisine: The characteristic ingredients and methods of a culture or region Cultural context: Traditions and circumstances giving a dish meaning Authenticity: How closely a dish reflects recognised ingredients and methods Seasonality: Using food naturally available at a particular time Sustainable choice: A decision considering environmental, social and economic impact	Global cuisines, food provenance, sustainability, sensory testing and recipe adaptation.	Optional research note, ingredient rationale and practical observation. Sensory/sustainability reflection. No formal GCSE assessment.	"Research characteristic ingredients and methods before adapting a cuisine. Explain substitutions honestly and judge them against flavour, cost and sustainability."



Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
Week 39 – w/c 12 Jul 2027 (Week A: 2 lessons): Course Close and Progression Readiness	Celebrate practical progress, confirm progression routes and complete department routines where students remain on timetable.	Course close: The planned completion and review of the programme Practical confidence: The ability to plan and cook safely with independence Progression readiness: Preparation for the expectations of the next pathway Independent practice: Applying knowledge and skill safely without direct supervision Reflection: Using evidence to recognise achievement and next steps	All Year 10–11 curriculum content, NEA completion, written examination and transition work.	Final reflection and progression check. Departmental practical and safety routines completed. No new assessed GCSE content.	“The lasting outcome is informed independence: plan before cooking, control safety and quality, explain food science and evaluate the result honestly.”