



The Sutton Academy

Knowledge Rich Curriculum Plan

Year 10 Food Preparation & Nutrition

Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
Lesson 1 – Course Induction: GCSE FPN Overview, Safety, Weighing and Baseline	Understand the Component 1 written examination and Component 2 NEA structure. Apply the department's personal preparation, kitchen, hygiene and cross-contamination controls. Demonstrate accurate solid and liquid measurement and use baseline evidence to set a course target.	Component 1: Principles of Food Preparation and Nutrition. A 1 hour 45 minute written examination worth 50% Component 2: Food Preparation and Nutrition in Action. Two non-examination assessments worth 50% in total Non-examination assessment (NEA): Work completed under controlled conditions, including food investigation and practical food preparation Tare/zero: Resetting digital scales to zero after placing an empty bowl or container on them Cross-contamination: When bacteria or allergens are transferred from one food, surface or piece of equipment to another Baseline: a starting-point check of current knowledge and skills	KS3 food-room routines, personal hygiene, cross-contamination, weighing, measuring and practical confidence.	Course-overview table and baseline recall. Teacher observation of tare/zero and liquid measurement. Food-safety scenario, confidence audit and exit ticket.	"Component 1 is the written examination worth 50%. Component 2 is the two NEAs worth 50% in total. Accurate measurement makes recipes reliable and investigations fair: tare the scales, read liquids at eye level and keep raw and ready-to-eat food separate."
Lesson 2 – Protein: Functions, HBV/LBV and Amino Acids / Practical – Victoria Sandwich	Explain protein functions, amino acids, HBV/LBV foods and protein complementation. Apply the creaming method, accurate portioning and controlled baking to a Victoria sandwich. Link incorporated air and ingredient setting to the structure and quality of the sponge.	Protein: A macronutrient needed for growth, repair and maintenance of the body Amino acid: A small building block that joins with others to form protein molecules Essential amino acid: An amino acid that the body cannot make and must obtain from food High biological value (HBV): Protein that contains all the essential amino acids needed by the body Low biological value (LBV): Protein that is missing one or more essential amino acids Creaming: beating fat and sugar to incorporate air	KS3 macronutrients, Eatwell Guide protein foods and familiar animal/plant sources; Lesson 1 accurate measurement.	Protein-function and amino-acid application tasks. HBV/LBV/complementation classification and SSS challenge. Teacher observation of creaming, portioning and final sponge quality.	"Amino acids are the building blocks of protein. Essential amino acids must come from food. HBV foods provide all of them; LBV foods are still useful and can be complemented. In the sponge, cream fat and sugar long enough to trap fine air bubbles, then avoid knocking them out."

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Lesson 3 – Fats: Saturated and Unsaturated / Practical – Doughnut Muffins	Explain the functions and sources of fat and compare saturated with unsaturated fat. Describe health effects of excess and deficiency. Apply accurate muffin mixing and explain how fat contributes flavour, moisture, aeration and a shortened texture.	Fat (lipid): A macronutrient that provides concentrated energy, insulation and protection Saturated fat: A type of fat that is usually solid at room temperature and is mainly found in animal foods Unsaturated fat: A type of fat that is usually soft or liquid at room temperature and is mainly found in plant foods and oily fish Cholesterol: A fatty substance needed by the body, but high levels in the blood can increase cardiovascular disease risk Fat-soluble vitamins: Vitamins A, D, E and K, which need fat to be absorbed by the body Shortening: fat coating flour to limit gluten and create a crumbly texture	Protein and macronutrient classification from Lesson 2; KS3 knowledge of fats, cakes and safe oven use.	Fat-function table and saturated/unsaturated classification. Health-chain explanations and exit ticket. Teacher observation of mixing, portion consistency and muffin quality.	“Fat is essential, but type and amount matter. Saturated fat is usually solid and excess can raise CVD risk; unsaturated fat is generally the better choice. In baking, fat can add flavour and moisture and coat flour so less gluten develops, producing a shorter texture.”
Lesson 4 – Carbohydrates: Sugars, Starch, Fibre and Energy / Practical – Chocolate Brownie Cake	Distinguish free sugars, starch and fibre and explain how glucose is used for energy. Select suitable carbohydrate sources for named needs. Apply accurate weighing, mixing, portioning and oven control to a chocolate brownie cake.	Carbohydrate: A macronutrient that is the body's main source of energy Free sugar: Sugar added to food or drink, plus sugars in honey, syrups and fruit juice Starch: A complex carbohydrate made from many glucose units joined together Fibre (Non-Starch Polysaccharide): A type of carbohydrate that is not digested and helps food move through the digestive system Glucose: A simple sugar used by body cells during respiration to release energy Aeration: incorporating air so a product develops a lighter structure	KS3 carbohydrate, energy and fibre knowledge; Lessons 1–3 accurate measurement, mixing and baking routines.	Carbohydrate comparison and suitable-source scenarios. CGP-style questions and applied explanation. Teacher observation of accurate weighing, mixing, portioning and baking.	“Carbohydrate is not simply ‘sugar’. Starch provides glucose more gradually, free sugars should be limited, and fibre is not digested but supports the gut. Accurate ingredient ratios and controlled mixing are essential because the brownie structure must set around the air and moisture present.”

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Lesson 5 – Fibre, Water and Carbohydrate Recap / Practical – Scones	Explain the roles and sources of fibre and water and the effects of dehydration. Consolidate sugar, starch, fibre and glucose knowledge. Apply rubbing-in and minimal handling so scones develop a short, light and consistent texture.	Fibre (Non-Starch Polysaccharide): A type of carbohydrate that is not digested and helps food move through the digestive system Hydration: Having enough water in the body for normal physical and mental functions Dehydration: When the body loses more water than it takes in Gluten: An elastic protein network formed when wheat flour is mixed with water and worked Shortening / rubbing-in: Coating flour particles with fat before adding water to limit gluten development and create a crumbly texture Rubbing-in: rubbing fat into flour until the mixture resembles breadcrumbs	Lesson 4 sugar, starch, fibre and glucose; KS3 hydration and rubbing-in experience.	Higher-fibre swaps and hydration scenarios. Carbohydrate/shortening quick questions and confidence audit. Teacher observation of rubbing-in, dough handling, shaping and bake.	“Fibre adds bulk and supports peristalsis; water transports substances, regulates temperature and prevents dehydration. For scones, rub fat into flour until the mixture resembles breadcrumbs, add only enough liquid to bind and handle lightly so excessive gluten does not make them tough.”
Lesson 6 – Vitamins and Minerals / Practical – Swiss Roll	Distinguish fat-soluble and water-soluble vitamins and explain key mineral functions, sources, deficiencies and complementary actions. Apply accurate whisking, folding, baking and rolling during Swiss-roll production. Relate controlled handling to an even, flexible sponge.	Micronutrient: A vitamin, mineral or trace element needed by the body in small amounts Fat-soluble vitamin: A vitamin absorbed with fat and stored in body tissue; vitamins A and D are required for this course Water-soluble vitamin: A vitamin that dissolves in water and is not stored in large amounts, so it is needed regularly Mineral / trace element: Inorganic nutrients needed in small or very small amounts for normal body functions Deficiency / complementary action: A deficiency is too little of a nutrient; complementary nutrients work together to improve absorption or function Whisking: beating ingredients to incorporate air	Lessons 2–5 macro-nutrients, fibre and water; KS3 vitamins, minerals, whisking and oven safety.	Vitamin/mineral summary tables and complementary-action questions. Deficiency application and SSS challenge. Teacher observation of whisking, folding, rolling and finished Swiss roll.	“Fat-soluble vitamins A and D can be stored; water-soluble B vitamins and vitamin C are needed regularly. Vitamin D works with calcium, and vitamin C improves non-haem iron absorption. For Swiss roll, retain the whisked air, fold gently and roll while the sponge is flexible.”

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Lesson 7 – Nutrition Retrieval, Command Words and Exam Practice / Seasonal Practical	Retrieve and apply principles-of-nutrition knowledge and interpret GCSE command words. Construct developed points using accurate terminology, evidence and linked explanations. Maintain safe, accurate and independent routines during the agreed seasonal practical.	Command word: The word that tells you how to answer a question and how much detail is required Retrieve: Recall knowledge accurately from memory without being given the answer Apply: Use knowledge in a particular food, person or situation rather than giving a general fact Developed point: A relevant fact followed by a reason, consequence or example that explains its importance Justification: A clear reason supported by nutritional knowledge or evidence Seasonal ingredient: an ingredient naturally available at a particular time of year	All principles-of-nutrition content from Lessons 2–6 and Lesson 1 assessment/safety routines.	Cover-retrieve-check grid and command-word decoder. Short and extended exam questions with model improvement. Teacher observation and review of the seasonal practical.	“The command word controls the answer. ‘State’ needs a concise fact; ‘explain’ needs a cause-and-effect link; ‘justify’ needs a choice supported by evidence. A developed point is not a longer sentence—it is an accurate point followed by why it matters in the named context.”
Lesson 8 – Exam Week 1: Principles of Nutrition Past-Paper Practice and Feedback	Apply knowledge of protein, fat, carbohydrate, fibre, water, vitamins, minerals and introductory food safety to Eduqas past-paper questions. Use command words and mark allocations accurately. Respond to immediate feedback, correct misconceptions and complete targeted retrieval or reteaching.	Command word: the instruction that tells the student how to respond and how much detail is required Mark allocation: the number of marks available and an indication of the points or stages required Evidence: a precise fact, example, calculation or detail supporting an answer Assessment: a check of knowledge or skill Feedback: information used to improve future work Misconception: an incorrect idea that must be corrected	Lessons 1–7, including nutrient functions, sources, deficiencies, practical safety and exam command words.	One Eduqas-style past-paper lesson. Immediate teacher/self-marking, question corrections and targeted retrieval/reteach in the same week. No practical assessment.	“Treat the paper as evidence, not just a score. Use the command word and marks to decide the number of points, then correct the exact misconception. Feedback is complete only when the improved answer contains the missing knowledge, application or development.”

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Lesson 9 – Healthy Eating and Life-Stage Needs / Practical – Naan Bread	Explain the Eatwell Guide, the eight healthy-eating tips and changing nutritional needs across life stages. Adapt portion, texture and ingredient choices for named people. Apply accurate dough preparation, shaping and heat control to naan bread.	Balanced diet: A varied diet that provides the correct amounts of energy and nutrients for health Eatwell Guide: The UK guide showing the proportions in which different food groups should contribute to the overall diet Life stage: A period of growth or development when nutritional and energy needs may change Energy balance: The relationship between energy consumed through food and energy used by the body Dietary reference value: An estimate of the amount of a nutrient needed by a particular group of people Kneading: working dough to develop an elastic gluten network	Principles of nutrition from HT1 and KS3 Eatwell Guide, balanced-diet and life-stage knowledge.	Eatwell Guide and eight-tips applications. Life-stage quick questions and three-generation challenge. Teacher observation of dough preparation, shaping and cooking.	“The Eatwell Guide represents balance across a day or week, not one perfect plate. Needs change with growth, activity, health and appetite, so adapt portions, textures and nutrient emphasis rather than giving every life stage the same meal.”
Lesson 10 – Special, Ethical and Religious Diets / Practical – Chicken Curry	Distinguish medical, ethical and religious dietary requirements and avoid assumptions about individual practice. Adapt dishes safely while replacing nutrients removed with restricted ingredients. Prepare chicken curry using raw-poultry controls and clearly justified adaptation choices.	Special diet: A diet adapted to meet a medical, nutritional or lifestyle requirement Food allergy: An immune-system reaction to a food; even a small amount may cause a serious response Food intolerance: Difficulty digesting or responding to a food without an immune-system reaction Ethical choice: A food decision based on beliefs about issues such as animal welfare, sustainability or fair trade Cross-contamination: The accidental transfer of an allergen, gluten or other contaminant between foods, equipment or surfaces Adaptation: a change made to meet a dietary need safely	Lesson 9 healthy eating and life stages; KS3 allergy, intolerance, religious-diet and cross-contact knowledge.	Safe-adaptation tables and allergy/intolerance comparison. Vegetarian/vegan/religious-diet scenarios and menu challenge. Teacher observation of raw-poultry safety and adaptation decisions.	“An allergy is an immune reaction and may cause anaphylaxis; an intolerance is not immune-mediated. Removing an ingredient is only half the task: identify hidden sources, prevent cross-contact and replace important nutrients. Religious observance varies, so check rather than assume.”



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Lesson 11 – Diet-Related Health / Practical – Salt and Pepper Chicken	Explain causes, effects and suitable changes for obesity, CVD, type 2 diabetes and iron-deficiency anaemia. Distinguish allergy, intolerance and anaphylaxis. Prepare salt and pepper chicken safely while considering seasoning, fat, salt and portion choices.	Obesity: Excessive accumulation of body fat that increases the risk of ill health Cardiovascular disease (CVD): A group of conditions affecting the heart and blood vessels, including coronary heart disease and stroke Type 2 diabetes: A condition in which blood glucose remains too high because the body does not use insulin effectively or does not produce enough Iron-deficiency anaemia: A reduced ability of the blood to carry oxygen because there is insufficient iron to make enough haemoglobin Anaphylaxis: A rapid, severe allergic reaction that can restrict breathing and requires emergency treatment Core temperature: the temperature at the centre of food; poultry should reach at least 75°C	Lessons 9–10 healthy eating, dietary adaptation and nutrient functions; KS3 health-risk awareness.	Condition cause/effect/change tables and recommendation questions. Allergy/intolerance/anaphylaxis application and extended response. Teacher observation of safe handling, seasoning and final quality.	“Build each health explanation as a chain: dietary pattern → body change → health consequence → realistic improvement. Anaphylaxis is an emergency, not an intolerance. Recommendations should reduce risk while keeping the diet balanced and practical.”



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Lesson 12 – Energy Needs, BMR, PAL and Energy Balance / Practical – Stir-Fry	Explain how BMR and PAL influence energy requirements and calculate estimated daily energy needs. Apply energy balance and portion control to contrasting individuals. Use mise en place, even cutting and controlled high-heat cooking to produce a stir-fry.	Energy requirement: The amount of energy a person needs from food and drink to support body functions and activity Basal metabolic rate (BMR): The minimum energy needed to keep the body alive at rest, including breathing, circulation and temperature control Physical activity level (PAL): A numerical measure of how active a person is during daily life and exercise Energy balance: The relationship between energy consumed and energy used by the body Portion control: Selecting and serving an amount of food that is appropriate for an individual, meal and dietary need Stir-frying: cooking small pieces quickly in a little oil over high heat	Protein, fat, carbohydrate and energy knowledge from HT1 plus Lesson 11 diet-related conditions.	BMR/PAL explanation and energy-requirement calculations. Energy-balance and portion scenarios plus exit ticket. Teacher observation of knife skills, high-heat control and portioning.	“BMR is the energy needed for basic life processes at rest. PAL represents activity; estimated need combines both. Positive energy balance over time promotes weight gain, negative balance promotes weight loss, and appropriate portions depend on the individual rather than one fixed serving.”

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Lesson 13 – Nutrition Labels, Calculations and Recipe Improvement / Practical – Festive Sausage Rolls	Interpret per-100-g and per-portion nutrition information, traffic lights and Reference Intakes. Calculate recipe and portion values and justify realistic improvements. Apply accurate pastry shaping, portioning and baking to festive sausage rolls.	Nutrition label: A table showing the energy and nutrient content of a food, normally per 100 g and sometimes per portion Reference Intake (RI): A guideline amount of energy or a nutrient used to show how one portion contributes to an average adult diet Traffic-light label: Front-of-pack colours showing whether fat, saturates, sugars and salt are low, medium or high Per 100 g: A standard amount used so that different food products can be compared fairly Nutritional analysis: Working out the energy and nutrient content of a food, recipe, meal or diet so that informed changes can be made Per portion: the energy or nutrients supplied by the amount actually served	Lesson 12 energy balance and portioning; KS3 label reading, numeracy and recipe adaptation.	Label-reading, RI and per-portion calculations. Recipe-comparison and justified improvement task. Teacher observation of pastry handling, shaping, portioning and bake.	“Per 100 g allows fair product comparison ; per portion shows what is actually eaten. Multiply or divide every value by the same portion factor. A justified recipe improvement names the change, states the nutrient effect and explains why it suits the target person.”
Lesson 14 – Meal Planning, Food Choice and Sensory Language / Seasonal Practical	Explain how cost, time, lifestyle, beliefs, preferences and available skills affect meal planning and food choice. Use precise appearance, aroma, taste and texture vocabulary to justify and evaluate choices. Apply accurate shaping, finishing and presentation in the agreed seasonal practical.	Meal planning: Selecting dishes, ingredients, portions and timings so that a meal meets the needs of a person or group Lifestyle: The way a person lives, including work, activity, routines, income, beliefs and available time Food choice: The decisions people make about what to buy, prepare and eat, influenced by practical, social and sensory factors Sensory properties: The appearance, aroma, taste and texture of food as experienced through the senses Palatability: How pleasant and appealing a food is to eat Sensory descriptor: a precise word describing appearance, aroma, taste or texture	Eatwell Guide, life stages, dietary needs, energy, labels and recipe-improvement knowledge from Lessons 9–13.	Meal-planning factor applications and sensory-language tasks. Target-consumer choice/evaluation challenge. Teacher observation of seasonal shaping, finishing and presentation.	“Meal planning is a constrained decision, not a list of favourite foods. Balance nutrition with cost, time, equipment, skill, lifestyle and dietary need. Sensory words must be precise—‘crisp, golden and aromatic’ gives evidence; ‘nice’ does not.”

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Lesson 15 – Diet and Meal-Planning Exam Practice, Feedback and Reteach	Apply healthy-eating, dietary-needs, health, energy, label and meal-planning knowledge to GCSE questions. Diagnose whether errors arise from recall, application, calculation or development. Use feedback and targeted reteaching to improve responses and set a precise next step.	Evidence: A precise fact, example, calculation or detail from a scenario used to support an answer Justify: Give a choice or viewpoint and support it with developed reasons and relevant evidence Evaluate: Consider strengths and limitations, then reach a supported conclusion Misconception: An incorrect idea or misunderstanding that needs to be identified and corrected Reteach: Revisiting knowledge or a method in a clearer way after feedback shows a gap in understanding	All diet-and-good-health content from Lessons 9–14 and command-word work from Lesson 7.	CGP-style short, calculation and extended questions. Feedback coding, corrections, misconception repair and personal target. No practical assessment.	“Use feedback diagnostically. If the fact is wrong, repair knowledge; if it is generic, apply it to the scenario; if it is brief, develop the consequence; if the calculation is wrong, show the method. Then rewrite the whole answer, not only one word.”
Lesson 16 – Why Food Is Cooked and Heat Transfer / Practical – Mini Lemon Meringue	Explain why food is cooked and how conduction, convection and radiation transfer heat. Identify more than one transfer process within a dish and link heat to safety, palatability and sensory change. Apply pastry, filling and meringue controls to mini lemon meringues.	Palatable: Pleasant and appealing to eat because of its taste, aroma, appearance and texture Pathogenic bacteria: Harmful bacteria that can cause food poisoning Conduction: Heat transfer through direct contact between particles, especially through solids Convection: Heat transfer by the movement of heated liquids or gases Radiation: Heat transfer by electromagnetic waves without direct contact between the heat source and food Meringue: a foam made by whisking egg white and sugar	KS3 cooker safety and heat-transfer foundations; prior practical experience of hob, oven and grill processes.	Heat-transfer identification and multi-process dish explanations. SSS application and exit ticket. Teacher observation of safe heat control, pastry/filling/meringue processes.	“More than one heat-transfer method can occur at once. Conduction is direct contact through the pan or food, convection is moving hot air or liquid, and radiation travels as waves from an element or flame. Always link the transfer to the named stage of the dish.”

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Lesson 17 – Cooking Methods and Their Effects / Practical – Rough-Puff Turnovers	Compare water-based, fat-based and dry-heat methods and their effects on sensory properties and nutrient retention. Select and justify suitable methods for named foods. Apply lamination, shaping, sealing and controlled dry-heat baking to rough-puff turnovers.	Water-based method: Cooking food using water, steam or another liquid as the main heat-transfer medium Fat-based method: Cooking food using a controlled amount of hot fat or oil Dry-heat method: Cooking food with hot air, radiant heat or a hot surface, with little or no added liquid Sensory properties: The appearance, aroma, taste and texture of food Nutritional value: The energy and nutrients a food provides, which may be conserved or changed during cooking Lamination: folding fat and dough to create layers	Lesson 16 reasons for cooking and conduction, convection and radiation; established practical safety routines.	Cooking-method classification and suitability justifications. Sensory/nutritional-effect comparison and troubleshooting. Teacher observation of lamination, sealing, shaping and baking.	“Do not choose a cooking method only by name. Explain the medium, temperature and effect: water methods can soften but may leach water-soluble nutrients; fat methods brown and add energy; dry heat develops colour and texture. Match the method to the food and intended quality.”
Lesson 18 – Supply Theory: CGP Heat Transfer and Cooking-Methods Pack	Consolidate conduction, convection, radiation and the classification of cooking methods through the CGP food-science pack. Apply precise vocabulary to GCSE-style scenarios and diagnose weak explanations. Complete theory-only work because the food rooms are unavailable for practical examinations.	Conduction: Heat moves through direct contact, especially through solids such as pans and food Convection: Heat moves through circulating liquids or gases as warmer particles rise and cooler particles sink Radiation: Heat travels as waves from a source to the food without direct contact Sensory properties: The appearance, aroma, taste and texture of food Nutrient retention: The amount of a nutrient that remains in food after storage, preparation and cooking	Lessons 16–17 heat transfer, cooking-method groups, sensory change and nutrient-retention principles.	CGP pack retrieval, diagrams and GCSE-style explanations. Teacher checks precise heat-transfer and method vocabulary. Theory-room work only.	“Identify how heat moves, not where the appliance is. A saucepan can involve radiation from the hob, conduction through the metal and convection within the liquid. Precise vocabulary turns a description of equipment into a food-science explanation.”

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Lesson 19 – Supply Theory: Functional Properties of Protein, Carbohydrate and Fat	Explain the functional properties of proteins, carbohydrates and fats/oils. Distinguish denaturation from coagulation, gelatinisation from dextrinisation, and aeration from shortening. Apply each property to product quality through theory-room questions, diagrams and troubleshooting.	Functional property: The role an ingredient performs and the result it produces in a food product Irreversible: A change that cannot be returned to its original state Denaturation and coagulation: Protein molecules unfold and then join together, causing food to set or become firmer Gelatinisation and dextrinisation: Starch thickens a liquid when heated with water, or browns and crisps when exposed to dry heat Aeration and shortening: Fat can trap air in a mixture or coat flour particles to limit gluten formation Emulsification and plasticity: An emulsifier keeps oil and water mixed; plastic fats can be spread, shaped and creamed	Macronutrients from HT1 and heat/cooking knowledge from Lessons 16–18; earlier KS3 food-science processes.	Functional-property comparison grid and product applications. Process-sequencing, misconception correction and recipe-fault questions. Theory-room work only.	“Denaturation is protein unfolding ; coagulation is the changed proteins joining and setting. Gelatinisation needs starch, liquid and heat; dextrinisation is dry-heat browning of starch. Aeration traps air, shortening limits gluten, plasticity allows shaping, and emulsification keeps oil and water mixed.”
Lesson 20 – Exam Week 2: Food Science, Cooking Methods, Safety and Feedback	Apply heat-transfer, cooking-method, functional-property and food-safety knowledge to Eduqas past-paper questions. Use the command word, stimulus and mark allocation to structure answers. Complete immediate feedback, corrections and targeted reteaching; no practical is scheduled.	Command word: The word that tells you what type of response the examiner requires Application: Using knowledge in the named food, person or situation rather than giving a general fact Mark allocation: The number of marks available, which indicates how many separate points or stages are needed Core temperature: The temperature at the centre of a food; poultry should reach at least 75°C Cross-contamination: The transfer of harmful bacteria or allergens between foods, surfaces or equipment Reteach: Revisiting knowledge or a method after feedback identifies a gap or misconception	Lessons 16–19 plus cross-contamination, core-temperature and food-safety knowledge from earlier practicals.	Eduqas past-paper questions completed under timed conditions. Immediate feedback, correction and targeted reteaching. No practical assessment.	“Start with the command word and marks, then use the stimulus. A four-mark explanation usually needs two developed points. For safety, write the control and the consequence: separate raw poultry, cook to at least 75°C, and explain which risk each action prevents.”

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Lesson 21 – Protein Science: Denaturation, Coagulation and Sauces / Practical – Chicken Pie	Explain protein denaturation and coagulation and distinguish protein setting from starch gelatinisation. Apply raw-poultry controls, a 75°C core-temperature check, sauce control and cooled filling to chicken-pie production. Link each control to safety, texture and pastry quality.	Denaturation: Heat, acid or agitation breaks bonds so protein molecules unfold and change shape Coagulation: Denatured protein molecules join together, causing a food to set or become firmer Irreversible: A change that cannot be returned to its original state Gelatinisation: Starch granules absorb liquid, swell and burst when heated, causing a sauce to thicken Core temperature: The temperature at the centre of a food; poultry should reach at least 75°C	Lesson 19 functional properties; previous poultry, pastry and white-sauce skills; raw-meat safety routines.	Chicken-protein transformation and process-comparison tasks. Science/quality plan and fault diagnosis. Teacher observation of poultry safety, sauce control, cooling, pastry and core temperature.	“Chicken protein denatures and then coagulates; the white sauce thickens mainly because starch gelatinises. They are different processes. Cook poultry to at least 75°C, cool the filling before topping and bake promptly so the pastry remains crisp rather than becoming greasy or soggy.”
Lesson 22 – Carbohydrate Science / Practical – Choux Pastry Éclairs	Explain gelatinisation, dextrinisation and caramelisation and link each process to sensory and functional change. Apply controlled pan heating, mixing, piping and baking to choux pastry éclairs. Use practical evidence to distinguish starch thickening, dry-heat browning and sugar colour/flavour development.	Gelatinisation: Starch granules absorb liquid, swell and burst when heated, causing a mixture to thicken Dextrinisation: Dry heat breaks starch into smaller dextrins, producing a browner colour and crisper texture Caramelisation: Sugar molecules break down at a high temperature, creating new colours and flavours Starch granule: A tiny particle of starch that absorbs water during gelatinisation Sensory properties: The appearance, aroma, taste and texture of a food Choux pastry: a cooked paste raised mainly by steam to form a hollow shell	Lesson 19 functional properties and Lesson 21 sauce gelatinisation; KS3 caramelisation and oven control.	Process definitions, food-example classification and science explanations. Choux troubleshooting and exit ticket. Teacher observation of pan control, mixing, piping, steam expansion and bake.	“Gelatinisation thickens starch with liquid and heat. Dextrinisation browns and crisps starch under dry heat. Caramelisation breaks down sugar at high temperature. In choux, controlled pan cooking and steam expansion create the cavity; the structure must set before the oven is opened.”

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Lesson 23 – Fats and Oils / Practical – Fill and Decorate Éclairs	Explain shortening, aeration, plasticity, emulsions and emulsifiers. Link each property to texture, structure, spreadability and stability in food products. Fill and decorate éclairs with controlled piping, consistent portions and deliberate presentation.	Shortening: Fat coats flour particles and limits gluten development, creating a short, crumbly texture Aeration: Air is incorporated and trapped in a mixture, helping it become lighter in texture Plasticity: The ability of a fat to be spread, shaped or creamed without breaking Emulsion: A mixture of two liquids that do not normally combine, such as oil and water Emulsifier: A substance with hydrophilic and hydrophobic ends that keeps an emulsion stable Piping: forcing a mixture through a nozzle with controlled pressure	HT1 fats knowledge and Lessons 19, 21 and 22 functional-property comparisons; piping and presentation experience.	Functional-property table, emulsion application and fault diagnosis. SSS product-quality explanation. Teacher observation of filling, piping, consistent finish and presentation.	“These fat properties are not interchangeable. Shortening coats flour, aeration traps air, plasticity allows fat to spread or cream, and an emulsifier stabilises oil and water. Name the property, describe what happens and link it to the finished texture or stability.”
Lesson 24 – Raising Agents, Setting and Recipe Faults / Practical – Pasta Bake	Explain chemical, biological, mechanical and steam raising agents and compare ways mixtures set. Diagnose recipe faults using the full food-science chain rather than naming a process only. Produce pasta bake using sauce gelatinisation, controlled baking, portioning and quality checks.	Raising agent: A substance or process that adds gas to a mixture so it expands and develops a lighter structure Fermentation: The process in which yeast uses sugar and produces carbon dioxide and alcohol Mechanical aeration: Adding air by whisking, beating, creaming, sieving or folding Gelation: Setting a mixture by removing heat, usually through chilling or freezing Coagulation: Denatured protein molecules joining together and forming a firmer structure Setting: forming a stable structure as starch, protein or gel changes	Lessons 21–23 food-science processes and KS3 chemical-raising, yeast, aeration and gelatinisation knowledge.	Raising-agent comparison, setting-method classification and recipe-fault diagnosis. Applied GCSE questions and exit ticket. Teacher observation of sauce, pasta, portioning, bake and clean-down.	“A raising agent creates or introduces gas; the product rises only if the structure sets around the bubbles. Yeast is biological, baking powder is chemical, whisking is mechanical and steam expands physically. Diagnose faults by tracing ingredient, gas, heat and setting rather than blaming ‘the oven’.”

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Lesson 25 – Microorganisms, Fermentation and High-Risk Foods / Practical – Risotto	Explain useful and harmful roles of yeast, bacteria and mould and describe fermentation. Identify high-risk foods and conditions that support microbial growth. Prepare risotto with safe rice handling, controlled liquid addition, heat management and prompt serving or cooling.	Microorganism: A tiny living organism, including bacteria, moulds and yeasts Fermentation: The process in which microorganisms break down sugar; yeast produces carbon dioxide and ethanol Pathogenic: Capable of causing disease or food poisoning High-risk food: A ready-to-eat food that is moist and nutrient-rich, so it can support rapid bacterial growth; many examples are protein-rich, and cooked rice is also high risk Lactic acid: An acid produced when bacteria ferment lactose or other sugars; it lowers pH and changes proteins Rice safety: controlling time and temperature to limit growth of bacteria in cooked rice	KS3 yeast and bacteria knowledge, Lesson 24 biological raising and established high-risk-food controls.	Microorganism-use/risk tables and fermentation explanations. High-risk-food scenarios and control recommendations. Teacher observation of rice safety, heat control, timing and final quality.	“Microorganisms can be useful or harmful . Yeast fermentation produces carbon dioxide; lactic-acid bacteria change milk; pathogenic bacteria cause illness. High-risk foods are moist and nutrient-rich, so control time, temperature, hygiene and storage—especially with cooked rice.”
Lesson 26 – Food Spoilage, Storage, Date Marks and Preservation	Explain how temperature, time, moisture, pH and packaging affect spoilage and microbial growth. Distinguish use-by safety dates from best-before quality dates. Apply chilling, freezing, stock rotation, preservation and leftover controls to realistic scenarios.	Food spoilage: Changes caused by microorganisms, enzymes or chemical reactions that make food unacceptable or unsafe Danger zone: The temperature range from 5 °C to 63 °C in which many bacteria multiply rapidly Use-by date: A safety date used on foods with a short shelf life; food should not be eaten after this date Best-before date: A quality date; food may lose flavour, texture or freshness after this date if it has been stored correctly Preservation: A method used to slow spoilage and extend shelf life by changing conditions needed for microbial growth Stock rotation: using older suitable stock before newer stock	Lesson 25 microorganisms and high-risk foods; KS3 date labels, danger zone, chilling and leftover safety.	Spoilage-factor and storage-control tasks. Use-by/best-before scenarios, preservation comparison and SSS challenge. CGP retrieval and exit ticket.	“Use-by is a safety limit; best-before concerns quality. The 5–63°C danger zone supports rapid bacterial growth, so keep food cold or hot, cool leftovers quickly and rotate stock. Preservation works by removing or controlling conditions microorganisms need.”

Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
Lesson 27 – Grown Foods, Commodities and Primary Processing / Practical – Chicken Disassembly	Identify major food commodity groups and explain provenance, intensive and organic crop production and primary processing. Apply safe knife control and structured jointing during chicken disassembly as a separate practical-skills strand. Record usable poultry cuts and maintain complete raw-meat hygiene.	Food commodity: A group of foods or ingredients with similar origins, characteristics or uses Food provenance: Where a food comes from and how it has been grown, reared or caught Intensive farming: Large-scale production that uses machinery, artificial fertilisers and pesticides to maximise yield Organic farming: Crop production using natural fertilisers, crop rotation and biological controls rather than artificial fertilisers and pesticides Primary processing: The first stages that prepare raw food after harvesting or slaughter, such as transport, cleaning, sorting, milling or heat treatment Jointing: separating a carcass accurately at its natural joints	Year 9 commodity/provenance foundations and Lesson 26 storage; established safe knife and poultry routines.	Commodity/provenance classification and farming comparison. Primary-processing sequence and applied explanation. Teacher observation of safe jointing, identification of cuts and hygiene.	“Provenance asks where food came from and how it was produced. Primary processing is the first preparation after harvest or slaughter, such as cleaning, sorting or milling. During jointing, keep the practical strand separate but apply the same traceability, hygiene and respectful use of the commodity.”

Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
Lesson 28 – Reared Food, Welfare and Production / Practical – Chicken Goujons and Wedges	Explain how animals are reared and compare intensive, free-range, welfare, assurance and traceability considerations. Describe relevant commodity characteristics and food-safety controls. Prepare chicken goujons and wedges using safe raw-poultry handling, breadcrumbing, even portioning and thorough cooking.	Reared food: Food from animals that are raised and cared for by people, such as cattle, pigs, sheep and poultry Intensive rearing: High-output animal production using controlled housing, feeding and management to maximise efficiency Free-range and welfare: A system that gives animals more opportunity to move and behave naturally; welfare is their physical and mental wellbeing Commodity characteristics: Nutritional, sensory and functional features that affect a food's quality, preparation and cooking Farm assurance and traceability: Standards, labels and records that show how food was produced and allow it to be traced through the supply chain Breadcrumbing: coating food in flour, egg and crumbs before cooking	Lesson 27 provenance and primary processing; earlier raw-poultry, breadcrumbing and oven skills.	Rearing-system comparison, welfare and traceability scenarios. Commodity/safety questions. Teacher observation of raw-poultry control, breadcrumbing, even cuts and thorough cooking.	“Intensive and free-range systems involve trade-offs in cost, output, welfare and environmental impact; avoid labelling one system with a single word. Traceability and assurance provide evidence. Raw poultry still requires separate equipment, thorough cooking and a clean cooked-food plate.”
Lesson 29 – Caught Food, Sustainability and Food Security / Practical – Chicken Biryani	Classify fish and shellfish and compare wild capture with aquaculture. Explain bycatch, sustainable fishing, food security and the need to balance habitats, affordability and employment. Complete chicken biryani using safe poultry and rice controls while retaining the separate provenance theory focus.	Caught food: Food collected from wild environments, such as fish and shellfish taken from seas, rivers or lakes Aquaculture: The controlled rearing of fish or shellfish in tanks, ponds, enclosures or sea cages Bycatch: Non-target fish, mammals, birds or turtles caught unintentionally during fishing Sustainable fishing: Catching seafood at a rate that allows stocks to reproduce while limiting damage to habitats and other species Food security: Reliable access for all people, at all times, to sufficient, safe and nutritious food for an active and healthy life	Lessons 27–28 grown/reared provenance and sustainability; KS3 fish classifications and rice/poultry safety.	Fish/shellfish classification, capture/aquaculture comparison and sustainability evaluation. Food-security recommendation challenge. Teacher observation of biryani organisation, rice/poultry safety and timing.	“Caught food comes from wild stocks; aquaculture is controlled rearing. Sustainability means stocks can reproduce and habitats/bycatch are managed. A strong judgement balances fish stocks, ecosystems, jobs, affordability, nutrition and the needs of future generations.”

Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
Lesson 30 – Food Miles, Carbon Footprint, Packaging and Waste / Practical – Sticky Chicken and Slaw	Distinguish food miles from whole-life carbon footprint and evaluate the purposes and impacts of packaging. Recommend ways to prevent, reuse or recycle food and materials. Prepare sticky chicken and classic slaw using marination, safe cooking, accurate vegetable cutting and portion control.	Food miles: The distance food travels from where it is produced to where it is sold or eaten Carbon footprint: The total greenhouse-gas emissions produced across the life cycle of a food, including production, processing, transport, storage and disposal Local food: Food produced and sold within a nearby area or region Packaging: Materials used to contain, protect, preserve, transport, inform and promote a food product Food waste: Food and food materials that are discarded instead of being eaten, reused or recycled Marinating: soaking food in a seasoned liquid to add flavour	Lessons 27–29 provenance, sustainability and food security; prior food-waste and vegetable-cutting knowledge.	Food-miles/carbon-footprint comparison and packaging audit. Waste-reduction recommendations and extended evaluation. Teacher observation of marination, raw-poultry safety, slaw cuts and portioning.	“Food miles measure distance; carbon footprint includes production, processing, transport, storage and waste. Packaging can create waste but can also prevent damage and spoilage. The lowest-impact decision considers the whole life cycle and prevents edible food being discarded.”
Lesson 31 – Global Food Production and International Cuisines / Practical – Fajita Drumstick and Flatbread	Explain pressures on global food production and the meaning of food security. Compare cuisines through coherent ingredients, methods, equipment and traditions rather than stereotypes. Prepare a fajita drumstick and flatbread while considering culture, availability, adaptation and practical feasibility.	Food security: Reliable access to sufficient, safe and nutritious food for an active and healthy life Cuisine: A style of cooking linked to a country or region, using distinctive ingredients, methods, equipment and serving traditions Staple food: A food eaten regularly that provides a major part of a population's energy intake, such as rice, wheat or maize Culinary tradition: Established ways of preparing, cooking, presenting and eating food within a culture Globalisation: The increasing movement of ingredients, dishes and food ideas between countries and cultures Flatbread: a bread shaped into a thin, usually unleavened or lightly raised form	Lessons 29–30 food security, carbon impact and availability; KS3 staple foods and international cuisine.	Food-security scenarios and cuisine-comparison table. Adaptation and target-consumer recommendation. Teacher observation of spice control, flatbread production, timing and presentation.	“Cuisine is more than one famous dish: it includes staples, flavour combinations, methods, equipment, presentation and meal patterns. Food security means reliable access, not that all food must be local. Adapt dishes thoughtfully while retaining recognisable characteristics.”



Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
Lesson 32 – Consumer Choice, Sensory Testing and Recipe Development / NEA-Readiness Practical	Explain personal, social, sensory, ethical and commercial influences on consumer choice. Set up fair sensory tests and use coded evidence to develop a recipe for a target consumer. Apply the cycle of brief, make, test, modify and evaluate during an NEA-readiness practical.	Consumer choice: The decisions people make about what to buy, prepare and eat, influenced by sensory, practical, social, ethical and health factors Sensory perception: How sight, smell, taste, texture and sound work together to shape a person's response to food Tasting panel: A group of people who assess food samples and record their responses using an agreed sensory test Blind test: A sensory test in which samples are coded so tasters do not know their identity and are less likely to be biased Recipe development: A planned cycle of researching, making, testing, modifying and evaluating a recipe so that it meets a brief Fair test: a comparison in which only the intended factor changes	Lesson 14 sensory language and meal-planning factors; Lessons 30–31 consumer, sustainability and cuisine choices.	Consumer-factor analysis and sensory-test design. Coded tasting evidence, recipe-development decision and evaluation. Teacher observation of practical independence and response to the brief.	"A fair sensory test uses coded samples , the same portion and serving conditions, clear criteria and an appropriate panel. Preference alone is not recipe development; use results to decide a specific change, remake and test whether the brief is met more successfully."

Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
Lesson 33 – NEA Readiness: Skills Audit, Brief Analysis and Student-Choice Dish Thinking	Audit practical strengths and gaps using evidence from the year. Analyse a brief to identify target consumer, requirements, constraints and opportunities for technical skill. Generate realistic student-choice dish ideas; no fixed dessert requirement applies.	NEA: Non-examination assessment completed under controlled conditions. Component 2 includes a Food Investigation Assessment and a Food Preparation Assessment Skills audit: An honest review of practical strengths, evidence and areas that need further practice Brief: The assessment instructions that identify the context, target consumer, requirements and expected outcome Constraint: A limit that must be considered, such as time, cost, dietary need, equipment, safety or available ingredients Justification: A developed reason that explains how and why a decision meets the brief, supported by specific evidence Technical skill: a practical method carried out accurately and with control	Practical, nutrition, food-science and evaluation evidence from Lessons 1–32; Lesson 1 course structure.	Skills-audit evidence and brief-annotation check. Teacher conference on ambition, safety, feasibility and technical-skill range. Initial dish ideas justified; no fixed dessert requirement.	“Start with the wording of the brief. Underline the target consumer, required outcome and constraints, then choose dishes that are safe, achievable and technically ambitious enough. There is no automatic dessert rule—the choices must meet the brief and show a suitable range of skills.”
Lesson 34 – Practice NEA Launch: NEA1/NEA2 Task Analysis and Initial Decisions	Compare NEA1 Food Investigation with NEA2 Food Preparation. Analyse practice tasks and select a valid investigation question with variables and an initial three-dish menu. Justify choices using science, nutrition, technical skill, safety, feasibility and the wording of the task.	NEA1: The Food Investigation Assessment: a scientific investigation into the working, functional or chemical properties of ingredients NEA2: The Food Preparation Assessment: research, trialling, planning, cooking, presentation and evaluation of a menu of three dishes Independent variable: The one factor deliberately changed during an investigation Dependent variable: The result that is measured or observed to identify the effect of the change Control variable: A factor kept the same so that an investigation is fair and valid Fair test: an investigation in which variables are controlled so results are valid	Lesson 33 skills audit, brief analysis, constraints and initial student-choice thinking.	NEA1/NEA2 comparison and task-decoding tables. Teacher validation of investigation question, variables and three-dish menu. Written justification of both initial decisions.	“NEA1 is a controlled food-science investigation: change one independent variable, measure a dependent result and keep controls constant. NEA2 is a three-dish menu supported by research, trials, planning, practical evidence and evaluation. Practice decisions must be task-led, not copied into a future live NEA.”

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Lesson 35 – Exam Week 3A / June Mocks: Mixed Eduqas Practice and Quick Feedback	Apply knowledge from across the GCSE course to a mixed Eduqas-style paper during the June mock window. Use immediate feedback to identify knowledge, application, development and calculation gaps. Avoid introducing essential new content while attendance is disrupted by hall examinations.	Command word: The instruction that tells you how much detail and what type of response is required Stimulus: Information provided in a question, such as a scenario, image, recipe, table or food label Application: Using accurate knowledge and linking it directly to the food, person or situation in the question Evidence: A relevant fact, example, calculation or detail used to support an answer Feedback code: A short code used to identify whether an error was caused by knowledge, application, development or calculation	Cumulative knowledge from Lessons 1–34 and prior Eduqas-style papers from Lessons 8, 15 and 20.	Mixed Eduqas-style paper for students present. Quick marking and feedback-code analysis. Targeted corrections; mock attendance recorded so catch-up can be planned.	“Use a repeatable exam routine: command word, marks, stimulus, accurate knowledge, developed link, check. The feedback code shows what to repair—knowledge, application, development or calculation—so the correction should target the cause of the lost mark.”
Lesson 36 – Exam Week 3B / June Mocks: Catch-Up Practice and Independent NEA Planning	Complete missed mixed-paper practice and feedback where required. Students already present independently refine a task-led NEA1 investigation or NEA2 menu plan. Maintain flexible routes so mock absence does not disadvantage any student.	Catch-up: An opportunity to complete practice or assessment work missed during an earlier lesson Task analysis: Breaking a question or brief into its command words, requirements, constraints and success criteria Investigation question: A precise food-science question linking one changed factor to a measurable outcome Dovetailing: Organising tasks so that several parts of a practical session progress efficiently at the same time Justification: A clear reason supported by the brief, scientific evidence, nutrition, technical skill, safety or feasibility	Lesson 35 mixed-paper experience and Lesson 34 initial NEA decisions; individual feedback and missed-work needs.	Catch-up paper and immediate feedback where required. Independent NEA planning checkpoint for students already complete. Teacher records individual route and next action.	“Students follow one of two valid routes: complete the missed paper and feedback, or continue independent NEA planning. Neither route introduces essential new content. Record the exact task, constraints and next action so everyone can rejoin the sequence fairly.”



Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
Lesson 37 – Practice NEA Planning Catch-Up: Investigation, Menu and Production Planning	Secure the NEA1 question, prediction, independent/dependent/control variables, method, results table and planned sensory evidence. Justify the NEA2 menu and complete commodity, equipment and presentation lists. Construct a realistic dovetailed production plan with safety, quality and contingency checks.	Menu justification: A developed explanation linking each dish and the overall menu to the brief, target consumer, nutrition, technical skills, sensory appeal and feasibility Commodity list: A complete list of ingredients and accurate quantities needed across the chosen dishes or investigation Equipment list: The specific preparation, cooking, safety, presentation and evidence equipment required Dovetailing: Sequencing tasks so that different dishes or stages progress efficiently at the same time Mise en place: Preparing and organising ingredients, equipment and work areas before production begins Quality check: A planned point where safety, accuracy, sensory quality, timing or presentation is checked	Lessons 34–36 task analysis, investigation/menu decisions, feedback and independent planning.	Teacher approval of NEA1 variables, method, results/sensory plan and controls. Menu-justification, resource-list and production-plan checks. Trial-readiness and safety checkpoint.	“A plan must be operational. State exact quantities, equipment, start times, overlapping tasks, temperatures, quality checks and contingency time. For NEA1, one variable changes and controls stay constant; for NEA2, every dish and skill must be justified against the brief.”



Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
Lesson 38 – Practice NEA Guided Hours: Student-Choice Practical and Evidence Collection	Prepare, cook and present student-choice dishes safely and with increasing independence. Demonstrate planned technical skills, timing, quality control and deliberate presentation. Collect useful process/final photographs, safety evidence and sensory records during the guided hours.	Guided hours: Centre-supervised practice time used to develop and apply NEA planning, practical and evidence-recording skills Technical skill: A preparation or cooking technique carried out accurately and with control, such as filleting, sauce-making, dough production or shaping Process photograph: A clear image taken during production that shows a specific technique, stage or quality check Final outcome photograph: A clear image of the complete, presented dish before it is tasted, moved or portioned further Presentation: The deliberate arrangement, portioning, colour, shape, garnish and service of the final food Safety evidence: A recorded action or result showing that food was prepared, cooked, stored and served safely	Approved Lesson 37 plans, resource lists, risk controls, time sequence and identified technical skills.	Practical rubric for organisation, safety, technical skill, independence, timing, quality and presentation. Process/final photographs and evidence log. Sensory scores collected safely while food is suitable to serve.	“Evidence should prove what the student did. Photograph a clear technical stage and the final outcome before tasting or moving it. Record temperatures, quality checks and any justified adaptation. Presentation is deliberate arrangement, not simply adding garnish at the end.”



Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
Lesson 39 – Practice NEA Review: Sensory Evidence, Evaluation and Year 11 Targets	Use sensory scores, descriptors, photographs and practical records to evaluate outcomes. Identify strengths, limitations and precise ingredient, method, timing or presentation improvements. Set focused SMART targets for Year 11 NEA and written-examination readiness.	Sensory descriptor: A precise word used to describe appearance, aroma, taste or texture, such as golden, fragrant, savoury, crisp or tender Sensory test: A structured method of collecting opinions about the sensory qualities of food Evidence: A result, observation, photograph, score or comparison used to support a judgement Evaluation: A reasoned judgement that identifies strengths, limitations and overall success using evidence Comparison: Examining similarities and differences between an outcome and another product, target or expectation Improvement: A precise change to an ingredient, quantity, method, timing, presentation or control that should improve the outcome	Lesson 38 photographs, safety/quality records, sensory data and the criteria from the original practice brief.	Sensory-data analysis and evidence-based evaluation. Precise improvement statements linked to results. Year 11 readiness audit and teacher-checked SMART targets.	“Evaluation uses evidence, not a description of events. State the result, compare it with the brief or target, explain why it occurred and propose a precise change to ingredient, method, time or presentation. A SMART target names exactly what will be improved and how success will be checked.”