

Teaching & Learning: Remote Learning Contingency Plan Term 2 – VISUAL ARTS

Term: 2 Year: 11 Subject: Food and Nutrition GCSE				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>Students are currently undertaking their non exam assessment. This in-depth piece of coursework has been set by the AQA exam board. The theme of the project is Street Food.</p> <p>In term one they are researching their project. This is worth 6 marks towards their course work and counts towards their final GCSE grade.</p> <p>Students will research and analyse the culinary tradition related to the task.</p> <p>Students should:</p> <ul style="list-style-type: none"> • Demonstrate a range of technical skills • Plan a final menu for chosen life stage/dietary group or culinary tradition <p>They should show this by;</p> <ul style="list-style-type: none"> • Making a range of suitable dishes showcasing technical skills and creativity • Demonstrate a good understanding of ingredients and making processes – if they do not have access to a kitchen this will be a theory based version, they will plan their makes and detail what technical skills they plan to use. <p>Helpful websites www.foodafactoflife.org.uk www.nutrition.org.uk</p>	<ul style="list-style-type: none"> • Directions for tasks to be communicated at the beginning of the week via Class Charts. • Live TEAMS lessons as per timetable – where possible with the class teacher. • Live Teams group tutorials with smaller groups of students. • All resources to be readily available on TEAMS. • Demonstrations of tools and equipment and whole class recipes to be available on teams. • Use of voice over power points to explain next steps. • Example projects of different levels available on TEAMS. • Teachers to use 'Help' channel on TEAMS to answer any questions and provide further help. 	<ul style="list-style-type: none"> • Directions for tasks to be communicated at the beginning of the week via Class Charts. • Live TEAMS lessons as per timetable – where possible with the class teacher. • Live Teams group tutorials with smaller groups of students. • All resources to be readily available on TEAMS. • Demonstrations to be available on teams. • Use of voice over power points to explain next steps. • Example projects of different levels available on TEAMS. • Teachers to use 'Help' channel on TEAMS to answer any questions. 	<ul style="list-style-type: none"> • All resources to be readily available on TEAMS. • Key elements of lessons to be recorded for viewing on TEAMS. • Demonstrations to be available on teams. • Use of voice over power points to explain next steps. • Example projects of different levels available on TEAMS. • Teachers to use 'Help' channel on TEAMS to answer any questions and provide further help. 	<p>Assessment will be carried out using 'Assignments' via TEAMS. All work produced will be marked in line with the NEA mark scheme with opportunities for students to act upon feedback given through this platform.</p> <p>Knowledge: Knowledge assessed will be applied knowledge of the culinary tradition of street food, processes of making the recipes, environmental factors on the producers and the chosen target market.</p> <p>Depth assessment: This will be key pieces of work contributing to the NEA which will allow students to gain a better insight into progress.</p>

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https://www.bbc.co.uk/bitesize/subjects/zbhy4wx https://www.bbc.co.uk/food				
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Term: 2 Year: 10 Subject: Food and Nutrition GCSE				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>Nutrients Overview and The Eatwell Guide</p> <ul style="list-style-type: none"> •Proteins–HBV / LBV-Eggs / Meat, Fish, •Alternative Proteins –HBV / LBV •Carbohydrates -Starches, sugars -bread, cereals, flour, oats, rice, potatoes and pasta •Fats, Oils and Shortening-Saturated / Unsaturated fats - butter, oil, lard, marg •Dietary Fibre, Reduced sugar •Minerals–Calcium, Iron, Salt, Fluoride, Iodine, Phosphorus •Vitamins -Fat soluble Vitamins –A D E K -Water Soluble Vitamins –B Group, CAntioxidant functions <p>Optional Practical</p> <p>Eggs and fats: Lemon meringue pie / Quiche Protein - Chicken Dish /Fish Pie / Cottage Pie / Meat Pie / Scotch Egg Alternative Proteins: Falafels / Spicy Bean Burger Dairy– Trifle / Cheesecake / Cheese + Potato pie, Vitamins: Carrot Cake / Muffins Minerals: Calcium, Iron, Iodine</p> <p>Skills review for term one:</p> <p>S3.Preparing fruit and vegetables-Mash, shred, scissor snip, scoop, crush, grate, peel,segment, de-skin, de-seed, blanch, shape, pipe,blend, juice prepare garnishes controlenzymic browning, spoilage and prevent foodpoisoning</p> <p>S4. Usingthecooker/ Using the grill-Use a range of foods, such as vegetables, meat, fish or alternatives such as halloumi,</p>	<ul style="list-style-type: none"> • Directions for tasks to be communicated at the beginning of the week via Class Charts. • Live TEAMS lessons as per timetable – where possible with the class teacher. • Use of online tutorials where appropriate. • All resources to be readily available on TEAMS. • Demonstrations of tools and equipment and whole class recipes to be available on teams. • Use of voice over power points to explain next steps. • Example projects of different levels available on TEAMS. • Teachers to use ‘Help’ channel on TEAMS to answer any questions and provide further help. • Use of Seneca to aid understanding and recall of knowledge. 	<ul style="list-style-type: none"> • Directions for tasks to be communicated at the beginning of the week via Class Charts. • Live TEAMS lessons as per timetable – where possible with the class teacher. • Use of online tutorials where appropriate. • All resources to be readily available on TEAMS. • Demonstrations to be available on teams. • Use of voice over power points to explain next steps. • Example projects of different levels available on TEAMS. • Teachers to use ‘Help’ channel on TEAMS to answer any questions and provide further help. 	<ul style="list-style-type: none"> • All resources to be readily available on TEAMS. • Key elements of lessons to be recorded for viewing on TEAMS. • Demonstrations to be available on teams. • Use of online tutorials where appropriate. • Use of voice over power points to explain next steps. • Example projects of different levels available on TEAMS. • Teachers to use ‘Help’ channel on TEAMS to answer any questions and provide further help. • Use of Seneca to aid understanding and recall of knowledge. 	<p>Assessment will be carried out using ‘Assignments’ via TEAMS.</p> <p>Describe the functions of nutrients</p> <ul style="list-style-type: none"> •Compare the nutritional needs of specific groups •Explain what happens if you don’t have a balanced diet •Know how the different cooking methods impact on the nutritional value of foods •Understand the importance of nutrition when planning meals •Produce shortcrust pastry using a variety of fats and understand which is best and why. •De-bone a chicken. <p>Depth assessment</p> <p>NEA 1 Food Investigation – Autumn 2 Enzymic browning investigations. PRACTICAL – Plan a meal for specific dietary need-</p>

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<p>seeds and nuts; char/grill or toast. Using the oven-Baking, roasting, casseroles and/or tagines, braising</p> <p>Helpful websites www.foodafactoflife.org.uk www.nutrition.org.uk https://www.bbc.co.uk/bitesize/subjects/zbhy4wx https://www.bbc.co.uk/food</p>	<ul style="list-style-type: none"> • If unable to do the practical students will still do the planning and have the option to make at home if the facilities are available. 	<ul style="list-style-type: none"> • Use of Seneca to aid understanding and recall of knowledge. 		<p>Only plan will be marked in event of lockdown as some may not be able to cook at home.</p>
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