

Visual Arts (Food) – Term 1

Term: 1				
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"> <li>analyse the task by explaining the research requirements</li> <li>carry out relevant research and analysis related to the culinary tradition</li> <li>identify a range of dishes eg by mind-mapping, or using annotated images</li> <li>select and justify a range of technical skills to be used in the making of different dishes.</li> </ul> <p>Helpful websites  <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a>  <a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a>  <a href="https://www.bbc.co.uk/bitesize/subjects/zbhy4wx">https://www.bbc.co.uk/bitesize/subjects/zbhy4wx</a>  <a href="https://www.bbc.co.uk/food">https://www.bbc.co.uk/food</a></p>	<ul style="list-style-type: none"> <li>Directions for tasks to be communicated at the beginning of the week via Class Charts.</li> <li>Live TEAMS lessons as per timetable – where possible with the class teacher.</li> <li>Live Teams group tutorials with smaller groups of students.</li> <li>All resources to be readily available on TEAMS.</li> <li>Demonstrations of tools and equipment and whole class recipes to be available on teams.</li> <li>Use of voice over power points to explain next steps.</li> <li>Example projects of different levels available on TEAMS.</li> <li>Teachers to use 'Help' channel on TEAMS to answer any questions and provide further help.</li> </ul>	<ul style="list-style-type: none"> <li>Directions for tasks to be communicated at the beginning of the week via Class Charts.</li> <li>Live TEAMS lessons as per timetable – where possible with the class teacher.</li> <li>Live Teams group tutorials with smaller groups of students.</li> <li>All resources to be readily available on TEAMS.</li> <li>Demonstrations to be available on teams.</li> <li>Use of voice over power points to explain next steps.</li> <li>Example projects of different levels available on TEAMS.</li> <li>Teachers to use 'Help' channel on TEAMS to answer any questions.</li> </ul>	<ul style="list-style-type: none"> <li>All resources to be readily available on TEAMS.</li> <li>Key elements of lessons to be recorded for viewing on TEAMS.</li> <li>Demonstrations to be available on teams.</li> <li>Use of voice over power points to explain next steps.</li> <li>Example projects of different levels available on TEAMS.</li> <li>Teachers to use 'Help' channel on TEAMS to answer any questions and provide further help.</li> </ul>	<p><b>Assessment</b> 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><b>Knowledge:</b> 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><b>Depth assessment:</b> 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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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>Introduction to GCSE course, Food Hygiene, The law, Food Safety Hazards Temperatures, Food Poisoning, Food Reheating, Safe Storage, Cleaning, HACCP</p> <p><b>Food Hygiene &amp; Safety Practicals</b>                      Buffet and party food eg. Sausage rolls, Samosa, Mini quiche, Vol-au-vents</p> <ul style="list-style-type: none"> <li>• Food related causes of ill health</li> <li>• Common types of food poisoning</li> <li>• Symptoms of food induced ill health</li> <li>• food safety hazards in different situations</li> <li>• risks to food safety and control measures</li> <li>• food safety regulations &amp; legislations</li> </ul> <p><b>Skills review for term one:</b></p> <p>S1. <b>General practical skills</b>                      weighing, measuring, preparing ingredients and equipment, correct cooking times, testing for readiness and sensory testing</p> <p>S2. <b>Knife skills</b>                      Fruit and vegetables - Bridge hold, claw grip, peel, slice, dice and cut - batons, julienne                      Meat, fish, alternatives - Fillet and portion a chicken, remove fat and rind, fillet fish, slice: raw and cooked meat and fish                      tofu and halloumi cheese</p>	<ul style="list-style-type: none"> <li>• Directions for tasks to be communicated at the beginning of the week via Class Charts.</li> <li>• Live TEAMS lessons as per timetable – where possible with the class teacher.</li> <li>• Use of online tutorials where appropriate.</li> <li>• All resources to be readily available on TEAMS.</li> <li>• Demonstrations of tools and equipment and whole class recipes to be available on teams.</li> <li>• Use of voice over power points to explain next steps.</li> <li>• Example projects of different levels available on TEAMS.</li> <li>• Teachers to use ‘Help’ channel on TEAMS to answer any questions and provide further help.</li> <li>• Use of Seneca to aid understanding and recall of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Directions for tasks to be communicated at the beginning of the week via Class Charts.</li> <li>• Live TEAMS lessons as per timetable – where possible with the class teacher.</li> <li>• Use of online tutorials where appropriate.</li> <li>• All resources to be readily available on TEAMS.</li> <li>• Demonstrations to be available on teams.</li> <li>• Use of voice over power points to explain next steps.</li> <li>• Example projects of different levels available on TEAMS.</li> <li>• Teachers to use ‘Help’ channel on TEAMS to answer any questions and provide further help.</li> </ul>	<ul style="list-style-type: none"> <li>• All resources to be readily available on TEAMS.</li> <li>• Key elements of lessons to be recorded for viewing on TEAMS.</li> <li>• Demonstrations to be available on teams.</li> <li>• Use of online tutorials where appropriate.</li> <li>• Use of voice over power points to explain next steps.</li> <li>• Example projects of different levels available on TEAMS.</li> <li>• Teachers to use ‘Help’ channel on TEAMS to answer any questions and provide further help.</li> <li>• Use of Seneca to aid understanding and recall of knowledge.</li> </ul>	<p><b>Assessment</b> will be carried out using ‘Assignments’ via TEAMS.</p> <p><b>Knowledge: Students should be able to;</b>                      Describe the role and responsibilities of the Environmental health officer</p> <ul style="list-style-type: none"> <li>• Know how food can cause ill health.</li> <li>• Understand how food safety is managed</li> <li>• prepare and cook a range of high-risk dishes and follow the principles they have learnt in the theory lessons.</li> </ul> <p><b>Depth assessment</b>                      Design a buffet making a batch production in groups. Create a time plan that includes in depth HACCP points. Work hygienically in the food room. Students to explain how they would</p>

## Teaching & Learning: Remote Learning Contingency Plan

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