

**VISUAL ARTS (Food) – Term 3**

<b>Term: 3</b> <b>Year: 11</b> <b>Subject: Food and Nutrition GCSE</b>				
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><b>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.</b></p> <p><b>In term one they are researching their project. This is worth 6 marks towards their course work and counts towards their final GCSE grade.</b></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>• Demonstrate a range of technical skills</li> <li>• Plan a final menu for chosen life stage/dietary group or culinary tradition</li> </ul> <p>They should show this by;</p> <ul style="list-style-type: none"> <li>• Making a range of suitable dishes showcasing technical skills and creativity</li> <li>• 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.</li> </ul> <p>Student will move on to planning their final recipes for their practical street food exam. Two dishes that are either sweet or savoury and fit the brief.</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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<p>Revision Topics for this term also include:</p> <ul style="list-style-type: none"><li>• Nutrients Revision</li><li>• Special Diets Revision</li><li>• Food Hygiene Revision</li><li>• Preservatives and Additives Revision</li><li>• Methods of cooking Revision</li><li>• Environmental and Moral issues Revision</li><li>• Packaging and labelling Revision</li><li>• Food Science Revision</li><li>• Food Commodities Revision</li><li>• Examples of Longer Questions</li><li>• GCSE food revision with longer questions</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>				
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<b>Term: 3</b> <b>Year: 10</b> <b>Subject: Food and Nutrition GCSE</b>				
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
Food Health and Dietary Needs Practicals Vegetarian Product Plan a meal for somebody with specific dietary requirements <ul style="list-style-type: none"> <li>• Task - Vegetable Cuts</li> <li>• Task – Fibre journey</li> <li>• Sensory testing + Analysis - How taste receptors and olfactory systems work</li> <li>• Dietary needs at different life stages</li> <li>• Nutritional needs and health</li> <li>• Diet related illnesses eg. Coeliac / lactose intolerant</li> <li>• Specific dietary needs – eg. Vegetarian</li> <li>• High energy needs - BMR – Basal Metabolic Rate</li> <li>• PAL – Physical Activity Level</li> <li>• High fibre / low fat / low Sugar</li> <li>• Recognise dietary needs at different life stages - Dietary related illnesses Eg. Coeliac</li> <li>• Understand Specific dietary needs</li> <li>• Plan a meal for somebody with specific dietary requirements</li> <li>• Explain what dietary fibre is</li> </ul> Food Science Practicals Caramelisation of sugars - Millionaire Shortbread Whisking Method – Swiss Roll Steam: Choux pastry – Eclairs / Profiteroles Yeast: Savoury Whirls / Chelsea Buns / Bread Flaky pastry: Eccles Cakes / Sausage Rolls or Plait	<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> <ul style="list-style-type: none"> <li>• Recognise dietary needs at different life stages - Dietary related illnesses Eg. Coeliac</li> <li>• Understand Specific dietary needs</li> <li>• Plan a meal for somebody with specific dietary requirements</li> <li>• Explain what dietary fibre is</li> <li>• High fibre / low fat / low Sugar</li> <li>• Functional properties of food</li> </ul>

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<p>Melting: Flapjacks, Gingerbread, Lemon Crunch</p> <ul style="list-style-type: none"> <li>• Functional properties of food</li> <li>• Raising Agents - Physical / Chemical / Raising Agents</li> <li>• Chemical Raising Agents</li> <li>• Baking Powder / Bicarbonate of Soda / SR Flour</li> <li>• Mechanical Raising Agents</li> <li>• Whisking, beating, Folding, Sieving, Creaming, Rubbing in</li> <li>• (Yeast) Biological</li> <li>• High fibre / low fat / low Sugar</li> <li>• Functional properties of food</li> <li>• Raising Agents Physical / Chemical / Raising Agents</li> <li>• High energy needs - BMR–Basal Metabolic Rate</li> <li>• PAL–Physical Activity Level</li> </ul> <p>Helpful websites  <a href="http://www.foodfactoflife.org.uk">www.foodfactoflife.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>• <b>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.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use of Seneca to aid understanding and recall of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Raising Agents Physical / Chemical / Raising Agents</li> <li>• High energy needs - BMR–Basal Metabolic Rate             <ul style="list-style-type: none"> <li>• PAL–Physical Activity Level</li> </ul> </li> </ul> <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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