HOLLAND PARK SCHOOL | 2026-2027

Continuity Curriculum

An online shadow curriculum for students temporarily out of lessons to ensure continuity of learning

Year 10 EDUQAS GCSE Food Preparation & Nutrition

Please use the online GCSE textbook (Login Screen) to help you with your tasks. Log in details can be found on Microsoft Teams.

Monday 1st September 2025 - Friday 24th October 2025				
Week	**Lesson Title**	**Lesson Objective**	**Lesson Tasks (50 mins – step-by-step)**	**Any Additional Instructions**
2 – Theory 1 – 8th September	Intro to GCSE & Health & Safety	To understand GCSE Food structure and apply safety knowledge to scenarios.	**Starter (5 mins):** Write title/date. In 3 sentences: *Why is safety important in cooking?* **Task 1 (8 mins):** Chromebook: Search "Eduqas GCSE Food Preparation and Nutrition overview student". Write 5 facts (topics, NEAs, exam %). **Task 2 (7 mins):** List 10 hazards and 1 prevention each. **Task 3 (10 mins):** Write 3 safety scenarios (e.g., "You see raw chicken juice on a board – what do you do?"). Answer your own scenarios. **Task 4 (10 mins):** Design a safety poster with 3 knife, 3 hygiene, and 3 workstation rules. Add drawings. **Extended Writing (8 mins):** *Q:* "Explain how ignoring safety rules could lead to serious accidents in a food room. "**Bronze:** List 3 hazards. **Silver:** Explain hygiene links. **Gold:** Include a real-world example. **Extension:** Research 1 real kitchen accident (UK news). Write 3 prevention tips.	Chromebook needed. Posters should be display-ready.
2 – Theory 2 – 10th September	Macronutrients Overview	To understand carbs, protein, fat, and their energy values.	**Starter (5 mins):** Write 1 guess about "macronutrients." **Task 1 (15 mins):** Chromebook: Define carbs, protein, fat. Write 2 sources and 2 functions each. **Task 2 (10 mins):** Write kcal/g for each macronutrient. Calculate calories in 10g fat, 5g protein, 20g carbs. **Task 3 (10 mins):** Draw simple diagrams of glucose, amino acids, fatty acids.	Colour-code diagrams.

			Extended Writing (8 mins): *Q:* "Explain why a balanced diet with all macronutrients is essential for teens." **Bronze:** Name all 3. **Silver:** Explain their roles. **Gold:** Link to health risks. **Extension:** Research an athlete's macronutrient split; write 3 facts.	
2 – Practical Replacement- 11th September	Knife Skills & Soup Investigation	To analyse knife grips, soup prep, and safety (no cooking).	**Starter (5 mins):** Write 2 sentences on knife safety. **Task 1 (7 mins):** List 5 knives and uses. **Task 2 (8 mins):** Watch "bridge and claw grip cooking." Draw and label grips with 4 tips each. **Task 3 (10 mins):** Research a veg soup recipe. Write 3 veg, 3 steps, 2 safety rules. **Task 4 (10 mins):** Write 5 bullet points on why soup is nutrient-rich. **Extended Writing (8 mins):** *Q:* "Explain why mastering knife skills builds cooking confidence." **Extension:** Draw a safe kitchen workstation.	Chromebook required.
3 – Theory 1 – 15th September	Carbs: Types, Sources, Functions	To explore simple vs complex carbs, sugar structure, fibre's role.	**Starter (5 mins):** Write 3 carb foods. **Task 1 (8 mins):** Define simple vs complex carbs; 2 examples each. **Task 2 (10 mins):** Draw sugar and starch molecules; label quick vs slow energy. **Task 3 (10 mins):** Write 3 bullet points about fibre. **Task 4 (7 mins):** Research low-fibre diet problems; write 2 sentences. **Extended Writing (10 mins):** *Q:* "Explain why diets high in fibre and complex carbs are vital for long-term health." **Bronze:** Mention fibre role. **Silver:** Link to digestion/energy. **Gold:** Include disease prevention. **Extension:** Research GI index; write 3 comparisons.	Use BBC Bitesize.
3 – Theory 2- 17th September	Carbs & Energy	To calculate food energy and link carbs to performance.	**Starter (5 mins):** Match 5 foods to quick/slow energy. **Task 1 (10 mins):** Chromebook: Write the number of calories per 100g for rice, pasta, bread, potatoes. **Task 2 (10 mins):** Write 5 reasons athletes need carbs.	Chromebook required.

			Task 3 (10 mins): Write 3 effects of carb deficiency. **Task 4 (7 mins):** Write a quiz Q about energy per gram. **Extended Writing (8 mins):** *Q:* "Explain why athletes eat high-carb meals before competition." **Bronze:** Say "for energy." **Silver:** Mention glycogen. **Gold:** Link to sports performance. **Extension:** Write 3 sentences on carb-loading.	
3 – Practical Replacement – 18th September	Stir Fry Investigation	To analyse stir-fry technique, nutrients, and health benefits.	**Starter (5 mins):** Write: *Why stir-fry veg?* **Task 1 (7 mins):** Watch stir-fry video; write 3 steps, 3 safety rules. **Task 2 (10 mins):** Write 3 ways stir-fry preserves nutrients. **Task 3 (10 mins):** Plan 2 stir-fries (veg + meat-based). **Task 4 (10 mins):** Write 5 comparisons: stir-fry vs boiling. **Extended Writing (8 mins):** *Q:* "Explain why stir-frying is healthier than deep-frying." **Extension:** Draw a wok and safe handling steps.	Chromebook required.
4 – Theory 1 – 22nd September	Protein: Structure & Amino Acids	To study amino acids, HBV/LBV proteins, protein structure.	**Starter (5 mins):** Write 3 protein foods. **Task 1 (8 mins):** Define protein, amino acids, HBV, LBV. **Task 2 (10 mins):** Draw protein chain; label amino acids, peptide bonds. **Task 3 (10 mins):** Write 2 HBV, 2 LBV protein examples. **Task 4 (7 mins):** Write 3 points on protein structure. **Extended Writing (8 mins):** *Q:* "Explain why vegetarians combine LBV proteins." **Bronze:** Give 2 examples. **Silver:** Link amino acids. **Gold:** Discuss deficiency. **Extension:** Research kwashiorkor; write 3 causes.	Colour diagrams.
4 – Theory 2 - 24th September	Protein Needs & Sources	To calculate protein needs and explore sources globally.	**Starter (5 mins):** Why do teens need protein? **Task 1 (10 mins):** Write protein needs for babies, teens, adults, athletes. **Task 2 (10 mins):** Write 5 animal vs 5 plant proteins; give pros/cons.	Use NHS Eatwell Guide.

			Task 3 (10 mins): Research 2 global protein staples (e.g., lentils, beans); write 1 fact each. **Task 4 (7 mins):** Write 3 quiz Qs. **Extended Writing (8 mins):** *Q:* "Explain how protein needs change across life stages." **Extension:** Research 1 athlete diet.	
4 – Practical Replacement – 25th September	Protein Stir Fry Investigation	To compare meat vs plant protein cooking and safety.	**Starter (5 mins):** Write 2 chicken safety rules. **Task 1 (8 mins):** Write safe chicken cooking temp + tofu storage rules. **Task 2 (10 mins):** Write pros/cons of meat vs tofu stir fry. **Task 3 (10 mins):** Research 1 Asian stir fry dish for each protein type. **Task 4 (7 mins):** Write 3 differences in nutrition. **Extended Writing (8 mins):** *Q:* "Compare animal vs plant proteins." **Bronze:** State examples. **Silver:** Add saturated fat. **Gold:** Discuss sustainability. **Extension:** Draw safe chopping setup.	Chromebook required.
5 – Theory 1 – 29th September	Fat: Types, Sources, Functions	To learn fat types, structure, and risks.	**Starter (5 mins):** Write 3 fatty foods. **Task 1 (10 mins):** Define saturated, unsaturated, trans fats; 2 examples each. **Task 2 (10 mins):** Draw molecules; label "single vs double bonds." **Task 3 (10 mins):** Write 5 fat functions. **Task 4 (7 mins):** Write 2 fat benefits + 2 risks. **Extended Writing (8 mins):** *Q:* "Explain why fat is essential but harmful in excess." **Extension:** Research Mediterranean fats.	Chromebook optional.
5 – Theory 2 – 1st September	Fat in Diet & Cooking	To compare cooking methods with fat.	**Starter (5 mins):** Write 3 dishes using fat. **Task 1 (10 mins):** Write about shallow frying, deep frying, roasting, baking. **Task 2 (10 mins):** Case study fish & chips: 3 points (oil, calories, portions). **Task 3 (10 mins):** Write facts about vitamins A,D,E,K.	Use NHS.

			Task 4 (7 mins): Write 3 sentences comparing roasting vs frying. **Extended Writing (8 mins):** *Q:* "Evaluate frying vs roasting for health." **Extension:** Draw deep fryer safety diagram.	
5 – Practical Replacement – 2nd September	Pastry Science Investigation	To analyse shortening, lamination, fat role.	**Starter (5 mins):** Write 1 word describing pastry. **Task 1 (8 mins):** Write rubbing-in steps. **Task 2 (10 mins):** Write how fat coats flour, stops gluten. **Task 3 (10 mins):** Write 2 differences: puff, filo, shortcrust. **Task 4 (7 mins):** Watch puff pastry video; write 3 points. **Extended Writing (8 mins):** *Q:* "Explain scientifically how fat changes pastry." **Extension:** Research suet pastry.	Chromebook required.
6 – Theory 1 – 6th October	Vitamins A, D, E, K	To describe fat-soluble vitamins.	**Starter (5 mins):** Write 1 vitamin-rich food. **Task 1 (10 mins):** Write role, source, deficiency per vitamin. **Task 2 (8 mins):** Write fact on overdose. **Task 3 (10 mins):** Draw 1 vitamin-rich meal and label. **Task 4 (7 mins):** Research rickets/night blindness. **Extended Writing (10 mins):** *Q:* "Explain vitamin D's role in bone health." **Extension:** Find 3 fortified foods.	Chromebook for research.
6 – Theory 2 – 8th October	Vitamins B & C	To analyse water-soluble vitamins.	**Starter (5 mins):** List 2 foods with vitamin C. **Task 1 (10 mins):** Write 2 roles and deficiencies for B1, B2, B3, B12, folate, C. **Task 2 (8 mins):** Write 3 cooking tips to preserve C. **Task 3 (10 mins):** Write 5 quiz questions. **Task 4 (7 mins):** Draw vitamin C molecule. **Extended Writing (10 mins):** *Q:* "Explain why vitamin C is essential and how cooking affects it."	Encourage diagrams.

6 – Practical Replacement – 9th October	Iron & Calcium Investigation	To explore bone/blood health minerals.	**Starter (5 mins):** Write 1 symptom of anaemia. **Task 1 (8 mins):** Write 5 foods rich in calcium and iron. **Task 2 (10 mins):** Write 3 effects of anaemia, 3 of osteoporosis. **Task 3 (10 mins):** Explain why teens need these minerals. **Task 4 (7 mins):** Write 2 sample meals. **Extended Writing (10 mins):** *Q:* "Explain why iron and calcium are critical for teens."	Chromebook optional.
7 – Theory 1 – 13th October	Minerals: Ca, Fe, Na, Iodine	To learn minerals and overconsumption risks.	**Starter (5 mins):** Write 1 fact about salt. **Task 1 (10 mins):** Write role, source, deficiency for Ca, Fe, Na, Iodine. **Task 2 (10 mins):** Write 3 dangers of too much sodium. **Task 3 (10 mins):** Write 3 processed high-salt foods. **Task 4 (7 mins):** Draw a salt-intake chart. **Extended Writing (8 mins):** *Q:* "Explain the dangers of high-salt diets and reduction tips."	Chromebook allowed.
7 – Theory 2 – 15th October	Water & Fibre	To analyse hydration/fibre for digestion.	**Starter (5 mins):** Write 1 fact about water. **Task 1 (8 mins):** Write 5 water roles. **Task 2 (10 mins):** Write 3 fibre benefits. **Task 3 (10 mins):** Write 2 digestive problems from low fibre. **Task 4 (7 mins):** Write 5 quiz Qs. **Extended Writing (10 mins):** *Q:* "Explain why water and fibre support digestion and prevent disease."	Use NHS.
7 – Practical Replacement – 16th October	Smoothie Investigation	To design nutrient-dense smoothies.	**Starter (5 mins):** Write 1 vitamin-rich fruit. **Task 1 (10 mins):** Write top 5 smoothie ingredients and benefits. **Task 2 (10 mins):** Plan a nutrient-rich smoothie recipe. **Task 3 (10 mins):** Write 3 creative presentation ideas. **Task 4 (7 mins):** Write 3 benefits of smoothie bowls.	Chromebook required.

			Extended Writing (8 mins): *Q:* "Explain how smoothies support good health and hydration."	
8 – Theory 1 – 20th October	DRVs & BMR	To calculate DRVs/BMR and factors affecting them.	**Starter (5 mins):** Guess BMR. **Task 1 (10 mins):** Define DRVs and BMR. **Task 2 (10 mins):** Use calculator to write BMR for 15yo boy/girl. **Task 3 (10 mins):** Write 5 factors affecting BMR. **Task 4 (7 mins):** Write 3 ways to raise/lower BMR. **Extended Writing (8 mins):** *Q:* "Explain why teens have higher BMR than adults."	Use online calculators.
8 – Theory 2 – 22nd October	Nutrient Deficiency & Excess	To evaluate poor diet risks.	**Starter (5 mins):** Write 2 deficiencies you know. **Task 1 (10 mins):** Write 3 effects of low iron, calcium, C. **Task 2 (10 mins):** Write 3 effects of overnutrition. **Task 3 (10 mins):** Research 1 deficiency disease. **Task 4 (7 mins):** Write 5 quiz Qs. **Extended Writing (8 mins):** *Q:* "Analyse how poor diets harm long-term health."	Colour code findings.
8 – Practical Replacement - 23rd October	Nutrient-Based Dish Analysis	To evaluate a balanced recipe's nutrients.	**Starter (5 mins):** Write 1 balanced meal idea. **Task 1 (10 mins):** Research 1 balanced recipe. **Task 2 (10 mins):** Write carbs, protein, fats, vitamins, minerals in dish. **Task 3 (10 mins):** Write 3 ways to make it healthier. **Task 4 (7 mins):** Sketch plating ideas. **Extended Writing (8 mins):** *Q:* "Evaluate your chosen dish's nutritional value."	Chromebook required.
Autumn 2 - Monday 3rd November 2025 - Friday 19th December 2025				
9 – Theory 1 – Wednesday 5th November	Heat Transfer in Cooking	Understand conduction, convection and radiation and their effect on food quality. Textbook Pg.68-70	**Starter (5mins):** List three cooking methods (baking, boiling, grilling). Predict which use conduction, convection or radiation. **Task 1 (10 mins):** Read pg. 68–69 and define each heat-transfer type with one example. **Task 2 (10 mins):** Sketch and label heat movement in a frying pan, oven and grill. **Task 3 (10 mins):** Explain why even heat distribution is important for texture and safety.	Textbook - Chromebook required.

			Task 4 (7mins): Identify two combined-method dishes (braising, stewing). **Extended writing (8 mins):** Explain how heat transfer affects texture and nutrient value in food.	
9 – Theory 2 – 6th November	Heat Transfer in Cooking	To analyse the effects of dry and moist-heat cooking on texture and appearance. Textbook Pg 71-72	**Starter (5 mins):** List three dry-heat methods and three moist-heat methods. **Task 1 (10 mins):** Read pg. 71 and describe Maillard reaction and caramelisation. **Task 2 (10 mins):** Compare dry vs. moist methods for nutrient retention. **Task 3 (10 mins):** Explain why temperature control is critical to avoid over-browning. **Task 4 (7 mins):** Summarise how heat type influences flavour development. **Extended Writing:** Explain how different heat methods produce distinct textures in foods. **Extension:** Research why over-browning can produce acrylamide (pg. 72)	Textbook - Chromebook required.
9 – Practical Replacement – 10th November	Browning Reactions Investigation.	To model the Maillard reaction and caramelisation in a non-practical context. Textbook Pg 71-72	**Starter (5 min):** Describe what happens to bread when toasted. **Task 1 (10 min):** Read pg. 71–72 and summarise the key features of the Maillard reaction and caramelisation. **Task 2 (10 min):** Identify three factors that influence the rate of browning (e.g. temperature, moisture, sugar type). **Task 3 (10 min):** Design a table comparing predicted colour and texture changes in foods exposed to different heat sources (oven, grill, toaster). **Task 4 (7 min):** Explain how over-browning can alter flavour and potentially create harmful compounds such as acrylamide. **Extended Writing (8 min):** Evaluate how browning reactions affect the appearance, flavour, and consumer acceptance of foods. **Extension:** Research which foods rely on the Maillard reaction to develop desirable colour and flavour (e.g. coffee, bread crust, roasted meats).	Textbook - Chromebook required.

10- Theory 1 – 12th November	Cooking Methods and Nutrient Retention.	Explore how different methods affect nutrient content and quality. Textbook Pg 73-75	**Starter (5 mins):** List three ways to cook vegetables and rank by healthiness. **Task 1 (10 mins):** Define moist, dry and combination methods. **Task 2 (10 mins):** Identify heat-sensitive vitamins. **Task 3 (10 mins):** Create a table comparing boiling, steaming and microwaving. **Task 4 (7 mins): E**xplain why cooking time and temperature matter. **Extended Writing:** Discuss how cooking methods preserve or destroy nutrients. **Extension:** Find two chef tips for retaining nutrients (pg. 75)	Textbook - Chromebook required.
10- Theory 2 – 13th November	Cooking Methods and Nutrient Retention.	Apply food-science knowledge to real-world cooking decisions. Textbook Pg. 76-77	**Starter:** Write what happens when starch is heated in liquid. **Task 1:** Read pg. 76 and define gelatinisation. **Task 2:** Label a diagram showing starch granules swelling. **Task 3:** Predict results of incorrect temperature control. **Task 4:** Identify examples of gelatinisation in everyday foods. **Extended Writing:** Explain how gelatinisation affects texture in sauces and desserts. **Extension:** Research coagulation in protein-based dishes (pg. 78)	Textbook - Chromebook required.
10- Practical Replacement – 17th November	Virtual Experiment: Nutrient Retention Comparison.	Evaluate how cooking-method choice influences nutrition and sensory qualities. Pg. 73 - 77	**Starter (5 min):** Name three cooking methods that use water or steam. **Task 1 (10 min):** Research which vitamins are destroyed by heat or water. **Task 2 (10 min):** Create a comparison chart predicting colour, flavour and vitamin retention for boiled, steamed and microwaved vegetables. **Task 3 (10 min):** Explain how each method impacts texture and nutrient preservation. **Task 4 (7 min):** Identify which method best balances nutrition and taste. **Extended Writing (8 min):** Evaluate how different cooking methods influence nutrient value and sensory appeal. **Extension:** Suggest two strategies to reduce nutrient loss at home.	Textbook - Chromebook required.

11- Theory 1 – 19th November	Functional and Chemical Properties of Food.	Describe key chemical reactions during cooking. Textbook Pg. 78 - 83	**Starter (5 mins):** Match each process (coagulation, dextrinisation, caramelisation) with a food example. **Task 1 (10 mins):** Read pp. 79–80 and define each term. **Task 2 (10 mins):** Explain how coagulation changes egg and meat structure. **Task 3 (10 mins):** Describe dextrinisation in bread and pastry. **Task 4 (7 mins):** Identify factors preventing over-browning. **Extended Writing (8 mins):** Analyse how temperature control affects flavour development	Textbook - Chromebook required.
11- Theory 2. - 20th November	Functional and Chemical Properties of Food.	Apply understanding of functional properties to recipe design. Textbook Pg. 81 - 83	**Starter (5 mins):** List three reasons why heat is applied in food preparation. **Task 1 (10 mins):** Identify examples of chemical change in baking and frying. **Task 2 (10 mins):** Explain how caramelisation affects appearance and taste. **Task 3 (10 mins):** Research enzymic browning and prevention methods. **Task 4: (7 mins)** Plan a recipe using at least two of these processes. **Extended Writing (8 mins):** Explain how functional properties enhance food quality.	Textbook - Chromebook required.
11– Practical Replacement – 24th November	Protein Denaturation Simulation.	Model effects of heat and acid on proteins without cooking. Textbook Pg. 78 - 83	**Starter (5 mins):** Predict what happens when an egg is heated or mixed with lemon juice. **Task 1 (10 mins):** Define denaturation and coagulation using examples from p. 79. **Task 2 (10 mins):** Plan a simple theoretical test to compare heat vs. acid effects on protein structure. **Task 3 (10 mins):** Record predicted texture and appearance outcomes. **Task 4 (7 mins):** Explain how denaturation affects structure and digestibility. **Extended Writing (8 mins):** Evaluate how protein denaturation influences texture and food quality. **Extension (remaining mins):** Research industrial uses of denaturation (e.g. cheese, yogurt production).	Textbook - Chromebook required.
12 – Theory 1 – 26th November	Food Spoilage and Micro-organisms.	Describe the conditions microbes need to grow.	**Starter (5 mins):** List examples of bacteria, yeasts, and moulds that can affect food. **Task 1 (10 mins):** Read pp. 84 – 85 and identify what microorganisms are and where they are found.	Textbook - Chromebook required.

		Textbook Pg: 84 - 86	**Task 2 (10 mins):** Create a table showing the conditions required for bacterial growth (warmth, moisture, food, time). **Task 3 (10 mins):** Explain the difference between useful and harmful microorganisms with one example of each. **Task 4 (7 mins):** Research how temperature affects microbial growth, identify the 'Danger Zone'. **Extended Writing (8 mins):** Explain why controlling temperature and moisture is essential for preventing microbial growth. **Extension (remaining mins):** Research how bacteria multiply over time using the bacterial growth curve on Pg. 86.	
12 – Theory 2 – 27th November	Food Spoilage and Micro-*organisms*.	Explain how food spoilage occurs and identify high-risk foods. Textbook Pg. 87 - 88	**Starter (5 mins):** Look at pictures of spoiled food (e.g., mouldy bread). What changes do you see? **Task 1 (10 mins):** Read pg. 87 – 88. Write down two things that cause food to spoil. **Task 2 (10 mins):** Write three signs that food has gone bad (e.g., smell, texture, colour). **Task 3 (10 mins):** Explain why cooked meat or milk spoil faster than dried or tinned food. **Task 4 (7 mins):** List three simple ways to stop food spoiling (e.g., fridge, clean hands, sealed containers). **Extended Writing (8 mins):** Explain how you can tell when food is no longer safe to eat. **Extension (remaining mins):** Draw a quick poster showing how to keep food fresh for longer.	Textbook - Chromebook required.
12 - Practical Replacement – 1st December	Microbial Growth Investigation.	To find out what helps bacteria grow, using a simple theory task. Textbook Pg: 89	**Starter (5 mins):** Write down four things' bacteria need to grow. **Task 1 (10 mins):** Imagine leaving food in three places — fridge, kitchen counter, and oven. Predict which one will spoil first. **Task 2 (10 mins):** Draw three pictures showing what the food might look like after one day, three days, and five days. **Task 3 (10 mins):** Write two sentences explaining why food spoils faster in some places than others. **Task 4 (7 mins):** Think of two ways to stop food spoiling. **Extended Writing (8 mins):** Explain why keeping food in a fridge or freezer helps it stay safe to eat.	Textbook - Chromebook required.

			Extension (remaining mins): Research what temperature a fridge should be kept at for safety.	
13- Theory 1 –3rd December	Food Safety and Preservation	To understand what food contamination is and how to prevent it. Textbook Pg: 90 - 97	**Starter (5 mins):** Write down three ways germs could get onto food. **Task 1 (10 mins):** Read pg. 90–91. Write what "cross-contamination" means. **Task 2 (10 mins):** Make a list of three foods that need extra care when preparing (e.g. chicken, eggs, fish). **Task 3 (10 mins):** Draw or label a picture of a kitchen showing how to keep raw and cooked food separate. **Task 4 (7 mins):** Write one sentence explaining why washing hands and boards is important. **Extended Writing (8 mins):** Explain how you can stop germs spreading when preparing food at home. **Extension (remaining mins):** Research one food poisoning bacteria and how to prevent it (e.g. Salmonella).	Textbook - Chromebook required.
13 – Theory 2 – 4th December	Food Preservation.	To understand why and how we preserve food. Textbook Pg: 93 - 95	**Starter (5 mins):** Write down why we need to preserve food. **Task 1 (10 mins):** Read pg. 93–94. Write one sentence to explain freezing, drying and pickling. **Task 2 (10 mins):** Match each preservation method with how it keeps food safe. **Task 3 (10 mins):** Write two advantages and one disadvantage for each method. **Task 4 (7 mins):** Explain why tinned foods last longer than fresh ones. **Extended Writing (8 mins):** Describe how preserving food helps reduce food waste at home. **Extension (remaining mins):** Research one modern method of food preservation (e.g. vacuum packing).	Textbook - Chromebook required.
13- Practical Replacement – 8th December	Food Storage at home	To learn how to store food safely and prevent spoilage. Textbook Pg: 94 - 95	**Starter (5 mins):** Name three foods that belong in the fridge. **Task 1 (10 mins):** Using pg. 94–95, list two rules for keeping a fridge safe (e.g., ≤5 °C, raw meat on the bottom shelf). **Task 2 (10 mins):** Draw a fridge and **label** where to store: raw meat/fish, dairy, leftovers, fruit/veg. **Task 3 (10 mins):** Make a cupboard list: five foods safe at room temperature and **why** (e.g., low moisture, sealed). **Task 4 (7 mins):** Write two actions to avoid cross-contamination during storage (e.g., sealed containers, dates/rotation).	Textbook - Chromebook required.

			Extended Writing (8 mins): Explain how correct fridge and cupboard storage helps prevent food poisoning. **Extension (remaining mins):** Find the **recommended fridge and freezer temperatures** and note one way to check them at home.	
14 – Theory 1 – 10th December	What is Food Provenance?	To understand what "food provenance" means and why it is important. Textbook Pg: 96 - 97	**Starter (5 mins):** Write down where your breakfast foods came from (e.g. milk, bread, fruit). **Task 1 (10 mins):** Read pp. 96–97. Write the meaning of "food provenance." **Task 2 (10 mins):** Match five foods to the countries or regions they come from. **Task 3 (10 mins):** List three foods that are made or grown in the UK. **Task 4 (7 mins):** Write one reason why buying local food is a good idea. E**xtended Writing (8 mins):** Explain why it is important to know where our food comes from. **Extension (remaining mins):** Research one British food with a "Protected Name" (e.g. Cornish pasty, Melton Mowbray pork pie).	Textbook - Chromebook required.
14 – Theory 2 – 11th December	Reducing Food Waste	To understand why food is wasted and how to reduce it. Textbook Pg: 98 - 99	**Starter (5 mins):** Think of one reason people throw food away at home. **Task 1 (10 mins):** Read pg. 98–99. Write down two main reasons food gets wasted. T**ask 2 (10 mins):** Sort examples into "avoidable waste" and "unavoidable waste." **Task 3 (10 mins):** List three ways families can waste less food (e.g. portion planning, freezing leftovers). **Task 4 (7 mins):** Write how wasting food can harm the environment. **Extended Writing (8 mins):** Describe how you could waste less food at home. **Extension (remaining mins):** Research a supermarket or charity that helps reduce food waste (e.g. FareShare, Too Good To Go).	Textbook - Chromebook required.
14 - Practical Replacement - 15th December	Food Waste Challenge.	To find ways to reduce food waste at home or in school. Textbook Pg: 100 - 101	**Starter (5 mins):** Write down a food you sometimes throw away. **Task 1 (10 mins):** Read pg. 100–101. Identify three foods that are often wasted in the UK. **Task 2 (10 mins):** Think of ways those foods could be reused or stored better. **Task 3 (10 mins):** Design a poster or list showing three ways to cut down waste at home. **Task 4 (7 mins):** Write one rule for wasting less food that you will try to follow this week. **Extended Writing (8 mins):** *Explain how reducing food waste can help people and the planet.*	Textbook - Chromebook required.

			Extension (remaining mins): Research what happens to food that ends up in landfill.	
15 – Theory 1 – 17th December	Food Provenance: Where Food Comes from.	To understand what food provenance means and why it is important. Textbook Pg: 96 - 105	**Starter (5 mins):** Write where your favourite food comes from (e.g. grown, reared, or caught). **Task 1 (10 mins):** Read pg. 96–97. Write what "food provenance" means. **Task 2 (10 mins):** Match five foods to their country or region of origin. **Task 3 (10 mins):** Write one reason why buying local food is a good idea. **ask 4 (7 mins):** List three foods that are made or grown in the UK. **Extended Writing (8 mins):** *Explain why it's important to know where food comes from.* **Extension (remaining mins):** Research one UK food with a Protected Designation of Origin (PDO) label	Textbook - Chromebook required.
15 – Theory 2 – 18th December	Sustainability and Food Waste.	To understand how food choices affect the planet and how to reduce waste. Textbook Pg: 100 – 103	**Starter (5 mins):** Write one reason people throw food away. **Task 1 (10 mins):** Read pg. 100–101. Write down two causes of food waste. **Task 2 (10 mins):** Sort examples into "avoidable waste" and "unavoidable waste." T**ask 3 (10 mins):** Write three simple ways to waste less food at home. **Task 4 (7 mins):** Explain how food waste affects the environment. **Extended Writing (8 mins):** Describe how people can eat sustainably and waste less food. **Extension (remaining mins):** Research what happens to food that goes to landfill.	Textbook - Chromebook required.
Spring 1 - Monday 5th January 2026 - Friday 13th February 2026				
15- Practical Replacement – 7th January 2026	Food Waste Action Plan.	To find ways to reduce food waste at home or in school. Textbook Pg: 104 - 105	**Starter (5 mins):** Write down one food you sometimes throw away. **Task 1 (10 mins):** Read pg. 104–105. Identify three foods that are often wasted in the UK. **Task 2 (10 mins):** Think of one way each of those foods could be reused, frozen, or stored better. **Task 3 (10 mins):** Design a short checklist or poster showing how to reduce food waste. **Task 4 (7 mins):** Write one rule you'll follow this week to waste less food. **Extended Writing (8 mins):** Explain how reducing food waste helps the planet and saves money. E**xtension (remaining mins):** Research one UK charity that helps reduce food waste (e.g. FareShare, Olio).	Textbook - Chromebook required.

16 – Theory 1 – 8th January	Cuisines Around the World. What is cuisine?	To understand what a cuisine is and explore different world cuisines. Textbook Pg: 106 - 107	**Starter (5 mins):** Write two foods you eat that come from another country. **Task 1 (10 mins):** Read pg. 106–107. Write what "cuisine" means. **Task 2 (10 mins):** Match each cuisine to a country (e.g. Italian – pasta, Indian – curry, Mexican – tacos). **Task 3 (10 mins):** List two ingredients that are common in each cuisine. **Task 4 (7 mins):** Write one reason why cuisines differ around the world. **Extended Writing (8 mins):** Explain how climate and geography affect the types of food people eat. **Extension (remaining mins):** Research one traditional British dish and one international dish popular in the UK.	Textbook - Chromebook required.
16 – Theory 2 – 12th January	World Cuisine and Food Culture. British and Regional Cuisine.	To explore British regional dishes and how food culture has changed. Textbook Pg: 108 - 109	**Starter (5 mins):** Write one traditional British dish you know. **Task 1 (10 mins):** Read pp. 108–109. List two regional dishes and where they come from (e.g. Cornish pasty, Yorkshire pudding). **Task 2 (10 mins):** Write one ingredient that makes each dish unique. **Task 3 (10 mins):** Explain how immigration has influenced British cuisine. **Task 4 (7 mins):** Write two examples of international dishes that are now common in the UK. **Extended Writing (8 mins):** Explain how British cuisine has changed because of foods and people from other countries. **Extension (remaining mins):** Research one modern British fusion dish.	Textbook - Chromebook required.
16 - Practical Replacement – 14th January	Create a Menu.	To design a two-course menu inspired by two different cuisines. Textbook Pg: 110 - 111	**Starter (5 mins):** Choose two cuisines (e.g. Indian and Italian). **Task 1 (10 mins):** Write one common ingredient from each cuisine. **Task 2 (10 mins):** Combine flavours to design a two-course menu. **Task 3 (10 mins):** Describe how your menu shows ideas from both cuisines. **Task 4 (7 mins):** Explain how your dishes could appeal to British customers. **Extended Writing (8 mins):** Explain how different cuisines can inspire new menu ideas. **Extension (remaining mins):** Research a real restaurant or brand that mixes cuisines (e.g. Wagamama, Nando's).	Textbook - Chromebook required.

17 – Theory 1 – 15th January	European Cuisine.	To explore the key features of European cuisines and how they influence UK food. Textbook Pg: 110 - 113	**Starter (5 mins):** Write one European dish you have tried before. **Task 1 (10 mins):** Read pg. 110–111. Write one typical dish each from Italy, France, and Spain. **Task 2 (10 mins):** List three common ingredients used in mediterranean cooking (e.g. olive oil, tomatoes, herbs). **Task 3 (10 mins):** Write one similarity between Italian and French cuisine. **Task 4 (7 mins):** Explain one reason why Mediterranean cuisine is popular in the UK. **Extended Writing (8 mins):** Explain how European cuisines have influenced British eating habits. **Extension (remaining mins):** Research one Mediterranean ingredient used often in the UK (e.g. pasta, garlic, cheese).	Textbook - Chromebook required.
17 – Theory 2 – 19th January	Asian & African cuisines.	To understand how international foods have shaped British eating habits. Textbook Pg: 116 - 118	**Starter (5 mins):** Write down two Asian or African dishes you know. **Task 1 (10 mins):** Read pg. 114–115. Write one key dish and ingredient from China, India, and Thailand. **Task 2 (10 mins):** Read pg. 116–118. Write one key dish and ingredient from North or West Africa. **Task 3 (10 mins):** Identify one cooking method that is common in both cuisines (e.g. stir-frying, slow cooking, grilling). **Task 4 (7 mins):** Write one reason why Asian and African foods are now popular in the UK. **Extended Writing (8 mins):** *Explain how Asian and African cuisines have influenced modern UK dishes.* **Extension (remaining mins):** Research one global restaurant or brand that sells Asian or African food in the UK.	Textbook - Chromebook required.
17- Practical Replacement – 21st January	World Flavour Challenge.	To create a theoretical dish using flavours or ingredients from two world cuisines. Textbook Pg: 110 - 119	**Starter (5 mins):** Choose two world cuisines you like (e.g. Italian and Indian). **Task 1 (10 mins):** Write down one key ingredient or spice from each cuisine. **Task 2 (10 mins):** Combine ideas to design a dish that uses both cuisines' flavours. **Task 3 (10 mins):** Describe how your dish looks, tastes, and which ingredients make it unique.	Textbook - Chromebook required.

			Task 4 (7 mins): Explain how your dish represents global food culture. **Extended Writing (8 mins):** Explain how combining cuisines helps people learn about new foods and cultures. **Extension (remaining mins):** Research a UK restaurant or product that uses global fusion flavours (e.g. Dishoom, Nando's).	
18 – Theory 1 – 22nd January	Technological Developments in Food. Developments in Food Production.	To understand how new technology has changed food production. Textbook Pg: 120 - 123	**Starter (5 mins):** Write one example of food made in a factory . **Task 1 (10 mins):** Read pg. 120–121. Write one new technology used in food manufacturing (e.g. automation, robotics). **Task 2 (10 mins):** List two advantages of using machines in food production. T**ask 3 (10 mins):** Write one disadvantage of modern food manufacturing. **Task 4 (7 mins):** Write how technology can help keep food safe. **Extended Writing (8 mins):** Explain how technology has improved the way food is produced and sold. **Extension (remaining mins):** Research one modern food production method (e.g. freeze-drying, vacuum packing).	Textbook - Chromebook required.
18 – Theory 2 – 26th January	Functional GM (Genetically Modified) Foods.	To understand what functional foods and GM foods are. Textbook Pg: 124 - 127	**Starter (5 mins):** Write one food that says it is "good for your health" on the label. **Task 1 (10 mins):** Read pg. 124–125. Write what "functional foods" are and give one example. **Task 2 (10 mins):** Read pg. 126–127. Write what "GM foods" are and why they are made. **Task 3 (10 mins):** Write one possible benefit and one concern about GM foods. **Task 4 (7 mins):** List two examples of functional or fortified foods sold in supermarkets. **Extended Writing (8 mins):** Explain how functional and GM foods are designed to improve health or food supply. **Extension (remaining mins):** Research one GM crop used around the world.	Textbook - Chromebook required.
18 - Practical Replacement – 28th January	Food Technology Timeline.	To explore how food technology has changed what we eat. Textbook Pg: 128 - 133	**Starter (5 mins):** Think of one convenience food (ready meal, frozen pizza, snack). **Task 1 (10 mins):** Read pg. 128–129. Write one example of how convenience foods are made. **Task 2 (10 mins):** Read pg. 130–131. Write how new packaging or preservation methods help food last longer.	Textbook - Chromebook required.

			Task 3 (10 mins): Create a short timeline showing one major development each decade (e.g. microwaves, frozen food, vacuum packaging). **Task 4 (7 mins):** Write how technology makes food preparation easier at home. **Extended Writing (8 mins):** Explain how technology has changed the way people buy, cook, and eat food. **Extension (remaining mins):** Research one modern food innovation (e.g. 3D printed food, plant-based meat alternatives).	
19 – Theory 1 – 29th January	Factors Affecting Food Choice - Culture and Religion.	To understand what influences people's food choices. Textbook Pg: 134 - 135	**Starter (5 mins):** Write your favourite meal and one reason why you like it. **Task 1 (10 mins):** Read pg. 134–135. List three main factors that affect what people eat (e.g. taste, health, cost). **Task 2 (10 mins):** Write one example of how family or lifestyle affects food choice. **Task 3 (10 mins):** List two social factors that might change what someone eats (e.g. friends, school, culture). **Task 4 (7 mins):** Write one example of how time or money can affect food choice. **Extended Writing (8 mins):** Explain how lifestyle and social factors influence what people choose to eat. **Extension (remaining mins):** Research one current food trend that has become popular in the UK	Textbook - Chromebook required.
19- Theory 2 – 2nd February	Culture & Religion	To understand how culture and religion influence food choices. Textbook Pg: 135 - 136	**Starter (5 mins):** Write one food linked to a celebration (e.g. birthday cake, Eid sweets). **Task 1 (10 mins):** Read pp. 136–137. Write one food rule for each religion mentioned (e.g. Halal, Kosher, vegetarianism). **Task 2 (10 mins):** Write one way religion affects what people can and cannot eat. **Task 3 (10 mins):** Write one example of how festivals or traditions include special foods. **Task 4 (7 mins):** Write one reason why it's important to respect other people's food choices. **Extended Writing (8 mins):** Explain how religion and culture influence what people eat around the world. **Extension (remaining mins):** Research one traditional celebration and describe the foods linked to it.	Textbook - Chromebook required.

19 - Practical Replacement – 4th February	Cultural Menu Design.	To create a culturally appropriate and balanced menu. Textbook Pg: 136 - 137	**Starter (5 mins):** Choose a religion or culture (e.g. Hindu, Muslim, Jewish, Christian). **Task 1 (10 mins):** Write which foods are avoided or encouraged in that culture. **Task 2 (10 mins):** Plan a one-day menu that respects these food rules. **Task 3 (10 mins):** Explain how your menu reflects the culture or beliefs. **Task 4 (7 mins):** Write how your menu could be balanced and nutritious. **Extended Writing (8 mins):** Explain how culture and religion affect meal planning and dietary choices. **Extension (remaining mins):** Research one restaurant or chef that celebrates cultural food traditions.	Textbook - Chromebook required.
20 – Theory 1- 5th February	Technology and GM Foods.	To understand how technology and GM foods affect what we eat Textbook Pg: 138 - 139	**Starter (5 mins):** Write one food you think has been processed or made using technology. **Task 1 (10 mins):** Read pp. 138–139. Write what "GM food" means and one example. **Task 2 (10 mins):** Write one benefit of GM foods (e.g. longer shelf life, pest resistance). **Task 3 (10 mins):** Write one concern about GM foods (e.g. safety, environmental impact). **Task 4 (7 mins):** Write how GM foods might help solve world food shortages. **Extended Writing (8 mins):** Explain how technology and GM foods have changed the way food is grown and sold. **Extension (remaining mins):** Research one GM crop used globally (e.g. maize, soybeans, rice) and describe its advantages	Textbook - Chromebook required.
20 – Theory 2 – 9th February	Food Miles and seasonal Foods	To understand the environmental benefits of buying local and seasonal foods. Textbook Pg: 140 - 141	**Starter (5 mins):** Write down one fruit or vegetable that grows in the UK. **Task 1 (10 mins):** Read p. 140. Write what "food miles" means. **Task 2 (10 mins):** Write two reasons why high food miles can harm the environment. **Task 3 (10 mins):** Read p. 141. Write what "seasonal foods" are and give two examples. **Task 4 (7 mins):** Write how eating seasonal foods supports local farmers. **Extended Writing (8 mins):** Explain how choosing local, seasonal foods can help protect the environment. **Extension (remaining mins):** Research one UK organisation or supermarket that promotes buying local produce.	Textbook - Chromebook required.

20 - Practical Replacement – 11th February	Sustainable Shopping Investigation.	To plan suitable meals for people with dietary needs while considering sustainability. Textbook Pg: 138 - 141	**Starter (5 mins):** Choose one product (e.g. strawberries, chicken, tomatoes). **Task 1 (10 mins):** Write where it is usually grown or produced. **Task 2 (10 mins):** Compare the environmental impact of buying it locally vs importing it. **Task 3 (10 mins):** Write one way technology could make that product more sustainable (e.g. hydroponics, GM crops). **Task 4 (7 mins):** Create a short paragraph explaining which choice is better for the environment and why. **Extended Writing (8 mins):** Explain how technology and local buying can work together to create a sustainable food system. **Extension (remaining mins):** Research one modern food technology that helps reduce waste or transport (e.g. vertical farming, controlled atmosphere storage)	Textbook - Chromebook required.
21 – Theory 1 – 12th February	Medical conditions and Food Marketing.	To understand how medical conditions affect food choice and diet. Textbook Pg: 142- 145	**Starter (5 mins):** Write one example of a food someone might need to avoid for health reasons. **Task 1 (10 mins):** Read pp. 142–143. Write what foods people with **coeliac disease** must avoid and what they can eat instead. T**ask 2 (10 mins):** Write what foods someone with **lactose intolerance** should avoid and suitable alternatives. **Task 3 (10 mins):** Write how someone with a **nut allergy** can stay safe when buying or eating food. T**ask 4 (7 mins):** Explain why clear labelling is important for people with food allergies or intolerances. **Extended Writing (8 mins):** Explain how people with medical conditions adapt their diets to stay healthy. **Extension (remaining mins):** Research one food company that makes allergy-friendly products (e.g. Genius Bread, Alpro, Oatly).	Textbook - Chromebook required.
Spring 2 - Monday 23rd February 2026 - Friday 27th March 2026				
21- Theory 2 – 23th February	Marketing, Advertising and how its Controlled.	To understand how advertising influences food choice and how it is regulated.	**Starter (5 mins):** Write one food advert or slogan you can remember. **Task 1 (10 mins):** Read p. 144. Write three ways food companies advertise products (e.g. TV, social media, packaging).	Textbook - Chromebook required.

		Textbook Pg: 144 - 145	**Task 2 (10 mins):** Write how adverts can persuade people to buy food (e.g. special offers, bright colours, celebrity endorsements). **Task 3 (10 mins):** Read p. 145. Write what the **ASA (Advertising Standards Authority)** does to control advertising. **Task 4 (7 mins):** Write one reason why controlling advertising is important for protecting consumers, especially children. **Extended Writing (8 mins):** Explain how advertising and marketing influence people's food choices and how the ASA helps ensure adverts are fair. **Extension (remaining mins):** Research one banned or misleading advert and why it was removed.	
21 - Practical Replacement 25th February	Healthy Food Campaign.	To design a healthy and responsible food advertisement that follows advertising rules. Textbook Pg: 142- 145	**Starter (5 mins):** Choose a healthy or allergy-friendly product to promote. **Task 1 (10 mins):** Write who your target audience is (e.g. children, teenagers, parents). **Task 2 (10 mins):** Create a slogan or short script that promotes the product honestly. **Task 3 (10 mins):** Write how your advert encourages healthy or safe food choices. **Task 4 (7 mins):** Explain how your advert meets ASA rules and avoids misleading information. **Extended Writing (8 mins):** Explain why advertising should promote healthy and truthful messages about food. **Extension (remaining mins):** Research one real-life brand known for ethical advertising (e.g. Innocent Drinks, Quorn, Oatly)	Textbook - Chromebook required.
22 – Theory 1 – 26th February	Micro-organisms & Food Spoilage	**Objective:** To understand how bacteria, yeast and mould affect food and link to investigation skills.	**Starter (5 mins):** Write 3 types of micro-organisms found in food. **Task 1 (10 mins):** Define bacteria, yeast, and mould. Give 1 food example for each. **Task 2 (10 mins):** Draw and label conditions for bacterial growth (warmth, moisture, time, food). **Task 3 (10 mins):** Explain the "danger zone" and why it is risky.	Textbook –376- Chromebook required.

			Task 4 (7 mins): Write 3 ways to prevent bacterial growth in kitchens. **Extended Writing (8 mins):** Q: *Explain how understanding microorganisms helps improve food safety and prevent food poisoning.* **Extension:** Research *Salmonella* and write 3 key facts	
22 – Theory 2 - 2nd March	High-Risk Foods & Storage	**Objective:** To identify high-risk foods and explain correct storage methods.	**Starter (5 mins):** List 3 foods that go off quickly. **Task 1 (10 mins):** Define high-risk foods and give 5 examples. **Task 2 (10 mins):** Explain why these foods are dangerous if stored incorrectly. **Task 3 (10 mins):** Draw a fridge diagram and label correct storage zones. **Task 4 (7 mins):** Write 3 rules for safe food storage at home. **Extended Writing (8 mins):** Q: *Explain why correct storage of high-risk foods is essential for health and safety.* **Extension:** Find the correct fridge and freezer temperatures.	Textbook - Chromebook required.
22- Practical Replacement – 4th March	Food Spoilage Investigation	**Objective:** To investigate how storage conditions affect food spoilage	**tarter (5 mins):** Write 2 signs that food has spoiled. **Task 1 (10 mins):** Compare fridge vs room temperature storage. **Task 2 (10 mins):** Create a table predicting spoilage rates of milk, bread, and meat. **Task 3 (10 mins):** Explain how temperature affects bacteria growth. **Task 4 (7 mins):** Suggest 3 ways to extend shelf life.	Textbook - Chromebook required.

			Extended Writing (8 mins): Q: *Evaluate how storage conditions affect food safety and shelf life.*	
23 – Theory 1 – 5th March	Food Poisoning & Hygiene	**Objective:** To understand causes of food poisoning and prevention.	**Starter (5 mins):** Name 2 types of food poisoning bacteria. **Task 1 (10 mins):** Define food poisoning and give 2 causes. **Task 2 (10 mins):** Research Salmonella and E. coli (2 facts each). **Task 3 (10 mins):** Write 5 hygiene rules for food preparation. **Task 4 (7 mins):** Explain cross-contamination with an example. **Extended Writing (8 mins):** Q: *Explain how good hygiene prevents food poisoning.*	Textbook - Chromebook required.
23 - Theory 2 6th March	Food Preservation Methods	**Objective:** To understand how preservation extends shelf life.	**Starter (5 mins):** Write 3 ways food can be preserved. **Task 1 (10 mins):** Define freezing, drying, and pickling. **Task 2 (10 mins):** Explain how each method prevents spoilage. **Task 3 (10 mins):** Write 2 advantages and 1 disadvantage for each method. **Task 4 (7 mins):** Explain why tinned foods last longer. **Extended Writing (8 mins):** Q: *Explain how preservation methods reduce food waste.*	Index Student Textbook / Online textbook
23 - Practical Replacement 9th March	Preservation Design Task	**Objective:** To apply preservation knowledge to food products.	**Starter (5 mins):** Name 1 preserved food product.	

		Textbook Pg:	**Task 1 (10 mins):** Choose a food and suggest a preservation method. **Task 2 (10 mins):** Explain how it extends shelf life. **Task 3 (10 mins):** Design a labelled product (jar/packaging). **Task 4 (7 mins):** Write 2 safety considerations. **Extended Writing (8 mins):** Q: *Evaluate the effectiveness of your chosen preservation method.*	
24- Theory 10th & 11th March	Packaging & Shelf Life	**Objective:** To understand modern packaging methods. Textbook Pg:	**Starter (5 mins):** List 3 types of food packaging. **Task 1 (10 mins):** Define MAP and vacuum packing. **Task 2 (10 mins):** Explain how packaging increases shelf life. **Task 3 (10 mins):** Write 3 benefits of modern packaging. **Task 4 (7 mins):** Identify 2 environmental concerns. **Extended Writing (8 mins):** Q: *Explain how packaging helps keep food safe and fresh.*	
24- Theory 2 – 16h March 2026	Food Hygiene Laws & Safety	**Objective:** To understand legal requirements for food safety. Textbook Pg:	**Starter (5 mins):** Why do food laws exist? **Task 1 (10 mins):** Define food hygiene legislation.	

			Task 2 (10 mins): Write 3 legal responsibilities of food businesses. **Task 3 (10 mins):** Explain the role of Environmental Health Officers. **Task 4 (3 mins):** Write 3 consequences of poor hygiene. **Extended Writing (8 mins):** Q: *Explain why food safety laws are important for consumers.*	
24 – Practical - 17th Replacement	Safe Kitchen Design Task	**Objective:** To design a safe food preparation environment. Textbook Pg:	**Starter (5 mins):** List 2 kitchen hazards. **Task 1 (10 mins):** Draw a kitchen layout. **Task 2 (10 mins):** Label hygiene zones. **Task 3 (10 mins):** Add 5 safety rules. **Task 4 (7 mins):** Explain how layout reduces contamination. **Extended Writing (8 mins):** Q: *Evaluate how kitchen design improves food safety.*	
25 – Theory 1- 18th March	Revision: Food Spoilage	**Objective:** To review key knowledge. Textbook Pg:	**Starter (5mins):** **Task 1 (10 mins):** Complete a keyword matching task. Match each keyword to its correct definition: **Keyword** — **Definition** Bacteria — A) Temperature range where bacteria grow quickly Danger Zone — B) Tiny living organisms that can cause food poisoning Cross-contamination — C) Transfer of bacteria from one surface to another High-risk food — D) Food that spoils quickly and supports bacterial growth **Task 2 (10 mins):** Fill in the missing words (cloze activity):	

			Use the word bank: **(warmth, moisture, fridge, bacteria, contamination, high-risk)** 1. _____ foods include meat and dairy. 2. Bacteria grow quickly in _____ conditions. 3. Food should be stored in the _____ to slow growth. 4. _____ can spread through poor hygiene. 5. _____ means harmful bacteria spreading. **Task 3 (10 mins): Task 3 (10 mins):** Answer the following short exam questions: 1. What is one example of high-risk food? 2. State the temperature range of the danger zone. 3. Give one way to prevent cross-contamination. 4. Name one type of bacteria. 5. Give one symptom of food poisoning. Sentence starters: One example is… The danger zone is… **Task 4 (7 mins):** Self-check answers. • Tick correct answers • Correct mistakes in green pen • Write 1 target: "Next time I will…" **Extended Writing (8 mins):** **Q: Explain how food safety prevents illness.** • Food safety is important because… • One way to prevent illness is… • This helps because… • Another example is…	
25 –Theory 2 – 19th March	Assessment: Food Spoilage	**Objective:** To assess understanding of food safety. Textbook Pg:	**Starter (5 mins):** Quick quiz: 1. What is bacteria? 2. Name one high-risk food Multiple choice: 3. Danger zone is: A) 0–5°C	

			B) 5–63°C C) 100°C 4. Cross-contamination means: A) Cooking food B) Spreading bacteria C) Freezing food **Task 2 (10 mins):** Short answers: • Define high-risk food • Give 2 hygiene rules • Explain fridge storage **Task 3 (10 mins):** Scenario: "You see raw chicken next to salad." What is the risk? What should you do? **Task 4 (3 mins):** Self-mark answers **Extended Writing (8 mins):** Q: Analyse how poor hygiene leads to food poisoning.	
25 - Practical Replacement – 20th March 2026	Safe Food Preparation Plan	**Objective:** To apply food safety knowledge. Textbook Pg:	**Starter (5 mins):** List 2 hygiene rules. **Task 1 (10 mins):** Choose a meal (e.g. pasta, stir fry). **Task 2 (25 –30 mins):** Write a detailed time plan on a table with 4 columns: one for making a stir fry. Include timings, portions, health and safety step and quality assurance **Extended Writing (8 mins):** Q: Explain how your plan prevents food poisoning when working with high-risk foods. Include key terms Danger Zone, 4C's,	
26 - Theory 1 23rd March 026	Revision: Provenance & Waste	**Objective:** To review key knowledge. Textbook Pg:	**Starter (5 mins):** What does "provenance" mean? **Task 1 (3 mins):** Match keywords: **Word** **Meaning**	

			Provenance A) Where food comes from Food miles B) Distance food travels Seasonal C) Grown at certain times Waste D) Food thrown away **Task 2 (2 mins):** Fill in the gaps: *(local, environment, waste, seasonal)* 1. Buying _____ food reduces food miles. 2. Food _____ harms the environment. 3. _____ food is grown at certain times. **Task 3 (5 mins):** Answer: • What are food miles? • Give 1 example of local food • Give 1 way to reduce waste **Task 4 (7 mins):** Self-check answers. **Extended Writing (8 mins):** Q: Explain why reducing food waste is important.	
26 - Theory 2 – 24th March 2026	Assessment: Provenance & Waste	Textbook Pg:	**Starter (5 mins):** Quick recall (3 questions): 1. What does "provenance" mean? 2. What are food miles? 3. Give one example of seasonal food Support: Students can use sentence starters if needed: • Provenance means… • Food miles are… **Task 1 (5 mins):** Multiple choice quiz - Circle the correct answer: 1. Provenance means: A) Cooking food B) Where food comes from C) Eating food	Textbook

			2. Food miles measure: A) Cooking time B) Distance food travels C) Food weight 3. Seasonal food is: A) Imported B) Grown all year C) Grown at certain times 4. Food waste means: A) Eating food B) Throwing food away C) Cooking food **Task 2 (10 mins):** Short answer questions: 1. Define "provenance" 2. Define "food miles" 3. Give 1 advantage of buying local food 4. Give 1 way to reduce food waste Sentence starters: • Provenance means… • One advantage is… **Task 3 (10 mins):** Scenario-based activity: "A supermarket sells strawberries imported from another country." Answer the following: • What are the environmental impacts? (give 2 points) • What could be a better alternative? • Why is this better? Sentence Starter: • This impacts the environment because… • A better option would be…	

			Task 4 (7 mins): Self-check and improve: • Tick correct answers • Correct any mistakes • Write 1 improvement target: "Next time I will…" **Extended Writing (8 mins):** **Q: Evaluate the benefits of buying local food.** Scaffold - - - sentence starters: • Buying local food is important because… • One benefit is… • This helps because… • Another benefit is…	
26 - Practical Replacement 25th March 2026	Food Preservation Methods	**Objective:** To understand how preservation prevents food spoilage. Textbook Pg:	**Starter (5 mins):** Describe 2 ways food can be preserved. **Task 1 (3 mins):** Match the method to the definition: **Method** — **Definition** Freezing — A) Removes water Drying — B) Low temperature slows bacteria Pickling — C) Uses acid Complete sentences: • Freezing slows _____ growth • Drying removes _____ • Pickling uses _____ **Task 2 (10 mins):** Evaluate the advantages and disadvantages of each method. **Task 3 (12 mins):** Explain how one method prevents spoilage. **Extended Writing (10 mins):** Q: Evaluate how preservation reduces food waste.	
Summer 1 - Monday 13th April 2026 - Friday 22nd May 2026				

27 – Theory 1 – Tuesday 14th April 2026	Provenance (Farm to Fork)	**Objective:** To understand the journey of food from production to consumption and the importance of traceability.	**Starter:** What does "farm to fork" mean? **Task 1:** Match stages and order the stages correctly: production → processing → distribution → consumption **Task 2:** Give one example of each stage. **Task 3:** Explain why traceability is important when purchasing food products? **Extended Writing:** Q: Explain the journey of food from farm to fork.	
27 – Theory 2- 15th April	Food Processing (Primary & Secondary Processing)	**Objective:** To understand different types of food processing and their impact on food quality and safety.	**Starter:** What is the difference between raw and processed food? **Task 1:** Define: • Primary processing (e.g. milling wheat) • Secondary processing (e.g. bread production) **Task 2:** Sort foods into categories: milk / cheese / flour / bread / apple juice **Task 3:** Explain 2 benefits of processing (preservation, convenience). **Task 4:** Explain 2 disadvantages (nutrient loss, additives). **Extended Writing:** Q: Evaluate how food processing affects food quality and nutrition.	
28– Practical – Replacement 16th April	Sustainability & Food Miles	**Objective:** To understand how food miles contribute to environmental impact and how sustainable food choices can reduce this.	**Starter:** What are food miles? **Task 1:** Define food miles.	

			Task 2 (10 mins): **Match the term to its meaning:** **Term** — **Definition** Food miles — A) Food grown locally Carbon footprint — B) Distance food travels Local produce — C) Environmental impact Imported food — D) Food from abroad **Task 3:** Compare local vs imported foods. **Task 4:** Suggest ways to reduce food miles **Extended Writing:** Q: Analyse the environmental impact of food miles.	
28 – Theory 1 20th April	Food Security & Fair Trade	**Objective:** To understand global food security issues and evaluate how Fair Trade supports ethical and sustainable food production.	**Starter:** What is food security? **Task 1:** Define food security. **Task 2 (10 mins):** **Match the concept to its description:** **Concept** — **Description** Food security — A) Fair pay for farmers Fair Trade — B) Access to enough food Food poverty — C) Lack of access to food Ethical sourcing — D) Responsible production **Task 3:** Explain causes of food insecurity. **Task 4:** Explain benefits of Fair Trade. **Extended Writing:** Q: Explain how Fair Trade improves food production.	
28 – Theory 2 – 21st April	Food Waste	**Objective:** To understand the causes, types, and environmental impacts of	**Starter:** What is food waste?	

		food waste and how it can be reduced.	**Task 1:** List causes of food waste. **Task 2 (10 mins):** **Match the waste type to example:** **Type** — **Example** Avoidable — A) Banana peel Unavoidable — B) Leftovers thrown away Recyclable — C) Packaging Compostable — D) Vegetable peel **Task 3:** Explain environmental impact. **Task 4:** Suggest reduction strategies **Extended Writing:** Q: Explain why reducing food waste is important.	
29 - Practical Replacement 22nd April	Environmental Impact of Food Production	**Objective:** To understand how different farming methods impact the environment and evaluate sustainable alternatives.	**Starter:** What is sustainability? **Task 1 (10 mins):** **Match farming type to description:** **Farming Type** — **Description** Intensive — A) Small scale Extensive — B) Large scale Organic — C) No chemicals Free-range — D) Outdoor access **Task 2:** Explain environmental impacts. **Task 3:** Explain ethical issues. **Task 4:** Suggest sustainable methods. **Extended Writing:** Q: Analyse environmental impacts of food production.	

30 – Theory 1 27th April	Food Choice: Culture & Religion	**Objective:** To understand how religious beliefs and cultural traditions influence food choice and dietary practices	**Starter:** Name 2 religious food rules. **Task 1 (10 mins):** **Match religion to food rule:** **Religion** — **Rule** Islam — A) Halal Judaism — B) Kosher Hinduism — C) No beef Christianity — D) Few restrictions **Task 2:** Explain restrictions. **Task 3:** Explain cultural influences. **Task 4:** Give examples. **Extended Writing:** Q: Explain how religion influences food choice.	
30 – Theory 28 April	Factors Affecting Food Choice	**Objective:** To understand the social, economic, cultural, and ethical factors that influence food choice.	**Starter:** List 3 factors. **Task 1 (10 mins):** **Match factor to explanation:** **Factor** — **Explanation** Cost — A) Cultural beliefs Ethics — B) Animal welfare Culture — C) Price Availability — D) Access **Task 2:** Explain income impact. **Task 3:** Explain ethical choices.	

			Task 4: Compare diets **Extended Writing:** Q: Analyse factors affecting food choice.	
30 Practical Replacement 29th April	Technological Developments in Food	**Objective:** To understand how technological developments improve food production, safety, and availability.	**Starter:** What is food technology? **Task 1 (10 mins):** **Match technology to purpose:** **Technology** — **Purpose** Fortification — A) Add nutrients Automation — B) Faster production Refrigeration — C) Slow spoilage Packaging — D) Protect food **Task 2:** Explain benefits. **Task 3:** Explain risks. **Task 4:** Give examples. **Extended Writing:** Q: Evaluate food technology.	
30 Theory –5th May	Food Fortification & GM Foods	**Objective:** To understand the role of fortification and genetic modification in improving food production and nutrition.	**Starter:** What is fortification? **Task 1 (10 mins):** **Match term to meaning:** **Term** — **Meaning** GM foods — A) Added nutrients Fortification — B) Modified DNA Bioengineering — C) Scientific change Enrichment — D) Added vitamins	

			Task 2: Explain advantages. **Task 3:** Explain disadvantages. **Task 4:** Give examples. **Extended Writing:** Q: Evaluate GM foods and fortification	
30 –Theory 6th May	Food Additives	**Objective:** To understand the types, functions, and effects of food additives in processed foods.	**Starter: (5 mins)** Define, what is an additive? **Task 1 (3 mins):** **Match additive to function:** **Additive** — **Function** Preservative — A) Texture Colouring — B) Colour Emulsifier — C) Shelf life Flavouring — D) Taste **Task 2: (20 minutes** Explain uses, risks and give examples. **Extended Writing: (20mins)** Q: Analyse additives in food production giving pros and cons to consuming additives in our diet.	
30 - Practical Replacement 11th May 2026	Food Labelling	**Objective:** To understand how food labelling provides information and supports informed consumer choices.	**Starter: (5mins)** What are the legal requirements needed on food labelling? **Task 1 (2 mins):** **Match feature to purpose:** **Feature** — **Purpose** Ingredients — A) Energy info Traffic light — B) Ingredients Allergens — C) Safety Nutrition table — D) Fat/sugar	

			Task 2: (5mins) Interpret a label (find a label on a food product) **Task 3: (10-15mins)** Explain your findings, what have you discovered? **Extended Writing: (20)** Q: Explain importance of food labelling.	
31 –Theory	Food Packaging	**Objective:** To understand the functions of food packaging and evaluate its environmental impact.	**Starter:** Why is food packaged? **Task 1 (10 mins):** **Match packaging to use:** **Packaging** — **Use** Vacuum — A) Remove air MAP — B) Gas control Plastic — C) Lightweight Glass — D) Reusable **Task 2:** Explain functions of each packaging (15mins). **Task 3: (10 mins)** Explain environmental issues and suggest improvements. **Extended Writing:** Q: Evaluate food packaging and its impact on our enironment.	
31 – Theory 12th May 2026	NEA 1 Introduction (Food Investigation Task**)**	**Objective:** To understand the purpose, structure, and requirements of NEA 1.	**Starter (5 mins):** What does "investigation" mean in food science? **Task 1 (10 mins):** Define NEA 1 and write 3 key facts (15%, science-based, investigation). **Task 2 (3 mins):** Match investigation terms: **Term** — **Meaning** Hypothesis — A) Prediction Variables — B) Things you change/measure Results — C) Data collected Conclusion — D) Final judgement	

			Task 3 (10 mins): Write one simple investigation idea (e.g. effect of heat on eggs). **Task 4 (7 mins):** Identify independent, dependent, control variables **Extended Writing (8 mins):** Q: Explain why investigations must be completed using fair testing methodologies?	
31 - Practical Replacement 13th May	NEA 1 Investigation Planning	**Lessons Objective:** To plan a food science investigation.	**Starter:** List 2 factors that affect cooking methods. **Task 1:** Choose investigation focus (e.g. raising agents, heat, fat)- Use the brief in Food Preparation & Nutrition Teams folder – Investigation Task 15% overall grade. **Task 2:** Analyse task and write a simple hypothesis. Use exemplar structure on page 379 in the GCSE Food Preparation & Nutrition Textbook. **Task 3:**Plan method (step-by-step). **Task 4:** Identify variables + controls. **Extended Writing:** Q: Explain how you would ensure reliable results.	
32 –Theory 18th May	NEA 1 Skills: Recording & Analysis	**Learning objectives:** To understand how to record, present and analyse investigation results.	**Starter:** What is data? **Task 1:** Match data types: **Type** — **Meaning** Qualitative — A) Numbers Quantitative — B) Descriptions Results table — C) Organised data Graph — D) Visual data **Task 2:** Create a simple results table. **Task 3:** Write 3 observations. **Task 4:** Explain patterns in results.	

			Extended Writing: Q: Analyse results from a food investigation.	
32 –Theory 19th MAy	NEA 1 Evaluation & Conclusion	**Lesson Objectives:** To evaluate results and write conclusions.	**Starter:** What is a conclusion? **Task 1:** Match evaluation terms: **Term** — **Meaning** Reliable — A) Same results repeated Accurate — B) Correct results Valid — C) Fair test Improvements — D) Changes to improve **Task 2:** Write a conclusion from sample results and Identify 2 errors **Task 3:** Suggest improvements. **Extended Writing:** Q: Evaluate a food investigation.	
32 - Practical Replacement 20th May	NEA 1 Mock Write-Up	**Lesson Objective:** To practise writing a full investigation.	**Starter:** What are the 4 sections of an investigation? **Task 1:** Write aim + hypothesis. **Task 2:** Write method. **Task 3:** Add results table. **Task 4:** Write conclusion. **Extended Writing:** Q: Evaluate your investigation.	
Monday 1st June 2026 - Friday 17th July 2026				
33 – Theory 1st June 2026	NEA 2 Introduction (Food Preparation Task)	**Lesson Objectivse:** To understand NEA 2 requirements and structure.	**Starter:** What is a "brief"? **Task 1:** Define NEA 2 (35%, practical + written). **Task 2:** Match:	

			Section **Meaning** Research A) Planning dishes Planning B) Investigating task Practical C) Cooking Evaluation D) Reviewing outcome **Task 3:** Analyse a sample brief. **Task 4:** Identify key requirements. **Extended Writing:** Q: Explain how to approach NEA 2.	
33 – Theory 2nd June	NEA 2 Research Task	**Lesson Objectives:** To research dishes and ideas for NEA 2.	**Starter:** What is research? **Task 1: Choose** a NEA-style brief. **Task 2:** Research 3 dishes. **Task 3:** Explain suitability. **Task 4:** Compare dishes. **Extended Writing:** Q: Justify your dish choices.	
33 - Practical Replacement 3rd June	NEA 2 Planning & Time Plans	**Lesson Objectives:** To develop time plans and organisation skills.	**Starter:** Why are time plans important? **Task 1:** Write a simple time plan. **Task 2:** Identify preparation steps. **Task 3:** Add safety points. **Task 4:** Add quality checks. **Extended Writing:** Q: Explain how time planning ensures success.	
34 –Theory 8th June	NEA 2 Dish Development	**Lesson Objectives:** To develop and adapt dishes.	**Starter:** What is meant by tailoring dishes to meet their target market's needs? **Task 1:** Choose a dish. **Task 2:** Suggest 2 improvements.	

			Task 3: Explain nutritional changes. **Task 4:** Evaluate outcome. **Extended Writing:** Q: Evaluate how your dish meets the brief.	
34 – Theory 9th June	NEA 2 Evaluation Skills	**Lesson Objectives:** To evaluate dishes using sensory analysis.	**Starter:** What is sensory analysis? **Task 1:** Match: **Factor** — **Meaning** Taste — A) Flavour Texture — B) Mouthfeel Appearance — C) Look Aroma — D) Smell **Task 2:** Evaluate a dish. **Task 3:** Identify strengths/weaknesses. **Task 4:** Suggest improvements. **Extended Writing:** Q: Evaluate a dish fully- The function of each ingredient and its impact/role in the human body.	
34 - Practical Replacement 10th June	Exam Technique	**Lesson Objectives:** To develop exam skills and structured answers. To connect all topics (nutrition, science, provenance).	Tasks: Exam paper walk through – this PowerPoint can be found in the REVISON folder in your Teams folder. • Command words • Practice questions • Mark schemes Tasks: • Mind maps • Links between topics • Application questions	

35 – Theory 11th June	Full Mock Assessment Reflection & Targets	Lesson Objectives: To assess full GCSE knowledge.	Tasks: • Full paper • Self-mark • Feedback	
35 -	Exam Technique	**Lesson Objectives:** To develop exam skills and structured answers. To connect all topics (nutrition, science, provenance).	Tasks: Exam paper walk through – this PowerPoint can be found in the REVISON folder in your Teams folder. • Command words • Practice questions • Mark schemes Tasks: • Mind maps • Links between topics • Application questions	
35 - Practical Replacement	Full Mock Assessment Reflection & Targets	Lesson Objectives: To assess full GCSE knowledge.	Tasks: • Full paper • Self-mark Feedback	
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