

Topic: Non-Examined Assessment 2- Food Preparation Task			Duration: 20 lessons	Composite: NEA
Key vocabulary:	Core knowledge Components		Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Hygiene Safety Primary research Secondary research Mise en place Time plan Dovetailing Quality control Questionnaire Sensory analysis Evaluation	<ul style="list-style-type: none"> Analyse the brief Understand the difference between primary and secondary research. Conduct research that is meaningful and useful. Use research to make an informed decision on the chosen dishes Understand the difference between quality control and hygiene and safety points Produce a dovetailed time plan to be used during the practical exam. Show an awareness of quality control and hygiene and safety to produce a three-course menu. Present dishes to a high standard. Identify the skills within a recipe. Use the information from your research to inform your presentation Showcase a variety of skills in the menu, including a variety of high-level skills. Produce a detailed sensory analysis of your chosen dishes, using a variety of different collection methods. Use your research to produce a detailed evaluation of your dishes. Provide realistic improvements for your menu. 		<ul style="list-style-type: none"> Understand the importance of hygiene and safety when producing your menu. Conduct research that is meaningful and that can be used to inform your menu. Produce a dovetailed time plan that is clear and concise and considers hygiene and safety and quality control points. Produce a detailed evaluation of your chosen menu. 	<p>Cultural foods in year 7</p> <p>All practical lessons Dovetailing of timeplans in year 9 and 10.</p> <p>Mock NEA 2 in Year 9 and 10.</p>
Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability via:
<p>Pupils will have to interpret the task from the exam board, picking out key vocab and analysing their meaning.</p> <p>Pupils will have to research from a variety of sources, interpret and pick out the key information and collect this information into research.</p>	<p>Pupils will be required to vocalise their questionnaire and other forms of research to ensure they have a good understanding of what is required from the task.</p> <p>Pupils will also have to vocalise the reasons they have chosen their menu and also the skills within their dishes.</p>	<p>Pupils will be required to produce an extended piece of writing outlining the findings of their investigation.</p>	<p>Pupils encouraged to work as independently as possible throughout their NEA.</p> <p>Pupils will produce their 3 course menu in 3 hours in an independent manner.</p>	<p>Teamwork, leadership, collaboration, time management, independent and group problem solving.</p> <p>Pupils will work towards and maintain a routine that helps them produce a food product hygienically and safely.</p>
SEND				
The following statements outline how the curriculum is planned to benefit SEND learners:				
Pupils have been provided with an open activity as pupils' experiments are self-led through ensuring learner buy in.				

NEA 2 is an opportunity for retrieval practical as it is building upon the prior knowledge of timeplans and practical skills, pupils have also completed a Mock NEA 2 so therefore will be with the requirements and layout.

Pupil will be word processing their work, supporting accessibility.

NEA 2 is scaffolded with over learning as each section leads onto the next.

Pupil can visually see the outcomes and the effect of variables, allowing them to talk about first-hand experiences in their conclusion.

Pupils have the ability to pick recipes from recipes they have cooked throughout their time in food, providing pupils with a familiarity.