

## St Edmund Campion Catholic School 5 Year Curriculum Summary: SUBJECT : Food & Nutrition

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Rotation 1	Rotation 1	Rotation 1	Rotation 2:	Rotation 2:	Rotation 2:
Core Knowledge/ Core skills:	<ul style="list-style-type: none"> <li>Introduction to Food &amp; nutrition (Project Overview).</li> <li>Understand how to Health &amp; safety kitchen rules in the kitchen.</li> <li>Identify and understand the functions of the Equipment used in the kitchen.</li> <li>Develop an understanding of the range of cooking methods.</li> <li>Select accurate measurements for cooking.</li> <li>Understand the correct storing and cooking Temperatures of foods.</li> <li>Understand and explore the 4 C's.</li> <li>Develop Knife skills when</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore nutrients and the functions and of ingredients</li> <li>Understand how to create an athlete's diet.</li> <li>Understand how to Modify recipes.</li> <li>Create a Minestrone soup.</li> <li>Create a Flatbread and develop Kneading and proving skills.</li> <li>Design a nutritious toastie.</li> <li>Students will investigate with disassembling food</li> </ul>	<ul style="list-style-type: none"> <li>Create Mini Cakes, using the creaming method.</li> <li>Food Science investigation task to create mini cakes using different sugars.</li> <li>Create Shortbreads, using the Rubbing-in and Rolling method.</li> <li>Create Cheesy Bake.</li> <li>Create Chicken Goujons.</li> <li>Adapting recipes to dishes created.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Food &amp; nutrition (Project Overview).</li> <li>Understand how to Health &amp; safety kitchen rules in the kitchen.</li> <li>Identify and understand the functions of the Equipment used in the kitchen.</li> <li>Develop an understanding of the range of cooking methods.</li> <li>Select accurate measurements for cooking.</li> <li>Understand the correct storing and cooking Temperatures of foods.</li> <li>Understand and explore the 4 C's.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore nutrients and the functions and of ingredients</li> <li>Understand how to create an athlete's diet.</li> <li>Understand how to Modify recipes.</li> <li>Create a Minestrone soup.</li> <li>Create a Flatbread and develop Kneading and proving skills.</li> <li>Design a nutritious toastie.</li> <li>Students will investigate with disassembling food</li> </ul>	<ul style="list-style-type: none"> <li>Create Mini Cakes, using the creaming method.</li> <li>Food Science investigation task to create mini cakes using different sugars.</li> <li>Create Shortbreads, using the Rubbing-in and Rolling method.</li> <li>Create Cheesy Bake.</li> <li>Create Chicken Goujons.</li> <li>Adapting recipes to dishes created.</li> </ul>



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Examinations:			Progress Test 1			Progress Test 2
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KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8	Rotation 1	Rotation 1	Rotation 1	Rotation 2	Rotation 2	Rotation 2
Core Knowledge/Skills:	<ul style="list-style-type: none"> <li>Recap Food safety and Food hygiene and be able to apply this in the food room.</li> <li>Recap the Health and safety rules to follow in food room.</li> <li>Recap kitchen equipment and understand measurements.</li> <li>Develop their understanding of the Eatwell Guide and the nutritional properties and chemical proprieties of ingredients identified in foods.</li> <li>Create healthy and traditional and cultural cuisines such</li> </ul>	<ul style="list-style-type: none"> <li>Identify traditional and cultural dishes worldwide foods, religions and people with different dietary needs.</li> <li>Create a stir-fry and vanilla cupcake dishes following the health and safety rules.</li> <li>Understand the creaming method.</li> <li>Understand how to sauté ingredients.</li> <li>Select ways to minimise about cross-</li> </ul>	<ul style="list-style-type: none"> <li>Explore Aeration methods used in cooking dishes.</li> <li>Conduct Aeration Experiments.</li> <li>Understanding the Bread making process.</li> <li>Create breads.</li> <li>Experiment with kneading breads and proving activity.</li> <li>Explore the whisking method.</li> <li>Create a Lemon Mousse.</li> </ul>	<ul style="list-style-type: none"> <li>Recap Food safety and Food hygiene and be able to apply this in the food room.</li> <li>Recap the Health and safety rules to follow in food room.</li> <li>Recap kitchen equipment and understand measurements.</li> <li>Develop their understanding of the Eatwell Guide and the nutritional properties and chemical proprieties of ingredients</li> </ul>	<ul style="list-style-type: none"> <li>Identify traditional and cultural dishes worldwide foods, religions and people with different dietary needs.</li> <li>Create a stir-fry and vanilla cupcake dishes following the health and safety rules.</li> <li>Understand the creaming method.</li> <li>Understand how to sauté ingredients.</li> <li>Select ways to minimise</li> </ul>	<ul style="list-style-type: none"> <li>Explore Aeration methods used in cooking dishes</li> <li>Conduct Aeration Experiments.</li> <li>Understanding the Bread making process.</li> <li>Create breads.</li> <li>Experiment with kneading breads and proving activity.</li> <li>Explore the whisking method.</li> </ul>

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	as oat biscuits and Spaghetti Bolognese.	contamination when cooking their dishes.  <ul style="list-style-type: none"> <li>Develop their understanding of Food Provenance and Seasonal foods. Students will develop an understanding of where food is grown, raised, caught, how it is transported and how it is produced.</li> </ul>	<ul style="list-style-type: none"> <li>Create a Pineapple upside-down cake.</li> <li>Create Macaroni Cheese.</li> </ul>	identified in foods.  <ul style="list-style-type: none"> <li>Create healthy and traditional and cultural cuisines such as oat biscuits, Spaghetti Bolognese</li> </ul>	about cross-contamination when cooking their dishes.  <ul style="list-style-type: none"> <li>Develop their understanding of Food Provenance and Seasonal foods. Students will develop an understanding of where food is grown, raised, caught, how it is transported and how it is produced.</li> </ul>	<ul style="list-style-type: none"> <li>Create a Lemon Mousse.</li> <li>Create a Pineapple upside-down cake.</li> <li>Create Macaroni Cheese.</li> </ul>
Title of Assessment Quiz.	<b>Mid unit knowledge Quiz practical assessment.</b>	<b>Mid unit knowledge Quiz practical assessment.</b>	<b>Mid unit knowledge Quiz and practical assessment.</b>	<b>Mid unit knowledge Quiz practical assessment.</b>	<b>Mid unit knowledge Quiz practical assessment.</b>	<b>Mid unit knowledge Quiz and practical assessment.</b>
Title of the Quality of Written Communication Task (QWC)	<b>Practical planning sheet. Complete booklet.</b>	<b>Practical planning sheet. Complete booklet.</b>	<b>Practical planning sheet. Complete booklet. Findings to Aeration experiment. End of term test.</b>	<b>Practical planning sheet. Complete booklet.</b>	<b>Practical planning sheet. Complete booklet.</b>	<b>Practical planning sheet. Complete booklet. Findings to Aeration experiment. End of term test.</b>
Resources:	Booklet Knowledge Organiser	Booklet Knowledge Organiser	Booklet Knowledge Organiser	Booklet Knowledge Organiser	Booklet Knowledge Organiser	Booklet Knowledge Organiser
Examinations:			<b>Progress Test 3</b>			<b>Progress Test 4</b>

## St Edmund Campion Catholic School 5 Year Curriculum Summary: SUBJECT : Food & Nutrition

KS3	Rotation 1 & 2 Autumn 1	Rotation 3 & 4/ Autumn 2	Rotation 4,5 & 6 / Spring 1	Rotation 6 & 7/ Spring 2	Rotation 7,8 & 9 / Summer 1	Rotation 9 & 10/ Summer 2
9	<i>16 lesson rotation: Rotate every 4 wks.</i>					
Core Knowledge/ Core skills:	<ul style="list-style-type: none"> <li>• Students will develop their understanding of the classification fruits and vegetables and they will experiment with the Enzymic browning process.</li> <li>• Students will develop their knife skills to create a fruit salad.</li> <li>• Students will develop their complex knife skills to create cuts of vegetables such as the Julienne and Batonnet.</li> <li>• Students will create Ratatouille/Mines trone using advance knife skills.</li> <li>• Students will develop their understanding of Food Spoilage and they will relate their</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop their understanding of the classification fruits and vegetables and they will experiment with Enzymic browning process.</li> <li>• Students will develop their knife skills to create a fruit salad.</li> <li>• Students will develop their complex knife skills to create cuts of vegetables such as the Julienne and Batonnet.</li> <li>• Students will create Ratatouille/Mines trone using advance knife skills.</li> <li>• Students will develop their understanding of Food Spoilage and they will</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop their understanding of the classification fruits and vegetables and they will experiment with Enzymic browning process.</li> <li>• Students will develop their knife skills to create a fruit salad.</li> <li>• Students will develop their complex knife skills to create cuts of vegetables such as the Julienne and Batonnet.</li> <li>• Students will create Ratatouille/Mines trone using advance knife skills.</li> <li>• Students will develop their understanding of Food Spoilage and they will</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop their understanding of the classification fruits and vegetables and they will experiment with Enzymic browning process.</li> <li>• Students will develop their knife skills to create a fruit salad.</li> <li>• Students will develop their complex knife skills to create cuts of vegetables such as the Julienne and Batonnet.</li> <li>• Students will create Ratatouille/Mines trone using advance knife skills.</li> <li>• Students will develop their understanding of Food Spoilage and they will</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop their understanding of the classification fruits and vegetables and they will experiment with Enzymic browning process.</li> <li>• Students will develop their knife skills to create a fruit salad.</li> <li>• Students will develop their complex knife skills to create cuts of vegetables such as the Julienne and Batonnet.</li> <li>• Students will create Ratatouille/Mines trone using advance knife skills.</li> <li>• Students will develop their understanding of Food Spoilage and they will</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop their understanding of the classification fruits and vegetables and they will experiment with the Enzymic browning process.</li> <li>• Students will develop their knife skills to create a fruit salad.</li> <li>• Students will develop their complex knife skills to create cuts of vegetables such as the Julienne and Batonnet.</li> <li>• Students will create Ratatouille/Mines trone using advance knife skills.</li> <li>• Students will develop their understanding of Food Spoilage and they will</li> </ul>

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	<p>understanding of Food Spoilage by them being able to complete a food spoilage experiment.</p> <ul style="list-style-type: none"> <li>• Students will relate their knowledge of fruit and vegetables and they will demonstrate how to safely use equipment and be able to create soup.</li> <li>• Students will formulate their understanding of Bacteria.</li> <li>• Students will investigate their food spoilage results and produce a written plan.</li> <li>• Students will explore starchy foods and create potatoes dishes such as Dauphinoise Potatoes.</li> <li>• Students will explore Food hygiene and Food poisoning.</li> <li>• Students will create potato wedges,</li> </ul>	<p>relate their understanding by them being able to complete a food spoilage experiment.</p> <ul style="list-style-type: none"> <li>• Students will relate their knowledge to fruit and vegetables and they will demonstrate how to safely use equipment and be able to create soup.</li> <li>• Students will formulate their understanding of Bacteria.</li> <li>• Students will investigate their food spoilage results and produce a written plan.</li> <li>• Students will explore starchy foods and create potatoes dishes such as Dauphinoise Potatoes.</li> <li>• Students will explore Food hygiene and Food poisoning.</li> <li>• Students will create potato wedges,</li> </ul>	<p>relate their understanding by them being able to complete a food spoilage experiment.</p> <ul style="list-style-type: none"> <li>• Students will relate their knowledge to fruit and vegetables and they will demonstrate how to safely use equipment and be able to create soup.</li> <li>• Students will formulate their understanding of Bacteria.</li> <li>• Students will investigate their food spoilage results and produce a written plan.</li> <li>• Students will explore starchy foods and create potatoes dishes such as Dauphinoise Potatoes.</li> <li>• Students will explore Food hygiene and Food poisoning.</li> <li>• Students will create potato wedges,</li> </ul>	<p>relate their understanding by them being able to complete a food spoilage experiment.</p> <ul style="list-style-type: none"> <li>• Students will relate their knowledge to fruit and vegetables and they will demonstrate how to safely use equipment and be able to create soup.</li> <li>• Students will formulate their understanding of Bacteria.</li> <li>• Students will investigate their food spoilage results and produce a written plan.</li> <li>• Students will explore starchy foods and create potatoes dishes such as Dauphinoise Potatoes.</li> <li>• Students will explore Food hygiene and Food poisoning.</li> <li>• Students will create potato wedges,</li> </ul>	<p>relate their understanding by them being able to complete a food spoilage experiment.</p> <ul style="list-style-type: none"> <li>• Students will relate their knowledge to fruit and vegetables and they will demonstrate how to safely use equipment and be able to create soup.</li> <li>• Students will formulate their understanding of Bacteria.</li> <li>• Students will investigate their food spoilage results and produce a written plan.</li> <li>• Students will explore starchy foods and create potatoes dishes such as Dauphinoise Potatoes.</li> <li>• Students will explore Food hygiene and Food poisoning.</li> <li>• Students will create potato wedges,</li> </ul>	<p>relate their understanding Food Spoilage by them being able to complete a food spoilage experiment.</p> <ul style="list-style-type: none"> <li>• Students will relate their knowledge of fruit and vegetables and they will demonstrate how to safely use equipment and be able to create soup.</li> <li>• Students will formulate their understanding of Bacteria.</li> <li>• Students will investigate their food spoilage results and produce a written plan.</li> <li>• Students will explore starchy foods and create potatoes dishes such as Dauphinoise Potatoes.</li> <li>• Students will explore Food hygiene and Food poisoning.</li> <li>• Students will create potato wedges,</li> </ul>
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Title of the Quality of Written Communication Task (QWC)	<b>Analysis of enzymic browning. Food spoilage plan.  Practical planning sheet</b>	<b>Analysis of enzymic browning. Food spoilage plan.  Practical planning sheet</b>	<b>Analysis of enzymic browning. Food spoilage plan. Practical planning sheet. End of term test.</b>	<b>Analysis of enzymic browning. Food spoilage plan. Practical planning sheet.</b>	<b>Analysis of enzymic browning. Food spoilage plan.  Practical planning sheet</b>	<b>Analysis of enzymic browning. Food spoilage plan. Practical planning sheet. End of term test.</b>
Resources:	Booklet Knowledge Organiser	Booklet Knowledge Organiser	Booklet Knowledge Organiser	Booklet Knowledge Organiser	Booklet Knowledge Organiser	Booklet Knowledge Organiser
Examinations:			<b>Progress Test 5</b>			<b>Progress Test 6</b>



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KS4 GSCE Exam Board:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>10</b>						
Core Knowledge/ Core skills:	<ul style="list-style-type: none"> <li>Students develop an understanding of primary &amp; secondary processing of milk.</li> <li>Practical- Ice-cream and frozen yoghurt.</li> <li>Practical-Pasta and sauce</li> <li>Practical-Savoury crumble.</li> <li>Practical-Shortcrust pastry</li> <li>Practical-Savoury pie, with low- fat filling.</li> <li>Students will develop an understanding of fats, foods high in fat and how to reduce.</li> <li>Practical- Low fat cake</li> <li>Experiment-Alter the sugar in small cakes</li> <li>They will develop an understanding deeper understanding of Sugar.</li> <li>Mock exams.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate an understanding of a healthy balanced diet and healthy eating.</li> <li>Practical-Spanish meatballs.</li> <li>Practical-vegetarian Stir-fry.</li> <li>Practical-lentil soup( suitable for pregnant woman).</li> <li>Practical-Practical-Salmon fish cakes.</li> <li>Practical-Chilli beef wraps (high in vitamin B).</li> <li>Students will develop a deeper understanding of modifying recipes and an understanding of health-related issues.</li> <li>Students will develop a deeper understanding of minerals, fat-</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish food intolerances &amp; allergies and how to provide for a suitable diet.</li> <li>Practical-Gluten free pancakes.</li> <li>To understand the nutritional &amp; dietary needs of different life stages.</li> <li>Practical-Mini Toad in the hole(suitable for small child).</li> <li>Practical-Flatbread pizza(suitable for a teenager).</li> <li>Practical-bread and butter pudding (suitable for older person).</li> <li>Practical-Chicken a la king.</li> <li>Mock exams.</li> </ul>	<ul style="list-style-type: none"> <li>Practical-Oat flapjacks (suitable for manual worker).</li> <li>Students will investigate Factors influencing food choice and Culinary Traditions.</li> <li>Students will explore cooking cultural dishes eg. Curry Paste</li> <li>Develop an understanding of energy balance and DRV's and they will be able to relate this information of their nutritional intake.</li> <li>Practical-Students will create Pancakes.</li> <li>Distinguish between the range of Preservation methods.</li> <li>Practical-Preserved dish.</li> <li>Students will develop knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Mock exams.</li> <li>Students will attend work experience.</li> <li>Students will develop a deeper understanding of Proteins and protein- rich foods such as eggs and fish.</li> <li>Students will explore the uses of eggs such as; denaturation and coagulation.</li> <li>Students will explore raising agents such as mechanical and chemical in cooking their dishes.</li> <li>Students will develop an understanding of cooking methods.</li> <li>Students will develop an understanding of meats.</li> <li>Students will explore a variety of practical's surrounding meats such as; chicken Goujons,</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to complete mock food Science investigation tasks.</li> <li>Practical-Students will create Mediterranean cous cous.</li> <li>Students will research cereals and demonstrate their understanding of the variety of cereals available.</li> <li>Practical-Students will create risotto.</li> </ul>

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		<p>soluble vitamins, water-soluble vitamins, water and they will be able to distinguish the Nutritional properties and chemical proprieties.</p> <ul style="list-style-type: none"> <li>• Practical-Christmas cookies</li> <li>• Practical-Christmas cake.</li> </ul>		<p>and a deeper understanding of food Security for example; food availability, accessibility, moral issues, environmental and technological developments</p> <ul style="list-style-type: none"> <li>• Practical-leftover dish.</li> </ul>	<p>burgers, fishcakes and chick pea patties.</p>	
Title of Assessment piece (mini test)	<b>Mid unit knowledge Quiz practical assessment.</b>	<b>Mid unit knowledge Quiz practical assessment.</b>	<b>Mid unit knowledge Quiz practical assessment.</b>	<b>Mid unit knowledge Quiz practical assessment.</b>	<b>Mid unit knowledge Quiz practical assessment.</b>	<b>Mid unit knowledge Quiz practical assessment.</b>
Title of the Quality of Written Communication Task (Essay, Practical write up)	<b>End of term test.</b>		<b>End of term test.</b>		<b>End of term test. Work experience report.</b>	<b>Food Science Investigation Task report.</b>
Resources:	Textbook Revision Guide. Handouts. PowerPoints	Textbook Revision Guide. Handouts. PowerPoints	Textbook Revision Guide. Handouts. PowerPoints	Textbook Revision Guide. Handouts. PowerPoints	Textbook Revision Guide. Handouts. PowerPoints	Textbook Revision Guide. Handouts. PowerPoints
Examinations:	<b>Examination 1</b>		<b>Examination 2</b>		<b>Examination 3</b>	

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KS4 GSCE Exam Board:	Autumn 1 Task 1 Food investigation (NEA 1)	Autumn 2 Task 2 Food preparation assessment (NEA 2)	Spring 1	Spring 2	Summer 1	Summer 2
11	A. Research. B. Investigation. C. Analysis and Evaluation.	Researching the task.	Demonstrating technical Skills.	Planning for the final menu.	Making the final dishes and Analyse and evaluate task.	Exam Revision and Final Exam.
Core Knowledge /Core skills:	<ul style="list-style-type: none"> <li>Students will demonstrate the aim of the investigation and the choice of the investigations with detailed explanations linking to the functional and chemical properties of the ingredients.</li> <li>Students will demonstrate the method used for each investigation the changes and adaptations made logical sequence of working.</li> <li>Students will complete records of observations and findings (this may include charts, graphs, photos and written descriptions).</li> <li>Produce a comprehensive analysis with a wide range of opinions and viewpoints</li> <li>Students will complete their evaluation of their observations and findings.</li> </ul>	<ul style="list-style-type: none"> <li>Students will analyse the task by explaining the research requirements.</li> <li>Students will carry out relevant research and analysis related to the: life stage, dietary group or culinary Tradition.</li> <li>Identify a range of dishes e.g. 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>	<ul style="list-style-type: none"> <li>Demonstrate technical skills in the preparation and cooking of three to four dishes.</li> <li>Select and use equipment for different technical skills in the preparation and cooking of selected dishes. Food safety principles should be demonstrated when storing, preparing and cooking.</li> <li>Identify the technical skills within each dish. Photographic evidence will be needed to authenticate the technical skills.</li> <li>Students will select three dishes to make, which allow them to showcase their technical skills to make for their final menu. The final dishes will relate to the task and the research. All dishes must not have been made previously.</li> </ul>	<ul style="list-style-type: none"> <li>Justify the appropriateness of the final dishes in terms of e.g. technical skills, nutrition, ingredients, cooking methods, food provenance, sensory properties and portion size.</li> <li>Produce a detailed time plan for the production of the final three dishes including appropriate techniques. Within the plan, food safety principles will be demonstrated when storing, preparing, cooking and presenting the final dishes</li> <li>Demonstrate appropriate use of the three hours to dovetail tasks to prepare, cook and present the final three dishes and none of the dishes that were previously made.</li> <li>Mock practical exam.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate their selection and use of equipment for different technical skills in the preparation and cooking of the final three dishes.</li> <li>Students will demonstrate knowledge and application of food safety principles (including temperature control) when storing, preparing, cooking and presenting the final three dishes.</li> <li>Students will demonstrate their selection, knowledge and use of ingredients when producing different dishes.</li> <li>Students must recognise the appropriate use of the three hours to demonstrate: technical skills, processes and the use of equipment.</li> <li>Students will demonstrate an execution of a range of technical skills with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand how the written exam is organised.</li> <li>Students will understand how to prepare for the written exam.</li> <li>Students will understand the command words used in written exam.</li> <li>Students will understand the types of questions that will be asked in a written exam including: multiple choice, data response, structured questions, open-ended response questions or free response questions.</li> </ul>



## St Edmund Campion Catholic School 5 Year Curriculum Summary: SUBJECT : Food & Nutrition

Examinations:		<b>Mock examinations</b>		<b>Mock Examinations</b>	<b>GCSE/BTEC public examinations</b>	<b>GCSE/BTEC public examinations</b>
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### Assessment Objectives:

The exam and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives.

AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.

AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.

AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.

AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.