**Year 10 Food Preparation and Nutrition**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Big Ideas | Food Commodities  Cereals and Grains | Food Commodities  Fruits and Vegetables | Food Commodities  Milk and Dairy | Food Commodities  Meat, Poultry, Fish and Eggs | | Food Commodities  Beans, nuts, seeds, soya, tofu and mycoprotein | Food Commodities  Fats and Oils  Sugar, syrups and sweeteners |
| Topics | Varieties of cereals and grains  Food provenance – primary and secondary processing  Allergies and intolerances – coeliac disease  Pasta and breadmaking theory  Nutritional value of cereals and grains – dietary excess/ deficiencies  Storage and avoiding food poisoning  Uses of cereals and grains in cooking – gelatinsation, dextrinisation, maillard reaction  Practical tasks link with theory lessons | Varieties of fruits and vegetables  Food provenance – primary and secondary processing  Potatoes theory  Herbs and spices theory  Methods of preservation for fruits and vegetables – commercial and home preservation  Seasonal foods  Nutritional value of frits and vegetables – dietary excess/ deficiencies  Enzymatic browning  Practical tasks link with theory lessons | Varieties of milk – animal and plant milks, cheese, yoghurt and cream  Food provenance – where milk and dairy foods come from and how they are processed (pasteurisation, skimming, making cream and yoghurt)  Nutritional value of milk and dairy foods  Storage and prevention of food poisoning  Farming – Animal welfare and quality assurance schemes  Coagulation of protein -Cheesemaking  Practical tasks link with theory lessons | Varieties of meat, poultry, fish and eggs  Cuts of meat/poultry  Structure of meat and fish  Preparation of meats and poultry  Storage and food poisoning types – signs and symptoms  Nutritional values in the diet, HBV proteins  Religious restrictions and lifestyle choices  Animal welfare and meat/egg production  Fishing and sustainability  Eggs – types, sizes, uses in cooking, storage  Maillard reaction, denaturation of protein, making a stable foam | | Varieties of beans, nuts, seeds, soya, tofu and mycoprotein  Production of alternative proteins and meat alternatives  Production of oils  Nutritional considerations – LBVs, links with fats and life-limiting diseases, types of fibre  Vegetarianism and veganism  Uses in cooking  Practical tasks link with theory | Types of fats and oils – sources (animals and plants)  Primary and secondary processing  Nutritional values of fats and oils – saturated versus unsaturated  Uses in cooking – Shortening of pastry  Practise NEA1 – Reducing sugar in cakes |
| Skills | * Developing subject knowledge – commodities and scientific principles in action * Research – Uses of secondary sources of information * Application of knowledge to exam-style questions * Time management and organisation * Practical skills – Yeasted doughs, shortcrust pastry, making a starch-thickened and a reduction sauce, meringues, pasta * Hygiene and safety | | * Experimental skills – how to conduct a scientific investigation using specialised equipment, writing a hypothesis, taking measurements and collecting data, concluding using findings * Practical skills – Choux pastry, flaky pastry, dovetailing recipes, butchery and fishmongery, cake making methods, enrobing * Hygiene and Safety | | | * Primary and secondary research methods * Exam Board Expectations re: NEA 1 and 2 * Practical skills – Cake making methods, doughs, flaky pastry, assembling a product * Hygiene and safety | |
| Assessment | End of module past exam questions to check knowledge and understanding  Assessed practical  Practice exam paper to revisit other modules | End of module past exam questions to check knowledge and understanding  Assessed practical  Practice exam paper to revisit other modules | End of module past exam questions to check knowledge and understanding  Assessed practical  Practice exam paper to revisit other modules | End of module past exam questions to check knowledge and understanding  Assessed practical  Practice exam paper to revisit other modules | | End of module past exam questions to check knowledge and understanding  NEA1 Practice  Practice exam paper to revisit other modules | PPE exam to check knowledge and understanding of all topics studied  NEA2 practice |
| Linked learning | Students may have not studied food in year 9. Lessons are structured to ensure that all students have a sound base point from which to start from, thereby enabling all learners to make successful gains. This will be through reminding students of what they have studied previously in food, and in some cases other subjects. Students will refine their practical skills, further their knowledge of dietary requirements, commodity groups, food manufacturing and plan scientific experimentation work. Lessons consist of a structured approach, usually with one practical and two theory lessons per week, using the practical lesson to further secure understanding of topics covered.  Subject links with Art (designing skills), Business (income, economy, industry) Biology and Chemistry (heat transfer, GM foods, chemical structures, chemical reactions, investigations) English (sensory descriptors, literacy links, extended writing) French (culinary terms), Geography (food provenance and climate), ICT (word processing, research, graphs and data processing), Maths (weights and measures, quantities, costings, graphs, analysis of data), PE (nutrition), RE (religious cultures and cuisines) | | | | | | |
| \*SMSC Links | 253. Provision for the spiritual development of pupils is taught through learning about cultural foods and religious diets, designing and adapting products, along with evaluating products made.  254. Provision for the moral development of pupils is taught through learning about where food comes from, how it is made including Production and processing, Genetically Modified Foods and Animal Welfare  255. Provision for the social development of pupils is taught through students supporting each other during practical lessons, working in pairs and groups for investigative and presentation style tasks. Students who are unable to provide ingredients for practical lessons are provided for, free of charge through school funds.  256. Provision for the cultural development of pupils is taught through learning about British and cultural foods, religious diets, seasonal foods and food choice. | | | | | | |
| Literacy | Subject specific terminology | | | Numeracy | Weighing and measuring ingredients  Collecting data  Time management  Interpret data using a range of forms | | |
| Enrichment | Visiting speakers and external trips are currently in planning stage  Strong links with the Duke of Edinburgh award – use of facilities and assessments | | | | | | |
| Impact | Students will also learn how to research and synthesise information to further support them in year 11 tasks and enable transference of theory to practice in a wide range of opportunities. Students will learn how to work on their own and in a team environment, being responsible for their time management, planning and production. Students are encouraged to minimise food waste and be mindful of their use of resources and ingredients, and have a positive impact on society from a moral and ethical perspective. Furthering this students can go on to study Level 3 Food Science and Nutrition in 6th form. | | | | | | |

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| Ways to support student learning in this subject |
| * Weekly provision of ingredients and containers for practical sessions – lists available on Teams/DSHS app. Tasting what they’ve made each week and providing feedback in terms of positives and ways to improve * Support students to cook and wash up regularly at home on their own or with family/friends. * Monitoring weekly written tasks – set onTeams/DSHS app * Read books, magazines and articles about creating food * Use of media to increase exposure to food related aspects eg. Great British Bake off, Inside the Factory, Eat Well for Less, MasterChef, Quest food industry videos, you tube etc. * Encourage students to try new foods and encouraging healthy eating at home * Discuss career opportunities relating to food. In 2017 29.7% of workers in the UK were employed in the public administration, education and health, 18.7% were employed in distribution, hotels and restaurants and 9.3% in manufacturing and 1.1% in agriculture and fishing. <https://www.ethnicity-facts-figures.service.gov.uk/work-pay-and-benefits/employment/employment-by-sector/latest> |