**Year 10 Food Preparation and Nutrition**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 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 CommoditiesMilk and Dairy | Food CommoditiesMeat, Poultry, Fish and Eggs  | Food CommoditiesBeans, nuts, seeds, soya, tofu and mycoprotein | Food CommoditiesFats and OilsSugar, syrups and sweeteners  |
|  Topics | Varieties of cereals and grainsFood provenance – primary and secondary processingAllergies and intolerances – coeliac diseasePasta and breadmaking theory Nutritional value of cereals and grains – dietary excess/ deficienciesStorage and avoiding food poisoningUses of cereals and grains in cooking – gelatinsation, dextrinisation, maillard reactionPractical tasks link with theory lessons  | Varieties of fruits and vegetablesFood provenance – primary and secondary processingPotatoes theoryHerbs and spices theory Methods of preservation for fruits and vegetables – commercial and home preservationSeasonal foodsNutritional value of frits and vegetables – dietary excess/ deficienciesEnzymatic browningPractical tasks link with theory lessons  | Varieties of milk – animal and plant milks, cheese, yoghurt and creamFood 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 foodsStorage and prevention of food poisoning Farming – Animal welfare and quality assurance schemesCoagulation of protein -Cheesemaking Practical tasks link with theory lessons  | Varieties of meat, poultry, fish and eggs Cuts of meat/poultryStructure of meat and fishPreparation of meats and poultryStorage and food poisoning types – signs and symptoms Nutritional values in the diet, HBV proteinsReligious restrictions and lifestyle choicesAnimal welfare and meat/egg productionFishing and sustainability Eggs – types, sizes, uses in cooking, storageMaillard reaction, denaturation of protein, making a stable foam | Varieties of beans, nuts, seeds, soya, tofu and mycoproteinProduction of alternative proteins and meat alternativesProduction of oilsNutritional 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 unsaturatedUses in cooking – Shortening of pastryPractise 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 understandingAssessed practicalPractice exam paper to revisit other modules | End of module past exam questions to check knowledge and understandingAssessed practicalPractice exam paper to revisit other modules | End of module past exam questions to check knowledge and understandingAssessed practicalPractice exam paper to revisit other modules | End of module past exam questions to check knowledge and understandingAssessed practicalPractice exam paper to revisit other modules | End of module past exam questions to check knowledge and understandingNEA1 PracticePractice exam paper to revisit other modules | PPE exam to check knowledge and understanding of all topics studiedNEA2 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 Welfare255. 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 ingredientsCollecting dataTime managementInterpret data using a range of forms  |
| Enrichment | Visiting speakers and external trips are currently in planning stageStrong 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. |

|  |
| --- |
| 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>
 |