**Year 10 Food Preparation and Nutrition**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Big Ideas | NEA2 – The Food Preparation Assessment (Research, selection, recipe trialling) | NEA2 – The Food Preparation Assessment (Research, selection, recipe trialling) | NEA2 - The Food Preparation Assessment (Time planning, reasons for choice and practical assessment) | NEA2 – The Food Preparation Assessment (evaluation and completion) | Revision and examination preparation | Examination |
|  Topics | NEA2 – section A assessmentPast Exam Paper | NEA2 – section A assessment NEA2 – Section B assessmentPast Exam Paper | NEA2 – Section B assessment Past Exam Paper | NEA2 – Section C assessmentPast Exam Paper | Exam |  |
| 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
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| 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 | Year 11 combines knowledge and understanding developed in KS3 and Yr10 food. Students will apply their knowledge of scientific principles to create their own investigation for NEA1. This equates to 15% of their GCSE. Students will then consolidate their knowledge of dietary groups and commodities within NEA2; they will demonstrate their practical skills for their practical assessment and evaluate their performance. This equates to 35% of their GCSE. The remainder of the year is spent preparing for their examination worth 50% of their GCSE.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. |

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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>
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