

What your child will learn each half term:

This overview shows the key topics, skills, and knowledge your child will be learning in **Food and Nutrition** in **Year 10**. It helps families understand what's being taught, how it builds on previous learning, and how you can support your child at home.

- **What we are learning:** The topic or focus for the half term.
- **Key knowledge & skills:** What students should understand and be able to do.
- **How we assess learning:** knowledge checks, practical tasks, written responses and formal assessments.
- **Key words to know:** Vocabulary students will learn and use.

| | What we are learning | Key Knowledge & skills | How we will assess learning in this unit | Homework | Key vocabulary for this unit |
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| HT 1 | Learn about nutrition and health, covering macronutrients (protein, carbohydrates, fats), micronutrients (vitamins, minerals, water), nutritional needs across life stages and special diets, with review and assessment practice. | Understand the functions, sources, and health effects of protein, carbohydrates, fats, vitamins, minerals, and water; apply knowledge of changing nutritional needs across life stages and special diets; and practice planning balanced meals, reviewing key nutrients, and applying knowledge in assessments | A mix of formative and summative assessments to evaluate students' knowledge, understanding, and application of nutritional principles, though Quizzes, Knowledge Checks, peer assessments & Mini Assessment Papers at the end of the unit. Also through practical assessments of skills. | Fortnightly – preparation of ingredients for practicals and knowledge checks /quizzes where appropriate . Also SENCA online knowledge checks linked to the unit. | <p>Protein & Amino Acids – Growth and repair; HBV (complete), LBV (incomplete), complementary proteins; deficiency/excess effects.</p> <p>Carbohydrates – Energy source; simple (quick) vs complex (long-lasting); glycaemic index; energy balance; deficiency/excess effects.</p> <p>Fats & Cholesterol – Energy, insulation, organ protection; saturated vs unsaturated; deficiency/excess effects.</p> <p>Vitamins – Fat-soluble (A, D, E, K) and water-soluble (B, C); roles, sources, deficiency effects.</p> <p>Minerals & Water – Calcium, iron, fluoride, iodine, sodium; hydration and dehydration effects.</p> <p>Life Stages & Special Diets – Nutritional needs vary with age, health, culture, and lifestyle; balanced diet principles; coeliac disease.</p> |
| HT2 | Explore food science and diet-related health, including energy needs, cooking methods, heat transfer, and the functional and chemical properties of proteins, carbohydrates, and fats, with practical | Evaluate diets and plan balanced meals; calculate energy needs and understand labels; explain cooking methods, heat transfer, and their effects; describe protein, carbohydrate, and fat reactions in cooking; conduct practical investigations; and apply scientific knowledge to solve problems and make recommendations. | A mix of formative and summative assessments to evaluate students' knowledge, understanding, and application of nutritional principles, though Quizzes, Knowledge | Fortnightly – preparation of ingredients for practicals and knowledge checks /quizzes where appropriate . Also SENCA online knowledge checks linked to the unit. | <p>Food & Health: Nutrients (macro & micro), balanced diet, deficiency, obesity, dietary guidelines.</p> <p>Energy Needs: Kilocalories, energy balance, BMR, energy surplus/deficit.</p> <p>Cooking Methods: Boiling, steaming, grilling, baking/roasting, frying, poaching, sautéing, blanching.</p> <p>Heat Transfer: Conduction, convection, radiation, temperature, cooking time.</p> <p>Proteins: Denaturation, coagulation, gelation, enzymes, elasticity.</p> <p>Carbohydrates & Fats: Gelatinisation, dextrinisation,</p> |

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| | investigations and recap assessments | | Checks, peer assessments & Mini Assessment Papers at the end of the UNIT. Also, through Practical skills | | caramelisation, emulsification, aeration, shortening, crystallisation, Maillard reaction. Practical Investigations: Hypothesis, observation, variables (independent, dependent, control), results, analysis, conclusion, accuracy, repeatability. Assessment & Application: Evaluate, justify, recommend, explain, compare, predict. |
| HT3 | Understand food spoilage, contamination, and safety practices (4 Cs); safely buy, store, and handle food; consider environmental impact, sustainability, and food provenance; and recognise the effects of primary and secondary food processing on quality and nutrition. | Identify food spoilage and contamination risks; apply the 4 Cs and safe handling; interpret labels and store food correctly; evaluate environmental impact and sustainability; understand food provenance and carbon footprint; distinguish primary and secondary processing effects; and apply knowledge in practical investigations and planning. | A mix of formative and summative assessments to evaluate students' knowledge, understanding, and application of nutritional principles, though Quizzes, Knowledge Checks, peer assessments & Mini Assessment Papers. Also through practical assessments of skills | Fortnightly – preparation of ingredients for practicals and knowledge checks /quizzes where appropriate. Also SENCA online knowledge checks linked to the unit. | Food Spoilage & Contamination: Spoilage, contamination, bacteria/pathogens, food poisoning, toxins. Food Safety (4 Cs): Cleaning, cooking, chilling, cross-contamination, personal hygiene. Buying & Storing Food: Food labels, FIFO, refrigeration/freezing. Environmental Impact & Sustainability: Sustainability, food waste, local/seasonal foods, organic. Food Provenance: Food miles, carbon footprint. Food Processing: Primary/secondary processing, shelf life, fortification, preservation. |
| HT4 | Food Choice + Multicultural Influences (6-7 weeks) Focus: Consumer habits, food labelling, ethical issues, and international cuisine. Week 1: Factors affecting food choice (cultural, ethical, preferences) Week 2: Food labelling and marketing Week 3: British cuisine + International cuisine Week 4: Sensory evaluation + practicals | Food Choice Factors – Analyze cultural, ethical, health, lifestyle, and personal influences on food. Food Labelling & Marketing – Interpret labels, allergens, nutrition, and assess marketing effects. British & International Cuisine – Identify ingredients, dishes, and cooking methods; compare cultural differences. Sensory Evaluation – Assess taste, texture, aroma, appearance; record and analyze results. Recipe Development & Modification – Adapt recipes for dietary needs while maintaining quality. | A mix of formative and summative assessments to evaluate students' knowledge, understanding, and application of nutritional principles from this unit, though Quizzes, Knowledge Checks, peer assessments & Mini Assessment Papers at the end of the unit of work. | Fortnightly – preparation of ingredients for practicals and knowledge checks /quizzes where appropriate. Also SENCA online knowledge checks linked to the unit. | Food Choice Factors <ul style="list-style-type: none"> • Culture – Traditions and practices influencing food habits. • Ethics – Moral considerations affecting food choices (e.g., fair trade, animal welfare). • Preferences – Individual likes and dislikes. • Lifestyle – How daily routines affect diet (e.g., work, activity level). Food Labelling & Marketing <ul style="list-style-type: none"> • Ingredients – Components used to make a food product. • Allergens – Substances that can cause allergic reactions. • Nutrition information – Data on energy, macronutrients, vitamins, and minerals. |

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| | Week 5: Developing and modifying recipes for dietary needs Week 6: Religion and food choice Week 7: Review task and knowledge check | Religion & Food – Understand religious dietary laws and apply cultural awareness. Review & Application – Recall knowledge, evaluate outcomes, and make informed decisions. | Also through practical assessments of skills | | <ul style="list-style-type: none"> • Best-before/Use-by – Dates indicating quality or safety. • Marketing/Advertising – Strategies to promote and influence food choices. |
| | | | | | British & International Cuisine <ul style="list-style-type: none"> • Traditional dishes – Foods typical of a country or region. • Cuisine – Style of cooking associated with a culture or region. • Cooking methods – Techniques such as baking, boiling, frying, steaming. |
| | | | | | Sensory Evaluation <ul style="list-style-type: none"> • Taste – Flavour perceived on the tongue. • Texture – Mouthfeel or consistency of food. • Aroma – Smell of food. • Appearance – Visual presentation of food. |
| | | | | | Recipe Development & Modification <ul style="list-style-type: none"> • Adaptation – Changing ingredients or methods to suit needs. • Dietary needs – Requirements based on allergies, intolerances, or health. • Substitute – Replacing an ingredient with an alternative. |
| | | | | | Religion & Food <ul style="list-style-type: none"> • Halal – Permissible foods for Muslims. • Kosher – Foods prepared according to Jewish laws. • Vegetarian/Vegan – Diets excluding meat (and all animal products for vegan). |
| | | | | | Practical & Evaluation Skills <ul style="list-style-type: none"> • Evaluate – Assess outcomes and effectiveness. • Analyze – Examine information to make decisions. • Feedback – Information used to improve results. |

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| HT5 | Food Preparation Skills + NEA Mini Practice (6-7 weeks) These skills are also developed throughout the year too Focus: Practical skills and controlled assessment preparation (NEA1/2). Week 1: Food preparation basics: Knife skills, hygiene Week 2: Cooking methods: Baking, roasting, boiling Week 3: Doughs, pastry, and batters Week 4: Sauces and accompaniments Week 5: Presentation and portioning Week 6: NEA planning & practice investigation Week 7: Mock NEA Task (short version) | These skills are also developed throughout the year. Preparation & Hygiene – Use knife skills and maintain food safety. Cooking Methods – Apply baking, roasting, and boiling; understand effects on food. Doughs, Pastry & Batters – Prepare accurately and understand texture/rise. Sauces & Accompaniments – Make and balance flavours, consistency, and pairings. Presentation & Portioning – Present attractively and portion accurately. NEA Planning & Practice – Plan investigations, record, and analyze results. Mock NEA Task – Apply all skills under timed, controlled conditions and evaluate outcomes. | A mix of formative and summative assessments to evaluate students' knowledge, understanding, and application of the principles from this unit in preparation for year 11 through Knowledge Checks, teacher assessment & Mini NEA assessment checks. Also through practical assessments of various skills. | Fortnightly – preparation of ingredients for practicals. SENCA online knowledge checks linked to the unit. | Used all year Preparation & Hygiene <ul style="list-style-type: none"> • Knife skills – Safe and accurate cutting techniques. • Hygiene – Practices to prevent contamination and ensure food safety. • Cross-contamination – Transfer of harmful bacteria between foods. |
| | | | | | Cooking Methods <ul style="list-style-type: none"> • Baking – Cooking in an oven with dry heat. • Roasting – Cooking in an oven, often with fat. • Boiling – Cooking in water at 100°C. • Simmering – Cooking gently below boiling point. • Blanching – Brief boiling followed by cooling. • Texture – The feel or consistency of food after cooking. • Flavour – The taste and aroma of food. |
| | | | | | Doughs, Pastry & Batters <ul style="list-style-type: none"> • Dough – Flour and liquid mixture kneaded to develop gluten. • Pastry – Dough with fat, used for pies and tarts. • Batter – Semi-liquid mixture for cakes, pancakes, and coatings. • Gluten – Protein in flour that gives elasticity and structure. • Leavening/Rising – Process that makes dough or batter expand (yeast, baking powder). |
| | | | | | Sauces & Accompaniments <ul style="list-style-type: none"> • Sauce – Liquid or semi-liquid to add flavour or moisture. • Consistency – Thickness or texture of a sauce. • Flavour balance – Harmonizing tastes to enhance a dish. • Pairing – Matching foods or flavours that complement each other. |

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| | | | | | Presentation & Portioning <ul style="list-style-type: none"> • Garnish – Decorative or flavour-enhancing food added to dishes. • Portioning – Dividing food into suitable serving sizes. • Plating – Arranging food attractively on a plate. |
| | | | | | NEA Planning & Practice / Mock NEA Task <ul style="list-style-type: none"> • Investigation – Testing and observing food preparation or recipes. • Planning – Organizing steps, ingredients, and timings for tasks. • Recording/Results – Documenting observations and measurements. • Evaluation – Assessing outcomes and suggesting improvements. • Controlled conditions – Completing tasks under set rules or time limits. |
| HT6 | Exam Skills and Revision (6-7 weeks) Focus: Exam prep, past paper practice, and revision of key areas. Exam technique + Command words Past paper practice (nutrition focus) | Exam Technique & Command Words <ul style="list-style-type: none"> • Interpret and respond accurately to command words (e.g., describe, explain, evaluate). • Structure answers to maximise marks according to mark schemes. • Develop time management skills during exams. | Teacher Assessment | Fortnightly – preparation of ingredients for practicals. SENCA online knowledge checks linked to the all units. | See All Above |
| | Past paper practice (food science focus) Past paper practice (food safety/provenance) Mock exam / Walking-talking mock | Past Paper Practice <ul style="list-style-type: none"> • Apply knowledge in nutrition, food science, and food safety/provenance questions. • Identify patterns and frequently tested topics. • Practice writing clear, concise, and accurate | | | |

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| | | Gap analysis and personalised revision | answers under timed conditions. | | | |
| | | Final recap + Motivation and wellbeing | Mock Exams & Walking-Talking Mocks <ul style="list-style-type: none"> • Experience realistic exam conditions to build confidence. • Receive feedback to improve exam technique, accuracy, and timing. | | | |
| | | | Gap Analysis & Personalised Revision <ul style="list-style-type: none"> • Identify strengths and weaknesses in knowledge and skills. • Create focused revision plans targeting weaker areas. | | | |
| | | | Final Recap & Motivation <ul style="list-style-type: none"> • Consolidate key concepts across all units. • Develop strategies for stress management, focus, and exam readiness. | | | |