



Year 10

Introduction – to the course, set expectations, target grades, assessment. General re-cap on nutrition (5 a day and Eatwell plate) and food hygiene.

| | Topic | Topic | Topic | Topic | Topic | Topic |
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| <u>Key concepts</u> | Fruit and Vegetables | Dairy | Cereals | Meat, Fish and alternatives | Sugars and Fats | Soya, Tofu, beans, seeds and nuts |
| <u>Themes</u> | Provenance, how a commodity is grown/reared and processed, Classification, Nutritional Value, Dietary Considerations, Food Science, Food Hygiene and Safety, Storage. | | | | | |
| <u>Challenge</u> | Deeper questioning (verbal and written), encourage researching through alternative resources, promote independence, create their own finished learning product/project, use a range of technologies, group work, goal setting/self-evaluation. | | | | | |
| <u>Support</u> | Questioning, breakdown activities into smaller steps, revisit/reuse key words, relate to everyday experiences, present work in a variety of ways, paired work, extra time, recognise/reinforce effort and success. | | | | | |
| <u>Literacy focus</u> | Reading – taught to understand different texts (new vocabulary, relating it to known vocabulary and understanding it with the help of context). Writing – summarise and organise material by supporting ideas/arguments with factual details, apply their growing knowledge of vocabulary and text type to their writing. To plan, draft and edit writing by considering the audience/purpose and by paying attention to grammar, punctuation and spelling. Grammar and Vocabulary -use standard English in their own writing and speech. Spoken English – use English confidently in a range of settings e.g. class room discussions, give short speeches/presentations expressing their own ideas, participate in structured discussions.. | | | | | |
| <u>Numeracy focus</u> | Understand and use place value (decimals and measures), use standard units for weight/mass, length, time and money. Construct and interpret tables, charts and diagrams (including freq. tables, bar charts, pie charts and pictograms) | | | | | |
| <u>Cross-curricular links</u> | English: Non-fiction reading - recipes and reviews; Vocabulary strategy - technical vocabulary is taught explicitly; Purpose and audience writing - recipe and instructional writing; reviews and persuasive writing. Mathematics: Measuring, ratio, nutritional analysis (data program), best buy calculations. Science: Nutrition, Bacteria, hygiene and food safety. Humanities: Social and cultural influences on the food industry. MFL: Cultural diversity and food preferences internationally. | | | | | |
| <u>SMSC & MBV</u> | Opportunity to participate in making and evaluating food from other countries learning about others from the world around them. Acknowledging and exploring government guidelines for healthy eating and dietary requirements to make healthy life choices. By offering feedback and assessment that values pupils' effort and achievements. Mutual respect is developed through the process of peer evaluation of each other's work and standards. A pupil's ability to self-reflect is developed through self-assessment. Both | | | | | |



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| | classroom and practical based lessons in Food offer pupils the opportunity to reflect on their experiences, use their imagination and creativity when cooking. |
| <u>ASSESSMENTS</u> | Seneca Learning (online) end of topic tests Focused NEA Investigations. |
| <u>Out of school learning</u> | |

| Lesson | Key concepts | Learning outcomes |
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| 1 | Provenance | Understand what is meant by provenance by linking it to fruit and vegetables. Become aware of the differences between organic and non-organic the impact on food choice and health. Be able to classify fruit and vegetables. |
| 2 | Practical (reinforce theory) | Prepare a toffee-apple cake (methods of cake making). Apply the principles of Food Hygiene and Safety (H&S) with particular focus on storage. |
| 3 | Nutrition | Understand what is meant by Dietary Reference Values (DRV's). Identify nutritional values for fruit and vegetables. Explore dietary issues linked to vegetarians, bone health and healthy blood. Plan a vegetable stir fry include an ingredients and equipment list. |
| 4 | NEA Assessment practise | Introduce NEA 1 and its expectations (written and practical). Focus – Enzymic Browning. |
| 5 | Food science/practical Fruit salad | Investigate enzymic browning and oxidization (carry out a simple browning experiment). |
| 6 | Nutrition and theory practical | Prepare a dish for a vegetarian. Understand the dietary reference value. |



| Lesson | Key concepts | Learning outcomes |
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| 1 | Provenance | Understand how milk is produced. Identify primary and secondary processing (pasteurisation). |
| 2 | Practical (reinforce theory) Lasagne | Prepare a Lasagne (methods of sauce making - gelatinization). Apply the principles of Food Hygiene and Safety (H&S) with particular focus on storage of high-risk foods. |
| 3 | Nutritional | Identify the nutritional values of Milk, cheese and yoghurt. Explore dietary issues linked to bone health, allergies and heart health. Produce a time plan for a dish that is low in fat and high in calcium. |
| 4 | Food science | To identify the chemical and physical structure of dairy based products. Understand the term Emulsion, denaturation and coagulation. Discuss pasteurisation. |
| 5 | NEA Assessment practise | Introduce a written brief (NEA 1) 'Why is UHT milk slightly less white? Compare the flavour of UHT milk and discuss. |
| 6 | Nutrition and theory practical | Produce a dish that is suitable for low fat diet, increasing calcium (osteoporosis), lactose free. Use a nutritional analysis program to nutrients and cost the dish. |

| Lesson | Key concepts | Learning outcomes |
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| 1 | Provenance | Explore how climate, soil etc affects the types of cereals grown. How wheat is processed (milling wheat). Identify products produced as part of secondary processing (breakfast cereals, bread, pasta). |
| 2 | Practical – Jambalaya | Prepare Jambalaya Apply the principles of Food Hygiene and Safety (H&S) with particular focus on storage, introduce the concept of low risk foods/high risk (cooked rice) Research rice milling and classification. |



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| 3 | Nutrition | Cereals are a staple food (primary source of carbohydrates) Explore the dietary issues link to cereals – high/low fibre diet, deficiencies and allergies. Plan a suitable dish for someone who is trying to include more whole grain products in their diet. (include ingredients, equipment and time plan) |
| 4 | Food science – Lasagne | Examine the chemical and physical structure of cereal grains. Become familiar with the term's gluten, <i>gelatinisation</i> , <i>coagulation</i> , <i>dextrinization</i> , <i>retrogradation and gels</i> ??? |
| 5 | NEA Assessment practise | Investigate the best flour for bread making. |
| 6 | Nutrition and theory practical | Prepare planned dish containing whole grain products. Apply the principles of Food Hygiene and Safety (H&S). Use nutritional analysis program to calculate nutrients (compare with refined products) |

| Lesson | Key concepts | Learning outcomes |
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| 1 | Provenance | Investigate the geographical areas where meat, fish, poultry and eggs are produced. Explore how an animal/fish/poultry is reared and slaughtered. Identify products produced from secondary processing. |
| 2 | Practical – demo portioning of chicken. | Prepare chicken goujons. Apply the principles of Food Hygiene and Safety (H&S) of high-risk foods. |
| 3 | Nutrition | Identify the nutritional values of meat, fish, poultry and eggs. Explore the dietary issues link to meat, fish, poultry and eggs – excess/deficiency of protein, healthy blood, iron deficiency, omega 3. Religious considerations when eating meat. Plan a suit dish for an elderly person on a budget, including costing). |
| 4 | Food science - | Explore the chemical and physical structure of meat, fish and poultry. Understand how to handle and store high risk foods, name specific food poisoning bacteria. |



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| 5 | NEA Assessment practise | Make a batch of meringues and explain the changes that take place within the egg white protein (denaturing, foaming, aeration). Recognise the Lion mark and what it represents. |
| 6 | Nutrition and theory practical | Prepare planned dish that meets the need of a person who is elderly and on a budget. Cost the dish and give reasons for choice. |

| Lesson | Key concepts | Learning outcomes |
|--------|--------------------------------|--|
| 1 | Provenance | Recap on food miles, explore UK v's imported raw materials to make butter, oil or marg.); Growth of sugar cane and sugar beet. Prep – rough puff (freeze) |
| 2 | Practical | Prepare apple tarte tatin (caramelisation) Apply the principles of Food Hygiene and Safety (H&S) with particular focus on storage and physical contamination. |
| 3 | Nutrition | Identify the nutritional values of fats and sugars. Explore the dietary issues link to Fats and sugars – obesity, dental caries, type 2 diabetes etc. Plan a suit dish for ?? |
| 4 | Food science | Work with a written brief and plan an experiment (NEA 1) – make butter to show the emulsification process. Explain what is happening during this process. |
| 5 | Practical | Choux pastry and chocolate sauce – profiteroles. |
| 6 | Nutrition and theory practical | Prepare planned dish that meets the need of a person who has religious restrictions, elderly person for a person with heart disease. |

| Lesson | Key concepts | Learning outcomes |
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| 1 | Provenance | Explore how/where soya, beans, nuts and seeds are grown, organic v's non organic, food miles and seasonality. Investigate secondary processing of soya – tofu, Quorn, beans, nuts and seeds. |

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| 2 | Practical | Prepare vegetable and bean casserole. Apply the principles of Food Hygiene and Safety (H&S) with particular focus on storage temperatures, cross contamination – nut allergies. |
| 3 | Nutrition | Identify the nutritional values of soya product and Quorn, beans nuts and seeds. Explore HBV and LBV sources. |
| 4 | Food science | Cover any outstanding concepts or listed under food science. |
| 5 | NEA Assessment practise | Timings |
| 6 | Nutrition and theory practical | Prepare planned dish that meets the need of a person who is low-carorie, sporty/active, pregnant. |