



Year 10 – Based on Eduqas Teacher Guidance Notes.

	Topic	Topic	Topic	Topic	Topic	Topic
Key concepts	Fruit and Vegetables	Dairy	Cereals	Meat, Fish, and alternatives	Sugars and Fats	Soya, Tofu, beans, seeds, and nuts
Themes	Provenance, how a commodity is grown/reared and processed, Classification, Nutritional Value, Dietary Considerations, Food Science, Food Hygiene and Safety, Storage.					
Challenge	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.					
Support	Based on IEP, See individual lessons. 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.					
Literacy focus	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. classroom discussions, give short speeches/presentations expressing their own ideas, participate in structured discussions.					
Numeracy focus	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)					
Cross-curricular links	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.					
SMSC & MBV	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					



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	and standards. A pupil's ability to self-reflect is developed through self-assessment. Both classroom and practical based lessons in Food offer pupils the opportunity to reflect on their experiences, use their imagination and creativity when cooking.
ASSESSMENTS	Seneca Learning (online) topic revision. Focused NEA (Non-Examination Assessment) tasks (Food Investigation (NEA1) and Food Preparation (NEA2))
Out of school learning	Seneca learning. Life Skill – Organisation and communication (ingredients list and planning)



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

Week (Aut. 1)	Key concepts Fruit and Vegetables	Learning outcomes	
		Theory	Practical linked to theory
1	Provenance	Understand what is meant by provenance, and how this commodity is grown. Become aware of the differences between organic and non-organic the impact on food choice and health. Be able to classify fruit and vegetables.	Prepare fruit muffins (methods of cake making). Skills focus – weigh/measure, mix, drain, portion/divide, bake.
2		Processing of fruit and vegetables Apply the principles of Food Hygiene and Safety (H&S) with particular focus on storage.	Prepare spicy tomato soup. Skills focus – measure, peel, knife skills (cut, slice, dice, trim), mix, hob skills (melt, simmer, boil), puree and blend.
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.	Prepare cauliflower/broccoli cheese. Skills focus – melt, hob skills (melt, simmer, boil), weigh/measure, grate, mix, drain, grill.
4	NEA Assessment practise	Introduce NEA 1 and its expectations (written and practical). Focus – Enzymic Browning.	Prepare fruit salad with stock syrup and focus on presentation skills. Skills focus – peeling, knife skills, hob skills.
5	Food science	Investigate enzymic browning and oxidization (carry out a simple browning experiment).	Write up experiment.
6	Nutrition and theory practical	Prepare a dish for a vegetarian. Understand the dietary reference value. Plan a vegetable stir fry include an ingredients and equipment list.	Prepare a stir fry. Skills focus – weigh/measure, knife skills, stir fry, mix, hob skills (simmer boil) and drain.



Week (Aut. 2)	Key concepts Dairy	Learning outcomes	
		Theory	Practical Linked to theory
1	Provenance	Understand how milk is produced.	Prepare panna cotta Skills focus – prepare gelatine, hob skills (simmer), stir, set in fridge.
2		Identify primary and secondary processing (pasteurisation). Food Hygiene and Safety (H&S) with particular focus on storage of high-risk foods.	Prepare cookies made from condensed milk. Skills focus – grease and line, weigh/measure, creaming, mixing, portion/divide, shaping, bake.
3	Nutritional	Identify the nutritional values of Milk, cheese, and yoghurt. (including sources, functions, deficiencies, excess and daily requirement). Explore dietary issues linked to bone health, allergies, and heart health.	Prepare halloumi kebabs Skills focus – measure, knife skills, peel, mix, marinate and grill.
4	Food science	To identify the chemical and physical structure of dairy based products. Understand the term Emulsion, denaturation, and coagulation. Prepare butter	Prepare scones made from butter (produced in last lesson) Skills focus – sieve, rubbing-in, knead, roll out, shape, bake.
5	Provenance	Secondary processing – cheese (how it is made) Explore different types and uses in recipes.	Plan a dish that highlights the dairy commodity. (time planning)
6	Nutrition and theory practical	Use a nutritional analysis program to nutrients and cost the dish.	Prepare own choice of dish that highlights dairy foods. Demonstrate food hygiene and safety.



Week (Spr. 1)	Key concepts Cereals	Learning outcomes	
		Theory	Practical Linked to theory
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).	Prepare bread (quick recipe) Skills focus – weigh/measure, mix, knead, portion/divide and bake.
2		Research rice milling and classification.	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) Skills focus – weigh/measure, knife skills, peel, fry/saute, mix and hob skills (melt, simmer and boil).
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.	Prepare fruit crumble Skills focus – sieve, rubbing in, mix, weigh/measure, knife skills, peeling, hob skills (simmer and stew) and bake.
4	Food science – pasta	Examine the chemical and physical structure of cereal grains. Become familiar with the term's gluten, gelatinisation, coagulation, dextrinization, retrogradation and gels.	Prepare a pasta bake Skills focus – knife skills, peeling, hob skills (boil, simmer and melt), sauce making (roux or all-in-one), grill.
5	NEA Assessment practise	Investigate the best flour for pastry making.	Prepare maids of honour Skills focus – sieve, rubbing-in, weigh/measure, roll, cut out, divide/portion, mix
6	Nutrition and theory practical	Plan a suitable dish for someone who is trying to include more whole grain products in their diet. (include ingredients, equipment, and time plan)	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) Skills focus – pupils selected with teacher guidance.

Week		Learning outcomes
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(Spr. 2)	Key concepts Meat, poultry, fish, and eggs.	Theory	Practical Linked to theory
1	Provenance	Understand what is meant by provenance, and how this commodity is grown. Poultry Explore how a chicken is reared and slaughtered. Poultry – demo portioning of chicken. Identify products produced from secondary processing.	Prepare chicken goujons. Apply the principles of Food Hygiene and Safety (H&S) of high-risk foods. Skills focus – Knife skills, coating, weigh/measure, bake, test for readiness.
2		Introduction to meat (beef, pork, lamb).	Prepare sweet and sour pork Skills focus – knife skills, weigh/measure, hob skills (fry, simmer and boil), prepare a sauce, judge sensory properties.
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.	Prepare spaghetti and beef meatballs Skills focus – knife skills, shape, weigh/measure, bake, boil, prepare a reduction sauce.
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.	Prepare fish cakes Skills focus – mix, shape and bind, weigh and measure, hob (fry, boil and simmer)
5	NEA Assessment practise	Intro. to egg (provenance), the structure and function in a recipe. Recognise the Lion mark and what it represents.	Prepare a range of egg-based dishes and explain the changes that take place within the egg (protein - denaturing, foaming, aeration).
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.	Prepare selected dish. Apply the principles of Food Hygiene and Safety (H&S). Skills focus – pupils selected with teacher guidance.

Week (Sum.1)	Learning outcomes
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	Key concepts fats and sugars	Theory	Practical Linked to theory
1	Provenance	Classify fats and their functions in cooking.	Prepare scones made from butter and milk (from previous lesson) Skills focus – weigh/measure, rubbing-in, sieve, mix, roll, shape, bake, glaze.
2	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.	Prep – rough puff/flaky pastry (freeze) Skills focus – weigh/measure, rubbing in, mix, roll, refrigerate (rest) Pupils to use pastry in recipe
3		Investigate food labelling and the traffic light labelling system (law). Additives – explore the hidden ingredients in our food. Evaluate the impact on health.	Prepare apple tarte tatin (with frozen pastry) Focus on caramelisation. https://rosannaetc.com/post/foolproof-tarte-tatin/ Skills focus – weigh/measure, grease, mix, knife skills, bake.
4	Provenance	Recap on food miles, explore UK V's imported raw materials; Growth of sugar cane and sugar beet.	Prepare Swiss roll. Focus - weigh/measure, whisking, grease and line, folding, spread, rolling, baking.
5	Food science	PLANNING (Full) NEA1 Food science experiment focusing on sugar in cakes. Teacher led pupils to work through each aspect of the NEA1 process	Complete the NEA1 investigation into sugar in cakes.
6	Nutrition and theory practical	Prepare planned dish that meets the need of a person who has a dietary restriction (e.g. religious restrictions, elderly person for a person with heart disease).	Prepare selected dish. Apply the principles of Food Hygiene and Safety (H&S). Skills focus – pupils selected with teacher guidance.



Week (Sum. 2)	Key concepts Protein alternatives	Learning outcomes	
		Theory	Practical Linked to theory
1	Provenance	Explore how/where soya, beans, nuts, and seeds are grown, organic v's nonorganic, food miles and seasonality. Investigate secondary processing of soya – tofu, Quorn, beans, nuts, and seeds.	Chilli con carne Skills focus - weigh/measure, peel, knife skills, fry & sauté, mix, simmer & boil and drain
2	Nutrition	Identify the nutritional values of soya product and Quorn, beans nuts and seeds. Explore HBV and LBV sources.	Hummus, flat bread and crudites Skills focus - weigh/measure, sift, mix, knead, shape, glaze, fry, drain, knife skills, peel and blitz.
3	Food science	Cover any outstanding concepts or listed under food science.	Falafel Skills focus - weigh/measure, peel, knife skills, crush, zest, juice, drain, blitz, portion, shape, chill and bake.
4	NEA Assessment practise	NEA2 - Timings Two dishes in set time.	Teachers' choice based on the skills of the class Skills focus - Timings
5	Nutrition and theory practical	Prepare planned dish that meets the need of a person who is low-calorie, sporty/active, pregnant.	Pupils' own choice. Skills focus - pupils choice.