

'Raising the Achievement of All'

WELL-SEQUENCED

CONTEXUALISED/INCLUSIVE

AMBITIOUS

SUBJECT: Food preparation and Nutrition

Year: 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	<u>Food commodities</u> -What are seasonal foods? Give examples. -Explain the term food commodities. -Explain the working characteristic and functions of ingredients/food commodities. - Name nutrients found in different food commodities. -State and describe the technic used when cutting fruits and vegetables. -Describe/explain how pasta is made.	<u>Food commodities</u> -Name different types of milk and how they are treated. -What are dairy products? Give examples. - Explain the nutritional value of dairy products. -Explain what is a high-risk food. -How are dairy products stored? -Explain reasons for choice of life styles. -Name different Special diets and explain factors to consider when planning meals.	<u>Food commodities</u> -What are legumes? -Name nutrients, benefits, ways of storing tofu, beans, nuts and seeds. -Name different types of vegetarians. -Explain reasons why people choose a vegetarian life style. - What are the nutritional needs of vegans and other different groups of people? -Describe a healthy portion. -What are the factors the cause food wastage? -How can food wastage be prevented?	-What is food spoilage? -Explain and describe signs of food spoilage. -Explain the differences between a 'use-by date' and a 'best before date' -What are the conditions suitable for growth of yeast, mould and bacteria. -Describe how food is stored in the fridge. -State suitable fridge and freezer temperatures when storing food. -What does the term 'food poisoning' mean? - Describe signs and symptoms of food poisoning. -Giving examples and explain what are 'high risk foods. -State and explain different ways of preserving food.	-Name different types of meat and fish. - Explain how meat and is stored. -What is the nutritional value of meat and fish? -State different cuts and forms of meat. -Describe and demonstrate how to 'joint' a chicken. -Describe and demonstrate how to fillet a fish. - What are the different ways of heat transfer? -Give reasons why food is cooked. - State different methods of cooking food. -Explain the effects of cooking on food and nutrients.	-What is food provenance? -Name different ways of growing and rearing food. -What does the term 'food miles' mean? -Give examples of food packaging and explain their impact on the environment. -Explain the uses of food labelling to a consumer. -What is sustainability of food? -Describe factors affecting sustainability of food. -What does the term 'food security' mean? -Explain primary and secondary processing of food with examples.
Content: 'Know what'	-What does the term 'Seasonal foods' mean? give examples. -Different types of fruits, vegetables, cereals. - Products made from cereals. -Nutrients found in fruits, vegetables and cereals. -Know correct ways of storing fruits and vegetables -Knife techniques in preparing fruit and vegetables.	-Types of milk, cheese and yoghurt. -Nutritional value of milk, cheese and yoghurt. -Vegetarianism-Vegan and vegetarian foods. -Nutrients and their sources. -Deficiency diseases. -Health implications associated with too much intake of nutrients.	-Production of tofu. -Types, nutritional value and storage of beans, nuts and seeds. -Types of vegetarians and nutritional needs. -Nutritional needs for different age groups. -Diet, planning meals and nutritional needs of pregnant women, people trying to lose weight; coeliac disease; type 2 diabetes; cardiovascular	-Storing food correctly. -Fridge and freezer temperature. -Labelling and date marks. -Growth conditions, prevention and control methods for enzyme action, bacteria, mould growth and yeast production. -Signs of food spoilage. -The role of temperature, time, PH and moisture in the control of bacteria.	-Storage of meat. -Types of meat. -Cuts of meat and ways of shaping meat. -Nutritional value of meat. -Storage and safe handling of meat. -Jointing a chicken. -Filleting a whole fish. -Macro and micro nutrients. -Points to consider when preparing and cooking meat.	-Where food comes from. -How food is grown. -Types of farming. -Explain terms 'food miles', 'carbon foot print', advantages of buying locally resourced ingredient. -Types of food packages, functions of food labelling. -The impact food packages have on the environment. -Food wastage and the impact on the environment.

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KEY STAGE 4 CURRICULUM MAP

	-Prepare and cook a dish using fruits and vegetables as a main ingredient. -Eggs-: Functions, working characteristics and properties of eggs. -Types of butter, margarine, oil, sugar. -Nutritional value, working properties, characteristics and functions of butter, margarine, oil, sugar and eggs. -Storage of ingredients.		- disease; coronary heart disease. -Allergies and intolerances -Presentation and portion control of food.	-Types of bacteria, cross contamination and their prevention. -Signs and symptoms of food poisoning. -Methods of preserving food.	-Heat transfer. -Reasons why we cook food. -Methods of cooking food.	-Reducing food waste; recycling, reusing food. -Local and global markets. -Poverty and its impact. -Food availability, access and use. -Key factors that can have an impact of food security.
Expertise: 'Know how'	-Explain and write down the meaning of the term 'Seasonal foods' mean and give examples. -Create a chart listing types of fruits and vegetables and their examples and where they grow (underground or above ground). -Research nutrients found in fruits, vegetables and cereals. -Demonstrate correct ways of storing fruits and vegetables -Demonstrate Knife techniques and cooking skills in preparing fruit e.g. fruit flan and vegetables dishes e.g. dauphinoise potatoes, ricotta and spinach ravioli. -research types of cereals, products that are made from them, nutritional value of cereals and how to store them and present findings on an information booklet.	- Research, discuss and-: -Create a leaflet on types of milk. cheese and yoghurt. -Investigate nutritional value of milk, cheese and yoghurt. Show case technical skills in preparing and cooking a vanilla pannacota. - Use research information a leaflet describing nutritional needs of vegetarians and vegans. -Research foods suitable for vegetarians and vegans. - Demonstrate skills to prepare a dish suitable for a vegetarianism/ vegan e.g. hummus and naan bread, vegetarian bean burger, bean curry etc -Discuss previously learnt information and research work to create a table showing nutrients found in milk, cheese, yoghurt and deficiency diseases of the nutrients.	-Investigate the production of tofu. -Use already learnt information and notes to create a poster on nutritional value and benefits of including beans, nuts and seeds in the diet. -Research types of vegetarians and nutritional needs and present finding in class on a power point or poster. -Research and create a 'time line' showing nutritional needs for different age groups. -investigate foods suitable and not suitable; nutritional needs for special diets meals for pregnant women, people trying to lose weight; coeliac disease; Type 2 diabetes; cardiovascular disease; coronary heart disease.	-Discuss storing food correctly using already learnt information on food commodities then create a poster. -Draw a diagram showing Fridge and freezer temperature annotate on the diagram the showing the danger zone and bacteria activity at different temperatures. -Research and write an explanation why labelling and date marks are important when storing food. -investigate and produce an information leaflet showing growth conditions, prevention and control methods for enzyme action, bacteria, mould growth and yeast production. -Research and create a story board showing signs of food spoilage.	-discuss using already learnt information from food commodities to answer a quiz on how meat is stored. -Complete a picture puzzle on types of meats by assembly different cuts to complete a whole carcass of the animal. -Create a chart by researching different Cuts of meat and ways of shaping meat. -Use research information; information already learnt from nutrition and food commodities to answer a quiz on nutritional value of meat. -investigate and use knowledge and skills already learnt on safe handling of meat to create a poster. -Jointing a chicken. -Demonstrate technical skills by filleting a whole fish.	-Write down the meaning of the key term 'food provenance' using information taught. -Research on how food is grown, types of farming and present information on a poster/leaflet. -Explain terms 'food miles', 'carbon foot print' using previously left knowledge. Research advantages of buying locally resourced ingredient and create an information booklet showing locally resourced ingredients in and around Luton/Bedfordshire. -Identify different types of food packages from different food products, discuss and write down findings on functions of food packages and reasons for food labelling. -Research and produce a 'leaflet' on impact food

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KEY STAGE 4 CURRICULUM MAP

	-Prepare and cook a dish using fruits and vegetables as a main ingredient. - Discuss types of eggs; explain functions, working characteristics and properties of eggs giving examples in a poster. - prepare and cook a dish using eggs as a main ingredients e.g scotch eggs etc. -Demonstrate working characteristics and properties of eggs to prepare a food product e.g. (emulsification) by preparing mayonnaise. -Research types of butter, margarine, oil, sugar. -Research nutritional value, working characteristics and functions of butter, margarine, oil, sugar and eggs. -Describe correct storage of the above food commodities.	- Demonstrate technical skills to prepare and cook an eggless cake or eggless dessert suitable for a vegan. -Use information already learnt, text books and real-life situations to explain the health implications associated with too much intake of nutrients.	-investigate different food allergies and intolerances and present findings on a poster. -Demonstrate good presentation and portion control of food when serving dishes prepared in practical lessons.	- Create a power point to present in class on the role of temperature, time, ph and moisture in the control of bacteria and; types of bacteria, cross contamination and their prevention. ; and signs and symptoms of food poisoning. -Research and investigate Methods of preserving food. -Demonstrate one method of preserving food using a chosen type of food e.g drying different vegetables, fruit or meat; making jam using fruit etc.	State all Macro and micro nutrients, their sources and functions in the body using information already learnt by completing a chart. -Research, discuss and write an explanation using bullet points facts to consider when preparing and cooking meat using information already investigated on safe handling, preparing and cooking food. -Draw diagrams illustrating different ways of heat transfer using information taught and from text books. -Use knowledge learnt to explain reasons why we cook food. -identify different methods of cooking food by linking them to different cooked food products.	packages have on the environment. -investigate food wastage and the impact on the environment and create a story board. - Research and create a campaign poster on how to reducing food waste; recycling, reusing food. -investigate benefits of using local markets and global markets and present findings in a debate. - investigate and research and write key facts on 'poverty' and its impact. -Write an explanation on food availability, access and use. -Describe key factors that can have an impact of food security.
Literacy/ Numeracy/ SMSC/	Marking and measuring out of ingredients is included Reading extracts from the exam specification In class discussions to help with oracy and saying key words with guided reading and reading aloud					
Careers	Class discussion on career pathways linking to designing, cooking and presenting food with science links Starter activities linked to careers Discussion on qualifications needed to go into the food industry with links to science based careers Cross curricular links to science, business, PE & DT					