

Programme of study for \_\_\_ Year 10 Food Preparation and Nutrition \_\_\_\_\_

Autumn (1 <sup>st</sup> term)	Autumn (2 <sup>nd</sup> term)	Spring (1 <sup>st</sup> term)	Spring (2 <sup>nd</sup> Term)	Summer (1 <sup>st</sup> term)	Summer (2 <sup>nd</sup> term)
Other timing: From: September To: October	Other timing: From: November To: December	Other timing: From: January To: February	Other timing: From: February To: March	Other timing: From: April To: May	Other timing: From: June To: July
<p><b>Topic / Key Question:</b> <b>Commodity 1 (Fruit and Vegetables</b> including Potatoes Provenance, Classification, Nutritional values, Dietary Considerations, Food Science, Food Hygiene and Safety. NEA Assessment 1 practice Investigation</p> <p><b>Skills:</b> How/where fruit and vegetables are grown, link to climate, soil types Organic verses non-organic (Soil Association, etc.) Use of pesticides and herbicides – discussions on possible impact on health Customer choice that can be linked to cost – discuss Food miles, Seasonality Clarify the difference between primary and secondary processing. Different methods of preservation. Difference between fruits and vegetables. Recap on 5 a day – link to Eatwell guide Cover dietary fibre – soluble and insoluble Water Recap on vitamins and minerals (cover A, B, C, D,</p>	<p><b>Topic / Key Question:</b> <b>Commodity 1 (Cereals, including flours, breakfast cereals, bread and pasta).</b> Provenance, Classification, Nutritional values, Dietary Considerations, Food Science, Food Hygiene and Safety. NEA Assessment 1 practice Investigation</p> <p><b>Skills:</b> How/where fruit and 1 (Cereals, including flours, breakfast cereals, bread and pasta). vegetables are grown, link to climate, soil types Organic verses non-organic (Soil Association, etc.) Use of pesticides and herbicides – discussions on possible impact on health Customer choice that can be linked to cost – discuss Food miles, Seasonality Clarify the difference between primary and secondary processing. Different methods of preservation. Difference between fruits and vegetables. Recap on 5 a day – link to Eatwell guide Cover dietary fibre – soluble and insoluble</p>	<p><b>Topic / Key Question:</b> <b>Commodity 1 (Cereals, including flours, breakfast cereals, bread and pasta).</b> <b>Commodity 2 (Dairy to include Milk, Cheese and Yoghurt)</b> Provenance, Classification, Nutritional values, Dietary Considerations, Food Science, Food Hygiene and Safety. NEA Assessment 2 practice, General nutrition and diet theory with linked practical.</p> <p><b>Skills:</b> Select and plan to cook a two course main meal that celebrates the cuisine of a chosen country. Identify and explain the distinctive features of chosen cuisine. Identify the equipment and cooking methods used in chosen cuisine. Explain how food choices can be related to different religious and cultural beliefs. Identify any high risk foods in chosen recipe and suggest ways to cook safely and minimize risk of food poisoning. Demonstrate the use of different ingredients including herbs and spices to</p>	<p><b>Topic / Key Question:</b> <b>Commodity (Meat, fish, poultry and eggs),</b> Provenance, Classification, Nutritional values, Dietary Considerations, Food Science, Food Hygiene and Safety. NEA Assessment 2 practice, General nutrition and diet theory with linked practical.</p> <p><b>Skills:</b> Select and plan to cook a two course main meal that celebrates the cuisine of a chosen country. Identify and explain the distinctive features of chosen cuisine. Identify the equipment and cooking methods used in chosen cuisine. Explain how food choices can be related to different religious and cultural beliefs. Identify any high risk foods in chosen recipe and suggest ways to cook safely and minimize risk of food poisoning. Demonstrate the use of different ingredients including herbs and spices to enhance the flavours of a dish. Prepare and cook a two course meal to demonstrate</p>	<p><b>Topic / Key Question:</b> <b>Commodity 1 (Butters, oils, margarine, sugar and syrup).</b> <b>Commodity 2 Soya, tofu, beans, nuts and seeds).</b> Provenance, Classification, Nutritional values, Dietary Considerations, Food Science, Food Hygiene and Safety. NEA Assessment 1, General nutrition and diet theory with linked practical. NEA Assessment 2</p> <p><b>Skills:</b> Explore and understand where key ingredients come from and how they are grown, reared or caught. Environmental issues associated with foods - identify and explain them. Investigate the information and guidance available to the consumer regarding food labelling, availability, traceability, food assurance schemes and animal welfare. Recognise and explain food standard schemes.</p> <p>Adapt original recipe to include ingredients</p>	<p><b>Topic / Key Question:</b> <b>Commodity 1 (Butters, oils, margarine, sugar and syrup).</b> <b>Commodity 2 Soya, tofu, beans, nuts and seeds).</b> Provenance, Classification, Nutritional values, Dietary Considerations, Food Science, Food Hygiene and Safety. NEA Assessment 1, General nutrition and diet theory with linked practical. NEA Assessment 2</p> <p><b>Skills:</b> Explore and understand where key ingredients come from and how they are grown, reared or caught. Environmental issues associated with foods - identify and explain them. Investigate the information and guidance available to the consumer regarding food labelling, availability, traceability, food assurance schemes and animal welfare. Recognise and explain food standard schemes.</p> <p>Adapt original recipe to include ingredients</p>

<p>calcium and iron), and include complementary actions of the nutrients vitamin C and iron/vitamin D and calcium</p> <p>Nutrient requirements – link to different life stages</p> <p>Fat and water soluble vitamins – effect of oxidation, heat on vitamin content of fruits and vegetables</p> <p>Compare nutrient content of a specific fruit or vegetable – fresh, frozen, canned, dried, etc.</p> <p>Vegetarians (lacto/lacto-ovo/vegan)</p> <p>Bone health – link in with vitamin D and calcium</p> <p>Healthy blood – link in with vitamin C and iron.</p> <p>Composition of fruits and vegetables</p> <p>Oxidation/enzymic browning</p> <p>Recap on personal hygiene – good practice</p> <p>Refrigeration temperatures</p> <p>Why it is important to wash fruits and vegetables?</p> <p>Use By and Best Before dates</p> <p>Stock rotation</p> <p>Bagged salads – food poisoning risk (link to processing of leaves for bagged salads).</p> <p>Food storage_ Ambient, chilling, freezing, canned</p>	<p>Water</p> <p>Recap on vitamins and minerals (cover A, B, C, D, calcium and iron), and include complementary actions of the nutrients vitamin C and iron/vitamin D and calcium</p> <p>Nutrient requirements – link to different life stages</p> <p>Fat and water soluble vitamins – effect of oxidation, heat on vitamin content of fruits and vegetables</p> <p>Compare nutrient content of a specific fruit or vegetable – fresh, frozen, canned, dried, etc.</p> <p>Vegetarians (lacto/lacto-ovo/vegan)</p> <p>Bone health – link in with vitamin D and calcium</p> <p>Healthy blood – link in with vitamin C and iron.</p> <p>Composition of fruits and vegetables</p> <p>Oxidation/enzymic browning</p> <p>Recap on personal hygiene – good practice</p> <p>Refrigeration temperatures</p> <p>Why it is important to wash fruits and vegetables?</p> <p>Use By and Best Before dates</p> <p>Stock rotation</p> <p>Bagged salads – food poisoning risk (link to processing of leaves for bagged salads).</p> <p>Food storage_ Ambient, chilling, freezing, canned</p>	<p>enhance the flavours of a dish.</p> <p>Prepare and cook a two course meal to demonstrate the cuisine from a chosen country/region, e.g. Mediterranean, Caribbean, African, North America</p> <p>Demonstrate the use of herbs and spices to enhance the flavours of a dish.</p> <p>Demonstrate and apply the principles of food safety and hygiene when cooking and stir frying.</p> <p>Present and serve a quality multicultural dishes with a high level of finish.</p> <p>To work independently following own instructions and as a team when washing up and tidying away</p>	<p>the cuisine from a chosen country/region, e.g. Mediterranean, Caribbean, African, North America</p> <p>Demonstrate the use of herbs and spices to enhance the flavours of a dish.</p> <p>Demonstrate and apply the principles of food safety and hygiene when cooking and stir frying.</p> <p>Present and serve a quality multicultural dishes with a high level of finish.</p> <p>To work independently following own instructions and as a team when washing up and tidying away</p>	<p>which have been locally sourced or are seasonal.</p> <p>Demonstrate the skills of vegetable preparation and cooking, making a meat/alternative base, combining, layering and finishing of ingredients using the oven.</p> <p>Demonstrate and apply the principles of food safety and hygiene when cooking.</p>	<p>which have been locally sourced or are seasonal.</p> <p>Demonstrate the skills of vegetable preparation and cooking, making a meat/alternative base, combining, layering and finishing of ingredients using the oven.</p> <p>Demonstrate and apply the principles of food safety and hygiene when cooking.</p>
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<p><b>Key Learning Outcomes:</b>  be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment</p> <ul style="list-style-type: none"> <li>• develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks</li> <li>• understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health</li> <li>• understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices</li> <li>• demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing,</li> </ul>	<p><b>Key Learning Outcomes:</b>  be able to demonstrate effective and 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<p>processing, storing, cooking and serving food</p> <ul style="list-style-type: none"> <li>• understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes</li> </ul>	<p>processing, storing, cooking and serving food</p> <ul style="list-style-type: none"> <li>• understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes</li> </ul>	<p>processing, storing, cooking and serving food</p> <ul style="list-style-type: none"> <li>• understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.</li> </ul>	<p>processing, storing, cooking and serving food</p> <ul style="list-style-type: none"> <li>• understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes</li> </ul>	<p>processing, storing, cooking and serving food</p> <ul style="list-style-type: none"> <li>• understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes</li> </ul>	<p>processing, storing, cooking and serving food</p> <ul style="list-style-type: none"> <li>• understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes</li> </ul>
<p>End of term 1 assessment to cover: To follow a recipe and completed a written evaluation of product. Written Mini end of topic assessment</p>		<p>End of term 2 assessment to cover: Mini end of topic assessment: Milk, Cheese and Yoghurt. Commodities: Cereals. Practice: NEA 2: Research plan, prepare and cook a meal suitable for an Ovo-vegetarian.</p>		<p>End of year assessment to cover: Practical NEA 2: Research, Plan, Prepare and Cook Written NEA to cover all topics for the year.</p>	
<p><b>Rationale for sequence:</b> The sequence enables learners to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking.</p>	<p><b>Rationale for sequence:</b> The sequence enables learners to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking.</p>	<p><b>Rationale for sequence:</b> The sequence enables learners to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking.</p>	<p><b>Rationale for sequence:</b> The sequence enables learners to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking.</p>	<p><b>Rationale for sequence:</b> The sequence enables learners to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking.</p>	<p><b>Rationale for sequence:</b> The sequence enables learners to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking.</p>
<p><b>Reading / literacy:</b> Eduqas GCSE Food Preparation and Nutrition by Authors: Alison Clough-Halstead, Fiona Dowling, Victoria Ellis, Jayne Hill, Bethan Jones</p> <p>Students will be reminded about the importance of excellent presentation, using the correct grammar rules including</p>	<p><b>Reading / literacy:</b> Eduqas GCSE Food Preparation and Nutrition by Authors: Alison Clough-Halstead, Fiona Dowling, Victoria Ellis, Jayne Hill, Bethan Jones</p> <p>Students will be reminded about the importance of excellent presentation, using the correct grammar rules including</p>	<p><b>Reading / literacy:</b> Eduqas GCSE Food Preparation and Nutrition by Authors: Alison Clough-Halstead, Fiona Dowling, Victoria Ellis, Jayne Hill, Bethan Jones</p> <p>Students will be reminded about the importance of excellent presentation, using the correct grammar rules including</p>	<p><b>Reading / literacy:</b> Eduqas GCSE Food Preparation and Nutrition by Authors: Alison Clough-Halstead, Fiona Dowling, Victoria Ellis, Jayne Hill, Bethan Jones</p> <p>Students will be reminded about the importance of excellent presentation, using the correct grammar rules including</p>	<p><b>Reading / literacy:</b> Eduqas GCSE Food Preparation and Nutrition by Authors: Alison Clough-Halstead, Fiona Dowling, Victoria Ellis, Jayne Hill, Bethan Jones</p> <p>Students will be reminded about the importance of excellent presentation, using the correct grammar rules including</p>	<p><b>Reading / literacy:</b> Eduqas GCSE Food Preparation and Nutrition by Authors: Alison Clough-Halstead, Fiona Dowling, Victoria Ellis, Jayne Hill, Bethan Jones</p> <p>Students will be reminded about the importance of excellent presentation, using the correct grammar rules including</p>

<p>full stops and capital letters in all written work as well as computer tasks.= reading instructions, extracting information, technical language, sensory descriptors,</p> <p>Neat and legible hand writing skills shall be incorporated in all lessons.</p> <p>Will use some lesson starters and plenaries/progress checks to develop literacy skills i.e. circle the incorrect spelling, reading comprehension, summarising succinctly, identify and correct punctuation and grammar mistakes, sequencing information, etc.</p> <p>During practical lessons students will be asked to read and follow a recipe. Teacher will check students' understanding using focused questions i.e. pupils have to explain in their own words what to do for each step whilst making a food product.</p> <p>Students will correct spelling, grammar and punctuation mistakes on recipes.</p>	<p>full stops and capital letters in all written work as well as computer tasks.= reading instructions, extracting information, technical language, sensory descriptors,</p> <p>Neat and legible hand writing skills shall be incorporated in all lessons.</p> <p>Will use some lesson starters and plenaries/progress checks to develop literacy skills i.e. circle the incorrect spelling, reading comprehension, summarising succinctly, identify and correct punctuation and grammar mistakes, sequencing information, etc.</p> <p>During practical lessons students will be asked to read and follow a recipe. 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As part of homework tasks pupils will have to learn the spelling of key words to sit a test as a lesson starter.	As part of homework tasks pupils will have to learn the spelling of key words to sit a test as a lesson starter.	As part of homework tasks pupils will have to learn the spelling of key words to sit a test as a lesson starter.	As part of homework tasks pupils will have to learn the spelling of key words to sit a test as a lesson starter.	As part of homework tasks pupils will have to learn the spelling of key words to sit a test as a lesson starter.	As part of homework tasks pupils will have to learn the spelling of key words to sit a test as a lesson starter.
<p><b>Numeracy:</b></p> <p>During practical lessons teacher will ask focussed questions on numeracy skills:</p> <p>Adding, subtracting, multiplying and dividing ingredients.</p> <p>Compare nutritional information on food labels.</p> <p>Putting weights on packaging in order of descending.</p> <p>Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %s,</p>	<p><b>Numeracy:</b></p> <p>During practical lessons teacher will ask focussed questions on numeracy skills:</p> <p>Adding, subtracting, multiplying and dividing ingredients.</p> <p>Compare nutritional information on food labels.</p> <p>Putting weights on packaging in order of descending.</p> <p>Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %s,</p>	<p><b>Numeracy:</b></p> <p>During practical lessons teacher will ask focussed questions on numeracy skills:</p> <p>Adding, subtracting, multiplying and dividing ingredients.</p> <p>Compare nutritional information on food labels.</p> <p>Putting weights on packaging in order of descending.</p> <p>Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %s,</p>	<p><b>Numeracy:</b></p> <p>During practical lessons teacher will ask focussed questions on numeracy skills:</p> <p>Adding, subtracting, multiplying and dividing ingredients.</p> <p>Compare nutritional information on food labels.</p> <p>Putting weights on packaging in order of descending.</p> <p>Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %s,</p>	<p><b>Numeracy:</b></p> <p>During practical lessons teacher will ask focussed questions on numeracy skills:</p> <p>Adding, subtracting, multiplying and dividing ingredients.</p> <p>Compare nutritional information on food labels.</p> <p>Putting weights on packaging in order of descending.</p> <p>Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %s,</p>	<p><b>Numeracy:</b></p> <p>During practical lessons teacher will ask focussed questions on numeracy skills:</p> <p>Adding, subtracting, multiplying and dividing ingredients.</p> <p>Compare nutritional information on food labels.</p> <p>Putting weights on packaging in order of descending.</p> <p>Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %s,</p>
<p><b>Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):</b></p> <p><b>Social:</b></p> <p>Opportunities should be afforded to students to work collaboratively in a variety of groups to complete set tasks. Social = budgets</p> <p><b>Moral:</b></p>					

Students should develop respect for each other's choices of ingredients in lessons.

**Cultural:**

Students should develop respect on views on cultural and religious beliefs on food choices during debate and feedback sessions.

**Spiritual:**

Consider the impact of discrimination on the spirit and the concept of prejudice

**Clubs, extra-curricular, revision sessions , out of school activity available:**

- Cooking club
- Future Chef
- Healthy Eating week
- Trip to a local restaurant
- Trip to Borough Market
- Macmillan Coffee Morning
- Xmas ginger bread men/houses display
- Easter Bake Off Competition
- Working with a number of chefs from the industry
- Junior Academy West London University
- Project engagement with outside catering company

**Home Learning Topics:**

- Principles of Nutrition
- Diet and Good Health
- The Science of Cooking Food
- Food Spoilage
- Food Provenance and Food Waste
- Cultures and Cuisines
- Technological Developments
- Factors Affecting Food Choice
- Basic Mixtures and Recipes
- Cereals
- Fruit and Vegetables
- Milk, Cheese and Yoghurt
- Meat, Poultry, Fish and Eggs
- Beans, Nuts and Seeds, Soya, Tofu and Mycoprotein

Butter, Oil, Margarine, Sugar and Syrup