

Featherstone High School FOOD and Nutrition DESIGN TECHNOLOGY Department

Year: 10 Scheme of Learning Title: GCSE Food and NUT

Curriculum Intent	The Big Picture - Making the learning relevant – Why are pupils learning this? He	THIS IS PART 2 OF THE SAME SOL - PUPILSWILL CONTINUE WITH THE DESIGN BRIEF BUT WILL BE INTRODUCED TO NEW TEXTILES TECHNIQUES To gain an understanding of GCSE Food and Nutrition course NE1 Science experiment and NE2 Practical cooking Exam 50% Health and Safety in the kitchen and cooking Food, Diet and Good Health Eat well guide Macro/ Micronutrients Allergies Food Spoilage, Provenance, Food Miles and Food Waste Commodities – Chicken, Fish, Nuts and Pulses, Milk, butter Yogurts Types of Cooking – poaching, frying, baking Techniques and skills Deboning cutting – Jullianne, Macedoine																																															
		<table><tr><td>knife skills</td><td>1</td><td>Prepare fruit & vegetables</td><td>2</td><td>Prepare, combine & shape</td><td>3</td></tr><tr><td>Tenderise & marinate</td><td>4</td><td>Select & adjust a cooking process</td><td>5</td><td>Weighing & measuring</td><td>6</td></tr><tr><td>Prep of ingredients and equipment</td><td>7</td><td>Use of equipment</td><td>8</td><td>Boiling/simmering/poaching/blanching</td><td>9</td></tr><tr><td>Dry heat/Stir/shallow/deep frying</td><td>10</td><td>Using the grill</td><td>11</td><td>Oven/Baking/roasting/tagine /braising</td><td>12</td></tr><tr><td>Sauce making</td><td>13</td><td>Set a mixture starch based/gelation</td><td>14</td><td>Set a mixture coagulation</td><td>15</td></tr><tr><td>Use of raising agents</td><td>16</td><td>Bread/pasta/pastry dough</td><td>17</td><td>Shaping and finishing a dough</td><td>18</td></tr><tr><td>Testing for readiness</td><td>19</td><td>Judge and manipulate sensory properties</td><td>20</td><td></td><td></td></tr></table>						knife skills	1	Prepare fruit & vegetables	2	Prepare, combine & shape	3	Tenderise & marinate	4	Select & adjust a cooking process	5	Weighing & measuring	6	Prep of ingredients and equipment	7	Use of equipment	8	Boiling/simmering/poaching/blanching	9	Dry heat/Stir/shallow/deep frying	10	Using the grill	11	Oven/Baking/roasting/tagine /braising	12	Sauce making	13	Set a mixture starch based/gelation	14	Set a mixture coagulation	15	Use of raising agents	16	Bread/pasta/pastry dough	17	Shaping and finishing a dough	18	Testing for readiness	19	Judge and manipulate sensory properties	20		
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	Ability to judge and evaluate Sensory properties in food when cooking Temperature control was faultless during the storing / cooking/testing for readiness and serving of the dishes.																																																
	Exam Specification (for years 10 to 13)	Eduqas																																															
	How does this scheme of learning build on prior learning?	Pupils are building on skills and keywords they have learnt in KS3 pupils will develop independence in cooking and learn how to design and make their own recipe																																															
	How does this scheme of learning prepare pupils for their next stage of education (CEG)	GCSE																																															
	Cultural Capital Development	Pupils will learn about different cultures and through their cooking skills EG Italian pasta making, Indian cuisine Paneer, Thai curry and spring rolls																																															
Common Misconceptions		You will be learning different cooking techniques and creating science experiments to understand the science behind food. Theory behind cooking and Nutrition																																															
Development of Key Generic Skills: <ul style="list-style-type: none">Literacy (Writing, Oracy, Reading including opportunities to develop wider reading)NumeracyComputational Thinking (problem solving)		Key words Caramelising, dextrinization, braising, minerals, vitamins, fruit sugars, Coeliac, additives, aeration, simmer, enzymic browning, coagulation Conduction convection, blanching, knead, yeast, catalyst, julienne, brunoise, macedoine																																															

Theme for centrally planned home learning	Home learning sheet supports the POL reviews and develops understanding for each lesson
Curriculum mapping – possible links to other subjects	Art creative, Science Chemistry and Biology, Geography, Cultures
Curriculum Impact – key subject knowledge pupils should know and be able to recall by the end of this scheme of learning	Pupils should have an excellent understanding of Food and Nutrition The above
Curriculum impact – key subject skills pupils should have and be able to use by the end of this scheme of learning.	Cooking Theory Science of Food
Curriculum Inclusion - Scaffolding for all student groups e.g. <ul style="list-style-type: none"> Disadvantaged / Pupil Premium SEND EAL Higher Prior Attainment 	
	Work is scaffolded with writing frames to help with annotations Recipe amendments Recipes printed for pupils Card and word sorts to help with understanding key words Rock to support Recall Questioning, Modelling WAGOLL Oracy, Tier 2 and 3 keywords in lessons to encourage EAL to develop skills to use subject specific language – EG literacy card sorts in pairs
For each lesson: Stage 1	Nutrition Eat well guide protein carbohydrates minerals micro macro nutrients
Learning Outcome / Objective/ Big Question	Pupils will gain an understanding of the GCSE course and Food and Nutrition Pupils will revisit Health and Safety and Eat Well Guide Pupils will plan how to create a healthy cooked balanced breakfast Pupils will brainstorm ideas – techniques, nutrition, ingredients Pupils will create a timeline which includes nutrition, and techniques on what they could do Pupils will research where to buy the ingredients, and which ingredients are healthy Pupils will research food choices and reasons EG: Allergies Pupils will design and cook a healthy breakfast Pupils will complete sensory analysis and evaluation
Core Learning & development of subject specific skills	Health and Safety Eggs salmonella food poisoning Eat well guide Nutrition and Food Cooking techniques Nutrients Avocado- Healthy Fats Eggs protein Egg alternatives food choices
Suggested FHS6 Activities including retention and recall and formative assessment	Work is scaffolded with writing frames to help with annotations Recipe amendments

	<p>Recipes printed for pupils</p> <p>Card and word sorts to help with understanding key words</p> <p>Rock to support Recall</p> <p>Questioning, Modelling</p> <p>WAGOLL</p> <p>Oracy, Tier 2 and 3 keywords in lessons to encourage EAL to develop skills to use subject specific language – EG literacy card sorts in pairs</p>
Development of subject specific vocabulary	
For each lesson: Stage 2	Commodities Poultry, Eggs, Fish, Nuts and Beans
Learning Outcome / Objective/ Big Question	<p>Pupils will learn the different properties of chicken</p> <p>Pupils will learn about the different farming techniques and welfare involved farming chicken</p> <p>Pupils will learn how to cook chicken using different techniques – de boning, stir fry and roasting etc.</p> <p>Pupils will be learning how the health and safety requirements of cooking with chicken temperature/ storage and health safety and</p> <p>Pupils will learn about cooking with eggs: Crème brulee – coagulation, blind baking, caramelizing</p> <p>Pupils will learn to evaluate cooking using a range of sensory analysis techniques</p>
Core Learning & development of subject specific skills	<p>Health and Safety</p> <p>Nutrients and properties, Eat Well Guide</p> <p>Cooking techniques, boning, frying, roasting, blind baking, coagulation,</p> <p>Time plans</p> <p>Flavouring and seasoning</p>
Suggested FHS6 Activities including retention and recall and formative assessment	<p>Work is scaffolded with writing frames to help with annotations</p> <p>Recipe amendments</p> <p>Recipes printed for pupils</p> <p>Card and word sorts to help with understanding key words</p> <p>Rock to support Recall</p> <p>Questioning, Modelling</p> <p>WAGOLLN</p> <p>Oracy, Tier 2 and 3 keywords in lessons to encourage EAL to develop skills to use subject specific language – EG literacy card sorts in pairs</p>
Development of subject specific vocabulary	Spatchcock De boning, frying, coagulation, dextrinization, caramelisation, convention, conduction
Assessment	
For each lesson: Stage 3	Commodities Fish
Learning Outcome / Objective/ Big Question	<p>Pupils will learn the Health and Safety of cooking and storing fish</p> <p>Pupils will learn the Nutrients and properties, Eat Well Guide Pupils will learn about different fish that is farmed and eaten, allergies linked to fish and sea food</p> <p>Pupils will learn about the farming, sustainability and types of fishing techniques/ farms</p> <p>Pupils will learn different cooking techniques, boning, frying, roasting, poaching</p> <p>Pupils will research different recipes to explore flavouring and cooking with herbs or spices</p> <p>Pupils will evaluate work using Sensory analysis techniques EG Star diagram</p>
Core Learning & development of subject specific skills	<p>Nutrition values and properties Eat well guide</p> <p>Health eating</p> <p>Techniques cooking skills de boning and frying, baking</p> <p>Flavours and seasoning</p>

Suggested FHS6 Activities including retention and recall and formative assessment	Practical lesson where pupils using their own design sheets poly block Explicit Learning outcomes Rock Demonstration/ modelling given Questioning Formative assessment Success criteria in place (AFL) Exemplar work shown Kim Glossary for KIM words
Development of subject specific vocabulary	Sustainability, poaching, frying, baking,
Assessment	
For each lesson: Stage 4	Commodities Vegetation and health eating – beans and pulses verses Meat beef
Learning Outcome / Objective/ Big Question	Pupils will learn the different alternatives to protein Poultry and Fish Pupils will learn about food miles and the environment Pupils will explore and research the protein options Pupils will research different types of beans and pulses Pupils will create a vegetarian burger from beans Pupils Pupils will create a mince burger and shape and make it. Pupils will research the difference between the sustainability and health between the vegetarian and beef burger. Pupils will learn about beef farming and the impact it has on the environment Pupils will develop time plans Pupils will evaluate the work to ensure that
Core Learning & development of subject specific skills	Nutritional value of beans and pulses Healthy eating and the properties involved Healthy eating and compare between Beef farming and Beans and pulses, sustainability and the impact on the environment Food spoilage and food waste Moulding and making burgers Cooking techniques Time plans Sensory analysis
Suggested Featherstone Way Activities including retention and recall and formative assessment	Explicit Learning outcomes Rock Demonstration/ modelling given Questioning think, pair share Formative assessment Success criteria in place (AFL) Exemplar work shown Kim Glossary for KIM words
Development of subject specific vocabulary	Sustainability, environment, moulding, nutrition values, frying
Assessment	
For each lesson: Stage 5	The science of cooking pastry and butter making
Learning Outcome / Objective/ Big Question	Pupils will learn how to cook different types of pastry, short bread, flaky, Choux pastry Pupils will learn how to make butter

	<p>Pupil will about the science behind cooking and the effects different ingredients have on the pastry EG different types of flour – whole meal, raising, strong, plain.</p> <p>Pupils will learn different techniques and understand how the heating and cooking effects oxygen and carbon dioxide and how this effects the pastry</p> <p>Pupils will learn how to enhance the pastry with different condiments how this can affect the nutritional value</p> <p>Pupils continue to build and develop sensory analysis</p>
Core Learning & development of subject specific skills	<p>Pupils will learning a wide breath of cooking techniques</p> <p>Pupils will learn the impact of different ingredients on outcomes of cooking</p> <p>Pupils will analysis the cooking techniques and the impact this has on cooking – this will start to prepare them for NE1 science experiment</p>
Suggested FHS6 Activities including retention and recall and formative assessment	<p>Explicit Learning outcomes</p> <p>Rock</p> <p>Demonstration/ modelling given</p> <p>Questioning think, pair share</p> <p>Formative assessment</p> <p>Success criteria in place (AFL) Exemplar work shown</p> <p>Kim Glossary for KIM words</p>
Development of subject specific vocabulary	Kneading, measuring, mixing, rub in, rolling folding, beating, proving,
Assessment	
For Each Lesson Stage 6	Culture and cooking around the world Italian / Indian / Thai
Learning Outcome / Objective/ Big Question	<p>Pupils will learn how to make pasta</p> <p>Pupils will choose an Italian recipe with pasta to make and make the pasta</p> <p>Pupils will learn what staple food are from different foods sustainability and seasonality</p> <p>Pupils will research the nutritional value of the different dishes and understand what makes a balanced diet</p> <p>Pupils will learn how to make a Italian Ice cream they will learn about the similarities and differences of the ice cream and sorbet</p> <p>Pupils will learn about the different herbs and species used in Italian food compared to Indian food.</p> <p>Pupils will learn how cook to Spring rolls and Thai Red curry</p>
Core Learning & development of subject specific skills	<p>Complex Techniques and cooking from around the world developing</p> <p>Making pasta, ice cream, pastry, Thai red curry</p> <p>Staple foods and foods from around the world – sustainability and seasonality</p> <p>Research and compare healthy eating around the world compare</p> <p>the difference between cooking with herbs and spices and compare the difference between fresh and dried</p> <p>Healthy eating differences that can me made to recipes</p>
Suggested FHS6 Activities including retention and recall and formative assessment	<p>Explicit Learning outcomes</p> <p>Rock</p> <p>Demonstration/ modelling given</p> <p>Questioning</p> <p>Formative assessment</p> <p>Success criteria in place (AFL) Exemplar work shown</p> <p>Kim Glossary for KIM words</p>
Assessment	
For Each Lesson Stage 7	Cereals alternative foods

Learning Outcome / Objective/ Big Question	<p>Pupils will learn how to make alternative noodles EG zucchini noodles, Noodles and alternative proteins tofu Jack fruit</p> <p>Pupils will make healthier desserts using Oat and wheat and flapjacks</p> <p>Pupils will make learn about alternative fruits from around the world</p>
Core Learning & development of subject specific skills	<p>Alternatives to meat – alternative proteins and alternative recipes for allergies and food intolerances EG Coeliac</p> <p>To understand how to cook protein alternative EG Jack fruit and Tofu</p> <p>To understand how different cultures use different alternatives to meet</p> <p>To understand how to create healthy desserts using cereals</p> <p>To understand the nutritional values of cereals</p>
Suggested FHS6 Activities including retention and recall and formative assessment	<p>Practical lesson where pupils using their own design sheets poly block</p> <p>Explicit Learning outcomes</p> <p>Rock</p> <p>Demonstration/ modelling given</p> <p>Questioning</p> <p>Formative assessment</p> <p>Success criteria in place (AFL) Exemplar work shown</p> <p>Kim Glossary for KIM words</p>
Development of subject specific vocabulary	
Assessment	
Stage 7 Learning Outcome / Objective/ Big Question	<p>NE1 preparation and practice – Experiment Flour is the main ingredient used to make pasta.</p> <p>Investigate the working characteristics and the functional and chemical properties of a range of flours used to make pasta.</p> <p>To gain an understanding of the functional and chemical properties of a range of flour</p> <p>To research and understand the different properties of flour</p> <p>To create a series of cooking experiments to understand the functions and qualities of the different ingredients</p> <p>To research cooking with different types of flour plain, 001 grade flour, raising flour, semolina flour and cook pasta using the different flours and analysis the flour flavour and create an hypothesis for the best flour.</p>
Core Learning & development of subject specific skills	<p>To experiment the functions and the chemical properties of a range of flour to make pasta</p> <p>To Investigate - looking into the origins of ingredients and how they are handled throughout production</p> <p>Working characteristics - how the ingredient behaves, when in a recipe cooked on its own, it performance or how it is used to its best advantage, or as an accompaniment</p> <p>Functional - any food or food ingredient that may provide a health benefit beyond the traditional nutrients it contains</p> <p>Chemical - chemical substances can play an important role in food production and preservation</p>
Suggested FHS6 Activities including retention and recall and formative assessment	<p>Explicit Learning outcomes</p> <p>Rock</p> <p>Demonstration/ modelling given</p> <p>Questioning think, pair share</p> <p>Formative assessment</p> <p>Success criteria in place (AFL) Exemplar work shown</p> <p>Kim Glossary for KIM words</p>
Development of subject specific vocabulary	Functional, chemical, investigate, experiment