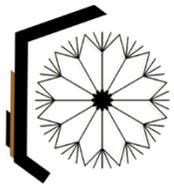


Year 10 Curriculum Content Overview 2018-19

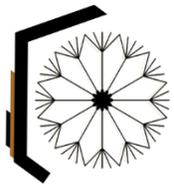
| Food Preparation & Nutrition (EDUQAS) | | | | |
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| Knowledge and Skills Students will be taught to.... | Reading, Oracy, Literacy and Numeracy | Formative Assessment | Summative Assessment | Link to reformed GCSE Content |
| <ul style="list-style-type: none"> ● Apply and develop further learned skills (including those from the development stage) to work safely within the food room. ● Apply and develop further learned skills (including those from the development stage) to work safely when using equipment in the food room. ● Select the appropriate equipment that is needed to prepare and cook a dish. ● Learn skills to accurately and safely prepare a range of dishes using a variety of food commodities. ● Describe/explain decisions they make on selection of ingredients. ● Describe/explain how food science relates to the dishes they create and the ingredients they use. ● Identify/describe/explain the different nutrients that ingredients possess and how these can be adapted to improve the final outcome of their dish. ● To understand why people make the choices they do when selecting food. | Reading <ul style="list-style-type: none"> ● Reading and understanding recipes to produce a food product. ● Reading and understanding the topics on Knowledge organisers for units 4, 5 & 6. | Questioning in lessons. Verbal feedback during lessons on practical work. Low stakes quizzing. | 3 assessments throughout the academic year Key practicals assessed, these will be at the end of a series of practicals. | Health and Safety within a kitchen environment. Food hygiene and safety. Unit 4 - The science of food. Unit 5 - Where does food come from? Unit 6 - Cooking and food preparation. |
| | Numeracy <ul style="list-style-type: none"> ● Weights and measurements. ● Correct use of scales and measuring spoons. ● Use of timers. ● Conversion of temperatures. ● Calculating recipe ratios and modifying recipes to a given ratio. ● Weighing ingredients accurately. | Exit strategies. | | |
| | Oracy and Literacy (including keywords for practical subjects) <ul style="list-style-type: none"> ● Key words ● Student discussion ● Student demonstrations | | | |



Assessment Skills, Knowledge and Concepts Map

(These need to be mapped backwards from GCSE and ensure that all students can access their target percentage) – what do all students need to achieve in year 7 to be able access their target grade and be on track for their year 11 target grade?

| | Food Preparation & Nutrition (EDUQAS) - Year 10 | Cross-Curricular Strands |
|--|---|--|
| Key Learning Questions | Practical Skills | Reading |
| <ul style="list-style-type: none"> How to work safely? Follow correct personal and food safety and hygiene practices and procedures. How to work independently? Make own judgements, e.g. cooking methods, cooking time, manipulating taste, texture and Appearance How to use sensory descriptors appropriately and correctly? | <ul style="list-style-type: none"> Apply learned skill to work safely: follow correct personal and food safety and hygiene practices and procedures. Apply learned skill to prepare a range of ingredients to make a selection of recipes, e.g. weigh and measure liquids and solids, use knife skills, combine and shape, tenderise and marinate. Apply learned skill to cook a selection of recipes, e.g. water based methods, using the oven, set a mixture, select and adjust cooking times and temperatures, judge and manipulate sensory properties: seasoning, test for readiness. Apply learned skill to present a selection of dishes, e.g. shaping and finishing a dough, glazing and food styling, preparing fruits and vegetables as a garnish Describe/explain appropriate preparation, cooking and serving techniques when producing dishes To work independently making your own judgements, e.g. cooking methods, cooking time, manipulating taste, texture and appearance. | <ul style="list-style-type: none"> Reading and interpreting recipes to be able to produce a product. Knowledge organisers for units 4, 5 and 6. Revision of units 3, 4 and 5 using knowledge organisers and revision cards. |
| Key Learning Questions | Unit 4 - The Science of Food | Oracy and Literacy |
| <ul style="list-style-type: none"> Why is food cooked? How can you avoid contamination? How is heat is transferred to food through conduction, convection and radiation? How and why do the production of some dishes rely on more than one method of heat transference? | <ul style="list-style-type: none"> Identify the different methods of heat transfer used when cooking. Describe/explain how heat is transferred to food through conduction, convection and radiation. Explain how to select an appropriate cooking method. Identify/describe the different microorganisms that are used within cooking. Describe/explain the positive uses of microorganisms such as; bacteria in dairy products. | <p>Language for Learning State, identify, name, give, calculate, define, outline, describe, justify, interpret, explain, analyse, discuss, evaluate, compare, consider.</p> <p>Key terms Function, browning, Glazing, Aeration/Aerating, Setting, Gelatinisation, Fortification (Enriching), Foaming, Stiffening, Flavouring, Raising, Thickening, Emulsification,</p> |



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| <ul style="list-style-type: none"> • How do you remedy situations when desired results may not be achieved in the first instance? • Why do some fruit and vegetables go brown when cut? • How do you store foods correctly? | <ul style="list-style-type: none"> • Identify/describe/explain the working characteristics, functional and chemical properties of ingredients to achieve a particular result and how to remedy errors. • Identify the term food spoilage. • Describe/explain what food spoilage is and how to prevent it. • Describe/explain preservation and give examples. • Describe/explain the microbiological food safety principles when buying, storing, preparing and cooking food. • Identify the different types of food poisoning. • Describe/explain the different types of food poisoning and how to prevent them. • Identify the different element on a range of food labels. • Describe/explain the elements of a food label to identify storage and preparation • Identify/describe/explain the growth conditions, ways of prevention and control methods for enzyme action, mould growth and yeast production. • Describe/explain what food wastage is and how it can be prevented. |
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| Key Learning Questions | Unit 5 - Where Food Comes From |
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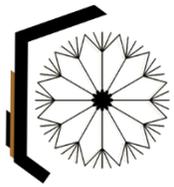
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| <ul style="list-style-type: none"> • Where does food come from? • Why do we need to consider food miles and the impact they have on the carbon footprint? • What impact does food have on the environment? • How can we be sustainable with food? • How does British and international cuisine differ? • What are the primary and secondary stages of processing and production? • How does food modification impact on health? | <ul style="list-style-type: none"> • Identify where food comes from (origins of food). • Describe the different ways that food is produced. • Discuss the advantages and disadvantages of intensive farming/factory farms and organic farming/organic farms. • Explain what food miles are and how they impact on the carbon footprint. • Identify/describe how we can be sustainable with food. • Identify different dishes that are part of British cuisine. • Identify a range of international cuisine dishes. • Describe/explain how British and international cuisine differs using examples. • Identify the primary stages of processing and production. • Describe the primary stages of processing and production. • Apply learned skills to show a range of primary stages of processing and production. |
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sweetening, Seasoning, Spicing, Fermentation, Shortening, Binding, Coating.

Oracy
 Student discussion and student feedback
 Student responses to questions
 Student demonstrations of skills to the rest of the class.

Numeracy

- accuracy of weighing and measuring
- conversion of temperatures
- amending recipes to a given ratio



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| | <ul style="list-style-type: none">● Identify secondary stages of processing and production.● Describe the secondary stages of processing and production.● Apply learned skills to show a range of secondary stages of processing and production.● Describe what is meant by the term food modification.● Identify a ranges of foods that have been modified.● Describe/explain/evaluate how food modification has an impact on health. |
| Key Learning Questions | Unit 6 - Cooking and Food Preparation |
| <ul style="list-style-type: none">● How can you adapt a dish for someone with a specific dietary need?● What ways can you test your dish?● What methods can be used to analyse your dish?● How do you conduct a sensory analysis? | <ul style="list-style-type: none">● Describe/explain how meals and recipes can be adapted to address current dietary advice, lifestyle patterns, nutritional needs and food choices.● Apply learned skills to adapt or develop meals and recipes, to address current dietary advice, lifestyle patterns, nutritional needs and food choices.● Review and make improvements to recipes - most appropriate ingredients, processes cooking methods, and portion sizes,● Identify/describe/explain the different methods that can be used to analyse a dish.● Identify the key elements of how to conduct a sensory analysis● Apply learned skill to test and analyse dishes that have been made.● Explain, justify and present ideas about chosen recipes and cooking methods.● Make decisions about which techniques are appropriate in order to achieve intended outcome. |

