

# Long Term Plan Year 10 Food Preparation & Nutrition

## Year 10/11 Intent/ End Point Food Preparation & Nutrition:

The aim of the Food Preparation and technology GCSE course is to teach students all about food in its widest sense and help them learn and develop a wide range of food preparation skills. This course has been structured to help students understand what food is composed of and why we need it; how food can be cooked and prepared skilfully; where food comes from and how it is produced; and how you can become a more informed and thoughtful consumer of food.

	<u>Term 1: Food, Nutrition &amp; Health</u>		<u>Term 2: Food science &amp; Food Safety</u>		<u>Term 3: Food Choice &amp; Food Provenance</u>		
<u>Unit title</u>	<b>Nutrients</b>	<b>Nutritional needs &amp; health</b>	<b>Cooking &amp; heat transfer and Functional &amp; chemical properties of food</b>	<b>Food spoilage &amp; principles of food safety</b>	<b>Food choice, international cuisine and sensory evaluation</b>	<b>Environment &amp; sustainability and Food processing and production</b>	
<b>Principles that underpin your curriculum</b>	<b><u>Knowledge</u></b>	To gain a comprehensive understanding of the Eatwell guide: <ul style="list-style-type: none"> <li>• Macronutrients</li> <li>• Micronutrients</li> <li>• Nutritional needs and the impact diet &amp; dietary choices have on health</li> </ul>		To gain a comprehensive understanding of the scientific properties of ingredients, food safety, and hygiene when working in the kitchen. Covering areas such as : <ul style="list-style-type: none"> <li>• Why food is cooked</li> <li>• How heat is transferred to food.</li> <li>• Selecting appropriate cooking methods.</li> <li>• Functional and chemical properties of food</li> <li>• Food spoilage and contamination</li> <li>• Principles of food safety</li> </ul>		To gain a comprehensive understanding of how different factors affect food choice and the environmental impact on the sustainability of food. Areas covered include: <ul style="list-style-type: none"> <li>• Factors affecting food choice</li> <li>• British and international cuisines</li> <li>• Sensory evaluation</li> <li>• Food and the environment</li> <li>• Food processing and production</li> </ul>	
	<b><u>Practical Cooking lessons</u></b>	A range of practicals, dishes will be selected that closely link with the class based theory that is being covered at the time. The aim of the practicals will be to develop proficiency in the preparation of a wide range of dishes and ingredients and to allow students to gain experience using a range of equipment and cooking techniques. Students will be given a basic recipe and where possible adapt the recipe to suit their own needs and creativity.					
	<b><u>Skills</u></b>	There are 12 key skill categories that the practicals set will aim to help develop. The 12 areas are as follows: <ol style="list-style-type: none"> <li>1. Skill 1: General practical skills – measuring; monitoring and adapting cooking times</li> <li>2. Skill 2: Practical knife skills – bridge hold; claw grip; peeling etc.</li> <li>3. Skill 3: Preparing vegetables and fruit – de-seed; mash; juice</li> <li>4. Skill 4: Use of cooker – boiling; roasting; simmering etc.</li> <li>5. Skill 5: Use of equipment – blender; electric whisk; food processor; pasta machine</li> <li>6. Skill 6: Cooking methods – water based; oil based; dry heat based</li> <li>7. Skill 7: Preparing, combining &amp; shaping – rolling; wrapping; coating; mixing; shaping</li> <li>8. Skill 8: Sauce making – roux method; reduction method</li> <li>9. Skill 9: Tenderising &amp; marinating -</li> <li>10. Skill 10: Dough – bread making; shaping and finishing</li> <li>11. Skill 11: Raising agents – biological and chemical</li> <li>12. Skill 12: Setting – gelatine; cornflour; arrowroot</li> </ol>					
	<b><u>Evaluate</u></b>	<b>Evaluate</b> Students will complete an evaluation sheet after each practical, which will outline areas that work well, as well as areas for improvement					
	<b>Middle Stake Testing</b>	An assessment will be set that will test knowledge covered in each half term	An assessment will be set that will test knowledge covered in each half term	An assessment will be set that will test knowledge covered in each half term	An assessment will be set that will test knowledge covered in each half term	An assessment will be set that will test knowledge covered in each half term	An assessment will be set that will test knowledge covered in each half term
<b>High Stake Testing</b>	An assessment will be set that will assess everything covered over the course of a full term in a GCSE exam style		An assessment will be set that will assess everything covered over the course of a full term in a GCSE exam style		An assessment will be set that will assess everything covered over the course of a full term in a GCSE exam style		
<b>Skills development</b>	<b><u>Intent / End Point Food Tech:</u></b> Students will continue to develop confidence in handling kitchen equipment safely. They will develop their knife skills by handling different produce; they build on this by using a wider range of equipment such as electric whisks and food processors. Students will at this stage have developed to the point whereby they can work independently to create a dish of their own choosing that brings together some of the different skills and cooking methods they have practised over the previous two years.						

# Long Term Plan Year 11 Food Preparation & Nutrition

**Year 11 Intent/ End Point Food Preparation & Nutrition:**

The aim of the Food Preparation and technology GCSE course is to teach students all about food in its widest sense and help them learn and develop a wide range of food preparation skills. This course has been structured to help students understand; what food is composed of and why we need it; how food can be cooked and prepared skilfully; where food comes from and how it is produced; and how you can become a more informed and thoughtful consumer of food.

		<b><u>Term 1: NEA1</u></b>		<b><u>Term 2: NEA2</u></b>		<b><u>Term 3: Food Choice &amp; Food Provenance</u></b>	
<b><u>Unit title</u></b>		<b>Science investigation/ research coursework task Topic released by exam board in September</b>		<b>Practical based coursework leading to 3 hr practical exam Topic released by exam board in October</b>		<b>All NEAs completed- times dedicated to revision leading to written exam</b>	
<b><u>Knowledge</u></b>		Investigation task		Food preparation task		To revise all of the main sections covered in the course and to refocus on any area that requires clarity for students	
<b><u>Practical Cooking lessons</u></b>		A range of practicals - dishes will be selected that closely link with a range of key 'high level skills' in continued preparation for the food preparation NEA2 task.					
<b><u>Skills</u></b>		<p>There are 12 key skill categories that the practicals set will aim to help develop. The 12 areas are as follows:</p> <ol style="list-style-type: none"> <li>1. Skill 1: General practical skills – measuring; monitoring and adapting cooking times</li> <li>2. Skill 2: Practical knife skills – bridge hold; claw grip; peeling etc.</li> <li>3. Skill 3: Preparing vegetables and fruit – de-seed; mash; juice</li> <li>4. Skill 4: Use of cooker – boiling; roasting; simmering etc.</li> <li>5. Skill 5: Use of equipment – blender; electric whisk; food processor; pasta machine</li> <li>6. Skill 6: Cooking methods – water based; oil based; dry heat based</li> <li>7. Skill 7: Preparing, combining &amp; shaping – rolling; wrapping; coating; mixing; shaping</li> <li>8. Skill 8: Sauce making – roux method; reduction method</li> <li>9. Skill 9: Tenderising &amp; marinating -</li> <li>10. Skill 10: Dough – bread making; shaping and finishing</li> <li>11. Skill 11: Raising agents – biological and chemical</li> <li>12. Skill 12: Setting – gelatine; cornflour; arrowroot</li> </ol>					
<b><u>Evaluate</u></b>		<b>Evaluate</b> Students will complete an evaluation sheet after each practical, which will outline areas that work well, as well as areas for improvement					
<b>Middle Stake Testing</b>		An assessment will be set that will test knowledge covered in each half term	An assessment will be set that will test knowledge covered in each half term	An assessment will be set that will test knowledge covered in each half term	An assessment will be set that will test knowledge covered in each half term	An assessment will be set that will test knowledge covered in each half term	An assessment will be set that will test knowledge covered in each half term
<b>High Stake Testing</b>		An assessment will be set that will assess everything covered over the course of a full term in a GCSE exam style		An assessment will be set that will assess everything covered over the course of a full term in a GCSE exam style		An assessment will be set that will assess everything covered over the course of a full term in a GCSE exam style	
<b>Skills development</b>		<b><u>Intent / End Point Food Tech:</u></b> Students will continue to develop confidence in handling kitchen equipment safely. They will develop their knife skills by handling different produce; they build on this by using a wider range of equipment such as electric whisks and food processors. Students will at this stage have developed to the point whereby they can work independently to create a dish of their own choosing that brings together some of the different skills and cooking methods they have practised over the previous two years.					

Principles that underpin your curriculum