

Year 10 Food and Nutrition

	Content Taught	Reference	Essential Knowledge	Assessment	Rationale
YEAR 10					
HT1	<p>During this half term students will study a unit of work focusing on</p> <ul style="list-style-type: none"> Food commodities <p>Macro/micronutrients</p>	<p>1A Understand and apply the principles of nutrition and health.</p> <p>1D Understand the source, seasonality, and characteristics of a broad range of ingredients.</p> <p>1B Cook healthy savoury dishes.</p> <p>1C Select and prepare ingredients, use utensils and electrical equipment</p>	<p>Students will complete these topics to develop their essential knowledge. Protein, fat, carbohydrate vitamins, minerals sources and function of each.</p> <p>Knife holds and techniques</p>	<p>Formative assessment in the form of knowledge checker questions in class on whiteboards</p> <p>Summative assessment in the form of longer extended questions.</p> <p>This provides an opportunity for students to 'bring all together' the essential knowledge they have developed</p>	<p>In this half term students further develop their essential knowledge of nutrition for KS3</p> <p>This is built upon when students can explain the Food Science characteristics of the nutrients.</p> <p>Students will further develop this essential knowledge when they apply is knowledge to meal plans for a range of diet related illnesses.</p> <p>Students further develop their practical knowledge of handling raw meat when they debone and fill a chicken thigh in HT2</p>
	Practical knowledge				

HT2	<p>During this half term students will study a unit of work focusing on</p> <p>Food science bread and making</p> <p>Nutrition, dietary needs through the 5 life stages.</p> <p>Practical bread making</p>	<p>1A Understand and apply the principles of nutrition and health</p> <p>1D Understand the source, seasonality and characteristics of a broad range of ingredients.</p> <p>1B Cook savoury dishes.</p> <p>1C Adapt recipes and use own recipes. Awareness of taste, texture and smell to season dishes and combine ingredients.</p>	<p>Students will complete these topics to develop their essential knowledge. What is yeast? What is the purpose of kneading? What is fermentation? What is the purpose of kneading?</p> <p>What are the different life stages and nutritional needs? Toddlers, children, adults and the elderly. Deficiencies and excesses.</p>	<p>Summative assessment is focused on the essential knowledge and application of the specific dietary needs in meal planning.</p> <p>Formative assessment in the form of knowledge checker questions on the Science behind bread making.</p> <p>This provides an opportunity for students to 'bring all together' the essential knowledge they have developed</p>	<p>Students build on the essential knowledge of Food Science when they undertake a Food Science experiment on yeast and the bread making process.</p> <p>This builds the knowledge required so students are equipped to answer a range of extended questions and apply this in a range of scenarios over the key stage</p> <p>Bread making knowledge is further develop when students create complex accurate shaped bread in the form of a plaited loaf. HT2</p>

HT3	<p>During this half term students will study a unit of work focusing on</p> <p>Diet and good health</p> <p>Nutrition</p> <p>Mock NEA1 Science experiment</p> <p>Practical</p>	<p>1A Apply the principles of nutrition and health</p> <p>1D Understand the source, seasonality, and characteristics of a broad range of ingredients. Ingredients.</p> <p>1B Cook savoury dishes</p> <p>1C Adapt recipes and use their own.</p>	<p>Students will complete to develop their essential knowledge of the Eatwell guide principles, fat, sugar, salt, fibre</p> <p>Safe handling and preparation of raw meat</p>	<p>Summative assessment</p> <p>Students are required to answer extended questions that bring together the knowledge developed so far in the key stage 4 curriculum.</p> <p>Eatwell Guide principles.</p> <p>Formative assessment is focussed on the essential knowledge of healthy eating.</p> <p>This provides an opportunity for students to 'bring all together' the essential knowledge they have developed.</p>	<p>Students build upon prior knowledge when they prepare and cook high risk foods. Chicken dish HT3</p> <p>Develop further their essential knowledge of Food Science experiments when they write their own hypothesis and evaluation.</p> <p>Students further develop their knowledge of Food Science experiments when they complete a written task, including the writing of a hypothesis and evaluation. This is developed further when students investigate different commodities throughout the key stage curriculum</p>
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HT4	<p>During this half term students will study a unit of work focusing on</p> <ul style="list-style-type: none"> Food Provenance <p>Practical</p>	<p>1D Understand the source, seasonality and characteristics of a broad range of ingredients.</p> <p>1B Cook savoury dishes</p> <p>1C Competent in a range of cooking techniques. Season dishes.</p>	<p>Students will complete these topics to develop their essential knowledge. What is food provenance? Sources of ingredients, air miles, seasonality, locally sourced, food waste.</p> <p>What is the environmental impact on the planet? How can the impact on the planet be reduced?</p> <p>Handling raw meat</p>	<p>Formative assessment is focused on the essential knowledge of food provenance. Knowledge checker questions used on white boards.</p> <p>Summative assessment is focused on the extended writing task, seasonality, food waste and air miles.</p> <p>This provides an opportunity for students to 'bring all together' the essential knowledge they have developed</p>	<p>Students build on the essential knowledge of food provenance when they are required to produce an extended writing task on the environmental issues in Food.</p> <p>Students further develop their practical knowledge of handling raw meat and accuracy of knife skills when they debone a chicken thigh and fill it.</p>
HT5	<p>During this half term students will study a unit of work focusing on</p>	<p>1A Apply the principles of nutrition and health.</p>	<p>Students will complete these topics to develop their essential knowledge. Nutrients, sources, functions deficiencies,</p>	<p>Formative assessment on knowledge checker questions on</p>	<p>Students build upon the essential knowledge of nutrition and can apply their knowledge to producing nutritious meal</p>

	<ul style="list-style-type: none"> Nutrition <p>Practical skills</p>	<p>1B Cook savoury dishes</p> <p>1C Competent in a range of cooking techniques, season dishes.</p>	<p>excess, diet related illnesses.</p>	<p>nutrition and questioning.</p> <p>Summative assessment is their response to a meal planning brief.</p> <p>This provides an opportunity for students to 'bring all together' the essential knowledge they have developed</p>	<p>plans for a Type 2 Diabetes.</p>
HT6	<p>During this half term students will study a unit of work focusing on</p> <ul style="list-style-type: none"> Street Food - this involves them research, develop and make suitable dishes. <p>Practical skills</p>	<p>1D Understand the source and characteristics of ingredients.</p> <p>1B Cook savoury dishes trial dishes.</p> <p>1C Competent in a range of cooking techniques.</p>	<p>Students will further develop their essential knowledge of how to respond to a design brief.</p> <p>This written assessment will assess students' knowledge of this curriculum to date.</p> <p>The practical assessment will be used to assess students' knowledge of the practical curriculum to date.</p>	<p>Summative written assessment will be their response to a given brief. This provides an opportunity for students to bring together essential knowledge they have developed.</p> <p>Formative assessment includes live marking in</p>	<p>Students develop their essential knowledge of how to respond to a given brief.</p> <p>Students further develop their high-level practical techniques and are assessed on their knowledge of this curriculum to date.</p>

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