

## Food Year 10 Curriculum End Points and key vocabulary

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Unit of Work</b>	<ul style="list-style-type: none"> <li>Eat well guide</li> <li>Food choice</li> </ul> <p>Food processing food provenance, sustainability, food safety and food science will be embedded in all units.</p>	<ul style="list-style-type: none"> <li>Nutrients</li> <li>Food science</li> </ul> <p>Food processing food provenance sustainability, food safety and food science will be embedded in all units.</p>	<ul style="list-style-type: none"> <li>Food Allergies &amp; intolerances</li> <li>Food spoilage &amp; contamination</li> </ul> <p>Food processing food provenance sustainability, food science and food science will be embedded in all units.</p>	<ul style="list-style-type: none"> <li>Cooking methods and heat transfer</li> <li>British and international cuisine</li> </ul> <p>Food processing food provenance sustainability, food safety and food science will be embedded in all units.</p>	<ul style="list-style-type: none"> <li>Sensory evaluation</li> <li>Complete a mini-Nea 2</li> </ul> <p>Food processing food provenance sustainability, food safety and food science will be embedded in all units.</p>	<ul style="list-style-type: none"> <li>Sensory evaluation</li> <li>Complete a mini-Nea 1</li> </ul> <p>Food processing food provenance sustainability, food safety and food science will be embedded in all units.</p>
<b>Ethos Links</b>	<p><b>Sustainability</b> Planning meals or adapting recipes using foods that are in season or What is available at home.</p> <p>Making better use of canned foods and leftovers or foods close to their use by date Bringing in exact</p>	<p><b>Sustainability</b> Planning meals or adapting recipes using foods that are in season or What is available at home.</p> <p>Making better use of canned foods and leftovers or foods close to their use by date Bringing in exact quantities of</p>	<p><b>Sustainability</b> Planning meals or adapting recipes using foods that are in season or What is available at home.</p> <p>Making better use of canned foods and leftovers or foods close to their use by date Bringing in exact quantities of</p>	<p><b>Sustainability</b> Planning meals or adapting recipes using foods that are in season or What is available at home.</p> <p>Sustainability in other countries e.g. the growing of plants and rearing of animals Making better use of canned foods</p>	<p><b>Sustainability</b> Selecting or adapting recipes using foods that are in season or What is available at home.</p> <p>Making better use of canned foods and leftovers or foods close to their use by date Bringing in exact quantities</p>	<p><b>Sustainability</b> Selecting foods that are in season or What is available at home.</p> <p>Making better use of canned foods and leftovers or foods close to their use by date Bringing in exact quantities of ingredients in order to reduce food waste.</p>

	<p>quantities of ingredients in order to reduce food waste. Taking food leftovers home so that they can be used in a dish at home or leave in school for someone else to use (ingredients amnesty box))</p> <p>The use of sustainable source foods e.g. home grown</p> <p>Use of a compost bin</p> <p><b>Character</b> teamwork resilience kindness respect planning organising communication independence problem solving responsibility</p> <p><b>Milton Keynes</b> Supporting local shops and farmer's market</p> <p><b>Stem</b> Technology in food how has food processing and</p>	<p>ingredients to reduce food waste. Taking food leftovers home so that they can be used in a dish at home or leave in school for someone else to use (ingredients amnesty box))</p> <p>The use of sustainable source foods e.g. home grown</p> <p>Use of a compost bin</p> <p><b>Character</b> teamwork resilience kindness respect planning organising communication independence problem solving responsibility</p> <p><b>Milton Keynes</b> Supporting local shops and farmer's market</p> <p><b>Stem</b> Food hygiene and the scientific characteristics and nutritional value of</p>	<p>ingredients to reduce food waste. Taking food leftovers home so that they can be used in a dish at home or leave in school for someone else to use (ingredients amnesty box))</p> <p>The use of sustainable source foods e.g. home grown</p> <p>Use of a compost bin</p> <p><b>Character</b> Teamwork Resilience Kindness Respect Planning Organising Communication Independence problem solving</p> <p><b>Milton Keynes</b> How food is modified in different catering sectors to suits he needs of different individuals. Companies or food suppliers that uses less packaging or none.</p>	<p>and leftovers or foods close to their use by date Bringing in exact quantities of ingredients to reduce food waste.</p> <p>Taking food leftovers home so that they can be used in a dish at home or leave in school for someone else to use (ingredients amnesty box))</p> <p>The use of sustainable source foods e.g. home grown</p> <p>Use of a compost bin</p> <p><b>Character</b> Cultural appreciation Concentrating resilience Kindness, respect organisation Communication</p> <p><b>Milton Keynes</b> Different cuisines in Milton Keynes</p>	<p>of ingredients to reduce food waste. Taking food leftovers home so that they can be used in a dish at home or leave in school for someone else to use (ingredients amnesty box))</p> <p>The use of sustainable source foods e.g. home grown</p> <p>Use of a compost bin</p> <p><b>Character</b> Leadership teamworking Organisation &amp; planning Listening communication Problem solving Resilience Time management Learning from mistakes Analysis &amp; evaluation</p> <p><b>Milton Keynes</b></p>	<p>Taking food leftovers home so that they can be used in a dish at home or leave in school for someone else to use (ingredients amnesty box))</p> <p>The use of sustainable source foods e.g. home grown</p> <p>Use of a compost bin</p> <p><b>Character</b> Analysis and evaluation Organisation &amp; planning Problem solving Resilience Listening &amp; communication Leadership Teamworking Budgeting</p> <p><b>Stem</b> Functional and chemical properties of ingredients Food development</p>
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	production change over the years 'new foods' e.g. more plant base food options	ingredients. Experimental development tasks. Engineering solutions to healthy foods	<b>Stem</b> Food safety, new packaging and more free from varieties of foods to suit different diets	How sustainable are their meals? Do they use local or international suppliers. Food miles  <b>Stem</b> Movement of food different ingredients from different countries is easily accessible 'food miles'	Visiting local restaurants job opportunities in the hospitality sector in the Local area. Use of local talent to support food teaching in school.  <b>Stem</b> Analysing, costing, and evaluating the nutritional value of different meals	
<b>Knowledge</b>	By the end of this unit students will know and understand: <ul style="list-style-type: none"> <li>• How the eat well guide and government guidelines for healthy eating can be used to plan meals for a range of groups with different dietary needs to help</li> </ul>	By the end of this unit students will know and understand: <ul style="list-style-type: none"> <li>• What the main nutrients are, their functions, sources, deficiency, and excess</li> <li>• How to select, adapt and prepare recipes that are excellent sources of the different nutrients.</li> <li>• How to Select skilful dishes</li> </ul>	By the end of this unit students will know and understand: <ul style="list-style-type: none"> <li>• Allergies and food intolerances Food Labelling and Market influences.</li> <li>• Food choice linked to food intolerances and How food labelling help consumers?</li> <li>• Mandatory information on a food</li> </ul>	By the end of this unit students will know and understand: <ul style="list-style-type: none"> <li>• Why food is cooked and how heat is transferred to food.</li> <li>• How preparation and cooking affect colour taste etc.</li> <li>• How heat is transferred to food through Conduction</li> </ul>	By the end of this unit students will know and understand: <ul style="list-style-type: none"> <li>• How to complete a NEA2 based on a pass exam brief</li> <li>• How to present work to exam standard by creating a power point presentation that includes all work</li> </ul>	By the end of this unit students will know and understand: <ul style="list-style-type: none"> <li>• How to carry out a NEA1 task</li> <li>• Students will investigate the working characteristics and the functional and chemical properties of a specific food ingredient through practical investigation.</li> </ul>

	<p>maintain a balanced and healthy diet.</p> <ul style="list-style-type: none"> <li>• How our nutritional needs changes throughout the different life stages</li> <li>• Food choice -Why people eat what they eat?</li> <li>• Other factors which may influence food choice e.g. income, lifestyle, cost of food, religion, culture etc.</li> <li>• What the main nutrients are, their functions, sources,</li> </ul>	<p>to match a given brief.</p> <ul style="list-style-type: none"> <li>• Functional and chemical properties of the different nutrients. E.g. coagulation, denaturation dextrinization, gelatinisation' caramelisation.</li> <li>• How to carry out a range of different cooking skills whilst applying the principles of food safety and hygiene when cooking, and a good working routine</li> </ul> <p>(Demonstrate 12 general practical for preparing cooking and serving food)</p> <p><a href="#">AQA   Food Preparation and Nutrition   Subject content   Food preparation skills</a></p>	<p>packaging in accordance with current European union and Food Standards Agency (FSA) legislation.</p> <ul style="list-style-type: none"> <li>• Non-mandatory information</li> <li>• How to interpret nutritional labelling</li> <li>• How marketing influence food choice e.g. special offers. <ul style="list-style-type: none"> <li>• Modifying dishes/menu to suite people with food intolerances and allergies</li> </ul> </li> <li>• also cooking a range of meals to suit them. <ul style="list-style-type: none"> <li>• Cooking a range of dishes to suit people with allergies.</li> </ul> </li> <li>• Principles of food safety when buying</li> </ul>	<p>Radiation Convection</p> <ul style="list-style-type: none"> <li>• How heat is transferred during the different cooking methods</li> <li>• British and International Cuisines Food products from British cuisine and two other cuisines.</li> <li>• Students will have the opportunity to prepare and cook recipes from a range of countries, using different equipment, cooking methods and presentation styles. They will also look</li> </ul>	<p>completed during the task.</p> <ul style="list-style-type: none"> <li>• How to carry out and write up sensory evaluations using tables, star diagram, use of appropriate keywords etc.</li> <li>• How to cost a recipe</li> <li>• How to complete a nutritional analysis.</li> <li>• They will also develop and demonstrate a range of skills from S1 -S12.</li> </ul>	<ul style="list-style-type: none"> <li>• They will produce a report which will include research into 'how ingredients work and why'</li> <li>• Students will record their practical investigation and draw conclusions. The report should include a range of communication methods e.g. charts, graphs and diagrams. The report should also include photographic evidence</li> </ul>
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	<p>deficiency, and excess</p> <ul style="list-style-type: none"> <li>• How to carry out a range of different cooking skills whilst applying the principles of food safety and hygiene when cooking, and a good working routine</li> </ul> <p>(Demonstrate 12 general practical for preparing cooking and serving food)</p> <p><a href="#">AQA   Food Preparation and Nutrition   Subject content   Food preparation skills</a></p>		<p>storing and cooking food</p> <ul style="list-style-type: none"> <li>• Food spoilage and contamination</li> <li>• How microorganisms are used in food production e.g. cheese making</li> <li>• How to carry out a range of different cooking skills whilst applying the principles of food safety and hygiene when cooking, and a good working routine</li> </ul> <p>(Demonstrate 12 general practical for preparing cooking and serving food)</p> <p><a href="#">AQA   Food Preparation and Nutrition   Subject content   Food preparation skills</a></p>	<p>at traditional and modern variations to the recipes.</p> <p><a href="#">AQA   Food Preparation and Nutrition   Subject content   Food preparation skills</a></p>		
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<b>Key Vocabulary</b>	Healthy balanced nutrients deficiency sources functions diet	Amino acids carbohydrates protein complementation mineral vitamins fat fibre gelatinisation coagulation dextrinization enzymic browning aeration gluten formation shortening Millard reaction biological value	Lactose Coeliac Anaphylaxis Label, manufacture, nutritional Intolerances Allergens Allergies symptoms	Convection Radiation Conduction high risk microorganisms Culture cuisine Food miles Spores Presentation Garnish decorate	Nutritional analysis Sensory descriptors Evaluate, research.	Chemical functional properties evaluate sensory descriptors. Sample testing data
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