

GCSE Food & Nutrition Year 10

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	Topic / Theme	Knowledge and Skills	Assessment	Cultural Capital Independent Learning
Autumn – Term One	<p>Skills development</p> <p>Students will develop practical cooking skills through developing a range of recipes and food products.</p> <p>Core content / skills knowledge covered</p> <p>Section A Nutrition</p> <p>Section B Food: food provenance and food choice</p> <p>Section C Cooking and food preparation</p> <p>Section D Skills requirements: preparation and cooking techniques</p>	<p>Skills development</p> <p>Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment</p> <p>Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks</p> <p>Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health</p> <p>Understand the economic, environmental, ethical and socio-cultural influences on food</p>	<p>Skills development</p> <p>Assessment of food skills is against the Specification assessment criteria for NEA2</p>	<p>Students will gain insight on the impact that the food manufacturing has on the environment and society, and the differences in various cultures and social-economic groups.</p> <p>Specific tasks within the curriculum encourage the use of a wide array of practical skills, food types and experiences, which are designed to appeal to girls & boys to address issues of gender stereotyping and encourage future pathways and employment in areas with gender disparity.</p>



		<p>availability, production processes and diet and health choices</p> <p>Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food</p> <p>Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.</p>		
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Autumn – Term Two	<p>Core Content Section A – Nutrition The relationship between diet and health</p> <p>Skills development Students will continue to develop practical cooking skills through developing a range of recipes and food products.</p>	<p>Core Content Section A – Nutrition</p> <p>The relationship between diet and health A balanced diet to provide the correct combination of food and nutrients for good health.</p> <p>The government’s guidelines for a healthy diet and the inclusion of new regulations as they are issued</p> <p>Major diet-related health issues</p> <p>Nutritional and dietary needs of different groups of people</p> <p>Dietary needs for different stages of life Food allergies and intolerances The dietary reference values (DRVs)</p>	<p>Core Content Assessment of core knowledge is through coursework marking, class tests & mock examinations.</p> <p>Skills development Assessment of food skills is against the Specification assessment criteria for NEA2</p>	<p>GCSE Food preparation & Nutrition develops cultural awareness through studies into specific food types and associated factors such as: Diet, health, growth etc.</p> <p>Extra curricula clubs and access to industrial partners / organisations and competitions will provide access to skills development, industrial developments, technological advancements, environmental and economic factors, the role of sustainability in society and sociocultural influences around the world in order to visualise future possibilities and guide career opportunities.</p>



		<p>Macronutrients and micronutrients Calculation of nutritional values</p> <p>Skills development As in term (1)</p>		
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Spring – Term Three	<p>Skills development Students will continue to develop practical cooking skills through developing a range of recipes and food products.</p>	<p>As in term (1)</p>	<p>Skills development Assessment of food skills is against the Specification assessment criteria for NEA2</p>	<p>Students are encouraged to understand how other cultures, and the beliefs and views of others, affect the way food products and services are designed and used. They are taught to reflect on the users of products and how users' views, beliefs and social-economic status often determine the type of food product conceptualised, and why.</p>
	<p>Core Content Nutritional needs when selecting recipes for different groups of people</p>	<p>Core Content Modifying recipes and meals to follow current dietary guidelines</p>	<p>Core Content Assessment of core knowledge is through coursework marking, class tests & mock examinations.</p>	
	<p>Energy balance</p>	<p>The relationship between food intake and physical activity and how to maintain a healthy body weight throughout life</p>		

	<p>Protein (Macronutrient)</p> <p>Fat (Macronutrient)</p> <p>Carbohydrate (Macronutrient)</p> <p>Vitamins (Micronutrients)</p> <p>Minerals (Micronutrients)</p>	<p>How to calculate energy values and the main sources of energy in the diet</p> <p>The main factors that influence an individual's energy requirements</p> <p>Types and functions Functions and deficiency</p> <p>Foods that supply minerals</p> <p>Water - Importance of water</p> <p>Functions and deficiency</p> <p>Recommended guidelines for daily intake of water</p> <p>Sources and foods that give us water</p>	<p>Students will gain an awareness of how the diets and work of individuals influence and reflect society, different cultures and social economic groups. Students will gain an understanding of Britain's common diet as well as a knowledge of international diet.</p> <p>We encourage wider reading and the exploration of academic theory of food science. Research into nutrition concepts, the environment, cultures and the work of past and present chefs and professions, and their achievements, will develop the students' understanding of their own potential and the measures, skills and knowledge necessary to succeed.</p>
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Spring – Term Four	<p>Skills development Students will continue to develop practical cooking skills through developing a range of recipes and food products.</p> <p>Core Content Nutritional content of the main commodity groups</p>	<p>Bread, rice, potatoes, pasta and other starchy foods Fruit and vegetables Milk and dairy foods Meat, fish, eggs, beans and other non-dairy sources of protein</p>	<p>Skills development Assessment of food skills is against the Specification assessment criteria for NEA2</p> <p>Core Content Assessment of core knowledge is through coursework marking, class tests & mock examinations.</p>	<p>Students are expected to create and develop food products and ideas independently with varying degrees of innovation and flair.</p> <p>They will develop problem solving skills and the ability to analyse through independent learning in both a design and practical context, which will enrich the potential of all students by providing valuable life skills and the mind-set to progress independently, especially in</p>

	<p>Food security</p> <p>Technological developments to support better health and food production</p> <p>Development of culinary traditions</p> <ul style="list-style-type: none"> - British cuisine and international cuisines <p>Factors influencing food choice</p>	<p>Foods and drinks high in fat and/or sugar</p> <p>The impact of food and food security on society, local and global markets and the environment Moral/ethical and environmental issues involved in food production</p> <p>Fortification Use of additives New and emerging foods</p> <p>Features and characteristics of individual cuisines</p> <p>Personal, social and economic factors, medical reasons Religious and cultural beliefs Ethical and moral beliefs</p>	<p>terms of future pathways and employment.</p> <p>Research into cultural foods, concepts and the work of past and present designers will develop the students' understanding outside their own environment.</p>
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Summer – Term Five	<p>Skills development Students will continue to develop practical cooking skills through developing a range of recipes and food products.</p>		<p>Skills development Assessment of food skills is against the Specification assessment criteria for NEA2</p>	
	<p>Core Content Food Science</p>	<p>Core Content The reasons why food is cooked</p> <p>Heat transfer through cooking methods</p> <p>How preparation and cooking methods/processing select the nutritional value • improve the sensory properties</p>	<p>Core Content Assessment of core knowledge is through coursework marking, class tests & mock examinations.</p>	

	Sensory properties	<p>Working characteristics and the functional and chemical properties of ingredient groups</p> <p>The senses (organoleptic properties)</p> <p>Sensory systems</p> <p>Preferential and sensory testing panels</p>		
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Summer – Term Six	<p>Skills development Students will continue to develop practical cooking skills through developing a range of recipes and food products.</p> <p>Core Content Food safety</p>	<p>Core Content Conditions and control for bacterial Growth. Growth conditions and control for mould growth and yeast production Signs of food spoilage Helpful properties of micro-organisms in food production Buying food</p> <p>Storing food</p>	<p>Skills development Assessment of food skills is against the Specification assessment criteria for NEA2</p> <p>Core Content Assessment of core knowledge is through coursework marking, class tests & mock examinations.</p>	<p>Students are provided with opportunities to experience and gain skills in the use of equipment such as power utensils and specialist hand cooking equipment used in many areas of employment. Students will be able to develop knowledge in use of computer controlled food equipment and production line equipment to manufacture products, and to develop an understanding of how everyday products are manufactured in industry.</p> <p>In GCSE Food preparation, enrichment of knowledge in a practical context is achieved</p>

		<p>Preparing food</p> <p>Cooking and serving food</p>	<p>Preventing cross contamination and indirect methods</p> <p>using a variety of equipment</p> <p>Ingredients including:</p> <p>Basic utensils, powered utensils and electrical items.</p> <p>Students will develop knowledge of digital design of foods via the internet and how the use of computer aided design (CAD) is used to develop solutions to food ideas e.g. 3d printed food.</p> <p>They will gain specific transferable skills using ingredient software applications.</p>
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