

Hygiene and Safety

General safety in the food room, defining SAFETY, defining HYGIENE. Identifying risks, suggesting improvements. Demonstrating food safety in the classroom, eg knife skills, using the oven, personal hygiene. Categorising rules.

Healthy Eating and Nutrition

Basic healthy eating, traffic lights system, identifying/categorising foods, ‘Eatwell Plate’, analysis their own diet using the traffic light system. Suggesting and labelling a healthy lunch box.

Factors affecting food choice.

Food Science/Functions of Ingredients

Very basic functions of ingredients for sensory qualities, using Evaluation writing to identify improvements to sensory qualities by suggesting alternatives

Planning and Making Skills

Fruit Salad—knife skills, hygiene and safety, techniques for chopping nd preparing fruit.—recipe planner, equipment tick box/ small boxes to record stages.

Fruit Crumble—Rubbing in method, preparation of fruit filling, using the oven

Coleslaw Salad—Knife skills. Vegetable preparation. Very simple modification of a recipe to alter sensory qualities

Analysis and Evaluation

Evaluation of fruit salad and the skills used. Sensory qualities (identify and measure 4). Radar graph, improvements and modifications.

Analysis of diet. Week long food diary kept, food categorised using Traffic Light system. Health aspects, improvements suggested. How to make their diet more Healthy?

Self Evaluationof practical work.

Environment/Sustainability/Ethical Impact

ILT—Fair Trade Foods. Why? What is it ? Foods under the scheme, analysis of peoples’ opinions of the scheme by making conclusions.



Hygiene and Safety

Revision and recalling general safety in the food room, preventing accidents, defining SAFETY, defining HYGIENE. Focus on **hygiene cleanliness, temperatures, food storage**, what bacteria need to grow Prevention, personal hygiene/responsibility/routines. Categorising Food safety rules/routines. What do bacteria need to grow? How does this impact on **hygiene precautions**.

Healthy Eating and Nutrition

Basic Nutrition **FUNCTIONS** and **SOURCES** of Protein, Fat, Carbohydrates, Vitamin C, B group, Vitamin D, calcium and Iron.

Nutritional analysis of everyday dishes.

ILT—**Dietary FIBRE**. Role in the diet. Deficiencies, functions, sources.

Food Science/Functions of Ingredients

Functions of ingredients Suggesting, learning the **functions of ingredients in a muffin**. Raising agent, flavour, structure etc Identifying, knowing the term **‘EMULSION’**.

Functions of ingredients in BREAD MAKING. Types of **Flour** and uses. Functions, role of **gluten**. **Evaluation writing** about their own baking of muffins. Application of knowledge. **Raising agents**

Planning and Making Skills

Fruit Muffins—baking, filling cases, preparing fillings, use of oven. Recipe planners are less structured to enable more independent planning. Measuring, weighing.

Scone based pizza—scone mix, rubbing in, shaping, dough, use of raising agents, selecting toppings, preparing toppings. Use of oven. Baking, measuring, weighing.

Bread Rolls. (can be flavoured) - yeast mixtures, kneading, use of strong flour, stretching gluten, adding flavours/ making modifications to recipes. Baking, measuring, weighing.

Analysis and Evaluation

Evaluation of muffins and the skills used. **Sensory qualities**. Radar graph, ranking/measuring sensory qualities. identifying improvements and modifications, **functions of ingredients** and how this affects outcomes, modifications and improvements.

Nutritional Analysis of UP to 3 dishes. Using nutritional analysis program, identifying key nutrients and ingredients supplying them. Nutritional values.

Environment/Sustainability/Ethical Impact

General class discussions around food waste, plastics, **sustainability** with food.



Hygiene and Safety

Revision of **general safety in the food room, preventing accidents, defining SAFETY, defining HYGIENE.** Focus on hygiene, temperatures, food storage, bacteria, prevention, personal hygiene/responsibility/routines. Categorising Food safety rules/routines. How does this impact on hygiene precautions.

PIXL food hygiene research questions. 'GRASP-it' Followed by a 'mock' level 2 Food Hygiene test. Option for students to voluntarily do an **ONLINE** industry recognised course and test.

Healthy Eating and Nutrition

Needs of individuals. Why have different groups/individuals got differing nutritional needs? **Application to an individual of their choice, nutritional analysis** of dishes made.

Nutrition of **food from another country**—general nutrition of the nation.

Nutrition of their food ideas for the **'Festival Food Van project.** Analysis of dishes made.

Food Science/Functions of Ingredients

Eggs, functions in food preparation, demonstrating this—swiss roll, pasties etc. Applied in evaluation of the swiss roll.

Application of the function of ingredients, modifications, faults in cooking etc. Revise in 5 tasks used to identify functions of ingredients.

Planning and Making Skills

Students now have a **recipe book** to record the dishes and **progress** made, often students' own choice encouraging year 9 to explore and experiment.

FOOD COOKING CHALLENGE. 15 dishes on the list for the students to cook in their own time, those who completed challenge will receive a reward.

Analysis and Evaluation

Evaluation of dishes made, assessed evaluation of the **swiss roll.** Sensory characteristics, ranking, hedonic ranking, measuring sensory characteristics. Written analysis.

Interpretation of sensory testing, **functions of ingredients, target groups.** Comparisons. **Nutritional analysis** of dishes made. **Peer analysis, self analysis.**

Environment/Sustainability/Ethical Impact

Egg production in the UK.

Environmental issues surrounding food vans, food selling/takeaways. Sustainability, using local and sustainably sourced products and ingredients, packaging, waste.



YEAR 10 GCSE FOOD PREP AND NUTRITION CURRICULUM MAPPING

<p>Hygiene and Safety</p> <p>Revisions throughout the year. Application in practical sessions.</p> <p>PIXL ‘KNOW IT’ questions/answers. Mock Food Hygiene test. Term 3.</p> <p>Application of knowledge and understanding to real life Mock Food Practical exam. Time plan</p>
<p>Healthy Eating and Nutrition</p> <p>NUTRITION, functions, sources, micronutrients (Vitamins A,D,E,K—fat soluble, Vitamins C,B Group) macro nutrients (Protein, Fat, Carbohydrate), antioxidants deficiency, excess, water. NUTRITION BIBLES</p> <p>Healthy Eating, diet analysis, Eatwell Plate, balanced diet, diet related risks, life stages, energy needs (energy balance). Food choice</p>
<p>Food Science/Functions of Ingredients</p> <p>FOOD SCIENCE HANDBOOK. Cooking and Heat Transfer, selecting appropriate cooking methods, the Functional and Chemical properties of food (proteins, carbohydrates, fats and oils, raising agents). Functions of Ingredients, application.</p>
<p>Planning and Making Skills</p> <p>Recipe Book, tracking skills demonstrated. Choosing own planning/recording methods of recipes in recipe book. Time plans, Recipes to include, chicken tray bake, cauliflower cheese, fish cookery, quiche, pastry, iced buns, flaky pastry, choux pastry.</p>
<p>Analysis and Evaluation</p> <p>Diet analysis, analysis of dishes, Nutritional analysis of dishes (mock NEA), costings, sensory analysis, ranking, sensory qualities.</p>
<p>Environment/Sustainability/Ethical Impact</p> <p>Revision/exam preparation. General terminology; key issues, exam practise.</p>



Hygiene and Safety

Revisions throughout the year. Application in practical sessions. Application of in Mock Food Practical exam—**TIME PLAN**
PIXL **‘THINK IT’** questions/answers. Mock Food Hygiene test. Term 3.

Healthy Eating and Nutrition

Nutrition application / analysis of dishes in **NEA2**. Briefs/themes given by the exam board.
Application/expansion of existing knowledge and understanding. (Term 2)

Food Science/Functions of Ingredients

NEA1—Term 1. Theme/brief dictated by the exam board. Application and expansion of previous learning. **Experimental work** to explore the functions/properties of ingredients further. Revision for mocks and final exams.

Planning and Making Skills

Term 1—**experimental work. NEA1.** looking at functions of ingredients.
Term 1 and 2.(December to January) **Trials/demonstrating the practical skill** for **NEA2.** (section 2).
Term 2 February and March **3 hour compulsory NEA2 practical assessments.**

Analysis and Evaluation

NEA1—analysis of experimental work demonstrating the functional properties of food and ingredients.
NEA2—evaluation of TRIALS and results of the food made in the GCSE practical assessments (3 hour) for NEA2. Skills, improvements, sensory analysis, costing, nutrition analysis.

Environment/Sustainability/Ethical Impact

Environmental impact/sustainability/food sources/carbon footprints/transportation/packaging/Fairtrade.

