

KS4 Curriculum Overview: Food Year 10

Rationale: Throughout this year, students will **build on your knowledge** from KS3 and year 9 and deepen their understanding of the key areas of Food. This will then allow them to continue to build the knowledge, skills and understanding required for the Exam and both NEAs. The year starts with us building on our knowledge of nutrition and then covering the rest of the theory required by the Food preparation and nutrition specification.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Autumn (Sept-Oct)	<p><u>Nutrition (Macro nutrients)</u></p> <p>This unit focuses on the science behind nutrition. Students will understand the structure, function, sources, excess and deficiency of the macro nutrients (protein, carbohydrates and fats). Students will be able to recognise the properties of these nutrients through tasting activities as well as investigations</p> <p>Practical skills will continue to be developed but will also start to focus on the science behind the foods</p>	<p>FAR 1 – Exam questions (protein)</p> <p>FAR 2 – Exam questions (CHO)</p> <p>FAR 2 – Practical (Mini fruit tartlets)</p>	<p>HL1: Exam questions</p> <p>HL2: Exam questions</p>	<p>PowerPoints and work sheets on Staff share: Food and Nutrition: Main Folders: Year 10: Food and Nutrition: Nutrition; Protein; Fats and Oils; Carbohydrates Ingredients for fudge; millionaire's shortbread and mini fruit tartlets</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> To be able to explain the structure, function, sources, excess and deficiency of the macro nutrients Be able to carry out scientific investigations <p><u>Skills</u></p> <ul style="list-style-type: none"> Continue to develop practical skills Continue to develop the skills needed to carry out scientific investigations 	<p>Knowledge organisers</p> <p>Exam questions</p> <p>Key words</p>
Autumn (Nov-Dec)	<p><u>Nutrition (Micro nutrients) and Dietary goals and guidelines</u></p> <p>Mock NEA1 piece which will develop skills needed for NEA1.</p> <p>This unit focuses on nutrition. Students will understand the structure, function, sources, excess and deficiency of the micro nutrients (Vitamins and Minerals) and water. Students will start to develop research techniques as they will be developing their own notes which are suitable to their revision style and needed for NEA2</p>	<p>FAR 1 - NEA 1 mock Fat investigation</p> <p>FAR 2 – Mini assignment on dietary goals and guidelines</p>	<p>HL1: Exam questions on Vitamins</p> <p>HL2: Complete work on dietary goals and guidelines</p> <p>HL3: Revision for end of unit test</p>	<p>Ingredients for fat investigation;</p> <p>PowerPoints and work sheets on Staff share: Food and Nutrition: Main Folders: Year 10: Food and Nutrition: Nutrition Vitamins and Minerals; Water; Energy and Concept of nutrition</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Be able to carry out scientific investigations To be able to explain the structure, function, sources, excess and deficiency of the micro nutrients Be able to apply concept of a healthy balanced diet in a practical situation <p><u>Skills</u></p> <ul style="list-style-type: none"> Continue to develop the skills needed to carry out scientific investigations 	<p>Knowledge organisers</p> <p>Exam questions</p> <p>Key words</p>

	<p>Recap on Eat well guide and 8 tips to healthy eating. Students will complete a mini assignment where they will use the nutrition program to modify and improve a recipe. This will allow further high level practical skills to be developed. Energy balance will also be covered</p> <p>We continue to work on practical skills with the opportunity to make and decorate Ginger bread houses</p>			Variety of ingredients (students provide their own)	<ul style="list-style-type: none"> Continue to develop practical skills Continue to develop the skills needed to successfully use the nutrition program 	
Spring (Jan-Feb)	<p><u>Nutritional and dietary needs of different groups of people</u></p> <p>This unit focuses on the Nutritional and dietary needs of different groups of people. We also look at the relationship between diet, nutrition and health and factors affecting food choice including religion and culture.</p> <p>A mini assignment will be completed where we will continue to build on skills needed for NEA2 to include how to write an effective Time plan; Nutritional analysis and the introduction of how to write a Star diagram</p> <p>We continue to work on practical skills taking every opportunity to stretch and develop high order skills</p>	<p>FAR 1 – mini assignment (Double FAR)</p> <p>FAR 2 – practical assessment (vegetarian dish)</p>	<p>HL1: Plan practical</p> <p>HL2: Exam question</p> <p>HL3: Revision for End of unit test</p>	<p>PowerPoints and work sheets on Staff share: Food and Nutrition: Main folders: Year 10: Special dietary needs; religion and food choice</p> <p>Variety of ingredients (students provide their own)</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> To be able to explain the nutritional and dietary needs of different groups of people at different stages in their lives To understand the Relationship between diet, nutrition and health Identify the different factors that may influence food choice <p><u>Skills</u></p> <ul style="list-style-type: none"> Continue to develop practical skills Continue to develop the skills needed to successfully use the nutrition program 	Exam questions Key words
Spring (March-April)	<p><u>Food and food products from British and International cuisine</u></p> <p>This unit continues to develop students' knowledge through theory and practical lessons</p> <p>Food and food products from British and International cuisine</p>	<p>FAR 1 – test from previous module</p> <p>FAR 2 – exam question</p> <p>FAR 3 – mini assignment</p>	<p>HL1: Research two countries</p> <p>HL2: Exam question</p> <p>HL3: Revision for PPE</p>	<p>PowerPoints and work sheets on Staff share: Food and Nutrition: Main folders: Year 10: Different cuisines, cultures and labelling</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> To be able to identify the distinctive features of British and International cooking, including equipment, methods of cooking, eating patterns and presentation styles 	Structured Exam questions Key words

	<p>will be studied with students being given the opportunity to work in teams to prepare an afternoon tea and the complete a mini assignment based on a cuisine of their choice</p> <p>Labelling and marketing will also be covered in this module</p> <p>We will also look at exam technique during this module</p> <p>We continue to work on practical skills taking every opportunity to stretch and develop high order skills</p>	(Country of Choice)		Variety of ingredients (students provide their own)	<ul style="list-style-type: none"> To be able to identify whats on a label and the influences of marketing <p>Skills</p> <ul style="list-style-type: none"> Continue to develop practical skills Develop team work Develop exam technique 	
Summer (April-May)	<p>Food provenance</p> <p>This unit continues to develop students' knowledge through theory, and practical lessons</p> <p>We focus on the Environmental impact and sustainability of food. We cover all areas from food waste to where our food comes from. We also cover additives and fortification of food</p> <p>Students will be given the opportunity to put their knowledge of food waste into practice with a practical</p> <p>We then move onto looking at presentation techniques with a focus on developing these skills for NEA2. This links to the theory topic of raising agents</p>	<p>FAR 1 - PPE</p> <p>FAR 2 – Practical (Food Waste)</p> <p>FAR 3 – Exam Questions</p>	<p>HL1: Plan food waste practical</p> <p>HL2/3: Exam Questions</p>	<p>PowerPoints and work sheets on Staff share: Food and Nutrition: Main folders: Year 10: Sustainability</p> <p>Variety of ingredients (students provide their own)</p>	<p>Knowledge</p> <ul style="list-style-type: none"> To develop knowledge and understanding of: Food provenance, food and the environment and sustainability To be able to name the different raising agents and when and where they are of use <p>Skills</p> <ul style="list-style-type: none"> Develop a wider repertoire of presentation skills Continue to develop independence in practical sessions 	Exam questions Key words

<p>Summer (June- July)</p>	<p><u>Mock NEA2</u></p> <p>Students will then be introduced fully to NEA 2 and be given the opportunity to complete a 15 hour piece of work which mimics NEA2 proper (minus Section B).. This will include an opportunity for students to complete the 3 hour practical – this is vital to success in NEA2 proper</p>	<p>FAR 1 – NEA 2 Mock</p>	<p>HL: Working on NEA2</p>	<p>PowerPoints and work sheets on Staff share: Food and Nutrition: MainFolders: Year 10: NEA 2 Mock</p> <p>Variety of ingredients (students provide their own)</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> To develop knowledge and understanding of: NEA 2 <p><u>Skills</u></p> <ul style="list-style-type: none"> Develop the ability to be able to manage themselves independently and safely during the 3 hour practical. 	<p>How to research and evaluate</p>
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