

4. Year 10 Curriculum Plan

YEAR 10

HALF TERM 4

SUBJECT Food Preparation and Nutrition

LEARNING



TOPIC: Theory	LEARNING OBJECTIVES	KEY VOCABULARY	LEARNING SEQUENCE	LINKED LEARNING	HOME LEARNING
Where Food Comes From.		Intensive		This topic is linked to your learning in KS3. All topics were covered in Year 9.	Work Sheets
Grown, Caught and Reared Food.	Understand the different types of farming. Intensive or Organic.	Organic	Trip or video on local farming to understand where our food comes from.		Kahoot Quizzes
Genetically Modified Food.	Understand the principles and the consumer concerns.	Fertile			GCSE POD
Factory Farmed and Free Range	Two explain the differences between the two types of farming.	Pesticides			End of Topic Test
Caught Food	To know the difference between trawling and farming fish.	Genetically Modified	List the advantages of Organic and GM foods.		
Food Waste	To list how households, producers and retailers can minimise food waste.	Resistant	Write an essay about the consumer concerns regarding food which is caught, reared or farmed.		
Packaging	List the reasons for. Explain the Environmental Issues and Impact.	Yield			
Food Miles and Carbon Footprint	To understand that food travels from different countries and how to reduce the carbon footprint.	Genes			
Food Security		Factory Farmed			
		Free Range	Relate food waste issues to your household experiences.		
		Trawling			
		Sustainable	Solve manufacturing packaging issues by coming up with alternatives.		
		Quota			
		Reduce			
		Reuse	Calculate the food miles on a dish you have made.		
		Recycle			
		Environmental			

British and International Cuisine	<p>To understand Food Poverty and that all people should have Food Security. Understand the factors contributing to food insecurity: Money, transport, climate change, logistics and growing population.</p> <p>Know recipes from a variety of countries. Understand ingredients, serving styles and preparation techniques.</p>	<p>Food miles</p> <p>Carbon footprint</p> <p>Climate change</p> <p>Food Security</p> <p>Sustainability</p> <p>Primary Processing</p> <p>Secondary Processing</p>	<p>Evaluate the reasons that some people experience Food Insecurity.</p> <p>Create 3 menus from 3 different countries of your choice.</p>		
Primary and Secondary Processing	<p>Understand that food goes through processes before we eat it. Know the reasons why: To make it safe, to transport, to prevent spoilage, to improve appearance.</p>	<p>Fortification</p> <p>Modification</p> <p>Additives</p>	<p>Analyse and categorise foods from the list into primary and secondary processed foods.</p>		
Food Fortification and Modification	<p>To recognise that technology allows manufactures to add vitamins and minerals to food product to improve health and prevent deficiencies. To know that foods are modified to improve the sensory qualities of food.</p>		<p>Taste test to recognise and compare the difference in foods that have been fortified and modified to those that have not.</p>		
Cumulative Test	<p>Identify any gaps in knowledge and review.</p>				

TOPIC: Practical	LEARNING OBJECTIVES	KEY VOCABULARY	LEARNING SEQUENCE	LINKED LEARNING	HOME LEARNING
Gut and fillet flat/round fish	Flesh has been removed cleanly from the fish carcass Filets are neatly presented and trimmed and free from bone and excess skin If skinned fish is required, the filet is again cleanly skinned and well presented	Seasonal Availability Primary Processing Secondary Processing Seasoning Food Processor Blender Gluten		Skills are developed from KS3 practical work.	Weekly buying, weighing, measuring and packaging of ingredients and equipment. Being fully prepared and organised to take part in weekly practical work.
Sushi	Cooking rice to required texture Making sugar/vinegar solution Knife skills – preparation of filling ingredients Rolling Cutting	Kneading Proving Caramelisation Gelatinisation			Students will be required to complete a weekly evaluation sheet via Firefly.
Lemon tart, with raspberry compote	Shortcrust pastry/pate sucree: Rubbing-in Mixing Forming dough of correct consistency, resting dough Rolling out and lining tin Baking blind	Roux Protein Dairy			

Panna cotta	<p>Custard: Lemon zesting and squeezing Separating egg white and yolk Make a cold custard with egg yolk Baking – ensure egg is set and not overcooked (needs a wobble) Tart can be cut neatly and will keep its shape (i.e. not flow)</p> <p>Compote: Stewing fruit gently, to produce the compote</p> <p>Heating cream Melting gelatine and using appropriate quantities of gelatine so that the panna cotta has required texture and 'wobble'. Removing from dish to serve – free from cracks or too much 'melted' sauce</p>	<p>Denature</p> <p>Amino Acid</p> <p>Al Dente</p> <p>Filleting</p> <p>Gutting.</p>			
Spinach and ricotta ravioli with a tomato and basil sauce	<p>Fresh pasta: Making a pasta dough Laminating Rolling pasta out thinly Forming evenly sized pillows free from air pockets</p> <p>Filling: Knife skills – dicing vegetables Sautéing Forming filling and assembling into ravioli parcels</p> <p>Cooking pasta:</p>				

	Filling should remain inside ravioli Cooking fresh pasta until al dente				
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