

YEAR 10 CURRICULUM PLAN FOR TECHNOLOGY (FOOD PREPERATION & NUTRITION)



TOPIC	KEY LEARNING	ASSESSMENT
Theory Half Term 1		
Introduction to the course, set expectations, target grades, how learners will be assessed, etc.	<ul style="list-style-type: none"> o To understand GCSE requirements. 	
Food Spoilage	<ul style="list-style-type: none"> o To understand the conditions in which microorganisms grow. To identify high and low risk foods. 	
Food Storage	<ul style="list-style-type: none"> o To understand ways of preventing food spoilage and enzymes. To know the difference between microorganisms. To be able to recite critical temperatures. To be aware of date marks. 	Food Contamination Work Sheets
Preparing Food Safely	<ul style="list-style-type: none"> o To know how to prevent cross contamination during preparation, cooking and storage. 	Food Contamination Quizzes GCSE POD
Food Poisoning	<ul style="list-style-type: none"> o To learn the types of bacteria and symptoms of food poisoning. Understanding how to control bacterial growth. 	End of Topic Test
Cumulative Test	<ul style="list-style-type: none"> o Identify any gaps in knowledge and review. 	

<p>Practical Half Term 1</p>		
<p>Carrot and Coriander Soup</p> <p>Bread</p> <p>Blackberry and Apple Cake</p> <p>Chicken Cacciatore</p> <p>Macaroni Cheese</p> <p>Meringue (Halloween winter fruits pavlova)</p>	<ul style="list-style-type: none"> ○ Demonstrate how to make a soup from scratch using previously learned knife skills. To blend using electrical equipment. To know how to taste and season food avoiding cross-contamination. ○ Demonstrate confidence in the art of bread making, understanding the function of ingredients. ○ Demonstrate how to bake a cake using seasonal foods. To understand the function and chemical properties of the ingredients. To practice the creaming method. ○ Demonstrate how to make a healthy main meal paying attention to food safety and recognising high risk foods and cross contamination and storage. To use a temperature probe. ○ Demonstrate an understanding of high-risk foods from the dairy section. Make a smooth roux understanding the process of gelatinisation. ○ Demonstrate denaturation using mechanical agitation to cause aeration. Demonstrate the safe use of an electric whisk. Show excellent presentation skills and an understanding of seasonal availability. 	<p>Weekly buying, weighing, measuring and packaging of ingredients and equipment. Being fully prepared and organised to take part in weekly practical work.</p> <p>Students will be required to complete a weekly evaluation sheet via Firefly.</p>
<p>Theory Half Term 2</p>		
<p>Proteins</p> <p>Fats</p> <p>Carbohydrates</p> <p>Vitamins</p>	<ul style="list-style-type: none"> ○ Describe the function, source and amount of protein needed in the diet. Understand that there are two types of protein: HBV and LBV. Describe why complementation is important for vegetarians. ○ Describe the function, source and amount of fat needed in the diet. Understand that there are two types of fat: Saturated and Unsaturated. Describe fat excess and deficiency. ○ Describe the function, source and amount of carbohydrate needed in the diet. Understand that there are two types of carbohydrate: Simple and Complex. Describe carbohydrate excess and deficiency. ○ Describe the function, source and amount of vitamins needed in the diet. Understand that there are two types of vitamins: Fat Soluble and Water Soluble. Describe vitamin excess and deficiency. 	<p>Revise Protein for low stake testing. (Knowledge Organiser)</p> <p>Revise fats for low stakes testing. (Knowledge Organiser)</p> <p>Revise Carbohydrates for low stakes testing. (Knowledge Organiser)</p> <p>Revise Vitamins for low stakes testing. (Knowledge Organiser)</p>

<p>Minerals</p> <p>Fibre and Water</p> <p>Healthy Eating Guidelines</p> <p>Nutritional needs, nutritional Analysis and planning meals for Different Groups</p> <p>Diet Related health Problems</p> <p>Summative Assessment</p>	<ul style="list-style-type: none"> ○ Describe the function, source and amount of minerals needed in the diet. ○ Describe the function, source and amount of fibre (NSP) needed in the diet. Identify the need for hydration. ○ Describe each section of the Eatwell Guide. Explain what Reference Intakes are. ○ Describe the nutritional needs of: Toddlers, Children, Teenagers, Adults, Elderly. ○ Explain the following diet related problems and how to prevent them: Obesity, Cardiovascular disease, Anaemia, Diabetes, Rickets, Osteoporosis, and Dental Caries. 	<p>Revise Minerals for low stakes testing. (Knowledge Organiser)</p> <p>Revise Fibre and Water for low stakes testing. (Knowledge Organiser)</p> <p>Revise the Eatwell Guide for low stakes testing. (Knowledge Organiser)</p> <p>Revise your table for low stakes testing.</p> <p>Revise your summary for low stakes testing.</p>
<p>Practical Half Term 2</p>		
<p>Fresh fruit tarts (with crème patissière)</p>	<ul style="list-style-type: none"> ○ Shortcrust pastry/pate sucee: ○ Rubbing-in Mixing ○ Forming dough of correct consistency, resting dough ○ Rolling out and lining tin Baking blind ○ Crème patissière: ○ Separating egg white and yolk ○ Make a crème patissière free from lumps and to the required viscosity ○ Topping: ○ Knife skills – neat and well-presented fruit preparation ○ Glaze on fruit – smooth and flowing, not lumpy ○ Well-presented finished dish (colourful and neat) 	<p>Weekly buying, weighing, measuring and packaging of ingredients and equipment. Being fully prepared and organised to take part in weekly practical work.</p> <p>Students will be required to complete a weekly evaluation sheet via Firefly.</p>

<p>Quiche Lorraine (or similar)</p> <p>Potato salad (focus is on the mayonnaise)</p> <p>Vegetable samosas (<i>making samosa pastry from scratch</i>)</p> <p>Carrot cake (uses sunflower oil)</p>	<ul style="list-style-type: none"> ○ Shortcrust pastry: ○ Rubbing-in Mixing ○ Forming dough of correct consistency, resting dough ○ Rolling out and lining tin Baking blind ○ Filling: ○ Knife skills – dicing and slicing vegetables and other ingredients ○ Sautéing, Grating cheese ○ Making egg custard – white and yolk of egg well blended ○ Baking ○ Knife skills – peeling and dicing potatoes Simmering ○ Separating egg white and yolk ○ Make an emulsion with egg yolk and oil – free from splitting ○ Correct viscosity ○ Making samosa dough from scratch Making curry paste from scratch ○ Knife skills – dicing and slicing vegetables Sautéing ○ Rolling out samosa dough ○ Sealing one side of samosa dough by dry frying Forming cone shape, and filling and sealing ○ Use of deep fat fryer ○ Grating ○ Cake making – an oil based batter Even baking, well-risen and not burnt ○ Well assembled with decorative finishes 	
<p>Theory Half Term 3</p>		

The Science of Food		
Why Food is Cooked	<ul style="list-style-type: none"> ○ Understand the reasons we cook food, with examples. 	
Heat Transfer	<ul style="list-style-type: none"> ○ Understand Conduction, Convection and Radiation. 	
Cooking Methods- Water Based	<ul style="list-style-type: none"> ○ Describe, with examples: Boiling, Steaming, Blanching, Simmering, and Poaching. 	
Cooking Methods- Fat Based	<ul style="list-style-type: none"> ○ Describe with examples, Roasting and Frying. 	
Changing Properties-		See Firefly for weekly tasks.
PROTEIN	<ul style="list-style-type: none"> ○ Understanding the chemical and scientific reactions which lead to protein denaturation. 	End of Topic Test.
CARBOHYDRATE	<ul style="list-style-type: none"> ○ Understanding the chemical and scientific reactions which lead to Gelatinisation, Dextrinisation and Caramelisation. 	GCSE Pod Learning Resources.
FAT and OIL	<ul style="list-style-type: none"> ○ Understanding the chemical and scientific reactions which lead to Aeration, Shortening, Plasticity and Emulsification. 	
Raising Agents	<ul style="list-style-type: none"> ○ Understand the different types of Raising Agents and how they work in Food Science. Know the difference between Chemical, Biological, Mechanical and Steam Raising Agents. 	
Use of Microorganisms	<ul style="list-style-type: none"> ○ Know that Microorganisms are living things which are useful in food production. Explain how Yeasts, Mould and Bacteria are used in Food Science. 	
Revision		

<p>Practical Half Term 3</p>		
<p>Cauliflower and broccoli cheese</p>	<ul style="list-style-type: none"> ○ ○ Knife skills – preparing florets Steaming vegetables – not overcooking ○ Cheese sauce: ○ Making a roux ○ Thickening without lumps – sauce should be smooth and velvety ○ Ensure cheese is melted and not stringy ○ Well assembled – florets are evenly coated in cheese sauce ○ Florets have kept their colour and still have a little bite (i.e. not soggy) ○ Breadcrumb and cheese mix is prepared from scratch, and finished product is well gratinated 	
<p>Swiss Roll</p>	<ul style="list-style-type: none"> ○ Whisking method of cake making Even baking, well-risen and not burnt Rolled neatly, free from cracks ○ Filled appropriately (more than solely jam) ○ Well assembled with decorative finishes. Caramelisation/Aeration. 	<p>Weekly buying, weighing, measuring and packaging of ingredients and equipment. Being fully prepared and organised to take part in weekly practical work.</p>
<p>Burgers/Meatballs</p>	<ul style="list-style-type: none"> ○ Frying/Grilling: Dicing an onion ○ Binding and forming equally sized meat patty shapes ○ Cooking evenly and thoroughly (minimum core temperature of 75oC achieved) 	<p>Students will be required to complete a weekly evaluation sheet via Firefly.</p>
<p>Vegetable and halloumi kebabs with pesto dressing</p>	<ul style="list-style-type: none"> ○ Cutting vegetables into even sizes (to ensure even cooking) ○ Dicing ready prepared halloumi into even sizes (to ensure even cooking) ○ Skewering ○ Use of mini food processor or pestle and mortar <ul style="list-style-type: none"> – achieving correct texture (to make pesto) 	
<p>Hollandaise sauce</p>	<ul style="list-style-type: none"> ○ Separating egg white and yolk Melting butter – not burning 	

	<ul style="list-style-type: none"> ○ Make an emulsion with egg yolk and butter – free ○ from splitting and scrambling 	
<p>Theory Half Term 4</p>		
<p>Where Food Comes From.</p> <p>Grown, Caught and Reared Food.</p> <p>Genetically Modified Food.</p> <p>Factory Farmed and Free Range</p> <p>Caught Food</p> <p>Food Waste</p> <p>Packaging</p> <p>Food Miles and Carbon Footprint</p> <p>Food Security</p>	<ul style="list-style-type: none"> ○ ○ Understand the different types of farming. Intensive or Organic. ○ Understand the principles and the consumer concerns. ○ Two explain the differences between the two types of farming. ○ To know the difference between trawling and farming fish. ○ To list how households, producers and retailers can minimise food waste. ○ List the reasons for. Explain the Environmental Issues and Impact. ○ To understand that food travels from different countries and how to reduce the carbon footprint. ○ 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. ○ Know recipes from a variety of countries. Understand ingredients, serving styles and preparation techniques. 	<p>Work Sheets</p> <p>Kahoot Quizzes</p> <p>GCSE POD</p> <p>End of Topic Test</p>

<p>British and International Cuisine</p> <p>Primary and Secondary Processing</p> <p>Food Fortification and Modification</p> <p>Cumulative Test</p>	<ul style="list-style-type: none"> ○ 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. ○ 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. ○ Identify any gaps in knowledge and review. 	
<p>Practical Half Term 4</p>		
<p>Gut and fillet flat/round fish</p> <p>Sushi</p> <p>Lemon tart, with raspberry compote</p>	<ul style="list-style-type: none"> ○ ○ 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 ○ ○ Cooking rice to required texture Making sugar/vinegar solution ○ Knife skills – preparation of filling ingredients Rolling ○ Cutting ○ ○ Shortcrust pastry/pate sucee: ○ Rubbing-in Mixing ○ Forming dough of correct consistency, resting dough ○ Rolling out and lining tin Baking blind ○ ○ Custard: 	<p>Weekly buying, weighing, measuring and packaging of ingredients and equipment. Being fully prepared and organised to take part in weekly practical work.</p> <p>Students will be required to complete a weekly evaluation sheet via Firefly.</p>

<p>Panna cotta</p> <p>Spinach and ricotta ravioli with a tomato and basil sauce</p>	<ul style="list-style-type: none"> ○ 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) ○ Compote: ○ Stewing fruit gently, to produce the compote ○ 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 ○ Fresh pasta: ○ Making a pasta dough Laminating ○ Rolling pasta out thinly ○ Forming evenly sized pillows free from air pockets ○ Filling: ○ Knife skills – dicing vegetables Sautéing ○ Forming filling and assembling into ravioli parcels ○ Cooking pasta: ○ Filling should remain inside ravioli Cooking fresh pasta until al dente 	
<p>Theory Half Term 5</p>		
<p>Influences on Food Choice.</p> <p>Factors which influence what people eat.</p>	<ul style="list-style-type: none"> ○ ○ Understand the factors, including: health, cost, income, skills, lifestyle, seasonal availability, occasions and enjoyment. 	<p>See Firefly</p> <p>End of Topic Test</p> <p>Worksheets</p> <p>GCSE POD</p>

<p>Cultural, Religious and Moral Food Choices.</p> <p>Food Labelling</p> <p>Food Marketing</p> <p>Sensory Testing</p>	<ul style="list-style-type: none"> ○ Recognise that different religions have different views on food. Understand Personal Choice, Moral, Ethical concerns as well as intolerance and allergies. ○ Learn Food Labelling regulations. ○ Understand how TV, Social Media, Magazines and Posters promote food products. ○ Understanding how to make food tests fair and unbiased. Recognise the Sensory Qualities of Food. 	
<p>Practical Half Term 5</p>		
<p>Beef (<i>or other meat</i>) curry (<i>marinade with yoghurt</i>) with rice</p> <p>Cheese soufflé</p> <p>Chicken chow mein</p> <p>Bakewell tart (raspberry)</p>	<ul style="list-style-type: none"> ○ Dicing of meat into even pieces Preparing marinade ○ Knife skills – dicing and slicing vegetables Making curry paste from scratch Sautéing, simmering ○ Cooking rice (various methods) so that it is fluffy ○ and grains are well separated ○ Panada sauce with a roux Separating egg white and yolk Whisking egg white ○ Grating cheese Folding ○ Decanting into dishes evenly ○ Light and well-risen baked soufflé is achieved ○ (<i>assuming ready-made sauce and pre-prepared chicken breast portion is used</i>) ○ Slicing chicken breast into thin and even strips Knife skills – slicing vegetables, etc. ○ Cooking noodles ○ Stir frying (wok cookery) ○ Shortcrust pastry/pate sucee: Rubbing-in ○ Mixing ○ Forming dough of correct consistency, resting dough ○ Rolling out and lining tin Baking blind ○ Filling: ○ Layering with jam and fresh fruit Making frangipane topping Decoration 	<p>Weekly buying, weighing, measuring and packaging of ingredients and equipment. Being fully prepared and organised to take part in weekly practical work.</p> <p>Students will be required to complete a weekly evaluation sheet via Firefly.</p>

<p>Black Forest gateau</p> <p>Cheesecake (baked)</p>	<ul style="list-style-type: none"> ○ Baking ○ Cake base made from scratch (various methods of cake making can be used – recipes vary) Even baking, well-risen and not burnt ○ Well assembled with decorative finishes (including piping) ○ Base: ○ Crushing biscuits Melting butter Forming base ○ Filling: ○ Beating/whisking eggs, cream cheese and other ingredients ○ Flavouring ○ Baking, cooling (making sure cheesecake is set) ○ Finishing: ○ Applying decorative finishes 	
<p>Theory Half Term 6</p>		
<p>Revision:</p> <p>Week 1-6</p> <p>Exam Revision AO1</p> <p>AO2</p> <p>AO3</p>	<ul style="list-style-type: none"> ○ ○ Continue to revise until examination takes place – date to be confirmed ○ Revise Food, Nutrition and Health. ○ Revise The Science of Food. ○ Revise Food Spoilage 	<p>See Firefly End of Topic Test SENECA for revision</p>

<p>AO4</p> <p>AO5</p>	<ul style="list-style-type: none"> ○ Revise Where Food Comes From ○ Revise Factors Affecting Food choice. 	
<p>Practical Half Term 6</p>		
<p>Brioche rolls</p> <p>Chocolate brownies</p> <p>Profiteroles/éclairs (choux pastry)</p> <p>Pasta carbonara (with fresh pasta)</p>	<ul style="list-style-type: none"> ○ ○ Making brioche (butter) dough ○ Kneading, proving, knocking back, shaping, glazing, baking ○ Melting method of cake making (<i>other methods also can be used</i>) ○ Folding ○ Baking – still needs to have squidgy texture after baking ○ Cutting into even sized pieces ○ Ensuring fat and water mix come to a rolling boil before adding sifted flour ○ Producing raw choux pastry to the correct consistency (not too stiff nor too runny) ○ Piping into even sized profiteroles/éclair shapes Baking – need to be golden brown and well-risen Filled with appropriate filling, e.g., crème patissière/crème Chantilly ○ Finishing technique used – e.g. glacé icing, chocolate topping ○ Fresh pasta: ○ Making a pasta dough Laminating and cutting to shape Cooking fresh pasta until al dente ○ Carbonara: ○ Sautéing ○ Making sauce without scrambling egg ○ Stew: ○ Dicing of meat into even pieces ○ Knife skills – dicing and slicing vegetables Making sauce (roux or reduction) Sautéing, simmering 	<p>Weekly buying, weighing, measuring and packaging of ingredients and equipment. Being fully prepared and organised to take part in weekly practical work.</p> <p>Students will be required to complete a weekly evaluation sheet via Firefly.</p>

Meat stew and dumplings	<ul style="list-style-type: none">○ Dumplings:○ Mixing○ Shaping and forming○ Steaming over stew sauce Baking	
Caesar salad (with griddled chicken)	<ul style="list-style-type: none">○ Knife skills – slicing and dicing salad ingredients Making Caesar style dressing○ Making croutons using ready-made bread Butchering whole chicken to use breast○ Griddling chicken until cooked and still tender	