



Curriculum Map

Subject: Food Preparation and Nutrition

Year Group: 10

	Autumn 1/Autumn 2	Autumn 2	Autumn 2/Spring 1	Spring 2	Summer 1	Summer 2
Content	<p><u>Health and Safety</u></p> <ul style="list-style-type: none"> • Food Safety • Food Spoilage and contamination (micro-organisms, signs of spoilage, micro-organisms in food production, Bacterial contamination) • Principles of food safety. (Buying and storing food, preparing, and serving food) <p><u>Nutrition</u></p> <ul style="list-style-type: none"> • Macronutrients • Fats (Saturated fats, unsaturated fats) • Protein (High and low biological value proteins, protein complementation, protein alternatives) 	<p><u>Nutrition</u></p> <ul style="list-style-type: none"> • Carbohydrates (starch, sugars, dietary fibre) • Micro-nutrients (Fat soluble, water soluble, minerals, water) • Nutritional needs and health (Making informed choices, Energy needs, Nutritional Analysis, Diet nutrition and health) 	<p><u>Food Science</u></p> <ul style="list-style-type: none"> • Cooking of food and Heat Transfer (Why food is cooked and how heat is transferred, selection appropriate cooking methods) • Functional and chemical properties (Proteins, carbohydrates) • Functions and Chemical properties (Fats and oils, raising agents) 	<p><u>Food Choice</u></p> <ul style="list-style-type: none"> • Factors that influence food choice. (Food Choice, Food Labelling, and marketing) • British and international foods (Traditional cuisines, sensory evaluations) <p><u>Food Provenance</u></p> <p>Environmental impact and sustainability (Food sources, Food and environment, sustainability of food)</p> <p>Processing and Production (Food Production)</p>	<p><u>Experiments</u></p> <ul style="list-style-type: none"> • Health and safety • Nutrition • Food science • Food Choice • Food provenance (Reinforcement of Theocratical knowledge through Practical application) 	<p><u>NEA preparation</u></p> <ul style="list-style-type: none"> • Understanding of what the NEA entails. • What is the Food investigation Task 1 (Understanding the working Characteristics, functional and chemical properties of ingredients) • What is food investigation Task 2 (assess Knowledge, skills understanding in relation to planning, preparation, cooking, presentation of food and application of nutrition in relation to chosen brief)
Skills &	12 Key Skills					

<p>Processes, food preparation & cooking</p>	<ul style="list-style-type: none"> • General practical skills • Knife Skills • Preparing fruit and vegetables • Use of equipment • Use of cooker • Cooking Methods • Prepare Combine and shape • Sauce making • Setting mixtures • Dough • Raising agents • Tenderising & Marinate <p>Processes food preparation and cooking</p> <p>Identify, use and adjust heat transfer methods...</p> <ol style="list-style-type: none"> 1. Convection 2. Conduction 3. Radiation 					
<p>Key questions</p>	<p>Food Safety:</p> <ul style="list-style-type: none"> • What food safety principles are applied when. • Buying and storing food • Preparing, cooking and serving food • What are the quality controls/measures to consider when making a high-quality product? • What are the key principles of Hygiene, Personal hygiene & Safety? 	<p>What are the key functions of your macronutrients?...</p> <ul style="list-style-type: none"> • Fats: Shortening, Aeration, Plasticity and Emulsification • Proteins: Denaturation, coagulation, foam, gluten formation • Carbohydrates: Gelatinisation and Dextrinization • Enzymic Browning prevention 	<p>Can you identify and justify through experiment what processes have the best outcomes for quality products?</p> <p><u>STRETCH & CHALLENGE:</u> Can you recommend the best products to use</p>	<p>Can you identify and link key factors which may influence food choice?</p> <p>What adaptations can you make for better food choice?</p> <p>Can you identify the key factors of food choice</p>	<p>What are the environmental issues linked with food and the environment?</p> <p>Can you recommend positive sustainability initiatives or consideration matched to some of the food items that are staples within your diet</p>	<p>Research – Understanding a brief</p>

	<p>What are the objectives of food safety and hygiene when making and developing a high-quality product?</p> <p>Nutrition:</p> <ul style="list-style-type: none"> • What are the specific current guidelines for a healthy diet? • Can you identify portion size and costing per meal? • Can you define the different nutritional needs for each life stage? • How do you maintain a healthy bodyweight throughout life? • Can you identify and make relationships between diet, nutrition and health? • Can you link nutrition to major diet related health risks and recommend how to prevent health issues? 	<p>What are the key functions of your micronutrients?.</p> <ul style="list-style-type: none"> • Vitamins: Fat Soluble Water Soluble • Minerals: Trace elements (e.g. iron healthy blood development) <p>Define and categorise the vitamins and minerals, can you clarify what each one is for? (e.g. Vitamin A also known as keratin found in carrots and associated with healthy eyesight and skin)</p> <p><u>STRETCH & CHALLENGE:</u> Can you make links to deficiency of vitamins and health implications</p>				
Assessment	Summative Topic assessment First Aid Certification & Practical Skills Assessment					
Literacy/ Numeracy/	Literacy • Subject specific vocabulary					

**SMSC/
Character**

- Reading Comprehension
- Spelling and grammar
- Developing quality of written responses
- Student development of Glossary of terms

Numeracy

- Temperatures
- Weighing and measuring
- Portion sizes
- Cooking times

SMSC/Character

- Confidence
- Negotiation
- Teamwork
- Budgeting
- Appreciation of cultures
- Ethics
- Social economic impacts

British Values