



All Saints' Catholic High School

Luceat lux Vestra

Subject: Food Preparation and Nutrition

Year: 10

10	Unit 1- Nutrition	Unit 2 – Diet and Good Health	Unit 3 – The science of food	Unit 4 – Food Spoilage	Unit 5 – factors affecting food choice	Unit 6 – Environmental considerations
Aim of Unit	This unit intends for pupils to begin KS4 with a full overview of nutrition, including the main seven nutrients needed for a healthy and balanced lifestyle.	This unit intends for pupils to develop their understanding of nutrition by understanding what is needed to plan and maintain good health and avoid health problems related to diet.	This unit intends for pupils to understand different heat transfer methods, different cooking methods and the science behind cooking with carbohydrates, fats and proteins.	The unit is intended to educate pupils on how to identify and avoid food spoilage via storage and temperature control.	This topic is intended to allow pupils to explore different individual's food choices and different factors which can affect this.	This unit is intended to give an overview of how food produce and usage can have advantages and disadvantages for the environment.
Composite Knowledge <i>(a task that requires several building blocks or components)</i>	Pupils will build on their understanding of: Carbohydrates Fats Vitamins Mineral Water	Learners must know and understand, macronutrients and micronutrients in relation to human nutrition, the role of	By the end of the unit pupils will have a clear understanding of the effect of cooking on food, including heat transfers, cooking methods and the working characteristics	Learners should have a theoretical and practical working knowledge and understanding of sound microbiological food	Pupils must understand different factors which can affect a person/family food choice and why these factors	Learners must know and understand where food comes from and how it is imported and exported and the

	<p>Fibre Protein</p> <p>Through a range of theory lessons and practicals pupils will identify why we need each nutrient, where it is found, how much we need of each and the effects of over consumption and deficiencies.</p>	<p>macronutrients and micronutrients in human nutrition, planning meals and diet for different ages and eating tolerances or health conditions and calculating energy requirements.</p>	<p>of carbohydrates, fats and protein.</p>	<p>safety principles when buying, storing, preparing and cooking food.</p>	<p>are involved in different circumstances.</p> <p>Learners must be able to develop recipes and meals to meet a specific nutritional need or lifestyle choice.</p>	<p>overall affect this has on the environment.</p> <p>Pupils must also know how food is manufactured.</p>
<p>Component Knowledge</p> <p><i>(the building blocks that together, when known, allow successful performance of a complex task)</i></p>	<p>Pupils will do this by completing a range of theory lessons and practical lessons around each nutrient.</p> <p>Learning includes educational videos, taste testing, Q and A sessions based upon previous learning.</p> <p>They will also continue to focus on developing their independent</p>	<p>Pupils will study a range of lifestyle ages, different health issues related to diet, individuals with specific lifestyle needs to include: vegetarians, lacto-ovo, lacto, vegan, and those with religious beliefs that affect choice of diet, to include Hindu, Muslim, Jewish. How nutrients work together in the body, e.g.</p>	<p>Looking and identifying why food is cooked, looking at the differences in conduction/convection and radiation through practicals. The working characteristics, functional and chemical properties of ingredients to achieve a particular result: carbohydrates – gelatinisation, dextrinization, fats/oils – shortening, aeration, plasticity and emulsification, protein – coagulation, foam</p>	<p>How to store foods correctly though practicals- refrigeration/freezing, dry/cold storage, appropriate packaging/covering of foods, the importance of date-marks, labelling of food products to identify storage and preparation, the growth conditions, ways of prevention and control methods for enzyme action, mould growth and yeast production, the</p>	<p>How sensory perception influences food choice through tasting lessons, Overall lifestyles circumstances which affect food choices via a case study.</p> <p>The range of factors that influence food choices, including, enjoyment, preferences, seasonality, costs, availability, time</p>	<p>Where and how foods are grown, reared, or caught. Food miles, impact on the carbon footprint, buying foods locally, impact of packaging on the environment, sustainability of food. The impact of food waste on the environment, local, global markets and communities, effect of food poverty and food</p>

	culinary skills with a range of different meals, such as practising the bridge and claw method, boiling, frying, adding flavour, sauce making oven use, marinating and flavouring, temperature control, simmering and handling raw meat.	complementary actions, basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements. Meal plans must also be made for the above cases. Lastly, pupils will learn how to modify and alter recipes.	formation, gluten formation, denaturation (physical, heat and, acid) fruit/vegetables – enzymic browning, oxidisation through continuous practical lessons for visual learning.	signs of food spoilage, including enzymic action, mould growth, yeast production and bacteria, the role of temperature, pH, moisture and time in the control of bacteria, the types of bacterial cross-contamination and their prevention, preservation/keeping foods for longer. Food poisoning, types and symptoms.	of day, activity, celebration or occasion and culture. Religion and food will be analysed. Pupils will also analyse food packaging to identify health considerations.	security. Culinary traditions in British and international cuisine and international countries. Primary stages of processing and secondary stages of processing. How processing affects the sensory and nutritional properties of ingredients. Negatives and positives of food modification.
Rationale (why?): Links to prior & future learning	Having been introduced to the Eatwell guide in year 7,8 and 9, pupils will be given further details on different nutrients and be able to develop further understanding of why nutrients play an important role within the body.	Having previously having an introduction to a balanced diet and why it is needed, pupils should be able to know how to avoid health problems linked to a poor diet; previously introduced in year 9.	Pupils have used a range of cooking methods from years 7-9 and experimented with different skills. They have used lots of different heat transfer methods but will now identify how heat transfer works and the advantages and disadvantages of this.	Pupils have had understanding of health and safety in the kitchen since year 7 to year 9. They have understood how to safely store food and how to avoid cross contamination which can cause food poisoning.	GCSE essay styles from past papers (10-14-mark questions) No prior learning has taken place in earlier years but pupils will need to make links from topic 1 and 2.	GCSE essay styles from past papers (10-14-mark questions) No prior learning has taken place in earlier years but pupils will need to make links from topic 1 and 2.

Assessment Task	(AO1, AO2, AO3, A04) Exam and practical carried out to understand if pupils have reached skill level required to access practical GCSE exam and theory GCSE exam.	(AO1, AO2, AO3, A04) Exam and practical carried out to understand if pupils have reached skill level required to access practical GCSE exam and theory GCSE exam.	(AO1, AO2, AO3, A04) Exam and practical carried out to understand if pupils have reached skill level required to access practical GCSE exam and theory GCSE exam.	(AO1, AO2, AO3, A04) Exam and practical carried out to understand if pupils have reached skill level required to access practical GCSE exam and theory GCSE exam.	(AO1, AO2, AO3, A04) Exam and practical carried out to understand if pupils have reached skill level required to access practical GCSE exam and theory GCSE exam.	(AO1, AO2, AO3, A04) Exam and practical carried out to understand if pupils have reached skill level required to access practical GCSE exam and theory GCSE exam.
Enrichment	<p>Pupils are given the opportunity to taste different types of foods and encouraged to develop practical skills further by preparing, cooking and serving meals at home.</p> <p>They are also encouraged to prepare their own shopping list and purchase items so they begin to understand food prices and budgets.</p>	<p>Pupils are given the opportunity to access their own lifestyles by monitoring their food intakes and exercise over a few days.</p> <p>They are also encouraged to prepare their own shopping list and purchase items so they begin to understand food prices and budgets.</p>	<p>Videos relating to conduction/convection/ radiation and bacteria growth.</p> <p>They are also encouraged to prepare their own shopping list and purchase items so they begin to understand food prices and budgets.</p>	<p>Videos relating to food spoilage and bacteria growth.</p> <p>They are also encouraged to prepare their own shopping list and purchase items so they begin to understand food prices and budgets.</p>	N/A	<p>Cross curricular geography school trips to Cornwall/lake district.</p>