



Curriculum Map For Food Tech Year 10

YEAR 10	Autumn 1	Autumn 2
Topics	<p style="text-align: center;">Nutrition</p> <p>AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.</p> <p>AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.</p>	<p>Nutrition, Nutritional Needs & Health</p> <p>AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.</p> <p>AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Students will learn about the nutritional information of the 3 main macro nutrients of protein, fat and carbohydrate. • Protein functions and sources in the diet. • Protein - amino acids and protein complementation. • Denaturation and coagulation of proteins. • Using proteins in a range of dishes. • Functions and sources of carbohydrates. • Using carbohydrates in a range of dishes. • Food science carbohydrates. • Functions and sources of fat. • Food science fats. • Using fats in a range of dishes. • They will learn about the importance of these in our diet and the scientific and chemical properties of these nutrients. • They will develop further their practical skills which will underpin the knowledge and understanding of what the students learn in their theory lessons. 	<ul style="list-style-type: none"> • Students will learn about micronutrients, vitamins, minerals and water in the diet. • Diet, nutrition and health. • Eatwell guide and diet through life. • Meal planning for specific groups. • Knowing the names, function and sources of Vitamins ADEKBC. • Antioxidants and the effect of food preparation on vitamins. • Fat and water soluble vitamins. • Function and sources of calcium, iron, phosphorous, sodium, potassium and fluoride. • How micronutrients work together. • The importance of water in the diet and the functions it performs in the body. • Know the Eatwell guide and the dietary guidelines for a healthy balanced diet. • Able to meal plan for a range of age groups according to their nutritional needs.

Disciplinary Knowledge – How The Knowledge Will Be Developed & Applied	<ul style="list-style-type: none"> • How this knowledge can inform different dietary needs and a healthy lifestyle. • Apply to practical work in preparation for NEA course work. • Relate to informed food choices for a healthy lifestyle choice. • Understanding of how different nutrients react in food preparation for successful outcomes. • Hygiene and safety in food preparation. • Know the nutritional value of the food that is being prepared. 	<ul style="list-style-type: none"> • How this knowledge can inform different dietary needs and a healthy lifestyle. • Apply to practical work in preparation for NEA course work. • Relate to informed food choices for a healthy lifestyle choice. • Choosing cooking and preparation methods to avoid loss of vitamins. • Understanding of how different nutrients react in food preparation for successful outcomes. • Hygiene and safety in food preparation. • Know the nutritional value of the food that is being prepared.
Skills	<ul style="list-style-type: none"> • 12 key skills in practical work. • Students will carry out all of these skills across the curriculum in Year 10. • General food preparation skills. • Knife skills. • Preparing fruit and vegetables. • Use of the cooker. • Use of equipment. • Cooking methods. • Prepare, combine and shape. • Sauce making. • Tenderise and Marinate. • Dough making. • Raising agents. • Setting mixtures. • Research skills - know how to find a suitable recipe to meet the task requirements. 	<ul style="list-style-type: none"> • Practical skills will underpin the knowledge and understanding of micronutrients. • 12 key skills in practical work. • Research skills - know how to find a suitable recipe to meet the task requirements.
Links To Prior Learning	<ul style="list-style-type: none"> • Students have learnt how to work safely and hygienically in the food preparation area in Years 7 to 9. • They will now build on the skills they have learnt to produce dishes with more complexity and application. • Eatwell guide and nutrition has been taught in Years 7 to 9 and will now be taught in more depth. 	<ul style="list-style-type: none"> • Students have learnt how to work safely and hygienically in the food preparation area in Years 7 to 9. • They will now build on the skills they have learnt to produce dishes with more complexity and application. • Eatwell guide and nutrition has been taught in Years 7 to 9 and will now be taught in more depth. 9 and will now be taught in more depth.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Literacy is embedded in written work. • Evaluation of practical work using subject specific language. Workbook and longer style questions. Researching and reading for information. • Numeracy – weighing and measuring, reading and adapting in proportion 	<ul style="list-style-type: none"> • Literacy is embedded in written work. • Evaluation of practical work using subject specific language. Workbook and longer style questions. Researching and reading for information. • Numeracy - weighing and measuring, reading and adapting in proportion

	nutritional data.	nutritional data.
Cross Curricular	<ul style="list-style-type: none"> • Healthy eating and lifestyle. Key skills in preparation for the wider world. • P.E. - Diet, nutrition and exercise. • Science - Nutrition and the human body. 	<ul style="list-style-type: none"> • Healthy eating and lifestyle. Key skills in preparation for the wider world. • P.E. - Diet, nutrition and exercise. • Science - Nutrition and the human body.
Assessment	<ul style="list-style-type: none"> • Teacher observation and question. • Practical assessments. • End of topic test. 	<ul style="list-style-type: none"> • Teacher observation and question. • Practical assessments. • End of topic test.

YEAR 10	Spring 1	Spring 2
Topics	<p align="center">Nutritional Needs & Health</p> <p align="center">Food Science</p> <p>AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.</p> <p>AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.</p>	<p align="center">Food Science</p> <p>AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.</p> <p>AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> • Special dietary needs, energy, reducing energy by modifying recipes, diet related health problems and carrying out a nutritional analysis. • Cooking of food and heat transfer - cooking methods. • Dietary needs and allergies and intolerances. • How to plan and make dishes for the different dietary needs. • Why the body needs energy to perform body processes. • Identify energy dense foods. Know how to modify a batch of cakes to reduce the energy. • Understand the terms BMR, PAL, DRV, EAR and energy balance. Understand that obesity is a result of energy not being balanced. • Know the relationship between diet and diet related diseases. 	<ul style="list-style-type: none"> • The changing properties of macronutrients in food preparation. • Use of raising agents in baked goods. • Setting up a food investigation. • Know the following terms and the science behind the following: <ul style="list-style-type: none"> Protein <ul style="list-style-type: none"> - Denaturation and Coagulation - Foams - Chemical Bonds and Amino Acids - Protein Structure - Gluten and its function in bread and pastry making. Carbohydrate <ul style="list-style-type: none"> - Gelatinisation - Dextrinization - Caramelisation Fats <ul style="list-style-type: none"> - Plasticity - Shortening - Aeration and Emulsification

	<ul style="list-style-type: none"> • Can carry out a nutritional analysis of a recipe using the nutrition programme. • Understand conduction, convection and radiation as a form of heat transfer. • Select different cooking methods, moist, dry and using oil in food preparation. 	<ul style="list-style-type: none"> - Explain these terms and reactions through practical work. <p>Raising Agents</p> <ul style="list-style-type: none"> - Mechanical - Biological - Chemical - Know which raising agent is used in baked goods and its function. How a raising agent works. <ul style="list-style-type: none"> • Know how to set up a food investigation.
Disciplinary Knowledge – How The Knowledge Will Be Developed & Applied	<ul style="list-style-type: none"> • How this knowledge can inform different dietary needs and a healthy lifestyle. • Apply to practical work in preparation for NEA course work. • Relate to informed food choices for a healthy lifestyle choice. • Using the nutrition programme to analyse and evaluate dishes and able to modify for a range of dietary needs and diseases. • Apply knowledge of heat transfer and cooking methods in preparation for NEA food investigation. 	<ul style="list-style-type: none"> • Apply to practical work in preparation for NEA course work. • Understanding the impact of cooking methods and changing properties on the texture, appearance and taste of food. • Able to predict an outcome. • Use this knowledge to evaluate practical work of self and that of others.
Skills	<ul style="list-style-type: none"> • 12 key skills in practical work. • Hygiene and safety in food preparation. • Understanding how ingredients react in food preparation. • Know the nutritional value of the food that is being prepared and how this can be adapted or modified. • Research skills - know how to find a suitable recipe to meet the task requirements. • IT skills using the nutritional analysis programme. • Choose the correct methods of cooking for successful outcomes. 	<ul style="list-style-type: none"> • 12 key skills used in food investigation tasks. • Hygiene and safety in food preparation. • Understanding how ingredients react in food preparation. • Choose the correct methods of cooking and food preparation. • Set up a fair test investigation. • Predicting outcome and writing a hypothesis. • Analyse and evaluate results of investigations.
Links To Prior Learning	<ul style="list-style-type: none"> • Students will build on skills and nutritional knowledge learnt in Years 7 to 9 and Term 1 of Year 10. With more understanding of Nutrition, they can plan and make complex dishes for a given target group. • In Years 8 and 9, students learnt about heat transfer which links into food science. 	<ul style="list-style-type: none"> • Food Science included in Years 7 to 9 curriculum. • Building on the knowledge of properties of macronutrients learnt in Year 10 term 1.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Literacy is embedded in written work. • Evaluation of practical work using subject specific language. Workbook 	<ul style="list-style-type: none"> • Literacy is embedded in written work. • Evaluation of practical work using subject specific language. Workbook

	<p>and longer style questions. Researching and reading for information.</p> <ul style="list-style-type: none"> Numeracy - weighing and measuring, reading and interpreting nutritional data; ratio and proportion; costing of recipes. 	<p>and longer style questions. Researching and reading for information.</p> <ul style="list-style-type: none"> Numeracy - weighing, measuring and calculating sensory analysis data.
Cross Curricular	<ul style="list-style-type: none"> Healthy eating and lifestyle. Key skills in preparation for the wider world. P.E. - diet, nutrition and exercise. Science - nutrition and the human body. 	<ul style="list-style-type: none"> Science - investigations and fair tests. Writing a hypothesis.
Assessment	<ul style="list-style-type: none"> Teacher Observation Practical Assessments End of Topic Test 	<ul style="list-style-type: none"> Teacher Observation Practical Assessments End of Topic Test

YEAR 10	Summer 1	Summer 2
Topics	<p>Food Safety</p> <p>The principles of food safety.</p> <p>Buying and storing food.</p> <p>Temperatures to control bacteria growth.</p> <p>Personal hygiene and food preparation rules.</p> <p>Micro-organisms and enzymes.</p> <p>Microorganisms used in food production. Types of food poisoning.</p> <p>Food Choice - continued in Summer 2</p> <p>Factors that influence food choice.</p>	<p>Food Choice</p> <p>Food choices related to religion and culture, ethical and moral beliefs and medical conditions.</p> <p>Food labelling and the influence of marketing. British and International cuisines.</p> <p>Sensory evaluation</p> <p>Mini NEA Mock</p>
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> Understand key words when buying and storing food; shelf- life, use by date, best before, ambient and tainted. Where and how to store different foods. Know what happens to bacteria at certain temperatures, fridge and freezer temperatures. Danger zone. Temperature of cooked food. How to use a food probe. Sources of cross contamination and how to prevent this. Know the types of micro - organisms and pathogenic bacteria cause food poisoning. Moulds and yeast are non-pathogenic and can be used in food production. 	<ul style="list-style-type: none"> The dietary laws for the following religions and special occasions linked to food: <ul style="list-style-type: none"> Buddhism Christianity Hinduism Islam Rastafarianism Sikhism Know the terms genetically modified food, animal welfare, Fairtrade and organic food and how this relates to food choice. Know the difference between a food allergy and an intolerance, the symptoms and foods to be avoided. Know the food allergens and

	<ul style="list-style-type: none"> • Understand what enzymes are and the process of enzymic browning. • Know the factors that influence food choice. • Healthy eating. • Lifestyle, income, eating habits, seasonality, ethical and moral beliefs and food miles. • Meal planning considering the different factors. 	<p>alternatives available for people with these medical conditions.</p> <ul style="list-style-type: none"> • Know how food labels are used to influence food choice, what needs to be on a label by law, reading nutritional information on a label and the different ways that food products are marketed through media. • Know the features and characteristics of cuisines from Britain and other countries including traditional foods, eating patterns, food grown and recipes. • Know how we taste food through sensory evaluation aroma, texture, appearance and taste. Use a range of sensory testing methods to evaluate food products and how to set up a food tasting panel. • NEA - know how to analyse and research the task. Know the 12 skills and how to demonstrate these in a range of dishes. Writing a time plan and justifying reasons for choice of dish. Use a range of skills to prepare, cook and present a range of dishes to exam standard. Use sensory evaluation to create and analysis and inform improvements. Applying food safety knowledge.
<p>Disciplinary Knowledge – How The Knowledge Will Be Developed & Applied</p>	<ul style="list-style-type: none"> • Apply knowledge to practise safely in the food preparation area. • Understanding the impact of bacteria in the production of cheese and yoghurt in the food industry. • How this knowledge can inform meal planning and promote awareness of culture, ethical and moral beliefs. • How income can affect a healthy lifestyle. 	<ul style="list-style-type: none"> • Apply knowledge to NEA food preparation task. • Apply knowledge of setting up sensory testing to NEA food investigation task. • How this knowledge can inform meal planning and promote awareness of culture, ethical and moral beliefs. • The importance of being able to read a food label to inform consumers. • Realisation of the importance of sensory testing in the food industry.
<p>Skills</p>	<ul style="list-style-type: none"> • 12 key skills in practical work. • Hygiene and safety in food preparation. • Understanding how bacteria and enzymes grow or react in food preparation and how to prevent these processes. • Meal planning that considers of all the influencing factors. 	<ul style="list-style-type: none"> • 12 key skills in practical work. • Able to plan, prepare and present a range of dishes that are suitable for different cultures, allergies and intolerances and ethical beliefs. • Select appropriate cooking methods and processes. • Select equipment suitable for the task. • Make a range of dishes from Britain and other countries. • Know how to set up a sensory evaluation test and analyse data.

		<ul style="list-style-type: none"> • Research skills. • Food safety and hygiene.
Links To Prior Learning	<ul style="list-style-type: none"> • Basic food safety and hygiene taught in Years 7 to 9 which is recapped and developed further in Year 10. • Students already know where to store different food commodities. • Links to food choice in Year 9. • Food miles and seasonal food taught in Years 7 to 9. • Links to Term 2 in Year 10- Nutritional needs and health. 	<ul style="list-style-type: none"> • Food labelling and food provenance taught in Years 7 to 9. • Students are taught how to use sensory evaluation in Years 7 to 9 with taste testing sessions and how to use sensory language. They use sensory evaluation in their food assessment. • Year 9 complete an assessment on international cuisine.
Literacy/ Numeracy	<ul style="list-style-type: none"> • Literacy embedded in written work and use of subject related vocabulary. • Reading temperatures and food probes. • Debating and discussion in class. • Checking prices per 100g as a discussion point. 	<ul style="list-style-type: none"> • Literacy embedded in written work and use of subject related vocabulary. • Debating and class discussion. • Mini NEA is a written document. • Writing a time plan embeds numeracy skills. • Analysing numeric data with sensory testing. • Weighing and measuring as one of the 12 practical skills.
Cross Curricular	<ul style="list-style-type: none"> • Personal hygiene and safety. • Science - micro-organisms and catalysts. • PSHE - exploring dietary laws for a variety of religions and cultures. • Science - effect of food on the environment. 	<ul style="list-style-type: none"> • PSHE and Philosophy and Ethics - the study of different religions, cultures and moral beliefs. • Geography - the study of Fairtrade and different countries and cultures.
Assessment	<ul style="list-style-type: none"> • Teacher Observation • Practical Assessments • End of Topic Test 	<ul style="list-style-type: none"> • Teacher Observation • Practical Assessments • End of Topic Test • NEA Marked and Graded 1-9