

Our curriculum should provide an ambitious level of challenge for all students focussing on developing, securing, and applying knowledge, understanding and skills. At Key Stage 4, the curriculum should enable students to apply knowledge, understanding and skills to the new GCSE syllabi.

| | | | |
|---|---|----------------------------|-----------------------|
| Subject: Food Preparation and Nutrition | Year Group: 10 | Qualification: GCSE | Ability: Mixed |
| Department Vision: | To offer every students in Erdington Academy the opportunity to develop their creativity, practical knowledge and skills in preparation for the rapidly changing technology world. | | |
| Intent: What should every student know, understand and be able to do by the end of the year? | <p>Students will learn about the different commodities in Food Preparation and nutrition. Students should assess the natural contamination of food commodities Students should all know about the secondary and primary process of different commodities. Students will explore different mixtures, batters and sauces. Students should be able to demonstrate cake, sauce, pastry and batter making skills. Students should develop their skills in using a wide range of ingredients, equipment, techniques and processes. Students should evaluate the different items and dishes made.</p> | | |
| Substantive Knowledge for the year | <p>Use the technical skills of shortening and gluten for pastry, roll out pastry, glazing and finishing pastry.</p> <ul style="list-style-type: none"> • Making flavoured breads with the students – breads from around the world • Using egg as a colloid – investigation and lemon meringue pie practical • Using egg as an emulsifier – mayonnaise/ salad dressing • Use of steam as a raising agent – Yorkshire puddings and choux pastry • Denaturation of protein other than whisking Fish, meat, poultry and eggs) <p>Working characteristics and the functional and chemical properties of Ingredient groups - Fats/oils: shortening, beans, nuts and seed, Meat, fish poultry and eggs, basic mixtures and dough, sauces. To assess the natural contamination of food commodities. To outline the industrial treatment of raw and processed foods. To examine common cooking and food-holding methods used in quantity food production and to assess their effectiveness in controlling contamination and growth.</p> | | |
| Disciplinary Knowledge for the year | <p>This cover different core knowledge which are vital to get a grip on the course. Analyse the Ingredient groups - Fats/oils: shortening, beans, nuts and seed, Meat, fish poultry and eggs, basic mixtures and dough, sauces. Explore different commodities and explore basic mixtures, dough and batters. (Describe, Interpret, Explain, Plan Make Evaluate).</p> <p>Present dishes made in a professional way. Explain the importance or proportioning.</p> | | |

| Yr: 9 | Unit Title and number of lessons | Key Substantive Knowledge | Key Disciplinary Knowledge and Skills | Rigorous Assessable outcome(s) |
|-------------|--|---|---|--|
| Autumn Term | Basic Mixture and recipes | <p>Cakes, Pastry, Sauces, Batters, Biscuits</p> <p>Which ingredients are needed for basic mixture, Proportions of ingredients used in basic mixtures. How basic mixtures are made?</p> | <p>Know the key ingredients use in making cakes and their functions. What are the different methods of making cakes and pastries? Explain what are the different faults in cake and pastry how they can be remedy. Make different cakes and pastry using the different methods. Proportion the correct amount of ingredients to get the perfect product. What are the different types of sauces? Explain what the different faults in Sauces are, batters and sauces how they can be remedy. Make different sauces, batters and mixture using the different methods. Proportion the correct amount of ingredients to get the perfect product. Create and carry out an experiment analysing at different thickening agents used in sauce making.</p> | <p>Internal pupil / teacher feedback sheet using criteria for successful outcomes. Successful completion of health and Safety booklets. DO NOW/Feedback journal with green pen/red pen feedback.</p> |
| | Commodities (Fruits and Vegetables) | <p>Variety of fruits and vegetables Importance of fruits and vegetables in the diet Choosing, storing and using fruits and vegetables Potatoes Herbs and spices Preserving fruits and vegetables food investigation</p> | <p>Analyse the variety of fruits and vegetables available. Explain the importance of fruits and vegetables in the diet. Analyse the nutritional value of fruits and vegetables. Evaluate the characteristics and uses of herbs and spices. The effect of heat on cooking fruits and vegetables. Preserving fruit and vegetables.</p> | <p>Completion of end of unit test. Internal pupil / teacher feedback sheet using criteria for successful outcomes. Successful completion of health and Safety booklets. DO NOW/Feedback journal with green pen/red pen feedback. Teacher mark test and feedback to pupils.</p> |
| Spring Term | Commodities (milk, cheese, and yoghurt) | <p>Nutrition in milk. Primary and secondary sources in of milk</p> | <p>Explain the different type's o0f dairy products available. Analyse how milk is process to make it safe to use. Explain the secondary process of milk (how milk is made into other product). Evaluate the nutritional value of dairy foods. Explore how these foods are used in the</p> | <p>Completion of end of unit test. Internal pupil / teacher feedback sheet using criteria for successful outcomes. Successful completion of health and Safety booklets. DO NOW/Feedback journal with</p> |

| | | | | |
|-------------|---|--|---|--|
| | | | diet. | green pen/red pen feedback. |
| | Commodities Meat, Poultry, Fish and Eggs | Types available to people Nutritional content of meat, poultry, eggs. How do they benefit the body. Rearing and processing of meat, poultry, eggs and fish. | Analyse information available to help consumers make a choice. Decide on the choice and cuts of meat when buying meat and poultry. Explain what to look for when buying meat, poultry, fish and eggs. Explain how to handle, store, and cook meat, poultry, fish and egg to prevent food poisoning. Discuss the effect of cooking meat and how heat affects the meat, Process of fish. Plan, make and evaluate dishes using meat, fish, poultry or eggs as the main ingredients. | Completion of end of unit test. Internal pupil / teacher feedback sheet using criteria for successful outcomes. Successful completion of health and Safety booklets. DO NOW/Feedback journal with green pen/red pen feedback. |
| Summer Term | Commodities Pulse and Beans Nuts, (seeds, beans, alternatives protein foods) | The importance of beans, nuts and seeds in the diet. Alternative and intolerances caused by beans and nuts and seeds. | Explain what are beans, nuts and seeds. Explain the nutritional value of beans, nuts, and seeds. Analyse the process of seeds into oil. Discuss the variety of alternative protein foods in the diet. | Completion of end of unit test. Internal pupil / teacher feedback sheet using criteria for successful outcomes. Successful completion of health and Safety booklets. DO NOW/Feedback journal with green pen/red pen feedback. |
| | Commodities Butter, oil, margarine, sugar and syrup | Types of fats and oils. M Process of fats and oils Nutritional value of fats and oils | Sugar and Fat experiment. Explain the choice of fats and oils available to consumers. Analyse the composition of fats and oils. Discuss the nutritional value of fats and oils in the diet. Discuss the properties of fats and oils. Explore the functions of fats and oils in food preparation. | Completion of end of unit test. Internal pupil / teacher feedback sheet using criteria for successful outcomes. Successful completion of health and Safety booklets. DO NOW/Feedback journal with green pen/red pen feedback. |