Year 10 Overview 2024-25 - *Food Preparation and Nutrition*

Date	Wk	Exams	Unit(s)		Key Concepts (Exam Links)
2-Sep	A	1	**Intro Course:** books, progress sheets etc.	**Food Choice:** Into to Food choices: **Cul**tures and religions	**3.5.1. Factors affecting food choice,** the following factors in relation to food choice: physical activity level (PAL), celebration/occasion, cost of food, preferences, enjoyment, food availability, healthy eating. Food choice related to religion, culture, ethical and moral beliefs and medical conditions. How information about food available to the consumer, including labelling and marketing, influences food choice. **3.2.3.1 Making informed choices for a varied and balanced diet,** the current guidelines for a healthy diet eg eatwell guide. **3.2.3.2 Energy needs,** the basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements, the recommended percentage of energy intake provided by protein, fat and carbohydrates (starch and sugar).
9-Sep	B	2		Own choice practical to assess skill level.	
16-Sep*	A	3	**Food Choice:** Ethical and Moral	**Food Choice:** Food labelling and marketing influences	
23-Sep	B	4		**Food Choice:** Allergies and intolerances. Keyword cards.	
30-Sep	A	5	**Nutritional needs and health:** Eatwell guide	Cottage pie	
7-Oct	B	6		**Nutritional needs and health:** Planning for different life stages: Planning for specific groups	
14-Oct	A	7	**Nutritional needs and health:** Energy needs	Fishcakes	
21-Oct	B	8		**Nutritional needs and health:** Nutritional Analysis. Diet nutrition and health. Keyword cards.	
Half Term					
4-Nov	A	9	**Nutrients:** Introduction	**Recipe linked with eatwell guide and lifestage**	**3.2.3.3 How to carry out nutritional analysis** how to use current nutritional information and data eg food tables, nutritional analysis software to calculate energy and nutritional value **3.2.3.4 Diet, nutrition and health,** how diet can affect health and how nutritional needs change in relation to: obesity, cardiovascular health. **3.2.1.1 Protein 3.2.1.2 Fats** the functions, main sources, effects of deficiency and excess, related dietary reference values. **3.2.1.3 Carbohydrates 3.2.2.1 Vitamins 3.2.2.2 Minerals 3.2.2.3 Water** the functions, main sources, effects of deficiency and excess, related dietary reference values.
11-Nov	B	10		**Nutrients:** Protein – Meat, poultry, fish, eggs, alternative protein tasting	
18-Nov	A	11	**Nutrients:** Carbohydrates – Pasta, rice, sugar including group pasta making	**Nutrients:** Carbohydrates – Including bread practical	
25-Nov	B	12		Planning for exam practical	
2-Dec	A	13	**Nutrients:** Fats and oils	Exam practical	
9-Dec	B	14		**Exam Feedback. Nutrients:** Vitamins	
16-Dec	A	15	**Nutrients:** Minerals	Christmas Practical linked with Fats and Oils. Keyword cards.	
Christmas Holiday					
6-Jan	B	16		**Functional and Chemical Properties:** Proteins - coagulation and denaturation	**3.3.2 Functional and chemical properties of food,** protein, denaturation, protein coagulation, gluten formation. Gelatinisation, dextrinisation, caramelisation. Shortening, aeration, plasticity. **3.3.2 Functional and chemical properties of food** emulsification. Chemical properties (baking powder, bicarbonate of soda, self raising flours which produce carbon dioxide), mechanical (whisking, beating, folding, sieving, creaming and rubbing), biological (yeast). Foam formation
13-Jan	A	17	Chilled lemon flan (make base in single lesson?)	**Functional and Chemical Properties:** Finish Chilled lemon flan. Carbohydrates – gelatinisation and dextrinisation - toast	
20-Jan	B	18		**Functional and Chemical Properties:** Fats and oils – plasticity, aeration and shortening	
27-Jan	A	19	Jam tarts group task	Roasted Mediterranean Flan.	
3-Feb	B	20		**Functional and Chemical Properties:** Fats and Oils – Emulsification – butter practical	
10-Feb	A	21	**Functional and Chemical Properties:** Raising agents	All in one chocolate and orange cake Keyword cards.	
Half Term					
25-Feb	B	22		**Cooking of Food and Heat Transfer:** Transferring heat to food. Keyword cards.	**3.3.1.1 Why food is cooked and how heat is transferred to food** 3.5.3 Sensory evaluation sensory testing methods, how taste receptors and olfactory systems work when tasting food. **3.1 Food preparation skills.** Skill 1: General practical skills, Skill 2: Knife skills, Skill 3: Preparing fruit and vegetables, Skill 4: Use of the cooker, Skill 5: Use of equipment, Skill 6: Cooking methods, Skill 7: Prepare, combine and shape, Skill 8: Sauce making, Skill 9: Tenderise and marinate, Skill 10: Dough, Skill 11: Raising agents, Skill 12: Setting mixtures.
3-Mar	A	23	**Mock NEA 1** – Introduce NEA Tasks. Start research for mock NEA 1	**Mock NEA 1** – Continue research	
10-Mar	B	24		**Mock NEA 1** – Finish research and investigation1	
17-Mar	A	25	**Mock NEA 1** – Write up investigation 1	**Mock NEA 1** – Complete investigation2	
24-Mar	B	26		**Mock NEA 1** – Complete Investigation write ups and Evaluate	
31-Mar	A	ST1	**Mock NEA 1** – Feedback	**Sensory evaluation:** Senses and how we taste food. Testing methods, Keyword cards.	
Spring Holiday					
22-Apr	B	ST1		Lasagne (example of high level practical)	**3.3.1.2 Selecting appropriate cooking methods** Selection of appropriate preparation, cooking methods and times to achieve desired characteristics.
28-Apr	A	ST1	**Mock NEA 2** – Introduce mock NEA 2.	**Mock NEA 2** – Read through research. Find recipe ideas.	
5-May	B	30		**Mock NEA 2** – Finding high skill recipes, Timeplanning	
12-May	A	31	**Mock NEA 2** –Timeplanning	**Mock NEA 2** – 2 hour practical	
19-May	B	32		**Mock NEA 2** – Analysis and Evaluation	
Half Term					
2-Jun	A	33	**Food Provenance:** Food sources (start to use revision sheets/booklets)	**Food Provenance:** Food and the environment: Sustainability	**3.4.2. Principles of food safety** when buying and storing food. When preparing, cooking and serving.
9-Jun	B	34		**Food Provenance:** Processing and production	
16-Jun	A	35	Exam Feedback	**Food Provenance:** Technological developments	
23-Jun	B	36		Chelsea buns	
30-Jun	A	37	**Principles of Food Safety:** What to look for when buying food	**Principles of Food Safety:** Different types of food storage	
7-Jul	B	38		Lemon meringue pie.	
14-Jul	A	39	**Principles of Food Safety:** Recognise good personal hygiene. Keyword cards.	**Principles of Food Safety:** Recognise good personal hygiene. Keyword cards.	

UNIT - Principles of Food Safety

Prior learning	Current learning	Future learning
Knowledge gained at KS3 bringing and storing Food in school before & after practical. Work on the germometer from Year 8. Knowledge of buying food from shops and storage at home.	An introduction to the course and the use of the digital book. Temperature control of fridge and freezer. Recap reasons for personal hygiene and kitchen hygiene. Date marks on packaging.	Used throughout course to ensure food brought, prepared and taken home is safe to eat. Needed for written paper. Life skills

- GW- They recognise the key terms associated with buying and storing food. They recognise good personal hygiene practise when working with food and identify safe working temperatures for storing food.
- BI- They understand the checks you can make when buying food. They understand good personal hygiene practise when working with food and know the safe working temperatures for storing food.
- EW- They fully appreciate the need for careful food purchasing and storage and can explain why it is important.

Key learning outcomes:
Introduction to course including the 12 practical skills that they need to cover and the theory topics.
Log on and get using the Digital book.
Understand what to look for when buying food, date marks, damaged packaging, nutritional information etc.
Understand the different types of food storage. Different types and temperatures, where to place ingredients in the fridge. Suitable materials for food storage.
Recognise good personal hygiene practice.
Identify safe working temperatures for storing food, identifying risks in food establishments.
Practical's test starting skill level and working with high risk foods.
Knowledge is summarised in knowledge organisers kept in student books.
Students start to develop a pack of keyword cards to attach to their book.

Links to history and culture:
First use of refrigeration, relating to types of foods and cultures with different climates.
Subject links:
Science – bacterial growth, use of thermometers
Maths – reading temperatures
PSHE – personal care and hygiene
Careers that can be discussed:
General food industry jobs –related to the types of part time jobs teenagers can get working in kitchens, waiting on in restaurants, coffee shops etc.
Key words for their learning:
All on keyword cards including – ambient, shelf-life, core temperature, probe
How will we know they have learnt it?
Assessment is through both verbal and written feedback during practical lesson, completion of keyword cards and tested through exam question for homework.
Practical evidence (recorded through photographs in their book)
Where has Equality Diversity and Inclusion (EDI) been included for teaching the curriculum?
Awareness when discussing personal hygiene. Discussion when considering were food is purchased.

UNIT - Cooking of Food and Heat Transfer

Prior	Current	Future learning
Knowledge from KS3 Science and from Food practicals in KS3	Understand why food is cooked and the methods we use to cook it. Understand how heat is transferred to food.	Used throughout course to ensure food brought, prepared and taken home is safe to eat. Needed for written paper. Life skills.

- GW- They know the reasons why food is cooked.
- BI- They understand how the three different types of heat transfer work.
- EW- They can explain what is happening foods during the three different types of heat transfer.

Key learning outcomes:
Understand why food is cooked and the methods we use to cook it.
Understand how heat is transferred to food.
Know the terms conduction, convection, radiation and how they relate to heating food.
Understand the 15% of their GCSE is an investigation task and that they will be completing them throughout he course and using a similar method of recording each time.
Complete an investigation task into the variety of ways a potato can be cooked.
Knowledge is summarised in knowledge organisers kept in student books.
Complete keyword cards to attach to their book.

Links to history and culture:
Development of method of cooking food from open fires to microwaves.
Subject links:
Science - Science – bacterial growth, use of thermometers
Maths – reading temperatures
PSHE – personal care and hygiene

Careers that can be discussed:
Food technologists developing new food products ie, ready meals.
Key words for their learning:
All on keyword cards including – conduction, convection, radiation, palatability
How will we know they have learnt it?
Investigation evidence (recorded through photographs and set worksheets in their book)
Questioning throughout lessons, completion of keyword cards and tested through exam question for homework.

UNIT - Food Spoilage & contamination

Prior	Current	Future learning
Knowledge from Principles of Food storage topic. Enzymic browning in Year 7. Year 8 Bacterial growth lesson. Year 9 Types of food poisoning lesson.	How bacteria grow and multiply. Micro-organisms and enzymes and how they affect the food we eat, how they can be used in food production. Know the main types of food poisoning.	Used throughout course to ensure food brought, prepared and taken home is safe to eat. More frequent use of high risk foods during practical lessons. Needed for written paper. Life skills.

- GW- They recognise the key terms associated with bacteria growth. They know the definition of micro-organisms and enzymes. Recognise micro-organisms are used in food production and understand the main types of food poisoning.
- BI- They understand the checks you can make when handling food to prevent bacterial growth. They understand what conditions they need in order to live and multiply and the main types of food poisoning.
- EW- They fully appreciate the need for careful food handling and can explain why it is important. You can explain how enzymes spoil the palatability of food. Fully understand the main types of food poisoning and the effects on the body.

Key learning outcomes:
Builds on prior knowledge from Principles of Food storage topic and KS3 learning.
Understand how bacteria grow and multiply.
Understand what micro-organisms and enzymes are and how they affect the food we eat, how they can be used in food production.
Know the five main types of food poisoning and link them to specific foods.
Practical's allow students to work with high risk food safely and use new skills in a practical exam.
Knowledge is summarised in knowledge organisers kept in student books.
Complete keyword cards to attach to their book.

Subject links:
Science – cells, enzymes and organisms. Effects on the body of food poisoning bacteria.
Careers that can be discussed:
Environmental health officers, food hygiene inspector.
Key words for their learning;
All on keyword cards including – Pathogenic, organism, contaminate, catalyst, pasteurisation, spore, homogenised.
How will we know they have learnt it?
Knowledge is summarised in knowledge organisers kept in student books. Assessment is through both verbal and written feedback and tested through exam questions for homework and a practical exam for ST1.
Completion of keyword cards and tested through exam questions for ST1.
Practical evidence (recorded through photographs in their book)

UNIT - Nutrients

Prior	Current	Future learning
Year 7 SoL during eatwell guide lesson but very minimal. Science at KS3.	Five nutrients and why our bodies need them. The types of Proteins available, their nutritional value and the functions in food products. What Fats are, why our bodies need them and which foods provide them. Understand what carbohydrates do for our body and why we need them. Understand why Vitamins and Minerals are important in our diet	Used throughout course to back up reasons for needing certain foods in our diet. More frequent independent choice of food products to make in practical lessons. Needed for written paper.

- GW- They know what the 5 nutrients are. They know the different types of proteins that can be purchased. They know and can identify the two types of carbohydrates including some sources.
- BI- They understand why the 5 nutrients are needed. They understand the properties of proteins and can explain the terms related to the nutrient. They understand the importance of carbohydrates in the body.
- EW- They can explain which foods provide the 5 nutrients. They understand the nutritional importance of proteins. They can explain the differences between the two types of carbohydrates.

Key learning outcomes:
Understand the 5 nutrients, why our bodies need them. Puzzle have a go from the knowledge they already have.
Use video clips to improve knowledge of Macronutrients and Micronutrients, filling in worksheet to show learning.
Use Kahoot to embed learning. Fill in triangle of knowledge to help staff to assess level of knowledge.
Introduce four different categories of protein, taste alternative proteins and comment on taste etc. Choose a revision sheet format and complete for proteins.
Introduce two main types of Fats and Oils – Saturated and unsaturated. Rank the food in order, highest invisible fat to lowest. Identify the fats in the food label ingredients (don't get confused with sugars). Choose a revision sheet format and complete for Fats and Oils.
Function of carbs in the diet, split into starches and sugars, fibre (NSP) and choose a carbs revision sheet format to complete.
Practical introduce some main skills for NEA task - bread rolls and pasta. Functions of Ingredients used in Bread and Methods and processes in Bread mix and match game.
Group task on Fat soluble vitamins and then Water soluble vitamins. Complete the revision sheet on vitamins and minerals.
Knowledge is summarised in knowledge organisers kept in student books.
Complete keyword cards to attach to their book.

Links to history and culture:
Fast Food culture! Lack of correct balanced diet.
Subject links:
Science – Nutrients and body function.
Careers that can be discussed:
Nutritionist, food technologist, dietitian, medical professions.
Key words for their learning:
All on keyword cards including – Antioxidant, photosynthesis, monosaccharides, phosphorous, disaccharides
How will we know they have learnt it?
Knowledge is summarised in knowledge organisers kept in student books. Assessment is through both verbal and written feedback and tested through exam questions for homework.
Completion of keyword cards and tested through exam questions for ST1 and ST2.
Practical evidence (recorded through photographs in their book)

UNIT - Nutritional needs and health

Prior	Current	Future learning
Year 7 SoL during eatwell guide lesson but very minimal. General discussions in practical lessons at KS3. Science at KS3.	Recap the "Eatwell Guide" and who it is for. (Eating a balanced diet). Know how to provide the right diet for different people at different life stages and that people make food choices related to their specific dietary needs for a variety of reasons. Understand the energy needs of the body and the main sources of energy in the diet and understand nutritional analysis and how we will need to do it for our tasks next year. Understand the relationship between diet, nutrition and health.	Used throughout course to back up reasons for needing certain foods in our diet. More frequent independent choice of food products to make in practical lessons. Needed for written paper.

- GW- They know what the eatwell guide is and how it is used. They know that people at different life stages need different diets, and know that people have different dietary needs for a variety of reasons. They know the functions of energy in the diet and the main sources of energy. Know what a nutritional analysis is, and know about the major diet related diseases.
- BI- They understand how the eatwell guide is used. They understand how different diets can be planned, and understand how different peoples diets are different and the reasons why. They understand the effects of deficiency and excess energy. Understand the why nutritional analysis is necessary and understand the risk factors for each disease.
- EW- They can explain how and why the eatwell guide is used. They can plan different meals for people at different life stages, and can summarise the differences between people's dietary requirements. They understand the amount of energy needed for people at different life stages. Understand how a nutritional analysis will be used in your NEA task, and can explain both the risk factors and the diseases.

Key learning outcomes:
Emphasis on the word diet as a description of the food you eat. It could be a vegetarian diet, a slimming diet, a low sugar diet etc. What the eatwell guide does is provide an example of a balanced diet. What the video. Explain that this is not a GCSE thing - it is the governments model for the UK. Emphasis on balance – no good or bad foods. Discuss difference between snacks and treats. Glue the picture of the eatwell guide into their books, watch the video clips adding information to the chart in their book. Homework. Create part of a display about the eatwell guide. Discuss different diets – unhealthy balanced etc using diagrams to help, discuss food swaps.
Discuss meal considerations for different groups of people, use textbook to look through and discuss different categories of people. Complete worksheet task diet of people at different life stages.
Students choose one card of a specific group. Students to make an A4 information sheet about the specific dietary need.
Students to copy out 3 bullet points on specific dietary requirements. Students to make an A4 information sheet about the specific dietary need. Use files with previous information sheets. Students need to print 2 A4 copies – one needs to be handed in by the end of the lesson the other can go in the file to help the next group with the task.
Use handout to complete as this will condense the information in the text book. Fill the sheet in section by section either as a group, students first, in peers and then peer marked or adjusted. Specifically pull out the tern ENERGY DENSE and discuss. Use the white boards to guess the energy density if foods. Homework – reducing energy density.
Discuss the relationship between diet, nutrition and health. Using the text book (page 70 -76) complete the tasks on the laminated sheets. Circle the relevant information for each diet related disease. Glue the picture into books and complete the brainstorm around it using only the correct terms use half a page for each. Peer mark.
Knowledge is summarised in knowledge organisers kept in student books.
Complete keyword cards to attach to their book.

Links to history and culture:
Fast Food culture! Lack of correct balanced diet. Change lifestyles over the last century. Different foods from different countries and cultures.
Subject links:
Science – Nutritional needs at different life stages and body function, dietary related diseases.
PE – Use of food as a fuel, energy needs at different life stages and energy balance (BMR and PAL), preventing disease.
History – Change of lifestyle over the last century.
RS – Moral issues, vegetarianism, animal welfare.
Careers that can be discussed:
Nutritionist, food technologist, dietitian, medical professions, catering, hospitality.
Key words for their learning:
All on keyword cards including – Diet, malnutrition, cardiovascular, deficiencies, osteoporosis, cholesterol.
How will we know they have learnt it?
Knowledge is summarised in knowledge organisers kept in student books. Assessment is through both verbal and written feedback and tested through exam questions for homework. Completion of keyword cards and tested through exam questions for ST2. Showing a verbal understanding of how all the units are relating to each other.
Where has Equality Diversity and Inclusion (EDI) been included for teaching the curriculum?
Awareness when discussing personal hygiene. Discussion when considering were food is purchased.

UNIT - Functional and Chemical Properties

Prior	Current	Future learning
Science at KS3. Macronutrients (Proteins, carbs and fats) – remind them that they have just studied them in the Nutrients module. Reaction of the lemon juice on the cream mixture in their lemon flan and other previous practicals	Understand the functional and chemical properties of macronutrients (proteins, carbs, fats and oils). Understand the functional and chemical properties of carbohydrates. Understand the functional and chemical properties of fats and oils. Understand what a raising agent is and how we use them.	Deeper understanding of how ingredients work together will allow pupils to produce higher level practicals of high quality. More independent choice of food products to make in practical lessons leading to NEA 2. Introduces the whole concept of investigation tasks needed for NEA 1. Needed for written paper.

- GW- They know that foods are used because of their different chemical makeup and their properties. They know that carbohydrates and fats and oils are used because of their different chemical makeup and their properties. You know why raising agents are used.
- BI- They understand that the chemical structure of these foods can be changed. They understand that the chemical structure of carbohydrates and fats and oils can be changed. They understand what is meant by a raising agent.
- EW- They can explain what is happening to macronutrients during different processes. You can explain what is happening to carbohydrates and Fats and Oils during different processes. They explain how raising agents work

Key learning outcomes:
Recap Macronutrients (Proteins, carbs and fats). This module is different they will investigate with foods and this links closely to their NEA 1 task. The whole section of work is about the properties of these nutrients and explain that foods are not just chosen because of taste, texture looks or smell.
Proteins: intro about structure of proteins.
*Denaturation***:** Write out the definition. Watch the animation and fill in the missing words on the handout. Review answers.
Coagulation: Watch the animation, write out bullet points using the lifeline from the digital book. **First investigation task:** Coagulation of eggs. Students to complete the coagulation of protein missing word sheet.
Form Formation: write out the bullet point about Form Formation, practical – Make meringues.
Gluten: Write out the definition, watch the animation, read through and make sure pupils understand that gluten is not formed until liquid is added. Complete the Gluten **Investigation task:** gluten balls.
Gelatinisation: Write out the definition, watch the animation. **Investigation task:** make 3 sauces using different amounts of flour. Write up the results and take picture. Cut out the stages of gelatinisation and glue them into book in the correct order.
Dextrinisation: write out the definition, follow instructions to write out bullet points using the lifeline. **Investigation task:** toasting bread at 30 second intervals.
Caramelisation: write out the definition, follow instructions to write out bullet points using the lifeline. I**nvestigation task:** this must be done by the teacher as a demonstration – use the visualizer. Student complete the missing word sheet.
Fats and Oils: intro about structure of fats and oils.
Plasticity: Write out the definition, write out bullet points using the lifeline, complete the missing word.
Shortening: write out the definition, write out bullet points using the lifeline. Watch the animation. **Group task** – produce a batch of Jam tarts to show understanding of shortening. Complete the missing word sheet.
Aeration: write out the definition, follow instructions to write out bullet points using the lifeline. Watch the animation. **Complete practical task** – Chocolate and orange cake. Students to complete the missing word sheet.
Emusification: Write out the definition. Watch the animation, write out bullet points using the lifeline. Glue in the chart that explains emulsification. **Group Practical Task – Making butter.** Use electric whisk method or jam jar method depending on time. Knowledge is summarised in knowledge organisers kept in student books.
Raising Agents
Write out the lifeline from the digital. Watch the link/film (9 mins) and write the key words in their book. Watch the second animation. Write **Air** as a subtitle and write note about creaming method and rolling and folding. **Carbon Dioxide** as a subtitle. Watch the animation, write note about Bicarbonate of soda. Students start to complete the missing word sheet on raising agents. Watch the animation and write notes **yeast**. Continue to complete the missing word sheet on bread production, check through answers. Watch the animation, complete the raising agents activity, check through answers and glue into their book. Knowledge is summarised in knowledge organisers kept in student books.
Complete keyword cards to attach to their book.

Links to history and culture:
Development of food products over history. Different cultures using different methods ie, during bread making and use of yeast.
Subject links:
Science – use of gases, gas in liquids, structure formations, oil and water emulsions, yeasts and moulds, use of heat to change structure.
Careers that can be discussed:
Food scientist, food developer, food technologist, food critic, patisserie chef, baker.
Key words for their learning (Apart from equipment names):
Denaturation**,** Coagulation, Form Formation, Gluten, Gelatinisation, Dextrinisation, Caramelisation, Plasticity, Shortening, Aeration, Emusification.
How will we know they have learnt it?
Knowledge is summarised in knowledge organisers kept in student books. Assessment is through both verbal and written feedback and tested through exam questions for homework. Completion of keyword cards and tested through exam questions for ST2. Showing a verbal understanding of how all the units are relating to each other. Most of all in success of investigation tasks and improvement in practical skill level.
Where has Equality Diversity and Inclusion (EDI) been included for teaching the curriculum?
Linked with future careers and the vast array of jobs available to all.

UNIT - Food Choice

Prior	Current	Future learning
Own knowledge of family and friend's dietary requirements. Knowledge of religious groups from RS and possible allergies and intolerances from science.	Understand the factors that influence food choice. Understand that people make food choices related to their religion and culture and related to their ethical and moral beliefs. Understand the difference between food allergies and food intolerances.	Leads into tasks given by AQA for NEA 2. Needed for written paper.

- GW- They know that people have different reasons for choosing foods. They know that people from different religions and cultures need different diets and know that people make food choices related to their ethical and moral beliefs. They know that people make food choices related to allergies and intolerances.
- BI- They understand how healthy eating and Physical Activity Level affect food choices. They understand how different religious and cultural diets can be planned and understand why people make food choices related to their ethical and

Key learning outcomes:
Factors that may influence what we choose to eat. Copy the brainstorm into their book, discuss picture of elderly couple – do they agree with the statements? Worksheet task listing reasons and concerns for the family's food. Glue in knowledge organiser.
Look at the different sections on the different religions. Students need to create their own revision sheet using the book to help them, they are going to look at one in detail but they will need to know about them all for their written exam. Students pick a card and use the laptops to start creating their worksheet/poster/information. Independent task, but can be discussed to improve answers – they need to print a copy and glue it in their book. Can use google classroom. Complete crossword if time allows.
Ethical and Moral issues – using the text book write down the first two sentences, log on to the digital book use the lifeline to expand the information on the issues on the diagram. Complete crossword from Religions and Cultures. Food Allergies and Intolerances). Write down the definition from the text book. Students divide page into two and create a chart with the headings Food Allergies and Food Intolerances. Students must understand the difference between the two. Fill in the chart as they watch the video clip. Log on to the digital book add to the chart in bullet points, make sure students get down types of each and symptoms, use the digital book lifelines and pictures. Knowledge is summarised in knowledge organisers kept in student books.
Complete keyword cards to attach to their book.

Links to history and culture:
Cultural foods and religious food festivals discussed (Buddhists, Christianity, Hindus, Muslims Christians, Rastafarians, Sikhs, Jews). Ethical and Moral issues studied (animal welfare, Fair trade production, intensive farming, genetically modified food, local produce, organic food production).
Subject links:
Geography – food miles, use of land for farming, carbon footprint, greenhouse gases
Science – Organic food production, allergies and intolerances. Genetic modification, DNA, Genes
RS – Religious food festivals, ethics and morals, fairtrade, animal welfare
Careers that can be discussed:

moral beliefs. They understand why people make food choices related to their allergies and intolerances.

- EW- They can predict the factors affecting food-buying decisions. They can plan different meals for people from different religions and cultures and can plan different meals for considering different people's beliefs. They can plan different meals for considering different people's allergies and intolerances.

Catering supplies, hospitality, mass catering in hospitals etc.

Key words for their learning (Apart from equipment names):
Lifestyle, seasonality, food miles, intolerance, allergy, Buddhists, Christianity, Hindus, Muslims, Christians, Rastafarians, Sikhs, Jews.

How will we know they have learnt it?
Knowledge is summarised in knowledge organisers kept in student books. Assessment is through both verbal and written feedback and tested through exam questions for homework. Completion of keyword cards and tested through exam questions for ST2. Showing a verbal understanding of how all the units are relating to each other. Most of all in success of investigation tasks and improvement in practical skill level.

Where has Equality Diversity and Inclusion (EDI) been included for teaching the curriculum?
Discussion throughout and the need for companies to adapt to ever changing needs of the public and acceptance of different lifestyle choices.

UNIT - Mock NEA 1

Prior	Current	Future learning
Work completed in functional and chemical properties section. Practicals completed so far. Investigation tasks done throughout year 10.	Understand how the Non-Exam Assessments work, and when they will be doing them. Understand what the NEA Investigation Task looks like. Complete all the research needed for your task and write up as report. Write up the hypothesis and prediction. Complete all the investigations needed for the task and write up in the report. Complete a final analysis and evaluation. Print out the report.	Leads directly into Investigation task set by the AQA for NEA 1, 15% of the GCSE. Knowledge needed for written paper.

- GW- They work well in a group and discuss the task ahead. Research into how ingredients work and the reasons why. Write a basic hypothesis relating to your research. Complete all the investigations needed for the task and write up in the report. Complete a final analysis and evaluation. Print out the report.
- BI- They work from the basic guide to set up a version of the report and discuss the task ahead in some detail. Relevant research into how ingredients work and the reasons why. Write a hypothesis and predict what could happen in the next stage. Complete all the investigations needed for the task and write up in the report. Complete a final analysis and evaluation. Print out the report.
- EW- They set up their own style of report and discuss the task ahead in fine detail. Relevant, detailed and concise research into how ingredients work and the reasons why. Independently write a clear and focused hypothesis and predict what could happen in the next stage. Complete all the investigations needed for the task and write up in the report. Complete a final analysis and evaluation. Print out the report.

Key learning outcomes
Understand the format of NEA1 and the need for completing a mock.
Complete the research section with guidance, use the google classroom documents set up for the project. Discuss what a hypothesis is and write an individual hypothesis based on the task given. Complete the investigations (these can be completed as a group but must be written up on an individual basis). Complete an analysis of the task and an evaluation with guidance.

Subject links:
Science – use of gases, gas in liquids, structure formations, oil and water emulsions, yeasts and moulds, use of heat to change structure, cells, enzymes and organisms.

Careers that can be discussed:
Food Scientist, food development, sensory analysist.

Key words for their learning:
Hypothesis, investigation, analysis, evaluation.

How will we know they have learnt it?
Completed investigations in groups, recorded through photographs in their project.
Completed NEA1 project.
Questioning throughout lessons.
ST1 exam.
Understanding/familiarisation at the start of the NEA1.

UNIT - Mock NEA 2

Prior	Current	Future learning
Work completed all other topic areas can be drawn on. Practical tasks completed in year 10.	Understand what the NEA Preparation Task looks like.	Leads directly into Preparation task set by the AQA for NEA 2, 35% of the GCSE. Knowledge needed for written paper.

- GW- They work well in a group and discuss the task ahead. Selected some relevant dishes that closely reflect the research. Show basic technical skills and processes and quality of dishes.
- BI- They carefully read through the research part of the task that has been given to them. Selected some relevant dishes that closely reflect the research. Show basic technical skills and processes and quality of dishes.
- EW- They set up their own style of report and discuss the task ahead in fine detail. Selected a varied range of relevant dishes that closely reflect the research. Show accuracy (including some complex) technical skills and processes and quality of dishes.

Key learning outcomes:
Read carefully through the research. Find 8-10 products that could be produced that are suitable for a teenager and high in fibre. Demonstrating Technical Skills. Complete a dovetailed time plan to use when producing the final dishes. Complete your practical products using your time plan. Complete a final analysis and evaluation. Print out the report.

Links to history and culture:
Chosen project is linked to Teenagers and fibre in diets. Many aspects can be covered to do with teenage culture (lack of exercise and sleep, social media activity etc and how a diet affects both physical and metal health.

Subject links:
EFL – Health and wellbeing.

Careers that can be discussed:
Food scientist, Catering supplies, hospitality, mass catering in hospitals etc. Nutritionist, food technologist, dietitian, medical professions, catering, hospitality.

Key words for their learning:
Life stage, time plan, dovetailing

How will we know they have learnt it?
Completed NEA2 project.
Completed individual technical skills practical.
Completed individual time planned high skill/complex practical.
Questioning throughout lessons.
Understanding/familiarisation at the start of the NEA2.

Where has Equality Diversity and Inclusion (EDI) been included for teaching the curriculum?
Throughout discussion about Teenagers and their dietary requirements many other factors will be discussed.