

<b>Timeline</b>	<b>Topic</b>	<b>Key concepts and knowledge</b>	<b>Skills development</b>	<b>Rationale</b>
<b>10 - half term 1</b>	Section A Nutrients	<p>Understanding of diet related issues including the Importance of a healthy diet</p> <ul style="list-style-type: none"> <li>• How to provide the correct combination of foods</li> <li>• The eight tips for healthy eating.</li> <li>• Diet-related diseases and conditions: diverticulitis, high blood pressure (salt), anaemia.</li> </ul> <p>Roles of vitamins and minerals in the diet</p> <ul style="list-style-type: none"> <li>• Functions of vitamins and minerals in the diet</li> <li>• Different types of vitamins and minerals</li> <li>• Main sources of vitamins and minerals in the diet</li> <li>• Impact an excess or deficiency of a vitamin has on health</li> </ul>	<p>Sequencing &amp; dovetailing of practical task</p> <p>Organisation</p> <p>Problem solving</p> <p>Analysis</p> <p>Creativity</p> <p>Evaluation</p> <p>Literacy (technical vocabulary)</p>	<p>Building on Eatwell work from KS3. Introduction to food groups (commodities)</p> <p>Fruit and vegetables are good sources of vitamins and minerals</p> <p>Fruit and vegetables are cheap and in season</p>
	Section B Provenance	<p>Knowledge of how different foods are produced</p> <ul style="list-style-type: none"> <li>• How cereals, sugars, fruits and vegetables are grown.</li> <li>• Classification of fruits and vegetables</li> <li>• Different farming methods</li> <li>• Advantages and disadvantages of locally produced and seasonal foods.</li> <li>• Pro's and con's of organic and non-organic farming.</li> </ul>		
	Section C Food Safety	<p>How to prevent cross contamination and food poisoning.</p> <p>Safe cooking skills</p>		

<p><b>10 – half term 2</b></p>	<p>Section B Food choice</p>	<p>Dietary needs</p> <ul style="list-style-type: none"> <li>Dietary needs for different stages of life</li> <li>Allergies and intolerances affect what people eat</li> <li>The needs of people with medical conditions</li> <li>Use nutritional analysis programme</li> </ul> <p>Ability to use nutritional analysis software</p>	<p>Sequencing &amp; dovetailing of practical task Problem solving Analysis Creativity Evaluation Literacy (technical vocabulary)</p>	<p>Builds on diet related issues</p> <p>Building on Eatwell &amp; diet related issues. Links to next topic - vegetarianism</p> <p>Build on diet related issues</p> <p>Building on Eatwell &amp; diet related issues. Links to carbohydrate previously studies</p>
	<p>Section A Nutrition</p>	<p>Role of protein in the diet</p> <ul style="list-style-type: none"> <li>Structure of proteins</li> <li>Difference between high biological value and low biological value proteins</li> <li>Function and main sources of protein in the diet</li> <li>Effect of too much or too little protein in the diet.</li> </ul>		
	<p>Section B Food choice</p>	<p>Factors Affect food choice</p> <ul style="list-style-type: none"> <li>Factors that influence food choice</li> <li>Ethical and moral beliefs that inform food choice</li> <li>How religious and cultural beliefs affect food choice</li> </ul>		
	<p>Section A Nutrition</p>	<p>Role of carbohydrate in the diet</p> <ul style="list-style-type: none"> <li>Difference between sugars, starches and non-starch polysaccharide (NSP)</li> <li>Functions carbohydrate in the diet</li> <li>Main sources of the different types of carbohydrate in the diet</li> </ul>		

	<p>Section D Cooking Skills</p> <ul style="list-style-type: none"> <li>• Effect of too much or too little carbohydrate in the diet.</li> </ul> <p>Starch gelatinisation</p> <ul style="list-style-type: none"> <li>• How to make a sauce</li> <li>• Science to how a starch thickens a liquid.</li> </ul> <p>Section B Provenance</p> <ul style="list-style-type: none"> <li>• Primary and secondary processing</li> <li>• Wheat is milled and processed to produce flour.</li> <li>• How flour is used to produce bread and pasta</li> </ul> <p>Section D Cooking Skills</p> <p>Make fresh pasta Use a pasta machine</p>			<p>Builds on and links to carbohydrate previously studied</p>
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<b>10 – half term 3</b>	Section D Cooking Skills	<p>Make bread</p> <p>Make an enriched bread dough</p> <ul style="list-style-type: none"> <li>• Yeast cookery</li> <li>• Kneading</li> <li>• Shaping</li> </ul>	<p>Sequencing &amp; dovetailing of practical task</p> <p>Problem solving</p> <p>Analysis</p> <p>Creativity</p> <p>Evaluation</p> <p>Literacy (technical vocabulary)</p>	<p>Builds on and links to carbohydrate previously studied</p> <p>Builds on Eatwell</p> <p>Demonstrates the use of a wide range of dairy products</p> <p>Builds on work completed in carbohydrates</p>
	Section A Nutrition Section B Provenance	<p>Role of dairy in diet</p> <p>How milk is processed</p> <ul style="list-style-type: none"> <li>• Milk and dairy foods contribution to a healthy diet.</li> <li>• primary and secondary processing of milk</li> </ul>		
	Section D Cooking Skills	<p>Gelatine as a setting agent</p> <ul style="list-style-type: none"> <li>• How to use gelatine and small electrical appliances</li> <li>• Gelatine as setting agents.</li> </ul>		
	Section C Food Science	<p>Science of pastry making</p> <p>How to make pastries</p>		
	Section D Cooking Skills	<p>Blind baking</p> <ul style="list-style-type: none"> <li>• Types of pastry</li> <li>• Function of ingredients used</li> <li>• Shortcrust pastry</li> <li>• Bake blind</li> <li>• Choux pastry</li> <li>• Flaky pastry</li> </ul>		

<b>10 – half term 4</b>	Section A Nutrition	<p>Role of fat in the diet</p> <ul style="list-style-type: none"> <li>• Types of fats</li> <li>• Structures of the different types of fat</li> <li>• Sources of fat in the diet.</li> <li>• Effect of an excess or deficiency of fat in the diet.</li> </ul> <p>Relationship between food intake and weight</p> <ul style="list-style-type: none"> <li>• Relationship between food intake and physical activity</li> <li>• How to maintain a healthy weight</li> <li>• Calculate energy and the main sources of energy in our diet.</li> <li>• The factors that influence energy requirements</li> </ul>	<p>Sequencing &amp; dovetailing of practical task</p> <p>Problem solving</p> <p>Analysis</p> <p>Creativity</p> <p>Evaluation</p> <p>Literacy (technical vocabulary)</p>	<p>Builds on Eatwell and links to Macro nutrients</p> <p>Builds on to relationship of food and health. Links into Macro nutrients</p>
	Section C Food Science	<p>Raising agents</p> <p>How to make cakes by the different methods</p>		<p>Introduction to working characteristics of ingredients through a common medium.</p>
	Section D Cooking Skills	<p>Working characteristics of ingredients</p> <ul style="list-style-type: none"> <li>• How chemical raising agents, air and steam lighten a batter.</li> <li>• Different methods of cake making</li> <li>• Common faults in cake making</li> <li>• Make a range of cakes by the five main methods</li> </ul>		
	Section C Food Science	<p>Working characteristics of food</p> <ul style="list-style-type: none"> <li>• Why food is cooked</li> <li>• How heat is transferred through different cooking methods.</li> <li>• How cooking methods affect nutritional value</li> <li>• How cooking changes sensory properties</li> </ul>		<p>Consolidates practical theory</p>

<p><b>10 – half term 5</b></p>	<p>Section B Culinary traditions</p>	<p>Cuisines from around the world.</p> <ul style="list-style-type: none"> <li>• Main characteristics of the British cuisine</li> <li>• Religious or cultural factors that affect other cuisine.</li> <li>• How to adapt recipes.</li> <li>• Traditional cooking equipment from around the world.</li> <li>• Different ingredients used by other cultures</li> </ul>	<p>Independence Research skills Presentation skills Sequencing &amp; dovetailing of practical task Problem solving Analysis Literacy (technical vocabulary) Working collaboratively</p>	<p>Develop independent work &amp; research skills in readiness for the NEA</p>
	<p>Section C Sensory Properties</p>	<p>Sensory testing</p> <ul style="list-style-type: none"> <li>• Role played by the senses when making food choices.</li> <li>• Five basic tastes recognised by receptors (sweetness, sourness, bitterness, saltiness and umami).</li> <li>• Set up and administer a testing panel.</li> </ul>		<p>Develop skills needed for NEA</p> <p>Consolidate practical theory</p>
	<p>Section C Food safety</p>	<p>Food safety</p> <ul style="list-style-type: none"> <li>• The conditions bacteria, moulds and yeasts needs to grow</li> <li>• Identify the signs of food spoilage</li> <li>• Bacteria can be helpful I food production</li> <li>• Safe preparation, cooking and storage food to prevent cross contamination</li> <li>• The difference between best before and use by date marking</li> <li>• Signs and symptoms of food poisoning</li> </ul>		<p>Build on food safety applied in practical lessons</p>

		<ul style="list-style-type: none"><li>• Key temperatures</li></ul> <p>Industrial and domestic preservation methods</p>		
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<b>10 – half term 6</b>	Section B Food security	<p>Food security</p> <ul style="list-style-type: none"> <li>Define food security</li> <li>Impact food security has on consumers, producers and the environment</li> <li>Moral ethical and environmental issues that affect food production</li> </ul>	<p>Problem solving                      Evaluation                      Literacy (technical vocabulary)</p>	<p>Consolidates threads running through practical lessons.                      Required for NEA</p>
	Section B Technological developments	<p>Additives and new news which benefit health</p> <ul style="list-style-type: none"> <li>Define the term fortification</li> <li>Advantages and disadvantages of fortification</li> <li>How additives are used and regulated in food production</li> <li>Pro’s and con’s of using additives</li> <li>New and emerging foods that benefit health</li> </ul>		