INTENT: Curriculum Overview (Year 10) GCSE D&T Food and Nutrition

A learner in Year 10 will know: The WJEC Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.	**A learner in Year 10 will be able to:** Food preparation and nutrition enables learners to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking. This content relates to the study of both food and drinks.

A: Food Science	B: Food Commodities	C: NEA preparation	D: Principles of Nutrition	E: Food Provenance	F: Factors Affecting Food Choice

Term 1	1:1: Food and Nutrition	1:2: Food and Nutrition	Autumn % Assessment
	Knowledge: Food Science - The effects of cooking on food Food Science Practical - big breakfast (coagulation, dextrinization, denauturing, caramelisation, malliard reaction) Food science - working characteristics, functional and chemical properties of food Cupcake investigation - investigating raising agents Food science - Cupcake investigation write up Skills: Students will learn a range of food preparation skills allowing them to work safely and confidently using a range of cooking methods. They will be able to use investigation skills to analysis the scientific characteristics of food and how they can be altered. Formative Assessment: Bi-weekly pit stop to assess understanding of knowledge covered. Pit 1 – (10 marks) Pit 2 – (10 marks) Pit 3 – (10 marks) End point: Students can understand, analyse and respond to exam style questions based on the topics covered.	Knowledge: Food science - positive uses of microorganisms in food. Food Science Practical - Microorganisms - Bread making Food Science - Microorganisms - Cheese making Recipe success and remedy negative practical situations Skills: Students will learn a range of food preparation skills allowing them to work safely and confidently using a range of cooking methods. They will use microorganisms to alter the characters of food. How to make bread, chesse. Formative Assessment: Bi-weekly pit stop to assess understanding of knowledge covered. Pit 1 – (10 marks) Pit 2 – (10 marks) Pit 3 – (10 marks) End point: Students can understand, analyse and respond to exam style questions based on the topics covered.	Knowledge coverage: 1. Food commodities 2. Principles of nutrition 3. Diet and good health 4. The science of food 5. Where food comes from 6. Cooking and food preparation Skills tested: Use of heat application. Effects of heat application Cheese making Proving, kneeding Assessment style/questions: Describe the function of strong plain flour, yeast and water when making bread and explain how they work together to produce a quality product. Give **one** reason why white bread has a higher calcium value than wholemeal bread.
Term 2	2:1 Food and Nutrition	2:2: Food and Nutrition	Spring % Assessment

	Knowledge: Food Science – Pastry **Food Science - Pastry - Short crust** **Food Science - Pastry – Choux Pastry** Skills: Students will learn a range of food preparation skills allowing them to work safely and confidently using a range of cooking methods. Students will learn how to make a range of high skilled pastry products. They will be able to understand the characteristic of each pastry and explain why they are used for different products. Formative Assessment: Bi-weekly pit stop to assess understanding of knowledge covered. Pit 1 (10 marks) Pit 2 (10 marks) Pit 3 (10 marks) End point: Students can understand, analyse and respond to exam style questions based on the topics covered.	**Knowledge:** Food Science - Food Spoilage **Food Science - food preservation** Food science - Food waste Skills: Students will learn a range of food preparation skills allowing them to work safely and confidently using a range of cooking methods. Students will learn skills to prevent food spoilage. They will learn methods of food preservation to help reduce food waste. . Formative Assessment: Bi-weekly pit stop to assess understanding of knowledge covered. Pit 1 (10 marks) Pit 2 (10 marks) Pit 3 (10 marks) End point: Students can understand, analyse and respond to exam style questions based on the topics covered. Students can apply their knowledge and understanding of the paper and boards Design & Technology content to a real world design and make challenge.	Knowledge coverage: 1. Food commodities 2. Principles of nutrition 3. Diet and good health 4. The science of food 5. Where food comes from 6. Cooking and food preparation Skills tested: Pastry making skills Lamination Piping skills Decorative techniques Assessment style/questions: Identify **two** health and safety points to follow when making choux pastry. State **two** methods of heat transference that occur during the preparation of choux pastry.
Term 3	3:1: Food and Nutrition	3:2: Food and Nutrition	Summer % Assessment
	Knowledge: Food Provenance - Food miles **Food Provenance- Pineapple upside down cake** Food Manufacturing - Primary and secondary processing Food Manufacturing - Pasta making Factors affecting food choices - Religious choices Factors affecting food choices - Personal Reasons Factors affecting food choices - cultural cuisine Dish from a region of your choice Skills:	**Knowledge:** Factors affecting food choices - Religious choices Factors affecting food choices - Personal Reasons Factors affecting food choices - cultural cuisen Skills: Formative Assessment: Bi-weekly pit stop to assess understanding of knowledge covered. Pit 1 (10 marks) Pit 2 (10 marks) End point:	Knowledge coverage: 1. Food commodities 2. Principles of nutrition 3. Diet and good health 4. The science of food 5. Where food comes from 6. Cooking and food preparation Skills tested: Making a batter Pasta making Food presentation and decorative tequniques Assessment style/questions:

	Formative Assessment: Bi-weekly pit stop to assess understanding of knowledge covered. Pit 1 (10 marks) Pit 2 (10 marks) Pit 3 (10 marks) End point:		State **two** reasons why people may choose to follow a vegetarian diet. Name **two** sources of protein found in a vegetarian diet.