

Year 10 Food Learning Outcomes

Unit 1: Food Provenance and Aspects of Science, Safety and Choice

Food provenance

- Food Sources.
- Food and the environment.
- The secondary stages of food processing and production.

Aspects of food science, food safety and food choice

- Functional and chemical properties of food: raising agents.
- How to store food safely.
- Recipe modification / investigative work.
- Developing practical skills in hob and oven use, the rubbing in method, handling a dough and shaping, batter making, the whisking method, piping, yeast cookery, test for readiness, judging and modifying sensory properties.
- Recipes will include scones, pancakes, bread rolls, pizza or calzone, Chelsea or iced buns.

Unit 2: Food Nutrition and Health with Aspects of Science, Safety and Choice

Food provenance

- Factors affecting food choice.
- Food labelling and packaging.
- Study of aspects of British cuisine.

Aspects of food science, food safety and food choice

- Why is food cooked?
- Methods of transferring heat to food.
- Developing practical skills in hob and oven use, use of eggs, test for readiness, knife skills, judging and modifying for sensory properties, use of the processor.
- Recipes will use shortcrust pastry, choux pastry, rough puff pastry, rich sweet pastry.

Unit 3: Food Provenance, Nutrition and Health

Food nutrition and health

- Nutrients in food.
- Carbohydrates and protein.
- Nutritional needs and health.
- Study aspects of British and international cuisine.

Aspects of food science, food safety and food choice

- Functional and chemical properties of food, with a focus on proteins and carbohydrates.
- Primary stages of food processing and production.
- How to store and cook food safely.
- Bacterial contamination and food poisoning.
- Developing practical skills in hob use, knife skills, judging and modify sensory properties with main meals and puddings.
- Recipes will develop an investigative approach to explore: the use of carbohydrates and protein sources, develop an understanding of dietary needs, the effect of the cooking method on the final dish.

Unit 4: Food Science, Safety and Choice

Food nutrition and health

- Nutrients, vitamins and minerals.
- Making informed food choices.
- Considering British and International cuisine.

Aspects of food science, food safety and food choice

- Functional and chemical properties of food, with a focus on proteins and carbohydrates.
- Primary stages of food processing and production.
- How to store and cook food safely.
- Bacterial contamination and food poisoning.
- Developing practical skills in hob and oven use, the function of sweating vegetables, knife skills, sauce making, using the processor and blender, use of a steamer, judge and modify sensory properties.
- Recipes will use the creaming method, pastry making, soup making and revision of a bread dough.
- Time plan writing.

Year 11 Food Learning Outcomes

Unit 1: NEA – Food Investigation

- Introduction to task requirements: investigating the functional and chemical properties of ingredients in dishes such as pastry, bread and batters.
- Choose and analyse the task, researching the topic thoroughly.
- Understand how to carry out a practical investigation into the topic, and complete successfully.
- Develop and refine general practical skills such as knife skills, food preparation skills, using equipment, cooking methods.
- Increase repertoire of complex skills such as jointing a chicken, filleting fish, making ravioli from pasta dough, piping choux pastry accurately.
- Analyse the results of this investigation and evaluate approaches used.

Unit 2: NEA 2 – Food Preparation

- Introduction to task requirements: cooking dishes for a particular dietary group, life stage or culinary tradition.
- Choose and analyse the task, researching the topic thoroughly.
- Demonstrate a range of technical skills such as showing how dishes can be made from raw ingredients, showing a variety of preparation methods, varied use of equipment and cooking methods.
- Record technical skills in a diary.
- Plan the final menu which should show recipe modification and development, a wide range of technical skills, preparation and cooking methods, use of a range of equipment.
- Create and follow a time plan in a 3-hour practical exam, ensuring the dishes are made and presented to a high standard.

Unit 3: NEA 2 – Food Preparation

- Introduction to task requirements: cooking dishes for a particular dietary group, life stage or culinary tradition.
- Choose and analyse the task, researching the topic thoroughly.
- Demonstrate a range of technical skills such as showing how dishes can be made from raw ingredients, showing a variety of preparation methods, varied use of equipment and cooking methods.
- Record technical skills in a diary.
- Plan the final menu which should show recipe modification and development, a wide range of technical skills, preparation and cooking methods, use of a range of equipment.
- Create and follow a time plan in a 3-hour practical exam, ensuring the dishes are made and presented to a high standard.

Unit 4 & 5: Revision

- Use class notes and revision guides to revise the theory work, learning the key terms, drawing mind maps and carrying out the activities as suggested.
- Keep recipe portfolio up to date and practise skills outside of lessons.