

Food Preparation and Nutrition Long Term Plan Year 10 2020-21

Temperance Term

W/C	7 September	14 September	21 September	28 September	5 October	12 October	19 October	Half term
Topic	H&S	Diet	Eatwell Guide	Eatwell Guide	Eatwell Guide	Eatwell Guide	Garnishing	
Min 1 Task & Learning Journey & Plenary	Induction to course Health, Safety and Hygiene Course specification, assessment and tasks	Healthy balance, diet through life, planning a meal for a teenager Practical – meal for a teenager	Protein HBV, LBV, deficiency and protein requirements. Practical- Student choice: Dish high in protein. Demonstrate protein complementation	Carbohydrates, Simple and complex. Fibre, NSP and breakdown of carbohydrates Practical: High Fibre Muffins	Definition and function of Fats. Fat storage and use of fats within both body and diet. Practical: Pastry tartlets	Micronutrients. Vitamins and minerals. Application of both to body and dishes, deficiencies and sources. Practical: Vegetable stir fry	Technical skills Showcase. Garnishing, application of techniques and chef level skills Basic- complex. Evaluation of practical skills- areas to improve Practical- Application Showcase. Plate up and garnish	
Challenge		Tailored dietary need with teenage diet	Shows understanding and application of both HBV and LBV Protein	Application of fibre and fibre sources to practical outcome	Use of 2 types of pastry with correct application	Knife skills- 6 knife skills shown through slicing and dicing (shet may be used to help assess work)	Creation of 2 or more complex level garnishing	
Assessment & Homework		Teacher marked and assessed. Seneca learning unit 1- part 1	SMHW marked quiz Seneca learning unit 1- part 2	Student Peer Assessment Seneca learning unit 1- part 3	Self assessment against criteria Seneca learning unit 1- part 4	Self assessed practical and evaluation against criteria Seneca learning unit 1- part 5	Teacher marked and assessed. Seneca learning assessment	
W/C	2 November	9 November	16 November	23 November	30 November	7 December	CHRISTMAS	
Topic	H&S	H&S	Diet	Diet/ H&S Application	Diet/ H&S Application	Diet/ H&S Application		
Min 1 Task & Learning Journey	Hygiene and safety Nutritional analysis Producing time plans for making Calculating costs Practical – celebration starter dish	Sensory analysis and profiling. Use and application of profile and future application of results. Practical- Independent recipe	Adapting recipes Special dietary needs. Analysis of several different needs and comparison of needs. Chef application and how needs are met in kitchens Practical- <i>Layered dessert</i>	Christmas challenge Application of studies through live brief in link with CFS Friends. Practical- Product of students choosing in teams	Christmas challenge Application of studies through live brief in link with CFS Friends Practical- Product of students choosing in teams	Evaluation of Christmas challenge. Adaption of product, how could the product be changed to suit other needs		
Challenge	Dish shows high level of H&S and can be verbally communicated	Recipe shows 3 GCSE skills at complex level	Sauce created from scratch (either custard, crème anglaise or caramel)	Costing and analysis of recipes compared to find best product	Application of recipe and application of H&S throughout project, lading others to do so.	Adaptions stated through life stage and dietary need		
Assessment & Homework	Teacher assessed through verbal communication Seneca learning unit 2- part 1	Peer marked and assessed against set criteria Seneca learning unit 2- part 2	Peer assessed, even layers, sauces holding texture, no soggy bottoms. Seneca learning unit 2- part 3	Self/ Teacher assessed through the challenge process against set criteria Seneca learning unit 2- part 4	Self/ Teacher assessed through the challenge process against set criteria Seneca learning unit 2- part 5	Self/ Teacher assessed through the challenge process against set criteria Seneca learning unit 2- Assessment		

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Justice Term

W/C	4 January	11 January	18 January	25 January	1 February	8 February	HALF TERM
Topic	Life Stages	Life Stages	Assessment	Assessment	Assessment	Assessment	
Min 1 Task & Learning Journey	Eatwell guide The importance of consuming the right diet and different life stages. Application of diet to life stage through practical method. Practical- Main dish suitable for a specific life stage (drawn from research)	Energy Application of food in the body, production of energy and how various needs are met through life stages. Practical- Sausage rolls	Mock NEA2	Mock NEA2	Mock NEA2	End of module test Revision of previous work and assessment.	
Challenge	Creation of main dish in 45min making sure it meets 4 out of the 6 criteria set	Adaption of recipe to meet needs of an athlete	Complex level dishes created in section B & D (sheets may be used to assist)	Complex level dishes created in section B & D (sheets may be used to assist)	Dishes selected must use 10 of the 12 GCSE skills	Evaluation must show nutritional breakdown and future practical applications	
Assessment & Homework	Self assessed against set criteria Seneca learning unit 3- part 1	Self assessed against set criteria Seneca learning unit 3- part 2	Teacher assessed within guidelines with exam board Seneca learning unit 3- part 3	Teacher assessed within guidelines with exam board Seneca learning unit 3- part 4	Teacher assessed within guidelines with exam board Seneca learning unit 3- part 5	Teacher assessed within guidelines with exam board Seneca learning unit 3- Assessment	
W/C	22 February	1 March	8 March	15 March	22 March	29 March	
Topic	Food Safety Certification	Food Safety Certification	GCSE Practical Skills	GCSE Practical Skills	GCSE Practical Skills	GCSE Practical Skills	EASTER
Min 1 Task & Learning Journey	Food Safety certificate – Unit based food safety certificate L2	Food Safety certificate – Unit based food safety certificate L2	GCSE Skills- S11 chemical raising agents. Application of raising agents investigation. Plan, experiment and evaluation. The use of self raising flour, baking powder, bicarbonate of soda. Steam as a raising agent: Use of steam in a mixture (choux pastry, batter) Biological raising agent: Use of yeast in breadmaking. Practical- investigation into raising agents	GCSE Skills S8 Sauce making. Starch Based: Sauce demonstrating starch gelatinisation such as: roux, all in one, blended, infused velouté or béchamel. How starch/liquid ratios affect viscosity. Reduction: Reduction sauce to show how evaporation concentrates flavour. Eg tomato pasta sauce, curry sauce, gravy, meat sauce (including meat alternatives such as mycoprotein and textured vegetable protein) to show how evaporation concentrates flavour and changes the viscosity of the sauce. Emulsion: Make an emulsion sauce such as a salad dressing, demonstrating an understanding of how to stabilise an emulsion. Practical- Mayonaise/ roux sauce	GCSE Skills S7 Prepare, combine and shape. Jointing a chicken and application of parts in various recipes. Demonstrating the technical skill of preventing cross contamination and handling high risk foods correctly. Practical- Jointing a chicken	GCSE Skill 9 Tenderise and marinade. How acids denature protein. Marinades add flavour and moisture when preparing vegetables, meat, fish and alternatives. Practical- Mediterranean chicken	
Challenge	Reach all questions completed in modules	Reach all questions completed in modules	Compare various methods and experiment to see which raising agent gives the best outcome. Analyse and evaluate throughout	Create a flavoured mayonnaise that does not split	Joint the chicken without any assistance	Create own marinade and combine with manual tenderisation	
Assessment & Homework	Online assessment Seneca learning unit 4- part 1	Online assessment Seneca learning unit 4- part 2	Teacher assessed, VF given Seneca learning unit 4- part 3	Self/ peer assessment on successful methods of sauce making Seneca learning unit 4- part 4	Teacher assessed, VF given Seneca learning unit 4- part 5	Peer assessed (sensory analysis)	

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Courage Term

W/C	19 th April	26 th April	3 rd May	10 th May	17 th May	HALF TERM
Topic	Assessment	Assessment	Assessment	Assessment	Assessment	
	Mock NEA1	Mock NEA1	Mock NEA1	Revision for FPN exam	Revision for FPN exam	
Challenge	Independently investigate task – research into possible background of task	Independently investigate task and evaluate outcomes	Practical application of research and evaluated work to create final outcome. No assistance from teacher or use of writing frames.	Reach top band marking in practice questions – use improvements from previous questions	Reach top band marking in practice questions	
Assessment	Teacher assessed within guidelines with exam board Seneca learning unit 5- part 1	Teacher assessed within guidelines with exam board Revision for Mock	Teacher assessed within guidelines with exam board Revision for Mock	Year 10 Mock Exams		
W/C	7 th June	14 th June	21 st June	28 th June	5 th July	12 th July
Topic	Work Experience	Heat Transfer/ Cultural foods	Cultural foods	Cultural foods	Cultural foods	Evaluation
		Heat transference- application and reaction. Factors that influence what we eat. Culture and cuisine of other cultures – influences on our diet Practical – Chow mein/ Curry	International foods sensory analysis, links to health and deficiencies. Food miles and carbon footprint. Practical- lasagne	Great British afternoon tea- Task based around afternoon tea. Students will need to follow live brief	Great British afternoon tea- Task based around afternoon tea. Students will need to follow live brief - serving to guests	Evaluation of year 10- Area's students have done well in, areas for improvement. Skills to prepare students for year 11 and coursework.
Challenge		State and apply 2 types of heat transference to chosen dish	Adapt lasagne to link with sensory analysis results	Lead task and adapt recipes to suit dietary requirements	Lead task and adapt recipes to suit dietary requirements	Full Evaluation stating criteria points and future application of skills
Assessment		Peer assessed (analysis matrix used) Seneca learning unit 5- part 2	Self/Peer assessment on set criteria Seneca learning unit 5- part 3	Teacher assessed- VF Given Seneca learning unit 5- part 4	Teacher assessed- VF Given Seneca learning unit 5- part 5	Self/Peer assessment on set criteria Seneca learning unit 5- Assessment