

# Food

## Long-Term Plan

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 10 Food preparation and nutrition	Topics to be covered:	<b>Topics to be covered:</b> Food commodities (Part 1)	<b>Topics to be covered:</b> Food commodities (Part 2)	<b>Topics to be covered:</b> Macronutrients and micronutrients (Part 1)	<b>Topics to be covered:</b> Macronutrients and micronutrients (Part 2)	<b>Topics to be covered:</b> Diet and good health  Plan balanced diet (Part 1)	<b>Topics to be covered:</b> Plan balanced diet (Part 2)
	Skills to be developed:	<b>Skills to be developed:</b> An understanding of the following topics:  Bread, cereals, flour, oats, rice, potatoes and pasta  Fruit and vegetables	<b>Skills to be developed:</b> An understanding of the following topics:  Milk, cheese and yoghurts  Meat, fish, poultry and eggs  Soya, tofu, beans, nuts, seeds  Butter, oil, margarine  Sugar and syrup	<b>Skills to be developed:</b> An understanding of the following topics:  Protein  Fats and oils	<b>Skills to be developed:</b> An understanding of the following topics:  Carbohydrates  Vitamins  Water	<b>Skills to be developed:</b> An understanding of the following topics:  Energy  Recommended guidelines for healthy diet  Identifying how your age will change your nutritional requirements	<b>Skills to be developed:</b> An understanding of the following topics:  Identify how people's lifestyle choices and state of health change their nutritional needs
	Key assessments taking place:	<b>Key assessments taking place:</b> Food commodities assessment (Part 1)	<b>Key assessments taking place:</b> Food commodities assessment (Part 2)	<b>Key assessments taking place:</b> Macronutrients and micronutrients assessment (Part 1)	<b>Key assessments taking place:</b> Macronutrients and micronutrients assessment (Part 2)	<b>Key assessments taking place:</b> Diet and good health assessment	<b>Key assessments taking place:</b> Plan balanced diet assessment
	Key vocab	Leavened Unleavened Cultivated Perish Processed Wholegrain Fortified Extraction rate Rancid Weevils Harvested High risk food Tuber Skin Flesh Pith Toxic Durum wheat Endosperm Extruded Seasonal Cellulose	Pasteurisation Ultra Heat Treated Bacteria Concentrated Lactose Fermented Ripened cheese Unripened cheese Connective tissue Digestible Reared Food poisoning Porous Soya Tofu Beans Nuts Seeds Aeration Shortening Sugar cane Sugar beet	Macronutrients Micronutrients Amino acids Essential amino acids High Biological value proteins Low Biological value proteins Complementary proteins Dietary Reference Value Lipids Satiety Saturated fats Unsaturated fats Monounsaturated Polyunsaturated Trans-fatty acids Hydrogenation Visible fats Essential fatty acids	Monosaccharides Disaccharides Intrinsic sugars Extrinsic sugars Polysaccharides Fibre/non-starch polysaccharides Soluble fibre Insoluble fibre Fat-soluble vitamins Water-soluble vitamins Minerals Trace elements	Recommended Daily Intake Complementary actions Plant-based non-haem iron Basal Metabolic Rate Physical Activity Level Estimated Average requirements Peak bone mass Osteoporosis Anaemia Pernicious anaemia	Halal Haram Kosher Lacto-ovo vegetarian Lacto vegetarian Vegan Body Mass index Coeliac disease Type 2 diabetes Cardiovascular disease Coronary heart disease Cholesterol Angina Dental caries Allergy Lactose intolerance Gluten
	Opportunities for retrieval practice:						

Questioning, 'Do now' tasks, quizzes, home learning tasks, revision sessions, end of term test and assessments are all used for retrieval practice each half term.
--

		Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 11 Food preparation and nutrition	Topics to be covered:	<b>Topics to be covered:</b> NEA: Cooking and food preparation (Part 1)	<b>Topics to be covered:</b> NEA: Cooking and food preparation (Part 2)  NEA: Preparation and cooking techniques (Part 1)	<b>Topics to be covered:</b> NEA: Preparation and cooking techniques (Part 2)	<b>Topics to be covered:</b> NEA: Developing recipes ad meals	<b>Topics to be covered:</b> Where food comes from	<b>N/A</b>
	Skills to be developed:	<b>Skills to be developed:</b> An understanding of the following topics:  How sensory perception guides the choices that people make  Sensory quality of food and taste testing  The choices that people make about foods according to religions, culture or ethical belief	<b>Skills to be developed:</b> An understanding of the following topics:  How to make informed choices about food and drink to achieve and varied and balanced diet, including an awareness of portion size and cost  Planning for cooking a single dish  Planning for cooking a number of dishes in one session	<b>Skills to be developed:</b> An understanding of the following topics:  Presentation and food styling  Working safety  Working independently  Using sensory descriptors appropriately and correctly	<b>Skills to be developed:</b> An understanding of the following topics:  Considering the influence of lifestyle and consumer choice  Current dietary advice  Considering nutritional needs and food choices  Developing, reviewing and making improvements  Managing your time and costs  Using your testing and sensory evaluation skills  Explaining, justifying and presenting your ideas  Making decisions about which techniques are appropriate.	<b>Skills to be developed:</b> An understanding of the following topics:  Food origins where and how foods are grown, reared, or caught  Food miles  Sustainability of food  Food security  Food manufacturing Culinary traditions.  Primary stages of processing and production.  Secondary stages of processing.  How processing affects the sensory properties of ingredients.  Technological developments that support food processing and production.  The positives and negative effects of food modification on health	
	Key assessments taking place:	<b>Key assessments taking place:</b> NEA: Cooking and food preparation assessment (Part 1)	<b>Key assessments taking place:</b> NEA: Cooking and food preparation assessment (Part 2)	<b>Key assessments taking place:</b> NEA: Preparation and cooking techniques assessment (Part 1 & 2)	<b>Key assessments taking place:</b> NEA: Developing recipes ad meals assessment	<b>Key assessments taking place:</b> Where food comes from assessment	
	Key vocab	Sensory perception Taste receptors	Dovetailing Colloidal foam Bridge hold Claw grip	Garnish Citrus Piping Glazing	Religious beliefs Ethical choices Pregnancy Illnesses	Imported Polytunnel High-yield Factory farms	

	Lingual papilla Umami Olfactory system Olfactory cortex Somatosensory cortex Sensory analysis Ratings test Profiling test Star profile Seasonality	Blanch Tenderise Marinate Emulsifier Infused sauce Reduction sauce Roux sauce All-in-one sauce Emulsion Gelation Infusion Jus Reduction	Personal hygiene Cross-contamination Storage Prevent Safety equipment Spillages Cleaning Taste Flavour Smell Appearance Texture	Lifestyle Limited budget Government advice Portions Recommended Daily Intake Eatwell Guide Intolerances Cooking processes and methods Taste tests Explain Justify	Organic farms Trawling Purse-seining Dredging Farmed fish Food miles Carbon footprint Global warming Tampering Laminated Biodegradable Food security Cuisine Sous vide Primary food Primary processing Secondary processing Curing Additives	
Opportunities for retrieval practice: Questioning, 'Do now' tasks, quizzes, home learning tasks, revision sessions, end of term test and assessments are all used for retrieval practice each half term.						