Year 10 Topic: AT1 **1.1 Macronutrients: Protein – meat, poultry, fish & shellfish, eggs, milk and dairy.**		**Duration: 24 lessons**	**Composite: Unit and test**
Key vocabulary:	**Core knowledge Components**	**Powerful knowledge components crucial to commit to long term memory**	**Links to previous and future topics**
Nutrients Macronutrients Protein Function Structure Denaturing Coagulation Ceviche Commodity TVP Fillet Portioning Salmonella LBV HBV	• What is a food commodity? • What are the three macronutrients? • What is the main function of protein in the body? • Which foods belong to this group: Protein? (meat, fish, eggs, milk, cheese, soya, lentils, nuts, seeds, Textured Vegetable Protein). • What happens when protein is denatured? • What happens to meat when heat is applied? • Can you identify different types and cuts of meat? • What is the difference between an expensive and a cheaper cut of meat? • Understand the correct safety and storage for meat. • Be able to prepare, form, shape and cook different types of meats, poultry, and fish. • Be able to use eggs, milk and diary in practical cookery. • How are eggs produced? • Identify alterative protein foods • What are the nutritional benefits of eating: meat, poultry, fish, eggs, milk and diary. • **Practical skills**: meatballs, Cornish pasties, chicken stir fry, swiss roll, mayonnaise, egg custards, sausage rolls, potato croquettes, rice pudding, lemon cheesecake, lentil dhal/bake, chickpea curry, Quorn stir fry.	• Explain the term commodity • Understand what nutrient and a macronutrient is. • What foods are sources of protein. • How heat causes denaturation of protein (food science) • Identify types and cuts of meat, different poultry and fish. • Identify sources and function of eggs. • Prepare and cook recipes that contain different meats. • How to fillet and prepare meat and poultry – portioning a chicken and a flat fish. • The correct hygiene, safety and storage of meats, poultry, fish, eggs, milk and diary.	All practical sessions; as students use a variety of foods from all groups Macronutrients and micronutrients occur in ALL future modules as they are the foundation for all GCSE topics; function, source, excess and deficiency.

Impressive reading	**Impressive speaking**	**Impressive writing**	**Resilience**	**Employability via:**
• Reading text book sources • Use of reading list • Fish quiz – food sustainability The Guardian • Meat and education website • www.mjseafood.com • Foodafactoflife.org • www.britishcheese.com	• Practical work – in grouped work stations • Group quiz • Q&A – think hard planned question every lesson.	• Worksheet tasks • Google classroom • Research question and answer • Time plan • Food for a PC menu planning and analysis	To think outside the box and assess experimental possibilities. Recognise mistakes and reassess experimental situations. Share mistakes and problem solve together (class and group)	Practical: teamwork, time keeping, organisation, financial planning (shopping), problem solving, food preparation, understanding of food and food science. • Food technologist. • Nutritional therapist. • Product/process development scientist. • Quality manager, production manager, purchasing manager • Regulatory affairs officer. • Scientific laboratory technician, Research Scientist (life sciences) • Technical brewer • Toxicologist

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- **Cultural capital:** career links, use of relevant news articles, protein as a nutrient in the diet and it's uses. Cooking a repertoire of healthy balanced meals, treats and snacks that contribute to a well-balanced diet**.**
- **Knowledge skills and confidence:** building on practical cookery skills using meat and high-risk poultry and fish.
- **Key vocabulary :** introduced at the start of the topic and in each specific lesson, followed with THINK HARD questioning.
- **Repetition:** knowledge based questions throughout the lesson, and a question at the start of each lesson about the previous lesson/topic with links
- **Multi-sensory:** practical demonstrations (teacher led) e.g. filleting a chicken and a flat fish
- **Technology :** skills demonstration videos Educas GCSE resources page.

Y10 Topic: AT2 **1.2 Macronutrients: Carbohydrates – cereal foods, sugar and fibre**		**Duration: 18 lessons**	**Composite: Topic and test inc. mock exam**
Key vocabulary:	**Core knowledge Components**	**Powerful knowledge components crucial to commit to long term memory**	**Links to previous and future topics**
Carbohydrates: simple and complex Digestion Monosaccharides Disaccharides Fibre NSP – non starch polysaccharide Intrinsic sugar Extrinsic sugar Soluble fibre Insoluble fibre Starch Coeliac disease Gluten	• What is the main function of carbohydrate in the body? • Which foods belong to this group? (think yellow section if the Eatwell guide) • What are the differences between the types of carbohydrates? • What chemical changes take place during digestion? • Can you name 4 examples of cereal foods? • Can you identify why wholegrain cereal foods are so beneficial in the diet? • You will complete a number of practical lessons hygienically and successfully whilst working independently. • During your practical lessons you will be able to explain the nutrient content of your finished product. • **Practical skills:** flapjack and muesli bars, pizza, calzone, risotto, pasta, jam tarts, scones, shortbread, puff pastry, palmier, Victoria sponge, eclairs and choux buns.	• Explain the term commodity • Define the difference between macro and micronutrients (recall) • How heat changes carbohydrate-based foods: Dextrinisation • Identify types of cereal foods • Know why we need carbohydrates and what they do for the human body • Know the role of fibre in the body • How carbohydrates are digested and broken down by the body • Know the difference between simple and complex carbohydrates	All practical sessions; as students use a variety of foods from all groups Macronutrients and micronutrients occur in ALL future modules as they are the foundation for all GCSE topics; function, source, excess and deficiency.

Impressive reading	**Impressive speaking**	**Impressive writing**	**Resilience**	**Employability via:**
• Reading text book sources • Use of reading list • Core text and CGP guide • www.tes.com/teaching-resource/bread-from-around-the-world-6015105 • • Foodafactoflife.org	• Practical work – in grouped work stations • Group quiz • Public speaking – group team task • Self-assessment with teacher • Q&A – think hard planned question every lesson.	• Worksheet tasks • Google classroom • Research question and answer • Time plan • Food for a PC menu planning and analysis	To think outside the box and assess experimental possibilities. Recognise mistakes and reassess experimental situations. Share mistakes and problem solve together (class and group)	Practical: teamwork, time keeping, organisation, financial planning (shopping), problem solving, food preparation, understanding of food and food science. • Food technologist. • Nutritional therapist. • Product/process development scientist. • Quality manager, production manager, purchasing manager • Regulatory affairs officer. • Scientific laboratory technician, Research Scientist (life sciences) • Technical brewer • Toxicologist

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Technology: Educas dynamic video resource (link on dynamic resource), www.riceassociation.org.uk/content/1/10/varieties.html , www.youtube.com/watch?v=Wqv6RThDmpg how to make pastry, bda,co.uk (sugar), bbc.co.uk/news

- **Cultural capital:** career links, use of relevant news articles, carbohydarte as a nutrient in the diet and it's uses. Cooking a repertoire of healthy balanced meals, treats and snacks that contribute to a well-balanced diet**. Understanding different needs and dietary restrictions e.g. coeliac disease.**
- **Knowledge skills and confidence:** building on practical cookery skills using cereal foods.
- **Key vocabulary :** introduced at the start of the topic and in each specific lesson, followed with THINK HARD questioning.
- **Repetition:** knowledge based questions throughout the lesson, and a question at the start of each lesson about the previous lesson/topic with links

Y10 Topic: AT2 **1.3 Macronutrient: Fats and Oils**		**Duration: 4 lessons**	**Composite: Unit and test**
Key vocabulary:	**Core knowledge Components**	**Powerful knowledge components crucial to commit to long term memory**	**Links to previous and future topics**
Properties Unsaturated Polyunsaturated Monounsaturated Saturated Trans fatty acids Hydrogenation Visible fat Invisible fat Essential fatty acids Lipids Satiety	• I understand the functions and properties of fats and oils. • Which foods are high in fat? • Why is fat good for me, but I can be bad as well? • I know the different functions of different fats. • Why does the body need fat? • I can explain the different chemical structures of saturated and unsaturated fats. • What is a hidden fat? (give an example) • What is a visible fat? (give an example) • What are the health issues a diet high in fat can lead to?	• I can recall the difference between a macro and a micronutrient • I already know why the body needs protein and carbohydrates (recall) • Why the body needs fat • What the difference is between saturated and unsaturated fats • I can name sources of good and bad fats • I can name the uses of fat in cooking and why we like it so much.	All practical sessions; as students use a variety of foods from all groups Macronutrients and micronutrients occur in ALL future modules as they are the foundation for all GCSE topics; function, source, excess and deficiency

Impressive reading	**Impressive speaking**	**Impressive writing**	**Resilience**	**Employability via:**
• Reading text book sources • Use of reading list and GC • Core text and CGP guides • Use of flow chart recipes and time plans • Foodafactoflife.org • Huffington post news article • BBC news article	• Display of different fats and oils with discussion in groups and as a whole class (teacher led) • Group work and leadership via practical completion	• Time plan • Research and investigate and report class based tasks	To think outside the box and assess experimental possibilities. Recognise mistakes and reassess experimental situations. Share mistakes and problem solve together (class and group) To research and find out new unknown information confidently and independently	Practical: teamwork, time keeping, organisation, financial planning (shopping), problem solving, food preparation, understanding of food and food science. • Food technologist. • Nutritional therapist. • Product/process development scientist. • Quality manager, production manager, purchasing manager • Regulatory affairs officer. • Scientific laboratory technician, Research Scientist (life sciences) • Technical brewer • Toxicologist

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- **Cultural capital:** career links, use of relevant news articles, fat as a nutrient in the diet and it's uses. Cooking a repertoire of healthy balanced meals, treats and snacks that contribute to a well-balanced diet**. Understanding different needs and dietary restrictions e.g. CVD, CHD, Hypertension and heart attack.**
- **Knowledge skills and confidence:** building on practical cookery skills using fats and understanding their properties
- **Key vocabulary :** introduced at the start of the topic and in each specific lesson, followed with THINK HARD questioning.
- **Repetition:** knowledge based questions throughout the lesson, and a question at the start of each lesson about the previous lesson/topic with links

- **Technology:** bbc news article on website archive, task based worksheets using foodafactoflife.org.uk, video resource on fats (you tube).