Y10 Topic: SPR1 **2.1 Micronutrients : Vitamins and Minerals including commodity group fruits and vegetables**		**Duration: 22 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**
julienne, dice, shape, pipe, blend and juice Fat soluble vitamins (A&D) Water soluble vitamins (C and B group, E and K) Source Function Excess Deficiency	• I can discuss the **nutritional benefits** of fruit and vegetables. • I can identify which vitamins are in which fruit and vegetables. • What do the vitamins do in the body? E,g vitamin C, A an B group • What do minerals do in the body? E.g. Iron or calcium. • I know the difference between a vitamin and a mineral. • What is the role of fat soluble **Vitamin A and D** in the body • What is the role of water soluble **Vitamin C, B group, E and K.** • I can explain the source and **function** of vitamins and minerals in certain vegetables (at least 3) • I can confidently use knife skills to prepare fruits and vegetable • Name at least 3 **deficiency** diseases caused by not getting enough vitamins and minerals • Name problems caused by eating **too much (an excess),** of these vitamins and minerals.	• Knife skills: *julienne, dice, shape, pipe, blend and juice using fruits and vegetables* • Recall all the fat and water soluble vitamins , with examples of source, excess and deficiency. • To cook and prepare vitamin and mineral rich foods, so when meal planning I have an awareness of nutritional content and balance. • To link certain fruits and vegetables to particular vitamins and minerals e.g. Carrots are high in vitamin A, Oranges are high in Vitamin C.	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:**
• Using resources on: food a fact of life.org , www.cleapps.org.uk, • Use of reading list and GC • Core text and CGP guides • Use of flow chart recipes and time plans	• Completing experiments in groups reporting back to class • Group work and leadership via practical completion	• Using food for a PC to work out the balance of a meal, and completing a nutritional analysis. • 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 and dietician. • Product/process development scientist. • Quality manager, production manager, purchasing manager • Regulatory affairs officer. • Scientific laboratory technician, Research Scientist (life sciences) • Technical brewer • Toxicologist

SEND:

- **Cultural capital:** career links, use of relevant news articles, vitamins and minerals in the diet and their roles in bodily function. Cooking a repertoire of healthy balanced meals, treats and snacks that contribute to a well-balanced diet**. Understanding different needs and dietary restrictions related to a diet that has an excess or a deficiency in one or several of these vitamins and minerals (links to health and wellbeing and a healthy mind)**
- **Knowledge skills and confidence:** building on practical cookery skills using fruits and vegetables and how to help a fussy eating maintain a balance 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, CLEAPPS.org task, foodafactoflife.co.uk , task based worksheets using foodafactoflife.org.uk, video resource 'Mrs G cookery videos' (you tube).

Y10 Topic: SPR2 **2.2 Energy – BMR, PAL, EAR.**		**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**
Basal metabolic rate Physical activity level	• Why do we need energy for our bodies to function? • Can you list all the energy-requiring functions of the body? • Can you identify which foods provide the most energy? • I can explain the following terms: Basal metabolic rate (BMR), Physical activity level (PAL) and estimated average requirement (EAR) • I can recall the number of calories a person needs • I can plan, prepare and make foods that are balanced in energy for the right age group based on that person's level of activity to suit their energy needs.	• BMR, PAL and EAR – how these affect how much energy a person needs • Foods that are high in energy • The effects of a diet that isn't balanced and too high in energy rich foods	All practical sessions; as students use a variety of foods from all groups Eatwell and Government guidelines 2.3

Impressive reading	**Impressive speaking**	**Impressive writing**	**Resilience**	**Employability via:**
• Using resources on: foodafactoflife.co.uk, nuffieldfoundation.org, calculater.net. • Use of reading list and GC • Core text and CGP guides • Use of flow chart recipes and time plans	• Completing experiments in groups reporting back to class • Group work and leadership via practical completion	• Using food for a PC to work out the calorie content of a dish, and completing a nutritional analysis. • Time planning • 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 and dietician. • Product/process development scientist. • Quality manager, production manager, purchasing manager • Regulatory affairs officer. • Scientific laboratory technician, Research Scientist (life sciences) • Technical brewer • Toxicologist

SEND:

- **Cultural capital:** career links, use of relevant news articles – sports personalities and individuals that require different levels of energy recognising that there is difference between ages, groups, sizes of people and activity levels/lifestyles. Cooking a repertoire of healthy balanced meals, treats and snacks that contribute to a well-balanced diet**. Understanding different needs and dietary restrictions related to a diet high or low in energy.**
- **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, Nuffield health, calculator net, food for a PC software, foodafactoflife.co.uk, task based worksheets using foodafactoflife.org.uk, video resource 'Mrs G cookery videos' (you tube).

Y10 Topic: SPR2 **2.3 Eatwell and diets related to specific age groups**		**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**
Portion, Starchy carbohydrates, Constipation, Hydration, Digestion, Peak bone mass, Osteoporosis, Anaemia, Pernicious anaemia.	• Understand that healthy eating requires a balance of nutrients. • Be able to explain the Eatwell Guide and government guidelines. • Identify what changes need to be made to a given diet to make it balanced. • What are the energy requirements of young children/older adults? • Which nutrients do children/older adults need and why? (explain) • Be able to design, plan and make a meal for one of these groups.	• Know and recall the 8 healthy eating tips (.gov) • Identify all of the groups on the Eatwell Guide • Identify the nutritional needs of; babies toddlers children, adults and older adults • Plan a nutritionally balanced meal for a chosen group. • Understand what makes up a balanced diet	All commodity linked topics (micro and macronutrients) NEA2 planning yr10 mock and actual GCSE internal assessment and written exam.

Impressive reading	**Impressive speaking**	**Impressive writing**	**Resilience**	**Employability via:**
Using resources on: www.foodafactoflife.co.uk www.nuffieldfoundation.org.uk www.calculater.net www.nutrittion.org (BNF) www.royalvolunaryservice.org.uk Use of reading list and GC Core text and CGP guides Use of flow chart recipes and time plans	Completing experiments in groups reporting back to class. Group work and leadership via practical completion	Using food for a PC to work out the calorie content of a dish, and completing a nutritional analysis – energy balance, nutritional content, with percentages relating to RDAs. Time planning 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 and dietician. • Product/process development scientist. • Quality manager, production manager, purchasing manager • Regulatory affairs officer. • Scientific laboratory technician, Research Scientist (life sciences) • Technical brewer • Toxicologist

SEND:

- **Cultural capital:** career links, use of relevant news articles . Cooking a repertoire of healthy balanced meals, treats and snacks that contribute to a well-balanced diet**. Understanding different needs and dietary restrictions related to a diet high or low in energy.**
- **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, Nuffield health, calculator net, food for a PC software, foodafactoflife.co.uk, task-based worksheets using foodafactoflife.org.uk and dynamic learning Educas exam board resource package – via their GCSE website. Also see above links. Educas resource practical demonstration videos.

Y10 Topic: SPR2 **2.4 Lifestyle choices and needs – social, moral and cultural**		**Duration: 6-8 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**
Social, Moral, Cultural **Hinduism** (Hindus) **Islam** (Muslims) **Judaism** (Jewish). Christianity Sikhism Buddhism Rastafarianism Dietary rules Halal Haram Kosher Lacto-ovo Vegetarian Vegan BMI	**Religious diets:** **I can name the main three religions we study in food.** • I can discuss the factors affecting food choice. • I know that religions have rules on the eating and drinking of certain foods. • I can describe what the rules are. • I can prepare foods that have dietary rules in mind **Vegetarians:** **What are the different types of vegetarian?** • I can discuss the reasons why people choose to be vegetarian. • I can name and describe the differences between the types of vegetarians. • I can plan for alternative meals that will provide all the necessary nutrients. **Vegans:** **What is a Vegan?** • I understand the vegan diet and what nutrients might be lacking • I can identify which foods are suitable for vegans and where alternative sources of nutrients are found. • I can plan a week's meals for a vegan to include all the nutrients necessary for a balanced diet.	• The three main religions that are studied in food • The 3 types of vegetarians are and the ethical be and religious beliefs that may make people a vegetarian • Why social moral and cultural lifestyles can have an impact on diet • How cultural lifestyles affect diet • The dietary laws • Nutritional needs of a vegetarian and a vegan. • How to plan nutritionally balanced meals concerning these groups studied.	1.1 1.2 1.3 2.1 • NEA2 mock and • Internal assessment and written exam year 11 (GCSE)

Impressive reading	**Impressive speaking**	**Impressive writing**	**Resilience**	**Employability via:**
Using resources on: www.foodafactoflife.co.uk www.nuffieldfoundation.org teacher package dynamic learning, Use of reading list and GC Core text and CGP guides Use of flow chart recipes and time plans	Completing experiments in groups reporting back to class Group work and leadership via practical completion	Using food for a PC to work out the calorie/nutritional content based on specific RDAs, content of a dish, and completing a nutritional analysis. Time planning 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 and dietician. • Product/process development scientist. • Quality manager, production manager, purchasing manager • Regulatory affairs officer. • Scientific laboratory technician, Research Scientist (life sciences) • Technical brewer • Toxicologist

SEND:

- **Cultural capital:** career links, use of relevant news articles looking at diets that are socially, morally and culturally different (religion, vegetarianism, veganism) recognising that there is difference between ages, groups, sizes of people and activity levels/lifestyles and dietary laws. Cooking a repertoire of healthy balanced meals, treats and snacks that contribute to a well-balanced diet**. Understanding different needs and dietary restrictions related to dietary laws.**
- **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, Nuffield health, calculator net, food for a PC software, foodafactoflife.co.uk, task based worksheets using foodafactoflife.org.uk, video resource 'Mrs G cookery videos' (you tube). Dynamic learning and PPs. www.vrg.org.uk www.nhs.uk