Y10Topic: SUM1 **3.1 Diet related illness**		**Duration: 21 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**
Coeliac disease CVD CHD Stroke Anaemia Dental Caries Lactose Intolerance Obesity Fibre Type 2 diabetes Cholesterol Angina Allergy Gluten	**Obesity:** **How is obesity defined?** • I understand the problems associated with obesity. • I know how to prevent obesity. • I understand how to plan a reduction diet to help with weight loss. **CVD/ CHD/ Dental Caries/ Pregnancy/ Anaemia/ Coeliac disease/diabetes type2 /lactose intolerance and allergies:** **What medical conditions special diets?** • What is this condition? • Which medical conditions that require special diets? • I can identify these conditions. • I can suggest suitable foods for these conditions • I can plan and make dishes to suit 2 of the diet relate illnesses • I can plan and make meals calculating energy balance, nutritional values, reducing fat, salt and sugar and increasing fibre	• I can recall the names all the diet related illnesses • I can explain why someone might be suffering from a diet related illness • I can suggest ways to improve diet and, in some cases, reverse the effects (symptoms/problems) • I can plan a menu to suit a specific dietary need • I can improve a person's lifestyle choices to help them improve their health in the short and long term	1.1 1.2 1.3 2.1 2.2 2.3 2.4 NEA 2 mock yr10 NEA 2 yr. 11 Written GCSE exams including mocks/e weeks.

Impressive reading	**Impressive speaking**	**Impressive writing**	**Resilience**	**Employability via:**
Using resources on: www.foodafactoflife.co.uk www.nuffieldfoundation.org teacher package dynamic learning, www.diabetes.org, www.bhf.org.uk (British heart foundation) 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 Class directed Q&A – teacher and peer	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. Planning to cook for specific dietary needs with justification and reasoning 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:** Understanding that some people have very specific dietary needs for serious health illness and disease conditions. Understanding a legal responsibility and duty of care as a food handler. Cooking a repertoire of healthy balanced meals, treats and snacks that contribute to a well-balanced diet/ diet related health issue**. Understanding different needs and dietary restrictions.**
- **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

Y10 Topic: SUM1/2 • **Scientific reactions** • **NEA1 Trial scientific experiment**		**Duration: 6 lessons**	**Composite:**
Key vocabulary:	**Core knowledge Components**	**Powerful knowledge components crucial to commit to long term memory**	**Links to previous and future topics**
Protein denaturation Starch degradation Maillard reaction Caramelisation Coagulation Starch gelatinisation Conduction, convection, radiation . Palatability Sensory	• Why do we cook food? • I can explain the specific reasons why we cook food. • What is the chemistry involved when cooking food? **Food science – I can recall and name the following (links to yr9 topic):** • Millard reaction • Coagulation • Raising, dissolving, and thickening • Toxins • Food presentation • What is Heat Transfer? *conduction, radiation, convection.* • Bacteria in food – good v bad, how is it used?	• The scientific changes that occur when cooking food • The reasons why we have to cook some foods • To be able to define the following terms (with practical examples of cookery): • Protein denaturation • Starch degradation • Maillard reaction • Caramelisation • Coagulation • Starch gelatinisation • Conduction, convection, radiation . • Palatability	All practical's that you can make a link with the science! Year 9 scientific reactions – NEA1 mock Year 11 NEA1 Scientific questioning IN GCSE papers

Impressive reading	**Impressive speaking**	**Impressive writing**	**Resilience**	**Employability via:**
•	•	•		

Communication and Interaction	**Cognition and Learning**	**SEMH**	**Physical/Sensory**

Y10 Topic: SUM1/2 • **Scientific reactions** • **NEA1 Trial scientific experiment**		**Duration: 6 lessons**	**Composite:**
Key vocabulary:	**Core knowledge Components**	**Powerful knowledge components crucial to commit to long term memory**	**Links to previous and future topics**
Protein denaturation Starch degradation Maillard reaction Caramelisation Coagulation Starch gelatinisation Conduction, convection, radiation . Palatability Sensory	• Why do we cook food? • I can explain the specific reasons why we cook food. • What is the chemistry involved when cooking food? **Food science – I can recall and name the following (links to yr9 topic):** • Millard reaction • Coagulation • Raising, dissolving, and thickening • Toxins • Food presentation • What is Heat Transfer? *conduction, radiation, convection.* • Bacteria in food – good v bad, how is it used?	• The scientific changes that occur when cooking food • The reasons why we have to cook some foods • To be able to define the following terms (with practical examples of cookery): • Protein denaturation • Starch degradation • Maillard reaction • Caramelisation • Coagulation • Starch gelatinisation • Conduction, convection, radiation . • Palatability	All practical's that you can make a link with the science! Year 9 scientific reactions – NEA1 mock Year 11 NEA1 Scientific questioning IN GCSE papers

Impressive reading	**Impressive speaking**	**Impressive writing**	**Resilience**	**Employability via:**
Using resources on: www.foodafactoflife.co.uk 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 Class directed Q&A – teacher and peer	Time planning Research and investigate and report class-based tasks. Risk assessment using specialist equipment Analysis of you tube videos – convection currents	To think outside the box and assess experimental possibilities – cross curricular science. 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:** understanding food science for health benefits, food palatability, illness, disease, safety leading to an understanding of a legal responsibility and duty of care as a food handler. Cooking a repertoire of healthy balanced meals, treats and snacks that contribute to a well-balanced diet/ diet related health issue**. Understanding the way food reacts when science is applied and understood.**
- **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:** You tube food science videos, foodafactoflife.co.uk, task based worksheets using foodafactoflife.org.uk, video resource 'Mrs G cookery videos' (you tube). Dynamic learning and PPs.

Y10 Topic: SUM2
3.3 NEA2 Mock Menu (GCSE)

Duration: 6- 8 lessons

Composite: unit and mock NEA2

Key vocabulary:	Core knowledge Components	Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Hygiene Safety Primary research Secondary research Mise en place Time plan Dovetailing Quality control Questionnaire Sensory analysis Evaluation	I will be expected to choose a brief and design a meal following the below guidance: **Using a chosen brief, I will:** **Interpret and investigate my chosen option** **Showcase my technical skills** **evaluate my completed practical assessment and food outcomes.** • I will be expected to work **hygienically and safely**. • **Research and investigate** the task. • Produce an accurate and detailed **time plan** • **Create a menu** to showcase technical skills, focussing on presentation and photography • **Evaluate** outcomes using extended writing	• How to interpret and investigate a GCSE NEA2 brief • How to plan - to use a time plan • Creating a suitable menu based on all previous knowledge taught in yr10 where applicable • Create a menu that can showcase my skills to my best ability	1.1 – 2.3 Year 11 NEA Dec internal assessment

Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability via:
Pupils will have to interpret the task from the exam board, picking out key vocab and analysing there meaning. Pupils will have to research from a variety of course, interpret and pick out the key information and collect this information into research.	Pupils will be required to vocalise their questionnaire and other forms of research to ensure they have a good understanding of what is required from the task. Pupils will also have to vocalise the reasons they have chosen their menu and also the skills within their dishes.	Pupils will be required to produce extended piece of writing outlining the finding of their investigation.	Pupils encouraged to worked as independently as possible throughout their NEA. Pupils will produce their 3 course menu in 3 hours in an independent manner.	Teamwork, leadership, collaboration, time management, independent and group problem solving. Pupils will work towards and maintain a routine that helps them produce a food product hygienically and safely. Chef skills Menu planning for a specific need, budget and time frame.

SEND:

The following statements outline how the curriculum is planned to benefit SEND learners:

Pupils have been provided with an open activity as pupils experiments are self-lead through ensuring learner buy in.
NEA 2 is an opportunity for retrieval practical as it is building upon the prior knowledge of time plans and practical skills, pupils have also completed a Mock NEA 2 so therefore will be with the requirements and layout.
Pupil will be word processing their work, supporting accessibility.
NEA 2 is scaffolded with over learning as each section leads onto the next.
Pupil can visually see the outcomes and the effect of variables, allowing them to talk about first-hand experiences in their conclusion.

Pupils have the ability to pick recipes from recipes they have cooked throughout their time in food, providing pupils with a familiarity.