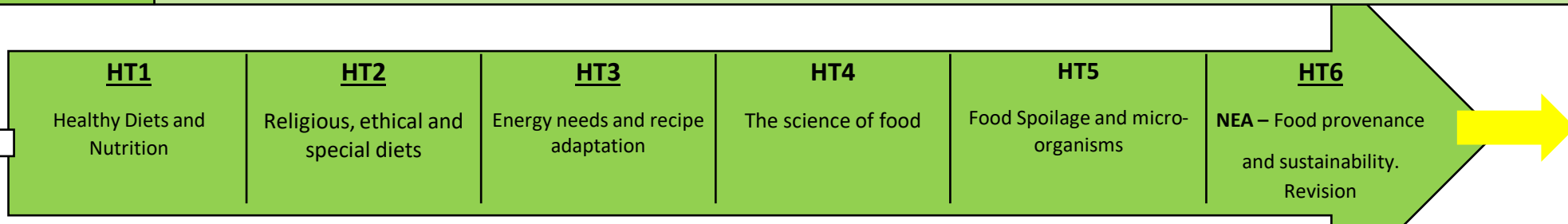


Sandbach School Design and Technology Curriculum:

Year 10 GCSE Food and Nutrition Curriculum Sequence

Consolidate:

Intent: To introduce key GCSE information & more challenging content. Pupils develop a deeper understanding of a range of ingredients, their application, provenance and their nutritional benefits. Through developing practical experiences and processes in Specialist Rooms, pupils learn to select ingredients and produce a range of products as well as considering and adapting recipes to suit special dietary requirements and evaluating their suitability for the target customer.



<p>Why These modules? Important to retain the information they have learnt in Year 9 on commodities and nutrients. Consolidation of practical skills related to the themes covered - Energy requirements, healthy eating guidance and religious diets are topics covered in the examination assessment.</p>	<p>Why These modules? To further investigate special diets to include religious diets, ethical beliefs, vegetarianism, veganism, pregnancy, obesity and Coeliacs. Continuation and consolidation of practical skills related to these and building on skills learnt in Year 9. Use of different ingredients related to the different diets.</p>	<p>Why These modules? Having looked at a range of diets that would need adaptations to make food products suitable students are now looking at ways they can calculate energy requirements for different groups and adapting diets to alter the nutrients they provide.</p>	<p>Why These modules? It is important that students understand the range of cooking techniques and why they are used. How the heat is transferred to effectively cook the food and which foods are suitable for each technique. This also requires an understanding of how certain foods (nutrients) react when heated.</p>	<p>Why These modules? Health and safety is paramount in food production and although it is taught throughout the course students need a deep understanding of food spoilage, bacterial growth and cross contamination in order to effectively manage it and perform tasks such as risk assessments. Moving onto other factors including the sustainability of food.</p>	<p>Why These modules? Completing the module by continuing to look at the sustainability and environmental impact of food production to consider food packaging considerations and ethical factors including food security and food poverty. It is also a good opportunity to use this half term to complete mini coursework assessment tasks in preparation for the coursework in Year 11.</p>
<p>National Curriculum Links Pupils will: Learn content in line with specification requirement 2 – Principles of Nutrition, 3 – Diet and Good Health and 6 – Cooking and Food Preparation.</p>	<p>National Curriculum Links Pupils will: Learn content in line with specification requirement 2 – Principles of Nutrition, 3 – Diet and Good Health and 6 – Cooking and Food Preparation.</p>	<p>National Curriculum Links Pupils will: Learn content in line with specification requirement 2 – Principles of Nutrition, 3 – Diet and Good Health, 4 – The Science of Food and 6 – Cooking and Food Preparation.</p>	<p>National Curriculum Links Pupils will: Learn content in line with specification requirement 4 – The Science of Food and 6 – Cooking and Food Preparation.</p>	<p>National Curriculum Links Pupils will: Learn content in line with specification requirement 4 – The Science of Food, 5 – Where food comes from and 6 – Cooking and Food Preparation.</p>	<p>National Curriculum Links Pupils will: Learn content in line with specification requirement 5 – Where food comes from and 6 – Cooking and Food Preparation.</p>
<p>HT1 supports: Students learning about different energy requirements, healthy eating guidance and religious diets.</p>	<p>HT2 Supports: Students learning about a range of special diets to include religious diets, ethical beliefs, vegetarianism, veganism, pregnancy, obesity and Coeliacs. Also including diets relating to health conditions, intolerances and allergies (diabetes, Coronary Heart Disease, Anaemia, Lactose Intolerance, a range of allergies).</p>	<p>HT3 Supports: Students learning about adapting ingredients within diets to either change the energy that certain foods will provide or change other nutrients such as increasing fibre or reducing fat, sugar or salt. Start to look at the science of food – caramelisation and the Maillard reaction.</p>	<p>HT4 Supports: Students learning about the science of food including heat transfer, the use of micro-organisms, the working characteristics of proteins, carbohydrates and fats.</p>	<p>HT5 Supports: Students learning about safe working practices, food spoilage and cross contamination, food poisoning, food waste, food provenance and food miles.</p>	<p>HT6 Supports: Students learning about food packaging, food poverty and food security. Consider and discuss ethical and environmental factors. Trial runs of coursework practice in preparation for Year 11 coursework tasks.</p>
<p>Feeds from: Learning from Year 9 where the range of commodities were investigated and their effects on diet, nutrition and health were briefly examined.</p>	<p>Feeds from: HT1 where we began to explore Religious diets we are now looking at a range of other diets which will need different considerations when producing food products for them.</p>	<p>Feeds from: HT2 where we looked at a range of special dietary needs. Students will use this knowledge to be able to apply the changes need to food products to make them suitable for a range of diets.</p>	<p>Feeds from: HT1, 2 & 3 where students have been producing dishes for a range of diets. This teaches them the science behind how the food is cooked and why certain nutrients react in different ways when cooked.</p>	<p>Feeds from: HT4 having started to look at the science of foods it is important to know how food spoils due to physical, chemical and biological factors. The starting to learn about food waste, food miles and provenance.</p>	<p>Feeds from: HT5 and completes ethical and environmental factors which affect food choice and production following on from food waste, food miles and food production and provenance.</p>