



# KESTEVEN AND SLEAFORD HIGH SCHOOL

## <<Food Preparation & Nutrition >> Scheme of Learning

### Year 10 Term 5

#### Intent – Rationale

This unit aims to develop and embed the full range of skills not yet covered through the course. With a highly practical basis the students will develop pace alongside their skills, as well as attention to detail and the knowledge to complete the presentation to higher standards in preparation of the NEA2 task.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Development of all previous skills from year 7 through to 10 Food Science studies from year 9 & 10 Equipment challenge in year 9 Purchasing of ingredients and the impact of cooking methods on nutrition and outcomes Planning Food provenance from year 8 & 10	<ul style="list-style-type: none"> <li>Preparation for the NEA2 task</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li>Food Science</li> <li>Maths – weighing</li> <li>Geography – Food Provenance</li> </ul>	<ul style="list-style-type: none"> <li>BV 2, 3, 4, 5</li> <li>SP1, 2, 3, 4</li> <li>M1, 2, 3,</li> <li>SO 1, 2, 3</li> <li>C1, 2, 4</li> <li>GB4 a, b, c, d, e, f, g, h, i</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li>Following written &amp; verbal instructions</li> <li>Research techniques and analysis</li> <li>Evaluation skills</li> </ul>	<ul style="list-style-type: none"> <li>Weighing/ Measuring</li> <li>Budgeting</li> <li>Costing</li> <li>Timing</li> <li>Portioning</li> </ul>



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### Year 10 Term 5 – Skills Requirement

#### Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?			
<p><b>Know</b></p> <p>How to use and apply a range of skills. Develop the understanding of when and how these skills can best be used. The types of ingredients that are suitable, the science behind their reactions and the functions of each in a variety of dishes. Knowing how to correctly select ingredients for the best outcome links to previous learning but is revisited to know how to produce a quality outcome.</p> <p><b>Apply</b></p> <p>The skills will be applied to a range of ingredients and dishes, to allow all capabilities the opportunity to expand their repertoire. This will prepare the students for further challenging practical dishes and in preparation for their NEA2</p> <p><b>Extend</b></p> <p><u>The theory of the practical elements will be developed in preparation for the written paper both in the upcoming year 10 assessment and the final summer examination.</u></p>			
What subject specific language will be used and developed in this topic?		What opportunities are available for assessing the progress of students?	
<ul style="list-style-type: none"> <li>Measuring</li> <li>Whisking</li> <li>Spreading/ Lifting</li> <li>Bridge &amp; Claw Grip</li> <li>Filleting</li> <li>Deboning</li> <li>Preparation &amp; Techniques</li> </ul>	<ul style="list-style-type: none"> <li>Cross Contamination</li> <li>Marinate</li> <li>Oxidisation</li> <li>Enzymic Browning</li> <li>Blanching</li> <li>Tenderise</li> <li>Reduction</li> <li>Roux, Blended, All in One</li> <li>Emulsion</li> </ul>	<ul style="list-style-type: none"> <li>Gelatinisation</li> <li>Coagulate</li> <li>Gluten Formation</li> <li>Fermentation</li> <li>Shortening</li> <li>Enrobing / Coating</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Practical presentation</li> <li>Homework</li> <li>End of Unit Assessments</li> <li>Mock Examination</li> </ul>

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## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1. Recap & Recall	To be able to name and select the correct knives and whisks for particular tasks. Explaining risks and how to overcome these in practical work	Being able to successfully carrying out some practical challenges with consistency on repetition	<ul style="list-style-type: none"> <li>Segmenting an Orange / Grapefruit</li> <li>Slicing and dicing equal pieces</li> <li>Comparing time to whisk egg whites using various methods</li> </ul>
2. Uses of Electrical Equipment	To know and understand the range of functions of a variety of 'portable Equipment' and selecting recipes suitable for their use.	Being able to identify the impact on the ingredients nutritional, aesthetically and Organoleptically.	<ul style="list-style-type: none"> <li>Use of Food Processor to make a range of dishes / comparison to Table top mixer &amp; Hand Held Mixer</li> </ul>
3 & 4 The preparation of Meat, Fish, Fruit & Vegetables	Consolidate knowledge and understanding of methods of preparing foods; equipment to use; preparation of meat/ fish/ Fruits / vegetables.	Be able to explain and prevent the processes of Enzymic Browning and Oxidation. Will confidently demonstrate the preparation of foods.	 <p>Filleting and Deboning.ppt</p> <ul style="list-style-type: none"> <li>Demonstrations</li> <li>Student practice with correct knife skills</li> </ul>
5. Denaturation in food preparation	Will be able to demonstrate the use of marinades and explain their use in tenderising meat and fish, as well as developing the flavours	To explain the process of denaturation scientifically and offer a range of options to allow this to happen.	<ul style="list-style-type: none"> <li>Planning for practical to include a marinade.</li> </ul>
6 & 7 Practical – Use of Marinade to support Protein Denaturation (1/2 groups)	To be able to select suitable ingredients to allow for tenderising and denaturation to occur.	Can explain the process, demonstrate through practical on a range of Foods	<ul style="list-style-type: none"> <li>Practical</li> </ul>
6 & 7 Sauces (1/2) groups	Will know & understand different sauces and their uses. Students will know how to make a range of sauces through a variety of methods	Will be able to identify faults in sauce making – explaining what went wrong & why.	<ul style="list-style-type: none"> <li>Production of a table to investigate sauce making methods and dishes</li> <li>Scenarios of failures- explain what happened.</li> </ul>
8. Setting of Mixture	Develop the knowledge & understanding of the ingredients used to set a mixture	Be able to explain scientifically the process of setting a mixture	<ul style="list-style-type: none"> <li>Science through experimentation – custard/ compare Homemade v Instant</li> <li>Group work</li> <li>Practical</li> </ul>
9. Dough – Bread, Pastry & Pasta	To recall techniques of pastry making. Be able to identify different types of dough		
10. Dough – Bread, Pastry & Pasta	To be able to produce a bread product demonstrating the understanding of fermentation. Focus on shaping and portioning	Can explain the function of the ingredients, the impact on fermentation in the production of a quality product.	<ul style="list-style-type: none"> <li>Practical work – making bread</li> </ul>
11. Judge & Manipulate Sensory Properties	Be able to demonstrate confident knife skills to produce garnish, skills in piping and decoration	To produce high quality finishing techniques on a range of sweet & savoury dishes demonstrating manipulation of ingredients	<ul style="list-style-type: none"> <li>Practical work – decoration, garnish, manipulation – group work</li> </ul>
12. Judge & Manipulate Sensory Properties	Be able to demonstrate confident knife skills to produce garnish, skills in piping and decoration	To produce high quality finishing techniques on a range of sweet & savoury dishes demonstrating manipulation of ingredients	<ul style="list-style-type: none"> <li>Practical work – decoration, garnish, manipulation – group work</li> </ul>
13. Judge & Manipulate Sensory Properties	To produce a light 'Short Crust' pastry with a focus on lining and manipulation, will be able to produce a good quality product	Is able to explain the shortening process with scientific explanation whilst producing a high-quality product	<ul style="list-style-type: none"> <li>Practical – short party dish</li> </ul>

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14. Judge & Manipulate Sensory Properties	To produce a light 'Short Crust' pastry with a focus on lining and manipulation, will be able to produce a good quality product	Is able to explain the shortening process with scientific explanation whilst producing a high-quality product	<ul style="list-style-type: none"><li>• Practical – short party dish</li></ul>
15. Catch up and recall	To identify areas of concern, weakness and strengths	To be able to recall detail, explain areas of weakness	<ul style="list-style-type: none"><li>• Group work – mapping</li><li>• Revision strategies</li></ul>