

# High Tunstall College of Science Curriculum Intent

Subject: Food & Nutrition      Year: 10      Half term: 3



## Topic: meat, fish, poultry, eggs (Part 1)

	Food and Nutrition	Progress		
Topic	Key ideas	R	A	G
Food commodities	I can <b>describe</b> how a batter rises and the different products I can make/use with batter			
	I can <b>explain</b> how a burger is held together/coagulated, check the core temperature and why bacteria is throughout the mince and not a cut of beef/steak.			
	I can demonstrate my independence when making a batter to create pancakes and present them in a creative way			
	I can <b>conduct</b> an investigation confidently including—			
	<ul style="list-style-type: none"> <li>Researching information about how different sugars are different and make an educational hypothesis based upon the research findings</li> </ul>			
	<ul style="list-style-type: none"> <li>Conduct an organised practical making aerated sponges using 4 different sugars</li> </ul>			
	<ul style="list-style-type: none"> <li>Analyse the results recorded offering reasons for results and anomalies'</li> </ul>			

Lesson	Learning Focus	Assessment	Key Words
1	Can you explain how batter rises? Can you explain the function of all ingredients in batter? Can you demonstrate the technical process of making batter, frying, boiling and blanching?	Practical activity. Q&A. Recording of theory in books. Photographic evidence.	Batter, mechanical, whisking, aeration, dextrinisation, frying, boiling, blanching
2	Can you demonstrate the ability to make a burger product using breadcrumbs/egg to bind and coagulate the mixture?  Can you explain why a burger needs to be cooked thoroughly before eating and a steak can be served rare/medium?	Practical activity.  Formative questioning and green pen improvements.  Photographic evidence.	Raw meat, mince, protein alternatives, bind, coagulate, animal welfare, fat contents, pathogenic bacteria, kneading, dextrinisation, oven baking, presentation.
3	Can you work completely independently to produce a stack of pancakes and add extra ingredients to improve the sensory appeal?	Practical activity. Assessment observation. Photographic evidence.	Pancakes, batter, frying, dextrinise, sensory appeal.
4	Do you understand how to start to research an investigation theme?  Do you know how to use research to form a hypothesis before the investigation work is completed?	Formative questioning and green pen.	Investigation, sugars, molasses, aeration, sponge, hypothesis, method, equipment, fair test, independent and dependent variables
5	Can you conduct a methodical investigation and record accurate results for each sample?	Practical product and photograph. Results table.	Fair test, result, aeration, weighing, sieving, all in one, oven baking, measurement
6	Can you analyse the results recorded? Can you compare against your hypothesis? Can you offer reasons to why this may have occurred?	Formative marking and green pen.	Evaluation, analysis, results, anomalies, reason, comparison.