

High Tunstall College of Science Curriculum Intent

Subject: Food & Nutrition Year: 10 Half term: Summer 1.4



Topic:

| | Food and Nutrition | Progress | | |
|-------------------------|--|----------|---|---|
| Topic | Key ideas | R | A | G |
| Food commodities | I can demonstrate a range of high order skills to produce a lemon meringue pie making each component from scratch and independently (pastry making and rolling, blind baking, gelatinising a curd, aerating egg whites to a foam, piping/waving) | | | |
| | I can explain the 4 different sensory areas and explain how humans taste food and what 5 different things that are detected | | | |
| | I can use sensory testing to test, analyse and evaluate a range of different products | | | |
| | I can plan my own independent practical using research, nutritional analysis and time plans. I can adapt if needed prior to making to ensure it fits closer to the Eat- | | | |
| | I can make a product with no reliance on standard components and work safely and independently in the kitchen to produce a quality product | | | |
| | I can adapt my product to suit a range of special dietary requirements | | | |

| Lesson | Learning Focus | Assessment | Key Words |
|--------|---|---|---|
| 1 | Can I make a lemon meringue pie from scratch? Can I confidently make and roll out sweet short-crust pastry? Can I blind bake? Can I gelatinise a lemon curd mixture? Can I aerate egg whites to the correct foam consistency? | Practical product, photographic evidence, assessment during practical, Q&A | Lemon meringue, pastry, curd, aeration, gelatinisation, dextrinization, coagulation, denaturation |
| 2 | Can I explain how humans taste food and which two senses they use to do this? Can I explain the 5 different things the tongue tastes and identifies? Can I explain what the other two senses do? | Formative questioning, live marking, green pen improvements, Q&A. | Sensory areas, appearance, aroma, taste, texture |
| 3 | Can I demonstrate accurate sensory testing and understand how this is achieved? Can I explain how to complete a ranking test, triangle test, paired preference test and profiling tests? Can I analyse the results and suggest sensory improvements? | Formative questioning, live marking, green pen improvements, discussion during tasting. | Fair testing, sensory testing, analysis, ranking test, triangle test, paired preference test, profiling tests |
| 4 | Can I plan my own dish? Do I know its origin? Do I know how to write an organised time plan using my recipe, ingredients and equipment list? Can I use Food fact for Life to create a nutritional label and suggest improvements? | Formative questioning, live marking, green pen improvements, Q&A. | Research, origin, planning, equipment, recipe, nutritional analysis, adapting recipe |
| 5 | Can I make my product independently? Problem solving along the way and using my time plan effectively? | Practical product, photographic evidence, assessment during practical, Q&A | Independent, practical, skills, hygiene, safety, photographic evidence |
| 6 | Assessment—review of learning Green pen improvements | Final summative assessment of the year | Recall, revision, exam style |