

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