

High Tunstall College of Science Curriculum Intent

Subject: Food & Nutrition Year: 10 Half term: Summer 1.2



Topic: origins, standard components, designated tolerances, sponge, raising agent

	Food and Nutrition	Progress		
Topic	Key ideas	R	A	G
Food commodities	I can demonstrate how to make a potato topped pie using skills such as slicing, frying, browning, boiling, simmering, reducing, piping, oven baking. I can explain the			
	I can explain what a standard component is and why they are used in the production of food products. I can give advantages and disadvantages of their use and identify			
	I can demonstrate my handling of standard component pastry to create a range of fruity sweet products			
	I can demonstrate how to plan and design a sponge product using the Victoria Sponge cake product as a guide. I can explain the functions of ingredients in detail using terms such as coagulation, aeration and dextrinization.			
	I can make a sponge confidently and adapt the original recipe to create a innovative product			
	I can explain what baking powder and bi carbonate of soda do for a risen product			

Lesson	Learning Focus	Assessment	Key Words
1	Can I make a shepherds/cottage pie from scratch using skills such as slicing, frying, browning, boiling, simmering, reducing, piping and oven baking. Can I explain the difference between the two pies?	Practical product, assessment during lesson, skill based, photographic evidence	Cottage, Shepherds, safety, hygiene, browning, piping, carbohydrate, energy, Eatwell guide
2	Can I explain what a standard component is and why they are used? Can I identify possible problems when using them? Do I know a wide variety of SC to be able to identify which ones could be used in a range of products?	Questioning, live marking, green pen. ILO	Standard components, ready made product, speed, cost, skill, advantages, disadvantages
3	Can I use a standard component pastry in the production of a fruity turnover? Do I know how to stew apples to create a filling? Can I suggest other standard components that could have been used in this practical?	Practical product, assessment during lesson, skill based, photographic evidence	Standard components, Stewing, Rolling, Sealing, Glazing, Caramelisation, Sensory testing, Short-crust Puff, Filo
4	Can I plan a sponge product using the original Victoria sponge as a start and adapt the sensory areas? Do I know how to create a marbled and chequerboard cake?	Questioning, live marking, green pen. ILO	Sponge, creative, design, marble, chequerboard
5	Can I make a creative sponge product with aesthetically pleasing decoration?	Practical product, assessment during lesson, skill based, photographic evidence	Safety, hygiene, creaming, all in one, folding, oven baking, radiation
6	Can I explain what baking powder and bi carbonate of soda do for a risen product. Can I suggest a range of products they would be used for? Assessment - recall of the learning	Questioning, live marking, green pen. ILO	Bicarbonate of soda, baking powder, raising agent, heat, rise, CO2