YEAR 10 Food Preparation and Nutrition

Y10 INTENT	By the end of year 10, students will be confident in their knowledge enough to complete their NEA, Design and make task independently. This year the students will build on knowledge taught in previous years to be confident in themselves and in their deep-rooted knowledge ready for their future learning and progress. By the end of year 10, the students will have developed their problem-solving skills and be able to confidently create a design and product based on user wants and needs. Students in year 10 will also be able to identify their weaknesses within the design and make process. In preparation for year 11, students will also complete a practice NEA to further identify where their areas of high ability and areas for development lie in readiness for year 11 and also beyond.

Exam Information (Y10-11)	**Board:**	**AQA**
	Qualification:	**Food Preparation and Nutrition**
	Website link to specification/resources:	AQA | Food | GCSE | Food Preparation and Nutrition

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Food, nutrition and health, food science, food safety, food choice, food provenance, food preparation skills Food preparation and cooking techniques the food safety principles when preparing, cooking and serving food. The working characteristics, functional and chemical properties of **protein.**	Food, nutrition and health, food science, food safety, food choice, food provenance, food preparation skills Food preparation and cooking techniques the use of microorganisms in food production. The sources and functions of proteins and carbohydrates in our diet the working characteristics, functional and chemical properties of **carbohydrates**	Food, nutrition and health, food science, food safety, food choice, food provenance, food preparation skills Food preparation and cooking techniques the sources and functions of fats in our diet the working characteristics, functional and chemical properties of **fats**	Food, nutrition and health, food science, food safety, food choice, food provenance, food preparation skills Food preparation and cooking techniques the working characteristics, functional and chemical properties of fats The working characteristics, functional and chemical properties of **raising agents**	Food preparation and cooking techniques Vitamins and minerals Nutritional needs and health	Food, nutrition and health, food science, food safety, food choice, food provenance, food preparation skills Food preparation and cooking techniques Food choice Labelling and marketing Food and the environment
Can do statement (M) Students can describe and evaluate the scientific processes involved in the preparing and making different food Analyse hazards and identify critical control processes for preparing and making food. **Can do statement (S)** Students can identify, describe and explain ingredients in different dishes, their functions. E.g. eggs are a source of protein and in cakes they coagulate, aerate and bind dry ingredients together Identify and control hazards when preparing and making different food	**Can do statement (M)** Students can describe and evaluate the scientific processes involved in the preparing and making different food Make different shapes of pasta, pastry and starch-based sauces **Can do statement (S)** Students can identify, describe different types of carbohydrates and give examples Set up and use pasta machine and food processor efficiently **Can do statement (D)** Students can give examples of starchy foods and their functions in the body	**Can do statement (M)** Students can describe and evaluate the scientific processes involved in the preparing and making different food Make different dishes and distinguish the various scientific processes involved in their production-dishes from across the world **Can do statement (S)** Students can explain the effects of nutrient deficiency in the body Set up and advanced kitchen equipment **Can do statement (D)**	**Can do statement (M)** Students can describe and evaluate the scientific processes involved in the preparing and making different food Make different cakes using a range of methods (whisking, creaming, all in one, melting) **Can do statement (S)** Students can identify, describe different raising agents and how they work. Explain the functional properties of ingredients in cakes. **Can do statement (D)** Students can identify faults in cake making and how to prevent them.	**Can do statement (M)** Students can describe and evaluate the scientific processes involved in the preparing and making different food Make a range of dishes and use all skills listed on AQA skills list **Can do statement (S)** Students can identify, describe different macro and micronutrients and give specific examples Set up and all available kitchen gadgets effectively and safely **Can do statement (D)** Students can give examples of starchy foods and their functions in the body	**Can do statement (M)** Students can describe food provenance, show detailed understanding of how food production methods enable consumers to make informed choices. Make a range of dishes and use all skills listed on AQA skills list Complete full GCSE paper confidently **Can do statement (S)** Students can identify, describe factors affecting food choices e.g. income, skills, religion, lifestyle choices etc **Can do statement (D)**

Can do statement (D) Students can give examples of nutrients and their functions in the body e.g. carbohydrates is a source of energy List health and safety procedures when preparing and handling food	List the skills used in preparing different dishes	Students can identify, describe different micronutrients and give examples List the skills used in preparing different dishes	List the skills used in preparing different dishes	List the skills used in preparing different dishes	Students can give examples of special diets and give examples List the skills used in preparing different dishes