

Subject	Year	Specialism
Eduqas Food preparation and Nutrition	10	Food
<b>Project</b>		
Food commodities - <b>Fats, oils and sugars</b>		
<b>Content (Intent)</b>		
<p><b>Prior Learning:</b> Key stage 3 course in food preparation and nutrition in years 7,8 and 9. Pre GCSE skills unit in food taught from Easter in Year 9. Fruit and vegetables.</p>		
<p><b>Future Learning:</b> Revisited for examination and food practical assessments and also into next unit Food commodities - Cereals</p>		
<b>How will knowledge and skills be taught (Implementation)</b>		<b>How will your understanding be assessed &amp; recorded (Impact)</b>
<p><b>Learners will:</b> Work within the 6 key learning areas of</p> <ol style="list-style-type: none"> <li>1. Food commodities</li> <li>2. Principles of nutrition</li> <li>3. Diet and good health</li> <li>4. The science of food</li> <li>5. Where food comes from</li> <li>6. Cooking and food preparation</li> </ol> <p><b>integrated into all lessons</b></p> <ul style="list-style-type: none"> <li>• Principles of nutrition / diet and good health</li> <li>• Macro and Micronutrients</li> <li>• The Eatwell guide / Healthy eating</li> <li>• The science of food</li> <li>• Effect of cooking of foods</li> <li>• Food spoilage</li> <li>• Where food comes from—food provenance and manufacturing</li> <li>• Preparation and cooking skills, use of equipment</li> <li>• Developing and modifying recipes</li> <li>• Health, safety and hygiene</li> </ul> <p><b>Major commodity group - Fats, oils and sugars</b> Types of fats, oils and sugars (to include sweeteners, honey and syrups) Functions in food products, role in diet. Healthy eating and reduction in diet.</p> <p><b>Learners need to know and understand:</b></p> <ul style="list-style-type: none"> <li>• the value of the commodity within in the diet</li> <li>• features and characteristics of each commodity with reference to their correct storage to avoid food contamination</li> <li>• the working characteristics of each commodity, with reference to the skill group and techniques e.g., when subjected to dry/moist methods of cooking</li> <li>• the origins of each commodity</li> <li>• experiment with the commodity to explore physical and chemical changes that occur as a result of given actions</li> <li>• consider complementary actions of a commodity in a recipe</li> <li>• prepare and cook dishes using the commodities</li> </ul> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• Look at range of fats and oils – taste testing</li> <li>• Understand the nutritional value – chemical structure of fats/oils, saturated/unsaturated</li> <li>• Understand where sugar is from , how processed, range of sugars and syrups available</li> <li>• Complete a sugar investigation – in preparation for GCSE assessment</li> <li>• Make and bake cakes : review/revise methods of cake making</li> <li>• Using control sample and key aspects of investigative work</li> <li>• Identify how to write up investigative work complete sensory analysis - how to complete and analyse and use data</li> <li>• Understand Food labels – energy value of fats and sugars/ Eatwell guide – Food labelling—demonstrate knowledge of the Food labelling regulations and current food labelling guidelines and their effect on consumer choice</li> <li>• Identify meat alternatives – Quorn as an ingredient.</li> <li>• Understand sauce making, gelatinisation and meringue making</li> <li>• Make Flaky pastry— role of fats</li> <li>• prepare and cook dishes using the commodities including pineapple upside down, lemon meringue pie, sweet and sour Quorn, flaky pastry</li> </ul>		<p>Assessment Pupil's work will be assessed in a variety of ways</p> <ul style="list-style-type: none"> <li>- Teacher assessment – books will be checked and marked on a regular basis</li> <li>- Written and verbal feedback will be given</li> <li>- Practical work – verbal feedback given</li> <li>- Homework will be assessed in line with dept policy</li> <li>- Exam questions will be used frequently, marked and graded in line with assessment criteria</li> </ul> <p>These will be used to build up a clear picture of student effort and progress which will be communicated to parents in interim reports, main school reports and during parents evenings.</p> <ul style="list-style-type: none"> <li>• Main areas of assessment:</li> <li>• Practical work and skill development</li> <li>• Quality of finish on final product</li> <li>• Exercise books</li> <li>• Termly test on topic covered</li> </ul>
<b>How can parents help at home?</b>		
<p>Students will complete their work in an exercise book, through exam questions and worksheets. It would be great if you could look at your child's work and ensure tasks are completed to the best of their ability. In addition, it would be good if you could look at the vast resources on our Food and Nutrition VLE pages and to provide them with ingredients for practical work (all dates are published at the beginning of each half to help with planning)</p>		
<b>Helpful further reading/discussion (including Reading and Vocabulary Lists)</b>		
<p><b>Reading</b> <a href="https://balcarras.fireflycloud.net/dandt-food-and-nutrition/gcse-food-preparation-and-nutrition">https://balcarras.fireflycloud.net/dandt-food-and-nutrition/gcse-food-preparation-and-nutrition</a>  <a href="https://www.foodafactoflife.org.uk/">https://www.foodafactoflife.org.uk/</a></p>	<p><b>Vocabulary</b> Saturated and unsaturated fats Essential fatty acids –omega 3 and 6 Cholesterol Calorie density      Maillard reaction/non enzymic browning Shortening              Hygroscopic Plasticity                Tenderiser Aeration                 Glycaemic index Smoke point             Caramelisation</p>	<p><b>Careers Links</b> Find out about all aspects of food careers - <a href="https://tastycareers.org.uk">https://tastycareers.org.uk</a>  <a href="https://www.foodafactoflife.org.uk/whole-school/careers-in-food/">https://www.foodafactoflife.org.uk/whole-school/careers-in-food/</a></p>