Medium Term Plan		
Subject	food and nutrition	YEAR 10/11
2019-20	Term	1 2 3 4 5 6

Learning intent for module

Nutritional analysis - food nutrition labels
Prepare and cook a range of dishes.
To begin to research about where food comes from (food provenance).
To know the functional and chemical properties of food.

	Learning outcomes - Intent	Lesson information - Implementation	Vocabulary
Week 1/2	• **Nutritional analysis** • **allergen labelling**	Students to research common allergens in food. Students to use food labels to identify how allergens are "made known." (bold print) Students to use resources for this from the foodafactoflife.org.uk. Students to create allergy friendly meal. year 11 to create this themselves. Year 10 to be given selection of recipes to choose from.	allergy, lupins, dairy, gluten,
Week 3/4	• Food nutrition labels •	Students to look at food nutrition labels and be able to identify carbs, sugars, fats, calories etc . Students to plan a healthy snack using the labels (yr 11 to answer exam questions around this with supporting powerpoint) Students to order ingredients using their nutrition label knowledge.	grammes, calories, kj
Week 5/6	Functional chemical properties of food raising agents	To name raising agents using in cooking. To discuss what they "do." To choose a recipe with raising agents for the following week.	
Week 6	To follow a recipe using raising agents as its main theme.	Students to make their raising agent recipe. Students to predict what will happen. complete worksheet what went well? Even better if? Could they substitute their agent for something else? Yr 11 to make recipe and evaluate effects with presentation and worksheet.	air, steam, chemical, yeast fermentation, bicarbonate of soda

Week 7/8	To research heat transfer in cooking. What does the application and removal of heat do to foods? To know methods of heat transfer	To research what conduction, convection, and radiation are and how they affect foods. To prepare dishes using some of these methods Yr 11 to do more examples. Eg use of microwave(eg microwave cake) To prepare a recipe using grilling as main technique, to use a pan to create a dish. Yr 11 to look at GCSE powerpoint about heat transfer that accompanies this	conduction, convection, radiation, grill, barbeque,gas, liquid, transfer
Week 9/10	To understand definition of colloidal system.	year 10 students will research simple definition of colloidal system. Students will name some examples and research how these are using in food cooking. Year 11 students to recap this knowledge and choose whether to make a gel, foam, emulsion example as part of a group task. Year 10 students to make meringues. Opportunity for the students to demonstrate good practise to each other.	colloidal system, gel,foam, emulsion
Week 11/12 Week 13/14	To practise range of practical skills, To practise multiple choice questions and answers about food knowledge ready for GCSE. Recap for 10/11 on food safety	Year 10 & 11 students to create dishes in prep for cooking following time. Students to plan and prepare, practising presentation skills, following a demonstration. Year 10 students to look at GCSE spec and what is needed for the practical part of the exam. Year 11 to continue practising set of dishes ready for practical. Multiple choice questions to be used as starter for both yr 10 and 11's. Year 11 practise paper. Recap true/false about fridge/freezer temps and food storage. For 10/11	pan, prepare, presentation, thermometer, degrees, safe zone, bacteria, germ, cross contamination