




YEAR 10 SPRING TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Food choice and food provenance

Curriculum Intent	
Skills/Assessment Objective Links	<p>In addition to working further on objectives from Year 10, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <ul style="list-style-type: none"> • Factors affecting food choice • Religion and diet • Ethical and moral issues • Different cuisine • Sensory evaluation • Food labelling and marketing • Environmental impact • Sustainability of food • Food security and insecurity • Food production and processing
Spiritual, moral, social, and cultural development	<p>SMSC: Consideration of others when carrying out practical work, helping others where possible, working as a cooperative team in unit areas. Be aware of the steps that can be taken to reduce carbon footprint and prevent further damage to the environment and look at ways of ensuring the current population has sufficient food without putting future generations at risk. Consider reducing fuel usage when cooking. Be aware of how costs of food and poverty can affect diet.</p> <p>PSHE/British Values: Taking responsibility for personal hygiene and the safety of food. Considering food security and insecurity across the globe and the World Hunger Map.</p> <p>Skills Builder: weighing, measuring, personal hygiene, use of equipment, organization, time management, planning practical work, choosing suitable cooking methods for different foods, knowing about cross contamination and how to avoid it.</p>
Numeracy	<p>Accurate weighing, measuring, use of hob and oven for temperature control, calculating costs of recipes, altering ratios and portions, portion control</p>
Literacy	<p>Vocabulary Tier 2: choice, religion, cost, income, portion, health, weigh, measure, reduce, preferences, time, occasion, hygiene, safety, labelling, marketing</p> <p>Vocabulary Tier 3: ethical, moral, sustainable, food security and insecurity, primary processing, secondary processing, fortification, additives, organic, free range, intensive farming, Genetically Modified, sensory evaluation</p> <p>Reading: textbook, fact sheets, PowerPoints, recipes, articles on environmental damage due to food production, poem of battery hen</p> <p>Writing: answers in booklets, instructional writing, evaluations, extended writing, long response exam essays</p> <p>Oracy: answering questions, giving opinions on issues such as farming methods, for example free range versus intensive, evaluating own and other's work</p>
Becoming future ready	<p>Careers/Employability: food preparation roles, food manufacture roles</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
QFT/SEND Provision	<p>By product: through practical work food products will vary in standard and quality depending on ability and support provided</p> <p>By resource: Booklets and factsheets provide stretch and challenge and scaffolding, word banks, literacy booklets</p> <p>By Intervention: by providing different levels of supervision and support, especially with practical activities</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue including in metacognition starters</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils will be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p>

	<p>By Offering Optional Activities: In class or as homework, to extend learning. Pupils will be encouraged to present the meals they make at home as a full meal, meeting the requirements of the Eatwell Guide Dietary Guidelines. They will be asked to reflect on their own and family's reasons for food choice and their family aims to reduce its carbon footprint.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>	
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none"> • Carry out practical work safely and hygienically • Demonstrate good time management and organisation in practical work • Produce good quality, well finished food products and know how they can be served as a full meal following the guidance of the Eatwell Guide and dietary guidelines • Describe factors that affect choice of cooking methods • Explain why food is cooked • Choose appropriate cooking methods • Describe factors that affect food choice • Explain how religion affects diet • Describe how portion size can be controlled in a healthy diet • Describe how the cost of recipes can be reduced • Describe how food production affects the environment • Describe the 6Rs • Describe ways to reduce damage to the environment through food production, e.g. reducing food miles, buying in season, using leftover ingredients to create new dishes/meals • Show how leftovers can be used in a recipe to reduce waste • Describe how cost can be reduced when preparing and cooking meals • Explain the differences between different farming methods • Describe how technological advances can help food security 	
Learning Outcomes (Knowledge)	<p>Red denotes interleaving; aspects of knowledge covered previously.</p>	
Current learning to be developed in the future within:	<p>Practical work will continue to be developed with complex skills building throughout the year in preparation for the NEA2.</p> <p>Food science will be studied as an independent investigation for NEA1.</p> <p>Food choice will be linked in to future practicals and included when discussing seasonal, free range versus intensive, organic, ethical concerns.</p>	
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>	
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>	