Creative Arts

Year 10 Food

Year 10 is a predominantly theory focused year, used to prepare students for their GCSE coursework and exam in year 11. The first three half terms of year 10 are used to review and consolidate learning from KS3. Students will recap Food, nutrition and health, Food science and Food safety. Students will then move on to focus on the remaining two areas of study, Food choice and Food provenance. In the last term of year 10, students will undertake a mock NEA investigation task, in preparation for September of year 11.

Curriculum overview:

Autumn term:	**Spring:**	**Summer:**
Recapping Project Student's revisit key concepts throughout theory lessons in KS4 that were delivered in Year 7/8/9. Students enter Year 10 with a clear focus on the content of the GCSE coursework. During the first term and a half, students recap the key concepts and knowledge taught throughout KS3. The theory content covers 3 of the 5 strands of knowledge the students need to know for the exam at the end of Year 11.	Continuation Recapping Project Student's revisit key concepts throughout theory lessons in KS4 that were delivered in Year 7/8/9. Students enter Year 10 with a clear focus on the content of the GCSE coursework. During the first term and a half, students recap the key concepts and knowledge taught throughout KS3. The theory content covers 3 of the 5 strands of knowledge the students need to know for the exam at the end of Year 11. Students cover the remaining 2 areas of study, Food Choice and Food Provenance.	**MOCK NEA INVESTIGATION ASSESSMENT TASK:** ***'The flavour and texture of bread is important. Investigate the functional and chemical properties of ingredients used to make bread.'*** Students will complete a mock NEA 'Food Investigation' task.
Important vocabulary:	**Important vocabulary:**	**Important vocabulary:**
Campylobacter Escherichia coli (E. coli) Salmonella Listeria Staphylococcus aureus Bacteria Safety Hygiene Poisoning Diseases Contaminate Vegetables Weigh Denature	Enzymes Catalyst Oxidation Ripening Molecules Germinate Blanching Mechanical Carbon dioxide Choux Seasonality Intolerance Buddhism Rastafarianism	Gluten Microorganism Dextrinisation Concise Hypothesis Formulate Meticulously Plasticity Sensory analysis Interpretations Coherent

Coagulation Gelation Gluten Foams Gelatinisation Dextrinisation Caramelisation Shortening Plasticity Aeration Emulsification Contamination Hazard Macronutrient Micronutrient Protein Fat Carbohydrate Protein complementation Transparent Opaque Syneresis Biological value Anaemia Rickets Broccoli Yoghurt Enzymes Catalyst Oxidation Ripening Molecules Germinate Blanching Mechanical Carbon dioxide Choux Seasonality Intolerance Buddhism Rastafarianism Mandatory Provenance Sustainability Reared Pesticides Intensive farming Fallow Hydroponic Organically Foraging Environmental Processing Homogenised Pasteurisation Fortification	Mandatory Provenance Sustainability Reared Pesticides Intensive farming Fallow Hydroponic Organically Foraging Environmental Processing Homogenised Pasteurisation Fortification	

Key staff contacts:

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What are our curriculum aims for your child in year 10?

Food Preparation & Nutrition Rationale-KS4

In food preparation and nutrition we ensure we equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. We ensure that we enable students to make connections between theory and practice so that they are able to apply their understanding of food and nutrition to practical cooking.

How can I help my child be successful in Food

- Support your child when undertaking homework tasks.
- Enable your child to complete tasks successfully, by ensuring they have the resources required or communicating with teachers for further support
- Explore the key vocabulary often with your child to help them transfer it to long term memory
- Encouraging your child to be organised and plan to ensure all deadlines are met.
- Practise tricky spellings together.

How will you assess my child's progress?

Assessment of learning takes many forms. We assess how your child is learning through their practical work, written annotation and theory knowledge linked to the AOS.

In the creative arts we value the importance of providing students with feedback that enables them to progress. In Food, in line with the exam board, we provide generic feedback allowing students to reflect clearly on where they have made progress and enable students to track their progress in various disciplines, whether it be a research, design or practical tasks.

The two NEA's allows students to select their own design brief and both investigate in a practical setting and later, go on to produce a practical outcome, of three final dishes, based on research and design work. The NEA and theory knowledge are marked both formatively and summatively to provide a 'snap shot' of the knowledge and skills the students have gained and those which still require work. This is used, along with their classwork and feedback, to inform the reports you receive home.

Please feel free to contact us to discuss our assessment policy in any further depth if required.