

Year 10 Scheme of Work (2009-2010: Term 1

Week	Learning Objectives/Outcomes	Teaching/Learning Activities	Assessment for Learning	PLTS
1	<p>Understand the functional properties of ingredients in bread making.</p> <p>What is fermentation?</p> <p>Elasticity Fermentation Shaping Carbs – nutrition high fibre, coeliacs. Adapting recipes – ratio Industrial equipment</p> <p>Choosing equipment to produce foods of quality and consistency.</p> <p>How CAD/CAM is used in the Chorleywood Process.</p>	<p>Investigate the physical and chemical properties of starch in bread making. Functions of ingredients.</p> <p>Bread making demo using the Kenwood and bread maker and traditional method.</p> <p>Video clip of how bread is made industrially – the Chorleywood process. Bite dvd.</p> <p>Choose multicultural bread recipe to make next lesson.</p>	<p>Worksheet answered correctly.</p> <p>Sensory testing to understanding varying quality of breads made using different techniques.</p>	<p>IE: analyse and evaluation information</p>

2	<p>Demonstrate skill in bread making and produce a good quality outcomes.</p> <p>To understand the physical and chemical processes involved – dextrinisation, fermentation, proving.</p>	<p>Read through students' bread methods to check they are workable.</p> <p>FPT: students make own bread products.</p> <p>Evaluate their products.</p>	<p>Digital photos of outcomes.</p> <p>Written evaluation.</p>	<p>SM: organise time and resources, prioritising actions.</p>
3	<p>To understand the functional properties of starch and how it is used to thicken a sauce.</p> <p>To find out the effect of moist heat on starch.</p> <ul style="list-style-type: none"> • Gelatinisation • Suspension • Roux • All in one. 	<p>Demo of sauce making.</p> <p>Ratios – coating, pouring, binding sauces</p> <p>Ways of adapting a sauce</p> <p>Practical – pasta bake</p>	<p>Theory notes on sauces</p> <p>Homework sheet</p> <p>Successful production of a lump free sauce made by the roux method.</p>	<p>CT: generate ideas and explore possibilities</p>

4	<p>To find out the effect of moist heat on starch – blended sauces.</p> <p>Meat cookery:</p> <ul style="list-style-type: none"> • Chicken as a high risk food • Meat as protein • Effect of cooking on meat - coagulation • Safe storage 	<p>Theory of changes to meat when cooked.</p> <p>Meat as a source of protein.</p> <p>Using a blended sauce to thicken.</p> <p>HACCP – X contamination</p> <p>Spot demo on how to cut up ingredients - quality control and how to make the sauce</p> <p>FPT: chicken in sweet and sour sauce.</p>	<p>Worksheet on meat cookery.</p> <p>Homework task – How to Design a Meatball!</p>	<p>RL: evaluating experiences and learning to inform future progress.</p>
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5	<p>To demonstrate changes occurring when meat is cooked – colour, texture, flavour</p> <p>To find out the effects of combining different ingredients and the interaction of foods during preparation and cooking.</p> <ul style="list-style-type: none"> • Shaping • Binding • Flavouring • Quality control 	<p>Look at shop bought meatballs - demonstrate frying of shop meatballs and discuss changes.</p> <p>Agree on shape and size and uniformity.</p> <p>Additives used – look at packaging.</p> <p>Quality control checks on an industrial scale.</p>	<p>Worksheet on industrial scale quality control.</p> <p>Good quality outcome of size/shape/colour of meatballs.</p>	<p>CT: try out alternatives or new solutions and follow ideas through.</p>
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6	<p>To understand that fish is a protein food and behaves in a similar way to meat on cooking.</p> <p>Nutritional value of fish – protein and omega 3, calcium in tinned fish bones</p> <p>Sustainable fishing/fish farming.</p> <p>Healthy ways of cooking fish – steaming and microwaving.</p> <ul style="list-style-type: none"> • Forming • Shaping • Enrobing 	<p>Teacher led theory on structure of fish & the differences between meat and fish.</p> <p>FPT: Making tuna or salmon fishcakes.</p> <p>Task – finding out about sustainable fishing.</p>	<p>Give students leading questions and website address to use for task. To be handed in next lesson.</p> <p>Kebab sheet for next week.</p>	<p>EP: act as an advocate for views and beliefs that may differ from their own.</p>
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7	<p>Basic Food Hygiene Course</p> <p>Introduction to Food Safety, definition of terms.</p> <p>To understand the need for and apply appropriate hygiene and safety procedures and ensure safe food handling techniques.</p> <ul style="list-style-type: none"> • Marinades • Tenderising • Affects of acids • Nutritional balance • flavourings 	<p>FPT: Prepare kebabs and leave to marinade.</p> <p>Talking through hygiene and safety – what are high risk foods.</p> <p>Cook kebabs.</p> <p>Discussion on ways of tenderising meats and how to achieve nutritional balance.</p>	<p>Students complete table on high risk foods.</p> <p>Exam questions on marinades and uses of acids to tenderise meat.</p>	<p>IE: identify questions to answer and problems to resolve.</p>
8	<p>Basic Food Hygiene Course:</p> <p>Demonstrate a competence in making a layered dessert. Learning to use gelatine to set a dessert.</p> <p>To understand the risks posed by physical, chemical and biological contamination. How the risk of food poisoning can be contained.</p>	<p>FPT: cheesecake – set with gelatine.</p> <ul style="list-style-type: none"> • Setting using gelatine • Colouring, flavours • Safe storage. <p>Team Working: Identify the hazards game and fill in sheets on hazards.</p>	<p>Whole group marking of answers to hazards game.</p>	<p>TW: reach agreements, managing discussions to achieve results.</p>

<p>9</p>	<p>Basic Food Hygiene Course</p> <p>To consider food safety in terms of preventing food poisoning.</p> <p>Understand that there are different ways of monitoring temperature eg probes and thermometers.</p> <p>What is the danger zone?</p>	<p>To complete activity sheets on food poisoning.</p> <p>FPT: couscous salad. Salad dressings</p> <p>Demonstrate mayonnaise.</p>	<p>Peer marking of activity sheets.</p>	<p>.EP: discuss issues of concern, seeking resolution where needed.</p>
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10	<p>Basic Food Hygiene Course</p> <p>To understand the need for different types of equipment and temperatures for the storage of food including chilling, freezing and reheating and ambient conditions.</p> <p>Explain and understand the importance of critical storage temperatures.</p> <p>Use of eggs (high risk foods) to enrich products.</p> <p>To consider food hygiene and safety when storing, purchasing, cooking and serving food.</p> <p>Understand best before and use by dates.</p>	<p>Students given Temperature Control Sheet – label the vital temperatures and learn them. Theory on how this relates to safe storage, cooking and reheating including safe food labelling.</p> <p>FPT: duchesse potatoes</p> <p>Personal Hygiene Sheet – to be completed for homework.</p>	<p>Rote learning as a whole group of vital temperatures in the danger zone.</p> <p>Personal Hygiene sheet to be handed in next lesson.</p>	<p>IE: explore issues, events or problems from different perspectives</p>
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11	<p>Basic Food Hygiene Course</p> <p>Learn about the importance of cleaning in food premises.</p> <p>Understand the need for high standards in premises maintenance.</p>	<p>Quiz on cleaning and maintenance</p> <p>BASIC FOOD HYGIENE EXAM</p>	<p>Results of CIEH marked exam.</p>	<p>SM: work towards goals, showing initiative, commitment and perseverance.</p>
12	<p>How using electric whisks speeds up aeration.</p> <p>Demonstrate competence in making whisked sponges and icing/frosting.</p> <p>How to make a quality outcome using finishing techniques.</p>	<p>FPT: Yule logs</p>	<p>Take digital photos.</p> <p>Head of year to judge them for a prize.</p>	<p>RL: invite feedback and deal positively with praise, setbacks and criticism.</p>