Year 10 Scheme of Work – Term 3

Week	Learning Objective	Teaching/Learning Activities	Assessment for Learning	PLTS/SfS Other Opportunities
1	New Technologies: Understand how new technologies are used to produce new foods and ingredients. Including consumer concerns and views of the EU.	Powerpoint presentation on how SMART foods are used in the industry. Outline their benefits and disadvantages. Discuss consumer issues and concerns around these. Students compare 'convenience' of smart foods by making up instant custard, pot noodles, angel delight etc and compare to traditional methods.	Students work in groups to produce podcasts about one of the SMART foods highlighted in the lesson. Verbal discussion about food experiments.	TW: adapt behaviour to suit different roles and situations including leadership roles IE: support conclusions using reasoned arguments and evidence.

2	**To understand the nutritional properties of foods: main nutrients and fibre, healthy eating guidelines, Eat Well Plate, 5 a day.** **Be able to apply nutritional advice when analysing existing products.**	**Revision of the Eatwell Plate. What are the advantages of eating '5 a day'?** **Finding out about nutritional groups – protein, fats, carbs, vits and minerals plus fibre. Students fill in nutritional table in their log books.** **Deficiency diseases/diet related health problems.** **Circus activity looking at existing products and identifying the main nutrient groups present.**	**Students carry out a quick activity to match the foods to the right section of the plate. Small research task on website.** **Students provided with a nutritional log book.** **Nutritional card game to check understanding.** **Cut and paste activity on diet related health.** **Students able to identify which foods are healthy.**	**IE: to analyse and evaluate information, judging its relevance and value.** **TW: show fairness and consideration to others.**

3	**Understanding the nutritional properties of foods.**	**FPT: Students to create a product which is rich in at least one nutrient group.**	**Using Food for a PC they analyse the nutritional content of their product and write a short report in their nutritional log.**	**SM: deal with competing pressures , including personal and work-related outcomes**
4	**Investigate nutritional needs of different target groups: vegetarians, coeliacs, diabetics, calorie controlled, those with nut allergies and lactose intolerances.**	**Demonstration of meat alternatives in vegetarian foods. Students use vegetarianism to gain a sense of special nutritional requirements for this group. Use this as a basis for finding out about other groups special dietary requirements.**	**Sensory analysis of vegetarian foods and analysis of findings.** **Team activity – teams sent on a fact finding mission to share with the rest of their group.**	**TW: collaborate with others to work towards common goals** **SM: respond positively to change, seeking advice and support when needed**
5	**Nutritional Awareness.**	**Plenary session where students complete their log books, collate their work and present their pod casts on SMART foods and information on special dietary needs.**	**Students watch each others' podcasts. Ask questions of the teams.** **Quiz to test their knowledge.**	**CT: connect their own and others' ideas and experiences in inventive ways**

6	**Controlled Assessment:** **Choosing project titles.**	**Students watch presentation of coursework titles.** **Time given for them to choose which one they want to do.** **Complete front cover for their Coursework.**	**Understanding design briefs. Understanding the role that designers and product developers have and the impact and responsibility they have on and to society.** **Being able to complete their front cover.**	**RL: set goals with success criteria for their development and work.**
7	**Controlled Assessment:** **Research.**	**Students begin to Research the information and gather facts for their design.** **Students will have books and the internet available.**	**Being able to investigate and select appropriate material which will aid their design.**	**IE: plan and carry out research, appreciating the consequence of decisions.**
8	**Controlled Assessment:** **Research.**	**Continuation of book and internet research, as above.**	**As above**	**IE: analyse and evaluate information, judging its relevance and value.**

9	**Controlled Assessment:** **Research.**	**Writing questionnaires.** **Understand that they must design products to meet the needs of clients and consumers.**	**A questionnaire is produced which students can use to ask their target group and inform their designing.**	**SM: work towards goals, showing initiative, commitment and perseverance.** **CT: ask questions to extend their thinking.**
10	**Controlled Assessment:** **Research.**	**Market Research.** **Analyse and evaluate existing products.**	**Students find out costs, weights, packaging, environmental considerations for existing products.**	**EF: identify improvements that would benefit others as well as themselves.**
11	**Controlled Assessment:** **Research.**	**Students work independently to complete all research tasks.**		**EP: present a persuasive case for action.**
12	**Controlled Assessment:** **Analysis of Research.**			**IE: analyse and evaluate information, judging its relevance and value.**