



**What I will know and understand by the end of Year 10**

This year in GCSE Food we will be learning:		This links to:	Key Vocabulary:
<b>1</b>	<p><b>Protein unit</b></p> <ul style="list-style-type: none"> <li>• What a protein is and where they are found in the diet</li> <li>• About the food science principles of denaturation, coagulation, foam formation and gluten formation</li> <li>• Why we cook food and how to safely do this</li> <li>• What conduction, convection and radiation are and how these are used to cook food</li> <li>• The food safety principles surrounding storing, cooking and serving food along with key temperatures that must be followed</li> <li>• About the advantages and disadvantages of using intensive vs organic farming and how this affects the food we consume</li> </ul>	<p>Students have been in the food room during KS3 to begin to build up their practical skills. They have produced a variety of different dishes and will now be able to identify and explain the food science behind the dishes.</p>	<ul style="list-style-type: none"> <li>• Protein</li> <li>• Deficiency</li> <li>• Pathogenic</li> <li>• Conduction, convection and radiation</li> <li>• Braising</li> <li>• Denaturation and coagulation</li> <li>• Gluten</li> <li>• Spoilage</li> <li>• Microorganism</li> <li>• Contamination</li> </ul>
<b>2</b>	<p><b>Fats unit</b></p> <ul style="list-style-type: none"> <li>• What a fat is and where they are found in the diet</li> <li>• About the food science principles of aeration, plasticity, shortening and emulsification</li> <li>• What the Eatwell guide is and how we should apply this to our diet</li> <li>• What the health condition coronary heart disease is and how we can prevent this from happening</li> <li>• What the health condition obesity is and how we can prevent this from happening</li> <li>• How microorganisms can be used safely in food production</li> <li>• What fortification is and the use of additives during food manufacture</li> </ul>	<p>Students will now be building upon the five key themes in Food and the theory that is introduced in this second unit, will build upon the key building blocks that were introduced in the first Protein unit, whilst recalling information from the previous unit.</p>	<ul style="list-style-type: none"> <li>• Saturated</li> <li>• Soluble</li> <li>• Cholesterol</li> <li>• Bond</li> <li>• Deficiency</li> <li>• Coronary</li> <li>• Excess</li> <li>• Aeration</li> <li>• Plasticity</li> <li>• Shortening</li> <li>• Emulsification</li> </ul>
<b>3</b>	<p><b>Carbohydrates unit</b></p> <ul style="list-style-type: none"> <li>• What a carbohydrate is and where they are found in the diet</li> <li>• About the food science principles of gelatinisation, dextrinization, caramelisation and raising agents</li> <li>• What a food allergy or intolerance is and how they can be identified</li> <li>• What the health condition osteoporosis is and how we can prevent this from happening through diet and exercise</li> <li>• What the health condition Type 2 diabetes is and how we can prevent this from happening through diet and exercise</li> </ul>	<p>Students will now be building upon the five key themes in Food and the theory that is introduced in this second unit, will build upon the key building blocks that were introduced in the first Protein and second fats unit.</p>	<ul style="list-style-type: none"> <li>• Polysaccharide</li> <li>• Osteoporosis</li> <li>• Gelatinisation</li> <li>• Dextrinisation</li> <li>• Caramelisation</li> <li>• Intolerance</li> <li>• Insulin</li> </ul>

<b>Target Grade:</b>		<b>AP1:</b>		<b>AP2:</b>		<b>AP3:</b>		<b>End of year exam</b>	
----------------------	--	-------------	--	-------------	--	-------------	--	-------------------------	--