

Subject	Y10 Threshold Knowledge – Autumn/Spring/Summer term	How to support students' learning
Tech - Food	<p>Autumn/Spring/Summer Term</p> <ol style="list-style-type: none"> 1. Identify and describe safe working practices for individuals and the cooking environment. 2. Explain the three types of contaminants and how cross-contamination occurs. 3. Describe the conditions needed for bacterial growth and how the 4 C's (cleaning, cooking, chilling, cross-contamination) help prevent foodborne illness. 4. Explain the purpose of a HACCP system and how it ensures food safety. 5. Describe what a risk assessment is and how to identify and minimise risks in a food setting. <p>Unit 3 -</p> <ol style="list-style-type: none"> 6. Describe the five main food groups and the proportions shown in the Eatwell Guide. 7. Explain what is meant by a balanced diet and the Government's 8 tips for healthy eating. 8. Describe the difference between macronutrients and micronutrients, including examples of each. 9. Identify sources and functions of carbohydrates, fats, and proteins, and the effects of imbalance. 10. Identify sources and functions of at least 5 micronutrients, and the effects of imbalance. 11. Explain the difference between fat-soluble and water-soluble vitamins. 12. Identify sources and functions of fibre, and the impact of too much or too little in the diet. 13. Describe the varying nutritional needs of different groups of people (e.g. age, activity level). 14. Describe diet-related health conditions (coronary heart disease, type 2 diabetes, Coeliac disease), their causes, and recommended diets. 15. Explain food allergies, intolerances, and labelling systems including the Traffic Light system and packaging symbols. <p>Unit 6 -</p> <ol style="list-style-type: none"> 16. Select suitable alternative ingredients to replace those that are unsuitable due to dietary needs, allergies, or preferences. 17. Describe key factors to consider when adapting recipes for different life stages, activity levels, and health conditions. 18. Explain how to adapt recipes for a range of factors that influence food choice, such as culture, religion, lifestyle, and personal preference. 	<ul style="list-style-type: none"> • https://www.food.gov.uk/safety-hygiene/student-guide-to-food-safety-and-hygiene • https://cpdonline.co.uk/knowledge-base/food-hygiene/types-of-food-contamination/ • https://www.bbc.co.uk/bitesize/guides/z77v3k7/revision/1 • https://www.bbc.co.uk/bitesize/guides/zbrdvk7/revision/4 • https://www.foodafactoflife.org.uk/search-results?q=risk+assessments • https://www.bbc.co.uk/bitesize/guides/z8rqw6f/revision/1 • https://www.nhs.uk/live-well/eat-well/how-to-eat-a-balanced-diet/eight-tips-for-healthy-eating/ • https://www.bbc.co.uk/bitesize/guides/znnqghv/video • https://quizlet.com/gb/283673988/macro-nutrients-aqa-gcse-food-preparation-and-nutrition-flash-cards/ • https://www.bbc.co.uk/bitesize/guides/zpt33k7/revision/1 • https://senecalearning.com/en-GB/revision-notes/gcse/food-preparation/aqa/and-nutrition/2-2-2-water-soluble-vitamins • https://www.bbc.co.uk/bitesize/articles/z4f7xfr#znkd96f • https://www.bbc.co.uk/bitesize/guides/z7yttv4/revision/1

	<p>Unit 2 -</p> <ol style="list-style-type: none"> Describe the role of food laws and agencies such as The Food Standards Agency, the Food Safety Act (1990), and Natasha's Law in keeping food safe and labelled correctly. Explain the requirements for safe food transportation, storage (shelf life, time limits), and the reasons for food packaging and processing. Compare the advantages and disadvantages of organic vs. intensive farming for both crops and animals. Describe how food is sourced, including how crops are grown and how animals and seafood are caught or reared. Explain why food is manufactured and compare the pros and cons of manufactured and processed foods. <p>Unit 4 -</p> <ol style="list-style-type: none"> Describe how social and environmental factors influence food choices, including income, culture, availability, and climate impact. Explain the meaning of seasonality, identify seasonal foods throughout the year, and describe the benefits of using seasonal produce to reduce food waste. <p>Unit 6 -</p> <ol style="list-style-type: none"> Demonstrate a range of preparation and cooking techniques independently, accurately, and safely. Use presentation skills to make dishes look appealing and professional. Describe key cooking processes like aeration, thickening, shortening, and setting, and explain how they work in recipes. Explain the roles of proteins, fats, oils, and carbohydrates in food preparation and cooking. Understand how different cooking methods can change the nutritional content of food. 	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/guides/zk92msg/revision/3 https://www.bbc.co.uk/bitesize/guides/z23yfcw/revision/5 https://www.foodallergy.org/living-food-allergies/food-allergy-essentials/common-allergens/substitutions https://www.bbc.co.uk/bitesize/guides/z7yttv4/revision/1 https://senecalearning.com/en-GB/revision-notes/gcse/food-preparation/aqa/and-nutrition/5-1-1-factors-which-influence-food-choice https://www.gov.uk/government/organisations/food-standards-agency https://www.food.gov.uk/sites/default/files/media/document/safe-catering_0.pdf https://www.rgs.org/schools/resources-for-schools/you-are-what-you-eat/organic-vs-intensive-farming-methods https://www.bbc.co.uk/bitesize/guides/zks8jty/revision/2 https://www.bbc.co.uk/bitesize/guides/zks8jty/revision/3 https://www.bbc.co.uk/bitesize/guides/z7fw7p3/revision/1 https://www.bbc.co.uk/bitesize/articles/zb23p4j https://www.theculinarypro.com/plate-presentations YouTube - Mrs James' Kitchen https://www.foodafactoflife.org.uk/recipes/ https://www.foodafactoflife.org.uk/11-14-years/cooking-11-14-
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