

GCSE Food and Nutrition Eduqas (part of WJEC)

Year 10 Autumn Term (1)

(Module 1) Commodity: Fruit and vegetables, including potatoes (fresh, frozen, dried, canned and juiced)

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KEY POINTS TO COVER PER COMMODITY

Provenance	<p>How/where fruit and vegetables are grown, link to climate, soil types</p> <p>Bring in organic verses non-organic (Soil Association, etc.)</p> <p>Use of pesticides and herbicides – discuss possible impact on health</p> <p>Customer choice can be linked to cost – discuss</p> <p>Food miles</p> <p>Seasonality</p>
How commodity is grown/reared and processed	<p>Select one or two appropriate fruits/vegetables and discuss growing, harvesting, etc. Suggest link to your own area, e.g. West Country – apples, peas (lots of online videos to show growing, harvesting, storage and processing)</p> <p>Clarify the difference between primary and secondary processing</p> <p>Include different methods of preservation (carry out a taste test on one fruit/vegetable by looking at fresh, frozen, canned, dried, jam, juiced, etc.) - link in with methods of sensory testing</p> <p>Link in changes to texture, colour and flavour due to cooking</p>
Classification	<p>Difference between fruits and vegetables – leaves, stems, roots, tubers, bulbs, etc.</p>
Nutritional values (include sources, functions, deficiencies, excess, daily requirements)	<p>Recap on 5 a day – link to eatwell plate</p> <p>Cover dietary fibre – soluble and insoluble</p> <p>Water</p> <p>Recap on vitamins and minerals (cover A, B, C, D, calcium and iron), and include complementary actions of the nutrients vitamin C and iron/vitamin D and calcium</p> <p>Nutrient requirements – link to different life stages</p> <p>Fat and water soluble vitamins – effect of oxidation, heat on vitamin content of fruits and vegetables</p> <p>Compare nutrient content of a specific fruit or vegetable – fresh, frozen, canned, dried, etc.</p>
Dietary considerations	<p>Vegetarians (lacto/lacto-ovo/vegan)</p> <p>Bone health – link in with vitamin D and calcium</p> <p>Healthy blood – link in with vitamin C and iron</p>
Food Science	<p>Composition of fruits and vegetables</p> <p>Oxidation/enzymic browning</p>
NEA Assessment 1 practise investigation	<p>Suggested investigations could include:</p> <p>Enzymic browning (practical and written work covered)</p> <ul style="list-style-type: none"> • Which fruits and vegetables turn brown? • Can enzymic browning be slowed down or stopped? • Does the way in which fruits and vegetables are cut affect

	<p>their enzymic browning?</p> <ul style="list-style-type: none"> • How does the texture of fruits and vegetables change when cooked?
Food hygiene and safety	<p>Recap on personal hygiene – good practice</p> <p>Refrigeration temperatures</p> <p>Why it is important to wash fruits and vegetables?</p> <p>Discuss Use By and Best Before dates</p> <p>Stock rotation</p> <p>Bagged salads – food poisoning risk (link to processing of leaves for bagged salads)</p>
Storage	<p>Ambient – loss of nutrient content over time; mention potatoes and solanine (green due to storage in light)</p> <p>Chilling – where in fridge should items be stored? Reinforce refrigeration temperatures</p> <p>Why canned foods should be decanted after opening, if not used immediately</p> <p>Freezing – link in blanching to slow down enzymic browning, home freezing, large scale freezing (nitrogen). Reinforce freezing temperatures</p>

Week 1	<p>Introduction to the course, set expectations, target grades, how learners will be assessed, etc.</p> <p>General recap on nutrition</p> <p>Introduce/recap on concept of provenance, and how this commodity is grown</p> <p>Classification of fruits and vegetables</p>	Vegetable soup
Week 2	<p>Continue with how this commodity is grown, and also include processing</p> <p>Include storage and food hygiene and safety</p>	Pineapple upside-down cake (touch on methods of cake making)
Week 3	<p>Nutritional values (include sources, functions, excess, daily requirements)</p> <p>Dietary considerations – specifically to fruits and vegetables</p>	Cauliflower and broccoli cheese (touch on methods of sauce making)
Week 4	<p>Enzymic browning and oxidation (carry out a simple browning experiment) and introduce the concept of NEA Assessment 1 (practical and written expectations)</p>	Fresh fruit salad (include making a stock syrup and presentation skills)
Week 5 NEA Assessment 1 focus and practise	<p>Continue with enzymic browning and oxidation</p> <p>Introduce a written brief, conduct an experiment</p> <p>Note: as the terms progress, build in more written work so that by the end of Year 10 learners will understand the expectations</p>	Write up experiment (can focus on specific aspect if time is limited)

	of the Year 11 NEA Assessment 1 (research methods, hypothesis setting, plan of action, writing up an experiment, analysis results of experiment and drawing conclusions, referencing sources)	
Week 6 General nutrition and diet theory, and a linked practical	Understanding of dietary reference values (EAR/RNI/LRNI/Safe Intake) BNF document Plan a dish suitable for one group listed above under Dietary considerations (e.g. high-fibre for person with iron deficiency anaemia, high in calcium for person with brittle bones) Use a nutritional analysis program to calculate nutrients and analyse data Note: as the terms progress, build in more written work so that by the end of Year 10 learners will understand the expectations of the Year 11 NEA Assessment 2	Dish selected by learner (under teacher guidance)

These dishes are examples. It is suggested that you use your own tried and tested recipes. Remember to include fresh, frozen, dried, canned or juiced where possible.	Skills Page 23-25 in spec	Country
Savoury ideas	Cooking Skills	Country
Vegetable stir fry/Chow mein	1, 2, 4, 5, 9, 13, 20 China	China
Vegetable (and chicken) fajitas	1, 2, 3, 4, 5, 10, 19, 20	Mexico
Vegetable soup or similar	1, 2, 5, 6, 8, 9, 19, 20	can apply to several countries
Cauliflower and broccoli cheese	1, 5, 6, 9, 11, 12, 13, 19,	uk
Vegetable slaw/Potato salad (include making mayonnaise)	1, 2, 6, 8, 13, 20 UK	uk
Vegetable and halloumi kebabs with pesto dressing	1, 2, 3, 4, 5, 8, 11, 19, 20	Generic – can apply to several countries
Vegetable curry and rice	1, 2, 5, 6, 9, 13, 19, 20	Asia - Can apply to several countries
Vegetable samosas	1, 2, 3, 5, 6, 12, 17, 18, 19, 20	India
Fish and potato cakes	1, 2, 3, 5, 6, 9, 10, 12, 19, 20	UK

Cottage Pie	1, 2, 5, 6, 9, 12, 19, 20	UK
Vegetables as accompaniments/side dishes	1, 2, 5, 9, 12, 19, 20	can apply to several countries
Sweet Ideas		
Fruit Muffins	5, 6, 12, 15, 16, 19, 20	UK/USA
Fresh fruit salad (include a stock syrup)	1, 2, 6, 9, 20	Generic – can apply to
Fruit scones	3, 5, 6, 7, 12, 16, 17, 18,	UK
Fruit crumble	1, 2, 5, 6, 9, 12, 17, 19,	UK
Fruit filled Swiss roll	1, 5, 6, 7, 8, 12, 15, 16, 19, 20	UK
Pineapple upside-down cake	1, 5, 6, 7, 8, 12, 15, 16, 19, 20	UK
Toffee apple cake	1, 2, 5, 6, 7, 8, 12, 15, 16, 19, 20	UK
Carrot cake	1, 2, 5, 6, 7, 8, 12, 15, 16, 19, 20	UK/USA
Lemon drizzle cake	1, 2, 5, 6, 7, 8, 12, 15, 16, 19, 20	UK
Apple and blackberry pie	1, 2, 3, 5, 6, 7, 8, 12, 15, 18, 19, 20	UK/USA
Gelatine set, fruit topped cheesecake	1, 2, 6, 7, 8, 14, 18, 19, 20	Generic – can apply to several countries
Fruit tart	1, 2, 3, 5, 6, 7, 9, 12, 14, 17, 18, 19, 20	UK
Practicals (NEA Assessment 2) – emphasise importance of time management, dovetailing, writing detailed time plans		