Year 10 Term: 1

Commodity: Fruit and vegetables

including potatoes (fresh, frozen, dried, canned and juiced)

KEY POINTS TO COVER PER COMMODITY

KEY TERM	APPLICATION OF KEY TERM
Provenance	• Know how/where fruit and vegetables are grown, **link** to climate, soil types Bring in organic verses non-organic (Soil Association, etc.) • Use of pesticides and herbicides – **discuss** possible **impact** on health • Customer choice can be linked to cost – **discuss** • Food miles • Seasonality
How commodity is grown/reared and processed	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) **Clarify the difference** between primary and secondary processing 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 Link in changes to texture, colour and flavour due to cooking
Classification	**Define** the difference between fruits and

	vegetables – leaves, stems, roots, tubers, bulbs, etc.
Nutritional values (include sources, functions, deficiencies, excess, daily requirements)	**Recap** on 5 a day – link to eatwell plate Cover dietary fibre – soluble and insoluble Water **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 Nutrient requirements – link to different life stages Fat and water soluble vitamins – effect of oxidation, heat on vitamin content of fruits and vegetables . **Compare** nutrient content of a specific fruit or vegetable – fresh, frozen, canned, dried, etc.
Dietary considerations	• Vegetarians (lacto/lacto-ovo/vegan) • Bone health – link in with vitamin D and calcium • Healthy blood – link in with vitamin C and iron
Food science	• Composition of fruits and vegetables Oxidation/enzymic browning
	Suggested investigations could include: Enzymic browning (practical and written work covered) • 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 their enzymic browning? • How does the texture of fruits and vegetables change when cooked?
Food hygiene and safety	• Recap on personal hygiene – good practice Refrigeration temperatures • Why it is important to wash fruits and vegetables? • Discuss Use By and Best Before dates Stock rotation Bagged salads – food poisoning risk (link to processing of leaves for bagged salads)
Storage	**Ambient** – loss of nutrient content over time; mention potatoes and solanine (green due to storage in light) **Chilling** – where in fridge should items be stored? Reinforce refrigeration temperatures Why **canned foods** should be decanted after opening, if not used immediately. **Freezing** – link in blanching to slow down enzymic browning, home freezing, large scale freezing (nitrogen). Reinforce freezing temperatures

Homework and 'flip learning':

Use the above information to inform your homework. As the term goes on your will be expected t cover these tasks in lesson, do prior investigation and recall this information. ***See your work book for details.***

Useful links:

www.foodafactoflife.co.uk

www.educas.co.uk food preparation and nutrition

Useful resources:

Purchase of revision guides and work books CGP Educas Food Preparation and Nutrition