

Curriculum Overview Food Technology

	Intent for the year	Unit (SOL – Building on KS2 D&T)	Duration	Assessment
Year 7	<p>Establish a basic understanding of general practical skills, knife skills and nutrition (Macronutrients) and the science behind food (raising agents)</p> <p>Steps to success:</p> <ul style="list-style-type: none"> • Introduction to basic food hygiene and health and safety within kitchens. • Introduction to the Eatwell guide, importance of breakfast and the macronutrients, Carbohydrates, fats and Protein (nutrition/health) • Developing an awareness of meat and dairy alternatives and allergies (nutrition/health) • Introduction to basic knife skills (claw grip, holding knife properly, oblong cut, dice, mince) • Basic cooking methods (bake, reduce, dough) 	<p>Key Learning Points for the Unit: Introduction to Food Technology</p> <p>NC points indicated in the Year SOL</p> <ul style="list-style-type: none"> • Safety and Hygiene • The eat well plate/healthy eating • The role of core macronutrients in the body (Carbohydrates, protein and fat) • Knife skills (Pinch grip, claw grip, dice, mince and slice) • Equipment/using a cooker and equipment • Good bacteria/bad bacteria and spoilage • Methods of cooking • Raising agents (Chemical and Biological) • Seasons and food choices • Designing a pizza in answer to a brief • Making of pizza design using skills acquired during unit • Practical work: (savoury) courgette muffins, cupcakes, (savoury) bread, pizza 	<p>12 weeks (One double lesson a week)</p>	<p>Baseline Assessment</p> <p>50% cupcake practical</p> <p>50% End of unit summative Assessment (theory)</p>

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Year 8	<p style="text-align: center;">Develop student understanding of nutrition and the importance of a balanced diet in adolescence; exploring the impact of health and the ethics of food choice; develop medium practical skills.</p> <p>Steps to success:</p> <ul style="list-style-type: none"> • Development of understanding of hygiene, cross contamination, bacteria and food poisoning, spoilage (nutrition/health) • Recap of basic knife skills from Y7, introduction of Medium/higher order knife skills (Mince/Julienne) • Developing of medium order cooking skills (caramelisation, reduction, coating) and an awareness of the process taking place • Developing from knowledge of the Eatwell guide and an awareness of the nutritional and caloric needs of life stages. Focus on healthy adolescent diet (nutrition/health) • Developing awareness of food choices people make and how to use substitutes for meat and dairy. Why this must be labelled and common allergies. (nutrition/health/varying diet) 	<p>Key Learning Points for the Unit: Developing understanding of adolescent nutrition and food choice.</p> <p>NC points indicated in the Year SOL</p> <ul style="list-style-type: none"> • Safety and Hygiene • The eat well plate/the role of core macronutrients in the body (Carbohydrates, protein and fat) • Developing understanding of micronutrients (vitamins and minerals) • Medium knife skills (Pinch grip, claw grip, dice, mince and Julienne) • Equipment/using a hob, cooker and equipment • Good bacteria/bad bacteria and spoilage • Seasonality and food choices (recalling work from Y7, developing in depth understanding of life cycles and sustainability) • Mass production, additives and safety standards • Medical, Religious and ethical food choices • Practical work: vegetable stir-fry, caramelised onion tart, Chicken nuggets and wedges, vegetarian Bolognese 	<p>12 weeks (One double lesson a week)</p>	<p>50% Caramelised onion tart (practical skills assessment)</p> <p>50% End of unit summative Assessment (theory)</p>
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Year 9	<p>Consolidate student understanding of food choice and the impact of sustainable food production, ethics and allergies on diet choices and how this can impact or nutrition and health; encouraging lifelong curiosity about food cultures around the world</p> <p>Steps to success:</p> <ul style="list-style-type: none"> • Recap hygiene and safety knowledge from y7 and 8, introducing time plans and student led practical work for greater independence. • Develop knowledge of medium to complex knife skills (develop Julienne and Chiffonade) • Develop an in-depth understanding of the chemical changes within cooking (Shortening, fermentation, coagulation) • Develop a higher understanding of Food and nutrition’s impact on the body – introduction to micronutrients and their impact. (nutrition/health) • Developing a high-level understanding of the ethical, moral and religious food choices and the impact of food provenance on the environment. • Developing cultural capital so students have a strong understanding of sustainability, food production and nutrition to make informed choices as they explore the growing global food culture. (nutrition/health/variant diet) 	<p>Key Learning Points for the Unit: Global food culture and Food choice</p> <p>NC points indicated in the Year SOL</p> <ul style="list-style-type: none"> • Kitchen Safety and Food Hygiene • Exploring the impact of nutrition on disease and hormone production • Developing a depth of understanding of how micronutrients (vitamins and minerals) help prevent diseases and the roles they play in the body. • Medium/complex Knife skills (Pinch grip, claw grip, dice, mince and Julienne, Chiffonade) • Equipment/using a hob, cooker and equipment with greater independence • Good bacteria/bad bacteria and spoilage and its role in food production • In depth exploration of complex causes of allergies and food intolerances and the responsibility of food production • Debate and dialogue about medical, Moral and ethical food choices through the Great Debate presentation. • Around the world Food Project exploring food as a global citizen • Practical work: Kimchi, Pasta (Tagliatelle), Savory short crust – Mediterranean Quiche, Around the food project (Student lead) 	<p>12 weeks (One double lesson a week)</p>	<p>50% Great Debate Presentation (50%) Around the World Food project 15% presentation 35% Practical skills assessment</p>
	Intent for the year	Units	Duration	Assessment

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Year 10	<p>Autumn 1</p> <p>Theory focus</p> <ul style="list-style-type: none"> Nutrients (Ch. 1.1.1 – 1.1.6) Cooking and heat transfer (Ch. 2.1.1- 2.1.2) Functional and chemical properties of Food (Ch. 2.2.1- 2.2.4) <p>Practical focus</p> <ul style="list-style-type: none"> (Recalling basic skills from KS3 and developing independence and core/component practical skills) Linked practical: Caramelised onion tart (Homemade pastry – Developed skills from simplified KS3 recipe) Bread (Brioche – higher skill focus on gluten formation) Swiss roll Chilled Lemon Flan <p>Autumn 2</p> <p>Theory focus</p> <ul style="list-style-type: none"> British and International Cuisines (Ch 8) Environmental Impact of Food production (Ch. 5.1.1- 5.1.3) <p>Practical focus</p> <ul style="list-style-type: none"> (recalling basic skills from KS3 and developing independence and core/component practical skills) Linked Practical's: Pasta (Ravioli from scratch development form Tagliatelle) Shortcrust pastry Mediterranean Vegetable flan (time plans- developing independence in practical's) Pasties (cheese and onion) <p>Spring 1</p> <p>Theory</p> <ul style="list-style-type: none"> Food spoilage and contamination (Ch. 3.1.1 – 3.1.4) Food safety (Ch. 3.2.1-3.2.2) Food processing and production (Ch.5.2.1-5.1.2) 	<p>Unit 1: Theory (Duration Autumn 1 – Spring 2)</p> <ul style="list-style-type: none"> Developing understanding of theory behind food preparation and its impact on the nutritional properties of food. Understand the complex interrelation of Nutrition, Food choice and Nutritional needs on bodily health. Explore how factors of sustainability and preservation impact food production, marketing and storage. <p>Unit 2: Practical Skills development (Duration Autumn 1- Spring 2)</p> <ul style="list-style-type: none"> Development of Basic, Medium and Complex Practical skills according to the 12 skills listed in the AQA specification. <p>Unit 3: Mock NEA 1 Food investigation (Duration Summer 1)</p> <ul style="list-style-type: none"> Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task. <p>Unit 4: Mock NEA 2: Food preparation assessment (Duration Summer 2)</p> <ul style="list-style-type: none"> Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of a main dish within a single period of no more than 90 min, planning in advance how this will be achieved. 	<p>Year 1</p> <p>Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Food Preparation and Nutrition specifications and all exam boards.</p> <p>The exam and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives.</p> <p>AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.</p>
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	<p>Practical</p> <ul style="list-style-type: none"> • Linked practical's: Puff pastry (cheese twists) Jointing a chicken Fish cakes (Filleting) <p>Spring 2</p> <p>Theory</p> <ul style="list-style-type: none"> • Nutritional needs (Ch. 1.2.1- 1.2.4) • Factors effecting food choice (Ch. 4.1.1 – 4.1.3) • Sensory evaluation (Ch. 4.3.1) <p>Practical</p> <ul style="list-style-type: none"> • Linked Practical's: Ricotta and Spinach Lasagne Cottage pie (Vegetarian) Choux Pastry (development of raising agents (steam)) All in One Chocolate cake <p>Summer 1</p> <p>Theory</p> <ul style="list-style-type: none"> • Mock NEA 1 Coursework Project <p>Practical</p> <ul style="list-style-type: none"> • Practical component of MOCK NEA 1 (Raising agent – cookies) <p>Summer 1</p> <p>Theory</p> <ul style="list-style-type: none"> • Mock NEA 2 Coursework Project <p>Practical</p> <ul style="list-style-type: none"> • Mock Examined NEA 2 practical (90 min complex dish) 		<p>AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.</p>
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Year 11	<p>Autumn 1: (7 Weeks)</p> <p>Focus on NEA 1</p> <p>Autumn 2: (6 Weeks) Introduction to NEA 2 – development of skills Spring 1: Planning for the final menu NEA Exam (3h) Coursework submission</p> <p>Spring 2: (6 weeks) Revision:</p> <ul style="list-style-type: none"> • Nutrients (Ch. 1.1.1 – 1.1.6) • Cooking and Heat transfer (Ch. 2.1.1- 2.1.2) • Functional and Chemical properties of Food (Ch. 2.2.1- 2.2.4) • British and International Cuisines (Ch 8) Environmental Impact of Food production (Ch. 5.1.1- 5.1.3) • Food spoilage and contamination (Ch. 3.1.1 – 3.1.4) • Food safety (Ch. 3.2.1-3.2.2) • Food processing and production (Ch.5.2.1-5.1.2) • Nutritional needs (Ch. 1.2.1- 1.2.4) • Factors effecting food choice (Ch. 4.1.1 – 4.1.3) • Sensory evaluation (Ch. 4.3.1) <p>Summer 1: (5 weeks) Emphasis on exam technique and revision strategies</p>	<p>NEA 1: Task 1: Food investigation (30 marks) Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.</p> <p>NEA 2: Task 2: Food preparation assessment (70 marks) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.</p>	<p>Year 2: January to April</p>	<p>AO as above</p> <p>NEA 1 Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.</p> <p>NEA 2 Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.</p> <p>Final Externally Assessed Exam</p>
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