FOOD TECHNOLOGY

CURRICULUM OVERVIEW KS3

YEAR 7 FOOD TECHNOLOGY

In Food and Technology students in Year 7 combine practical and technological skills with creative thinking to design and make food that meet human needs. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team. They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. Through Food Technology, pupils develop confidence in using practical skills and become discriminating users of food products. Students apply their creative thinking and learn to innovate.

YEAR 8 FOOD TECHNOLOGY

As part of students work with food, they are taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. In Food and Technology, Year 8 combine practical and technological skills with creative thinking to design and make food that meet human needs. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team. They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, economic, industrial and environmental issues. Students develop confidence in using practical skills.

YEAR 9 FOOD TECHNOLOGY

Students will learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team. In Food and Technology students will combine practical and technological skills with creative thinking to design and make food that meet human needs. As part of students work with food, they are taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Through a variety of creative and practical activities, students are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making food products.

CURRICULUM JOURNEY

Throughout Years 7 to 9, students develop their practical skills, creativity and knowledge of food, nutrition and healthy eating. In Year 7, students are introduced to the fundamental skills and techniques needed to design and make food products, exploring food safety, creativity and the social, cultural and environmental influences on food. In Year 8, students build on these foundations by developing their cooking skills and understanding of nutrition and healthy eating, learning to prepare affordable, nutritious meals for themselves and others. By Year 9, students apply and refine their practical and technological skills through more independent and creative designing and making activities. They develop confidence in making informed food choices, solving problems and evaluating their work, preparing them with valuable knowledge and life skills for the future.

FOOD TECHNOLOGY

CURRICULUM OVERVIEW KEY STAGE 3

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 7	Students will study: General introduction to Food Tech and routines in the Food Tech room. Hazards in a cooking environment / Safety and hygiene issues when cooking. Basic kitchen equipment and their uses. Demonstrations of how to use equipment like cookers, ovens, knives, fridges, etc. Fruit kebab/salad making (cutting skills). Fairy cake cooking (baking skills). Food and nutrients: (Macronutrients and Micronutrients) – General intro. Year 7 diagnostic assessment	Students will study: Discussions, addressing misconceptions from assessment and FIX IT. Fruit or Apple crumble cooking (rubbing-in and baking skills). Introduction to Food and nutrients: (Macronutrients and Micronutrients) – Carbohydrate, Protein and Fat. Introduction to Food and nutrients: (Macronutrients and Micronutrients) – Vitamins and mineral elements. Wrap cooking (bridge cutting, claw cutting frying, spreading, folding). Pasta and vegetables. Planning towards own cooking. Cooking practical assessment (selected dishes of students' choice showing good cooking skills.	***Spring 1*** Students will study: Nutritional needs of different age groups. Continuation of nutritional needs ((babies, toddlers, children). Scones cooking. Continuation of nutritional needs (teenagers, adults, elderly). French bread pizza or pizza with already made base cooking. Diagnostic Assessment 2 ***The Textiles classes will move to Food and Food students will move to Textiles.*** ***These classes will begin Autumn 1 lessons in that order. Those who don't change will continue from Spring 2.***	Students will study: General introduction to Food Tech and routines in the Food Tech room. Hazards in a cooking environment / Safety and hygiene issues when cooking. Basic kitchen equipment and their uses. Demonstrations of how to use equipment like cookers, ovens, knives, fridges, etc. Fruit kebab/salad making (cutting skills). Fairy cake cooking (baking skills). Food and nutrients: (Macronutrients and Micronutrients) – General intro. Year 7 diagnostic assessment	Students will study: Discussions, addressing misconceptions from assessment and FIX IT. Fruit or Apple crumble cooking (rubbing-in and baking skills). Introduction to Food and nutrients: (Macronutrients and Micronutrients) – Carbohydrate, Protein and Fat. Introduction to Food and nutrients: (Macronutrients and Micronutrients) – Vitamins and mineral elements. Wrap cooking (bridge cutting, claw cutting frying, spreading, folding). Pasta and vegetables. Planning towards own cooking. Cooking practical assessment (selected dishes of students' choice showing good cooking skills.	***Spring 1*** Students will study: Nutritional needs of different age groups. Continuation of nutritional needs ((babies, toddlers, children). Scones cooking. Continuation of nutritional needs (teenagers, adults, elderly). French bread pizza or pizza with already made base cooking. Diagnostic Assessment 2 ***The Textiles classes will move to Food and Food students will move to Textiles.*** ***These classes will begin Autumn 1 lessons in that order. Those who don't change will continue from Spring 2.***

YEAR 8	Introduction and Expectations in cooking environment.	Year 8 test discussions, addressing misconceptions from assessment and FIX IT.	Factors affecting food choices.	Introduction and Expectations in cooking environment.	Year 8 test discussions, addressing misconceptions from assessment and FIX IT.	Factors affecting food choices.
	Hazards and how to prevent accidents in the cooking area.	Stir fry cooking.	Dietary related diseases (Obesity)	Hazards and how to prevent accidents in the cooking area.	Stir fry cooking.	Dietary related diseases (Obesity)
	Electrical and other cooking equipment. Demonstration of how to use equipment like the oven, hob, whisk, etc; how to weigh and measure ingredients, etc.	Water and dietary fibre.	Chocolate cookies cooking	Electrical and other cooking equipment. Demonstration of how to use equipment like the oven, hob, whisk, etc; how to weigh and measure ingredients, etc.	Water and dietary fibre.	Chocolate cookies cooking
	Sponge cake making.	Healthy eating guidelines (Diet and health)	Dietary related diseases (Type 2 diabetes and Anaemia, goitre, osteoporosis, osteomalacia etc.) Protein deficiency diseases like kwashiorkor and marasmus.	Sponge cake making.	Healthy eating guidelines (Diet and health)	Dietary related diseases (Type 2 diabetes and Anaemia, goitre, osteoporosis, osteomalacia etc.) Protein deficiency diseases like kwashiorkor and marasmus.
	Cereal crops, Types of flour and their food use	Rock cake cooking.	Rice/Pasta dish cooking/Ragu dish	Cereal crops, Types of flour and their food use	Rock cake cooking.	Rice/Pasta dish cooking/Ragu dish

	Shortbread biscuits/ Muffins cooking	Planning towards own cooking	**DIAGNOSTIC WRITTEN ASSESSMENT (ASSESS KNOWLEDGE)**	Shortbread biscuits/ Muffins cooking	Planning towards own cooking	**DIAGNOSTIC WRITTEN ASSESSMENT (ASSESS KNOWLEDGE)**
	DIAGNOSTIC WRITTEN ASSESSMENT (ASSESS KNOWLEDGE)	**PRACTICAL COOKING ASSESSMENT (ASSESS SKILLS)**	**HALF TERM**	**DIAGNOSTIC WRITTEN ASSESSMENT (ASSESS KNOWLEDGE)**		**HALF TERM**
			Food students move to Textiles, while Textiles students come to Food.			

FOOD TECHNOLOGY

CURRICULUM OVERVIEW KEY STAGE 3

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 9	Introduction to Food Technology, classroom expectations and routines.	Assessment feedback and improvement.	Fish: types, nutrients and cooking methods.	Introduction to Food Technology, classroom expectations and routines.	Assessment feedback and improvement.	Fish: types, nutrients and cooking methods.
	Food room routines, weighing and measuring ingredients.	Functional properties of major cooking ingredients.	Vegetarianism and vegetarian diets.	Food room routines, weighing and measuring ingredients.	Functional properties of major cooking ingredients.	Vegetarianism and vegetarian diets.
	Food safety, hygiene, hazards and risk assessment.	Functions of eggs in cooking.	Lacto-ovo vegetarian cooking.	Food safety, hygiene, hazards and risk assessment.	Functions of eggs in cooking.	Lacto-ovo vegetarian cooking.
	Fruit and vegetable-based cakes.	Swiss roll production.	Special dietary requirements.	Fruit and vegetable-based cakes.	Swiss roll production.	Special dietary requirements.
	Specialist food technology equipment and their uses.	Meat and poultry: types, nutrients and cooking methods.	Applying cooking skills to meat-based dishes.	Specialist food technology equipment and their uses.	Meat and poultry: types, nutrients and cooking methods.	Applying cooking skills to meat-based dishes.
	Principles of nutrition.	Bread and dough production.	Diagnostic Written Assessment.	Principles of nutrition.	Bread and dough production.	Diagnostic Written Assessment.
	Biscuit making and developing practical skills.	Practical Cooking Assessment.	**HALF-TERM BREAK**	Biscuit making and developing practical skills.	Practical Cooking Assessment.	**HALF-TERM BREAK**
	Diagnostic Written Assessment.		Food and Textiles rotation.	Diagnostic Written Assessment.		Food and Textiles rotation.

FOOD TECHNOLOGY

CURRICULUM OVERVIEW – KS4 FOOD PREPARATION AND NUTRITION

KS4 Description for Food Technology Course

GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. The specification is designed to create a balance between practical and theoretical knowledge and understanding.

By studying Food Preparation and Nutrition, learners will:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.
- Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks.
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

FOOD TECHNOLOGY

CURRICULUM OVERVIEW – KS4 FOOD PREPARATION AND NUTRITION

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 10	Intro to Food Preparation Expectations Exam board Specification Examination requirements **and** **SECTION 1: Food Nutrition and Health**	**SECTION 2: The science of food** **SECTION 3: Food spoilage**	***Spring 1*** **SECTION 4: Where food comes from/food provenance**	***Spring 2*** **SECTION 5: Factors affecting food choices**	**Commodity: Butter, oils, margarine, sugar and syrup.** **GCSE NEA 1 Example task brief**	***Summer 2*** **GCSE NEA 2 Example task brief**
						PRACTICAL COOKING: Practical cooking: Savoury or sweet based on NEA brief. Practical cooking: Own dish reflecting GCSE NEA tasks like picnic dishes. Practical cooking: Pastries dishes like quiche, calzone, mini pizzas, etc. Practical cooking: Vegetarian dishes. Practical cooking: Multicultural dishes from different countries and cultures. Practical cooking: Swiss roll or meringue (if time permits). Practical cooking: Cooking with dairy (NEA example). Practical cooking: Meat free dishes (NEA example). Practical cooking: Dishes for special occasions (NEA example). Practical cooking: NEA 2 trial dishes.

FOOD TECHNOLOGY

CURRICULUM OVERVIEW – KS4 FOOD PREPARATION AND NUTRITION

YEAR 11 | GCSE FOOD PREPARATION AND NUTRITION

Students consolidate GCSE knowledge, apply geographical enquiry methods to physical and human fieldwork, analyse unfamiliar resources and develop reasoned explanations and judgements. Retrieval and examination practice strengthen connections across the specification.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 11	***Year 11 Autumn 1*** NEA Assessment 1 and Assessment: Teachers must not divulge content of NEA brief/task, Practical must not directly mirror the NEA 1 brief. Recap on key principles of how to conduct NEA; the mark scheme and Assessment 1.	***Year 11 Autumn 2*** Students should undertake Preparation for NEA Assessment 2 Recap on key principles of how to conduct NEA – ensure learners are familiar with the mark scheme and how to be successful in NEA. **Food Nutrition and Health (Recapping)**	***Year 11 Spring 1*** Students should carry out NEA Assessment 2 Research; Recipe trial session 1; Recipe trial session 2; Recipe trial session 3; Recipe trial session 4; Recipe trial session 5. Select final 3 dishes, Reasons for choice Requisitions Time plan **Section 3 recap:** **Revision: Food spoilage** **Section 4: Where food comes from. (Recap**	***Year 11 Spring 2*** ***Students carry out*** NEA Assessment 2 Practical for NEA Assessment 2 take place3 hours. Evaluation for NEA Assessment 2. Exam revision based on examination topics for GCSE Food Prep and Nutrition. **SECTION 5** **Revision: Factors affecting food choices.**	***Year 11 Summer 1*** Revision towards written examination based on examination topics for GCSE Food Prep and Nutrition. **Practical** Practical cooking: Trial 1 dish making (based on NEA 1 brief). Practical cooking: NEA 2 trial dishes 1. Practical cooking: NEA 2 trial dishes 2. Practical cooking: NEA 2 trial dishes 3. Practical cooking: NEA 2 trial dishes 4. Practical cooking: NEA 2 trial dishes 5. Practical cooking: NEA 2 trial dishes 6.	**Revisions and exam preparation.** Addressing topics misconceptions.

FOOD TECHNOLOGY

CURRICULUM OVERVIEW – GCSE QUALIFICATIONS – WJEC EDUQAS

Final Examination and Assessments Information

a. Component 1: Principles of Food Preparation and Nutrition

Written Examination for 1 hour 45 minutes (50% of qualification).
This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content.
Section A: questions based on stimulus material.
Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

b. Component 2: Food Preparation and Nutrition in Action

Non-examination assessment: qualification
Assessment 1: The Food Investigation Assessment
A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. **:**

Assessment 2: The Food Preparation Assessment
Prepare, cook and present a menu which assesses the knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. These assessments will be based on a choice of tasks released by WJEC annually.

Practical Assessment:

- Ability to cook dishes of acceptable qualities.
- Describe how to make selected dishes.
- Ability to follow a recipe.
- To choose equipment appropriate to each task.
- To weigh and measure ingredients accurately.
- To work independently in an extremely competent and confident manner.
- To follow the order of work correctly.
- To use the right cooking methods.

- To demonstrate good knowledge in relation to cooking times and being able to make adjustments in practice as required.
- To show good knowledge in relation to seasoning.
- To present the present dishes in attractive manner with skillful garnishes.
- To produce accurate portion control in all dishes.
- Health and safety rules should be thoroughly practiced.
- To work independently without support and use range of high and medium level cooking skills.
- To show high standard of competence.
- Organoleptic testing and evaluation of food and using the right words to evaluate food.

Areas of Content

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation.