

Food Technology

Year 7 – 11 Curriculum rationale

Curriculum intent: **CREATIVITY, CONFIDENCE & QUALITY**

The Creative Faculty takes students on a **creative journey**, where they **select, use** and understand a variety of **skills**, techniques and media. During this journey they gain life-long **confidence**, **independence** and produce **quality outcomes** to be proud of.

Literacy/Reading/Oracy opportunities: specialist Food Technology vocabulary, how to read and understand recipes, how to communicate knowledge and ideas in appropriate ways (speaking and written), analysing food products in terms of outcome, physical and functional properties and process used.

| | Autumn | Spring | Summer |
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| Year 7 | <p>Healthy Meals</p> <ul style="list-style-type: none"> Students will learn how to conduct a sensory analysis when evaluating food products. They will learn how to develop a menu for a specific dietary need and be able to correctly sequence a practical activity. The eat well plate and a balanced diet are the foundation of this unit. Students will understand which foods fit in each group. They will reflect on their own diet linked to healthy eating. <p>Practical Skills:</p> <ul style="list-style-type: none"> Students will learn and practice the basic skills of cooking healthy food. This includes peeling and preparing fruit and vegetables to be eaten both raw and cooked. Knife skills including the bridge hold will be introduced. Kitchen Hygiene and washing up will also be taught explicitly to ensure all the students are working at expected standards from the start. Students will learn correct kitchen equipment names. | <p>Cooking & Hygiene</p> <ul style="list-style-type: none"> Students will be able to suggest and use alternative ingredients that can be substitutes for meat-based products and dishes. Students gain further cooking and preparation skills by making a variety of dishes linked to a broad range of animal products. They will learn about specialist diets including vegetarian and vegan and understand the choices for these lifestyles. <p>Practical skills:</p> <ul style="list-style-type: none"> Based on this, students produce dishes using meat, eggs and dairy products. They will increase their understanding and use of kitchen equipment and learn to handle equipment/ tools appropriately with reasonable control and execute a range of skills/processes | <p>Special Diets & Pasta!</p> <ul style="list-style-type: none"> Students delve into the world of pasta. They learn to identify a variety of shapes of pasta and explore the sensory qualities of dried pasta. They learn a range of pasta dishes, common ingredients of Italian pasta dishes and are then able to design their own pasta dish based on this knowledge. Students learn how to use 'The Nutrition Program' to carry out a full analysis of their chosen dish, resulting in a professional food label covering kcals, macronutrient content, portioning, cost and use of the traffic light system to determine how healthy a dish is. <p>Practical Skills:</p> |

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| | | <p>showing a degree of manipulation and coordination.</p> <ul style="list-style-type: none"> They will learn to set temperatures and ensure dishes are cooked to perfection and tasks are completed and cooked on time. | <ul style="list-style-type: none"> Students prepare and cook a range of pasta dishes leading to a free cook where students challenge themselves to work independently to produce a dish containing pasta, vegetables and protein. |
| Why? | <p>-Beginning to instil a passion for cooking!</p> <p>-Introducing selecting and using equipment.</p> <p>-Developing confidence to work independently.</p> <p>-To start producing quality outcomes.</p> | <p>-Starting to think about the diets of others.</p> <p>-To tease out misconceptions regarding veganism and vegetarianism.</p> <p>-To Challenge students to cook dishes outside their comfort zone and everyday diets.</p> | <p>-To gain an appreciation of the historical context of pasta and to understand contemporary culture.</p> <p>-To continue to inspire students to cook.</p> |
| How parents / carers can support | <p>How to prevent food poisoning website: https://www.food.gov.uk/safety-hygiene/cooking-your-food</p> <p>How to create a Healthy Plate: https://www.youtube.com/watch?v=Gmh_xMMJ2Pw</p> | <p>Choosing recipes: www.bbcgoodfood.com</p> <p>Understanding Veganism: Is Veganism Healthy or Harmful? - YouTube</p> | <p>Creating food labels: https://www.nutritionprogram.co.uk/</p> |
| | Autumn | Spring | Summer |
| Year 8 | <p>Cultures, Cuisines and sustainability</p> <ul style="list-style-type: none"> Students learn about influences on world cuisines and research a range of world cuisines, dishes and ingredients popular in the UK. They learn reasons as to why countries adopt/ historically have certain ingredients, in terms of geography and climate. Students are taught about the UKs diverse range of dishes and what 'Regional' foods are. | <p>Food Hygiene</p> <ul style="list-style-type: none"> Students learn about food hygiene standards and industry guidelines on chopping boards, temperatures of fridges and cooking and possible bacterial risks including food poisoning and symptoms of food born illnesses. Students learn about knife safety and how to execute a wide range | <p>Food Choices and commodities</p> <ul style="list-style-type: none"> Students are introduced to the concept of choices surrounding food. They focus on vegetarianism, researching meat free alternatives and dishes. They design a menu suitable for a vegetarian and are taught to identify 4 categories of vegetarianism. They are taught to |

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| | <ul style="list-style-type: none"> Students consider the role of sustainability and Food and are taught the impact of Food Miles, consumer choices on the environment and how CO2 emissions are linked to Food Miles. Students learn about packaging, materials used, sustainability and the labelling to comply with legislation. <p>Practical Skills:</p> <ul style="list-style-type: none"> Building on prior knowledge students are taught to use appropriate equipment and tools competently to execute a wide range of appropriate skills/processes. They are encouraged to carry out tasks independently in a logical way and complete the majority of tasks within the allotted time. | <p>of knife skills e.g. Julianne. They are taught the safety rules and knife types used in a commercial kitchen.</p> <ul style="list-style-type: none"> They are introduced to temperature control and how this impact on our cooking. <p>Practical Skills:</p> <ul style="list-style-type: none"> Students are taught 6 ways to professionally chop vegetables and are assessed by the accuracy of duplicating these methods. Students are taught to focus their attention on the presentation of their vegetables. Students are then taught to cook from scratch dishes they frequently enjoy outside of the home e.g. burgers, chicken nuggets and chicken curry. | <p>understand how to maintain a healthy diet when being vegetarian and research a variety of vitamins and minerals.</p> <ul style="list-style-type: none"> Students then are taught the concept of body image and how the media distorts the images we see and what impact this has on our wellbeing. Students learn about the theory behind eggs and the uses for them in cooking. They learn about egg labelling in the UK and the structure of an egg. They use eggs for a variety of purposes in different recipes. <p>Practical Skills:</p> <ul style="list-style-type: none"> Students prep and cook a variety of dishes that contain eggs. They also cook a selection of vegetarian dishes and are able to select a recipe of their own. |
| Why? | <ul style="list-style-type: none"> -To learn to cook savoury and healthy dishes. -To make sure students are getting a varied diet. -To get students excited about a broad range of ingredients. | <ul style="list-style-type: none"> -To introduce students to the principles of nutrition. -To be able to feed themselves in a healthy way. -To be able to adapt their own and others dishes. | <ul style="list-style-type: none"> -To build an awareness of taste and texture. -To consolidate their understanding of vegetarianism. |
| How parents / carers can support | <p>Whats your carbon footprint video: https://www.youtube.com/watch?v=jk_YGNzBwUo</p> | <p>Mastering basic knife skills: https://www.youtube.com/watch?v=VJNA4vrdWec</p> | <p>Body Image video: https://www.youtube.com/watch?v=5mP5RveA_tk</p> |
| | Autumn | Spring | Summer |

Year 9

Food Provenance

- Students will learn how to analyse and evaluate food dishes from different cultures. They will develop their own design brief to research and create a dish from a country of their choice. They will design the dish ensuring it contains vegetables and a protein.
- They then learn to cost their food per portion and analyse its nutritional value especially focusing on Fat content to keep the dish healthy.
- They will be able to explain the government guidelines for healthy eating and discuss the pros and cons of a vegetarian diet.
- They will complete an evaluation and sensory analysis of both dishes as well as gathering the opinion of others.

Practical Skills:

- They independently select and use the most appropriate prep and cooking methods to develop their dish as well as carrying these out in the kitchen. They will be encouraged to stretch themselves
- to make more challenging dishes that include a variety of culinary skills. They will repeat this for a dessert of their choice from their selected country.

Why do we cook?

- Pupils learn why we cook historically, for hygiene and sensory reasons. Pupils learn the 3 cooking methods of dry, moist heat and frying. Pupils then learn to classify all cooking methods e.g. grilling into these 3 categories.
- Pupils learn GCSE Food Prep and Nutrition content on how to adapt, rectify and adjust cooking methods.
- Students learn to use and identify sensory analysis vocabulary to evaluate a range of foods. Students are given the opportunity to taste test a range of crisps in order to rate and analyse them under specific testing conditions. Pupils learn how to rate foods against the senses and talk about these in terms of taste, aroma, sound, texture and taste.

Practical skills:

- Students learn to cook with pasta and create a range of dishes using this commodity. Students also learn to work with puff pastry and make cakes.
- Students apply their learning of cooking methods to work with a range of kitchen equipment to boil, grill, bake, stir fry and roast dishes and ingredients.

Diet and Health

- Students will consolidate their learning of the EatWell Plate. They will be able to identify the 5 food groups and categorise a range of foods into those groups. Students will have a clear understanding of the 5-a-day Campaign and be able to create a menu based on 5-a-day portions.
- Students will also learn the Government Guidelines for Healthy Eating and be able to research and understand the benefits of a healthy diet.
- Students will learn about the pros and cons of a vegetarian diet and be able to discuss points for and against certain lifestyle choices.
- Students will continue their journey of sensory analysis and carry out taste testing of a range of frozen, dried, canned and fresh fruit.

Practical Skills:

- Students will learn to consider the aesthetic qualities of the dishes they cook. Using piping and food styling skills to produce GCSE high skill level dishes. Students will be taught to select the correct equipment and use them with accuracy and efficiency.

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| Why? | <ul style="list-style-type: none"> -To cement understanding of savoury dishes. -To gain an appreciation of the historical context of a variety of commodities. -To understand contemporary culture. | <ul style="list-style-type: none"> -To develop a love and understanding of flavour. -To prepare for the GCSE specification -To use utensils and electrical equipment correctly. | <ul style="list-style-type: none"> -To recap the principles of nutrition. -To allow students to make informed and healthy choices about their diet. |
| How parents / carers can support | Nutrition Program school subscription: https://www.nutritionprogram.co.uk/ BBC Good Food Recipe website: https://www.bbcgoodfood.com/ | Why do we cook video: https://www.youtube.com/watch?v=Wpfwu_PF7Y Jamie's top healthy tips video: https://www.youtube.com/watch?v=ulBKTwciY | 8 healthy eating tips video: https://www.nhs.uk/live-well/eat-well/how-to-eat-a-balanced-diet/eight-tips-for-healthy-eating/ |
| | Autumn | Spring | Summer |
| Year 10 | Macronutrients Clear understanding of Macronutrients, in depth knowledge of Fats, Carbohydrates, Protein and dietary fibre and their functions in the body. For each macronutrient students must know the specific function, sources, dietary reference values and the consequences of malnutrition. Practical skills: Cooking a number of dishes in one session, plan, prepare, weigh, measure, use knife skills, combine, selecting methods e.g. using the oven. Work independently: make their own judgements, e.g. cooking methods, cooking time, manipulating taste, texture and appearance. | Special Diets Students learn about special diets; diabetes, Coeliac, dental caries, obesity, cardiovascular disease and anaemia, diets symbols e.g. Kosher, dairy free. Types of vegetarians/ vegans. Vegetarian foods containing protein and choosing a vegetarian diet. Food commodities Students begin an in-depth study of a variety of commodities including meat, poultry and fish, dairy products, cereals, fruit, vegetables and nuts. For each food commodity students understand: the value of the commodity within the diet, correct storage, the origins of each commodity and be able to experiment with the commodity. | Science of cooking Students learn why food is cooked, including digestion, taste, texture, appearance, food contamination, how heat is transferred to food through conduction, convection and radiation and how and why the production of some dishes rely on more than one method of heat transference, they build an understanding of the science of cooking; denaturation, microwaving and gelatinisation. Practical Skills: Students cook a range of dishes by following or modifying recipes to understand the working characteristics, functional and chemical properties of ingredients e.g. gelatinisation (sauce |

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| | | Practical Skills: Students will complete a range of recipes focussing on each commodity studied and must be able to prepare and cook dishes using the commodities. | making), shortening and gluten formation. |
| Why? | -To begin their GCSE journey where subject knowledge and practical skills enable them to meet Eduqas specification requirements. | -To develop an interest and empathy for a variety of lifestyle choices and diseases that determine diet. | -To allow progression of their practical skills -To ensure correct working practices in the kitchen. -To introduce students to their Year 11 Science Investigation. |
| How parents / carers can support | -Support with the organisation and weighing out of ingredients needed for cooking lessons. | Link to GCSE Food Preparation website: https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse/#tab_keydocuments | -Supporting students to build a body of revision resources to revisit in Year 11. |
| | Autumn | Spring | Summer |
| Year 11 | GCSE Science Investigation <ul style="list-style-type: none"> The Food Investigation Assessment is 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 a specific food set by the exam board. Practical skills: <ul style="list-style-type: none"> Students are responding to a set brief by research, planning and creating a hypothesis based on scientific knowledge of a particular cooking science. GCSE Food Preparation Assessment <ul style="list-style-type: none"> This involves students preparing, cooking and presenting a 3 course menu which | GCSE Food Preparation Assessment <ul style="list-style-type: none"> Students make final plans by creating equipment lists, a shopping list and dovetailed time plans in preparation for their 3 hour practical exam in this term (usually February), finally leading to photographic evidence and an evaluation of their practices during the exam. Practical skills: <ul style="list-style-type: none"> Students will be continuing, recording and evaluating their recipe trialling sessions leading up to the all-day GCSE practical | GCSE Food Preparation and Nutrition in Action Exam paper During this term students revise and recap all subject knowledge taught in Year 10 in preparation for the 1 hour 45 minute exam on the theory behind Food preparation and Nutrition. Students recap and gain a deeper understanding of the following: <ul style="list-style-type: none"> Macronutrients Special Diets Food commodities Science of Cooking Food Spoilage Food provenance |

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| | <p>shows knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.</p> <p>Practical skills:</p> <ul style="list-style-type: none"> Students are creating a response to the NEA by researching, justifying, trialling and planning their own 3 course menu based on the brief set by the exam board. | <p>examination for their final NEA assessment.</p> <ul style="list-style-type: none"> This assessment assesses the application of knowledge and understanding of selecting dishes and identifying cooking skills/techniques and the execution of practical skills based on the Eduqas assessment criteria. | |
| Why? | <p>-To consolidate their understanding of the role of science in cooking and nutrition.</p> <p>-To meet requirements of the specification.</p> | <p>-To enable students to have ownership of their cooking and nutrition choices.</p> <p>-To work towards excellent menu outcomes and high-level cooking skills.</p> | <p>-To recap, revisit and consolidate.</p> <p>-To check for gaps in students' subject knowledge.</p> |
| How parents / carers can support | <p>-Support through the organisation and weighing out of ingredients needed to carry out students' experiments.</p> <p>-Support through monitoring the progress of students written content.</p> | <p>-Support through the organisation, weighing out and buying of the ingredients and table settings for the 3-hour examination.</p> | <p>-Visit and revisit the Eduqas Food Prep and Nutrition textbook provided by the school with student.</p> |