

Curriculum Overview – Food Technology

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Health and safety/cooking skills Development of basic cooking skills Knife skills, health and hygiene, food storage, safe use of equipment and utensils</p> <p>Cross curricular links Embedded transferrable life skills, Fine motor skills</p> <p>3,6,24,27,28,29</p>	<p>Pizza Project Design a pizza to meet requirements of the eat well guide: Carbohydrates, protein, fat, dairy, Vitamins & minerals</p> <p>Cross curricular links Science-digestion PSHCE-Healthy diets</p> <p>3,6,24,27,28,29</p>	<p>World foods: China Taste testing Making traditional Chinese cuisine</p> <p>Cross curricular links Embedded geography links, Chinese new year Citizenship-‘where do I fit in’ topic’ PSHCE-Respecting other cultures and traditions</p> <p>2,6,7,24,27,28,29</p>	<p>World food: America Taste testing Making traditional American cuisine</p> <p>Cross curricular links Embedded geography History-American history slavery topic</p> <p>2,6,7,24,27,28,29,36</p>	<p>World food Italy Taste testing Making traditional Italian cuisine</p> <p>Cross curricular links Embedded geography Embedded History-discuss Europe</p> <p>2,6,7,24,27,28,29</p>	<p>Summer dishes- learning about seasonal fruits native to the UK and local produce. Transition for new Year 7 learners: Simple tasks to familiarise themselves with the kitchen equipment and safe practices. Where does meat come from?</p> <p>Cross curricular links Experiential learning- fruit picking/farm visit</p> <p>6,7,24,27,28,29</p>
8	<p>Healthy cakes topic: Introduction to topic, taste, tasting/ sensory analysis Victoria sponge practical Improve design/recipe Produce revised cake design practical Analyse design using access FM/evaluate and compare both designs Lemon drizzle cake practical</p> <p>Cross curricular links I.T- designing a logo/advertisement for healthy cake Media – research adverts</p> <p>3,6,24,27,28,29</p>	<p>Understanding allergens and adapting recipes Gluten free-coeliac disease Lactose intolerance- dairy Nut allergies Egg allergy</p> <p>Cross curricular links Embedded science links to effects of physical manifestation of allergies (Thematic 1 off lesson Christmas themed baking)</p> <p>2,6,8,24,27,28,29</p>	<p>Healthy lunchbox topic: Analyse current lunchbox snacks/Eat well guide advice Chicken pasta salad practical Design a healthy/exciting panini Make panini/evaluate taste, texture, appearance, smell Design 3 items for the lunchbox Fruit kebabs</p> <p>Cross curricular links Current affairs: obesity crisis embedded and discussed Visit to allotment and community cafe</p> <p>3,6,24,27,28,29</p>	<p>Breads from around the world Introduction: Taste test, identify characteristics and varying ingredients of breads Flat bread Product design/analysis Sweet bread Produce design and evaluate Plaited bread Herb infused bread Easter themed baking</p> <p>Cross curricular links Embedded maths- weighing, measuring ratio and proportion of ingredients, how texture is affected</p> <p>2,6,7,24,27,28,29</p>	<p>Traditional British dishes Introduction to British culture and rationing explained</p> <p>Cross curricular links Embedded history links with world war 1</p> <p>2,6,7,8,24,27,28,29</p>	<p>Seasonal desserts Introduction to seasons and seasonality of foods</p> <p>Fruit tart Frozen yogurt Apple pie Seasonal Vegetable bake</p> <p>Cross curricular links Embedded geography: importation of foods and seasonality</p> <p>2,6,7,8,24,27,28,29</p>

<p>9</p>	<p>Winter warming grub- Exploring level 2 cooking skills in preparation for KS4 – sauce making, roux, meat marinade, bechamel sauce, cheese, curry sauce, chasseur</p> <p><u>Cross curricular links</u> <i>Embedded geography linked to chosen dishes and origins skills – evaluative analytical, comparative skills in the process.</i></p> <p>2,6,7,24,27,28,29</p>	<p>Social Media Cookery- thinking about current trends on different platforms. Linking into Marcus Rashford’s social media campaign and Joe Wicks.</p> <p><u>Cross curricular links</u> <i>Embedded I.T skills designing and planning menu and the use of social media in health promotion</i></p> <p>6,8,12,24,27,28,29</p>	<p>Fox’s Biscuit topic Introduction to topic. Education trip to fox’s factory. Taste testing/sensory analysis. Choc chip cookies practical Hobnobs practical - research/design /improve recipe, Produce new design and taste test, Analyse own design and produce packaging Guest from Fox’s to judge final design</p> <p><u>Cross curricular links</u> <i>DT -packing the product e.g laser cut onto products, make moulds and nets Art- for this term to work alongside and dovetail the project e.g. logo design Gatsby benchmark- linked with industry (Fox’s) Media – research marketing of products</i></p> <p>6,24,27,28,29</p>	<p>Food Poverty Identifying societal issues with food distribution. Food banks diminishing resources. Food wastage. Explore ‘food insecurity’. Organise a fund raiser. Plan and prepare budget meals.</p> <p><u>Curricular links</u> <i>Citizenship- active citizen topic making a difference in society. Media – documentary on food poverty. English –Kez (play) identifies issues of food poverty- read play and discuss</i></p> <p>2,3,4,6,9,17,24,26,27,28,29</p>	<p>Oastler’s family cookbook Cooking a range of dishes that staff and learners will collaborate on and will be made into a resource for individuals to keep. This will end in a farewell breakfast as learners move onto their KS4 options.</p> <p><u>Cross curricular links</u> <i>Citizenship- identity topic, making healthy eating choices (including the importance of breakfast), how do you view yourself.</i></p> <p>6,14,24,27,28,29,30</p>	<p>Environmental issues Addressing environmental issues Learners explore food miles Consider locally sourced produce Food wastage The beneficial impact seasonal produce has on the environment Reduce Reuse Recycle</p> <p><u>Cross curricular links</u> <i>Embedded geography: Food wastage Pollution</i></p> <p>3,6,17,24,27,28,29</p>
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KS3 Literacy Focus Critically evaluating, analysing own work and designs Researching current products
Command words: hygiene, temperature, obesity, nutrition, bacteria, accurate, raw, senses, storage, evaluate, additives

One off lessons will be added in for major world religion celebration days as and when appropriate due to calendar movement. Article 14 & 30

<p>10</p>	<p>NCFE Food and Cookery L1 and 2 1. Health and safety relating to food, nutrition and the cooking environment 1.1 Safe and hygienic working practices relating to the individual and the cooking environment 1.2 Potential hazards and risks in the cooking environment 1.3 Hazard Analysis and Critical Control Point (HACCP)</p>	<p>3. Food groups, key nutrients and a balanced diet 3.1 Food groups 3.2 The components of a balanced diet 3.3 Nutrients 3.5 Fibre</p> <p><u>Cross curricular link</u> <i>Science and PSHE nutrition</i></p>	<p>3. Food groups, key nutrients and a balanced diet 3.6 Nutritional requirements for different groups of people 3.7 Food-related health conditions 3.8 Nutritional information on food labels</p> <p><u>Cross curricular link</u> <i>Science and PSHE nutrition RE religious diets</i></p>	<p>2. Food legislation and food provenance 2.1 The Food Standards Agency and food safety legislation 2.2 Food provenance 2.2.1 Grown 2.2.2 Reared 2.2.3 Caught 2.3 Food transportation</p> <p><u>Cross curricular link</u> <i>Embedded geography links with carbon footprint and pollution</i></p>	<p>2.4 Food processing 2.4.1 Why food is processed 2.4.2 Advantages of processed food 2.4.3 Disadvantages of processed food 2.5.1 Why food is manufactured 2.5.2 Advantages of manufactured food 2.5.3 Disadvantages of manufactured food</p> <p><u>Cross curricular links</u></p>	<p>4. Factors affecting food choice 4.1 Social factors 4.2 Environmental factors The learner will understand environmental factors and how they affect food choices and the impact on the environment. 4.3 Seasonality 3.7 Food-related health conditions 3.8 Nutritional information on food labels</p> <p><u>Cross curricular links</u></p>
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	<p>1.4 Minimising risk in the cooking environment 1.5 Safe and hygienic working practices when using cooking equipment and utensils</p> <p><u>Cross curricular link</u> <i>PSHE personal hygiene and safety, science bacteria</i></p> <p>6,24,27,28,29</p>	<p>6,24,27,28</p> <p>Visit from royal navy chefs</p>	<p>6,8,14,24,27,28,30</p> <p>Visit from environmental health</p>	<p><i>Citizenship UK law</i></p> <p>4,6,17,24,27,28,29</p>	<p><i>Embedded geography links with carbon footprint and pollution</i></p> <p>6,13,17,24,27,28,29</p>	<p><i>Science allergies and nutrition</i> <i>PSHE healthy eating</i> <i>Geography environment and seasons</i> <i>Citizenship food labelling laws</i></p> <p>6,12,13,14,24,27,28,29</p>
11	<p>Catch up time factored in MTP from unit 02 Controlled assessment Criteria covered AC3.1 Use techniques in preparation of commodities AC3.2 Assure quality of commodities to be used in food preparation AC3.3 Use techniques in cooking of commodities</p> <p>AC3.4 Complete dishes using presentation techniques AC3.5 use food safety practices <u>Cross curricular links</u> Visit to support coursework proposal <i>Embedded literacy descriptive writing, IT skills researching job roles</i></p> <p>6,12,13,24,27,28,29</p>	<p>Unit 01 The Hospitality and Catering Industry Controlled assessment scheduled in (3hours) AC1.1 describe the structure of the hospitality and catering industry AC1.2 Analyse job requirements within the hospitality and catering industry Cross curricular links IT skills researching job roles. AC1.3 Describe working conditions of different job roles across the hospitality and catering industry. AC1.4 Explain factors affecting the success of hospitality and catering providers. <u>Cross curricular links</u> <i>Embedded literacy speaking and listening IT researching skills</i> Visit from royal navy chefs 4,6,24,27,28,29,32</p>	<p>AC2.1 describe the operation of the kitchen AC2.2 describe the operation of front of house AC2.3 explain how hospitality and catering provision meet customer requirements AC3.1 describe personal safety responsibilities in the workplace <u>Cross curricular links</u> <i>Industry links roles and responsibilities in industry</i></p> <p>Visit from environmental health</p> <p>4,6,24,27,28,29,32</p>	<p>AC3.2 identify risks to personal safety in hospitality and catering AC3.3 recommend personal safety control measures for hospitality and catering provision AC4.1 describe food related causes of ill health AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO) AC4.3 describe food safety legislation <u>Cross curricular links</u> <i>Embedded science health issues</i></p> <p>4,6,24,27,28,29,32</p>	<p>AC4.4 describe common types of food poisoning AC4.5 describe the symptoms of food induced ill health AC5.1 review options for hospitality and catering provision AC5.2 recommend options for hospitality provision <u>Cross curricular links</u> <i>Post 16 links with colleges transitioning into a catering hospitality and catering course</i></p> <p>6,24,27,28,29</p>	<p>Revision tasks based on the Hospitality and catering industry: (External examination in June) Structure Job requirements job roles success factors operational factors Food related illness Health and safety <u>Cross curricular links</u> <i>Post 16 links with colleges transitioning into a catering hospitality and catering course</i></p> <p>6,24,27,28,29</p>

KS4 Literacy Focus

Critically evaluating, analysing own work and designs

Researching current products

Command words: aesthetics, body mass index (BMI), contamination consumer, industry, factors, modified, macro/micro nutrients, preservation, commodities, critically analyse, fermentation