**Food Technology**

Curriculum Statement



**Intent**

Learning how to prepare meals is both an important life skill and an opportunity for our pupils to display their practical abilities.

We aim to ensure all pupils are able to:

* Understand the importance of good food hygiene and ensuring they conduct themselves safely in the classroom/kitchen
* Develop an understanding of the principles of nutrition and healthy eating, what is the ‘Eat well guide’? What nutrients do we need and how many nutrients. How to work out portion sizes and menu planning for daily meals. Looking closely at the food we eat and what is good and bad for us.
* Experience foods and delicacies from a range of cultures
* Follow a recipe sequentially to create a product
* Understand the factors which influence food choice, such as specialist diets and budgets
* Evaluate their product based on appearance, texture and taste
* Develop a dish based on a design brief and make changes based on their evaluation of their product (GCSE)
* Develop of love of food and cooking!
* Each group has as double lesson a week and this consists of a mixture of theory and practical depending on the scheme of work set for that week.
* KS2 have a single lesson a week where they are picking up basic skills of cooking and learning about the rules of the kitchen and the equipment we use.
* KS4 have 4 lessons a week to work on theory and practical towards coursework.

**Implementation**

* Food technology is delivered to all pupils from year 5 to year 9, in mixed ability groups. This is positive as it enables pupils to be paired to ensure that those with proficiency in the subject can support their peers who may struggle more – particularly with practical skills
* A mixture of theory and practical lessons allows pupils to develop both knowledge and skills.
* Double lessons provide the opportunity to have a split lesson, with a focus on theory in the first half and practical skills in the second.
* Lessons in years 5-8 are mostly teacher led, with the pupils working collectively as a group, but we do also do paired or small group work so that it gives individuals the chance to be more hands on and develop their skills.
* Pupils will be encouraged to work more independently as they progress through the curriculum
* We develop a range of sensory words that we use within the lesson when tasting products – these are reinforced through their presence around the room on displays and through vocabulary lists in pupils’ folders. A wider vocabulary is necessary for effective product evaluation.
* A GCSE equivalent qualification in Hospitality and Catering is available as an optional lesson at Key Stage 4 - reduced group numbers in years 10 and 11 allow the opportunity to spend more time with individual pupils to ensure they have the support they require.

**Impact**

The WJEC Level 1/2 Certificate contributes to school performance measures. 2021 is our first year of entry since the move form GCSE Food Studies. The change was implemented as the Hospitality and Catering course contains elements more focussed on careers in catering, which can be of use to pupils planning their next steps as they leave Rosewood.

While KS4 outcomes offer some insight into the impact of the curriculum, the achievement of our pupils is not solely measured through their academic success.

Due to the nature of our pupils, many have experienced disrupted home lives, or been left to care for themselves and/or siblings – providing them with the skills to prepare nutritional meals has improved their home lives. Further to this, many pupils leave home at a young age, again these skills are invaluable.

It is important that the pupils have a great understanding of the food choices they are making. This is to ensure they understand the importance of the food choices they make and wanting to take care of their body and health. We look into not only the foods we eat and the portion sizes for age groups but also how important it is that we get enough exercise and sleep as this is also vitally important to keep our body working correctly. We look at different exercises and sports that we can incorporate into our lifestyle. What effect is the food we eat going to have on our body? Looking at different diseases such as diabetes and heart disease.

**Year 7**

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| Autumn |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |  |
| **Baseline test.**  Food hygiene health and safety and equipment.  Sensory descriptors. | | Basic Knife skills, preparing a fruit salad  Using grater/peeler other small equipment. | | Describe Principles of the Eatwell Guide, basic Nutrients, food groups. | | Explain healthy eating tips, the 5 A Day. | | Demonstrate Knife skills using the hob (frying, boiling and simmering) | | Demonstrate Hygiene and safety, focusing on using Knives, the kettle(hot water) | | Revision and assessment |
| Spring |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |  |
| Importance of carbohydrates,  Identifying carbohydrates. | | To acquire and demonstrate weighing and measuring, grating, knife skills, rubbing-in method, baking methods. | | Demonstrating methods of baking using the rubbing in method. | | Food hygiene and safety, personal hygiene and the oven. | | Nutrients, Dairy and alternatives, evaluating products using the sensory descriptors. | | To Acquire and demonstrate weighing, measuring, grating, slicing, spreading and using the grill. | | Revision and assessment |
| Summer |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |  |
| Nutrients, proteins.  Describe why we need protein. | | Demonstrate folding, dividing mixture, using the oven. | | To investigate the nutritional requirements for teenagers and plan a suitable main dish. | | Demonstrate skills using the hob, stir-frying, boiling and simmering. | | Demonstrating skills using small electrical equipment, whisk, food processor. | | Demonstrate food preparation skills, mixing, combining, forming and shaping. | | Revision and assessment |

**Year 8**

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| Autumn |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| To Recall hygiene and safety of the food room. | | To recall the principles of *The Eatwell Guide.* | | Demonstrating measuring skills, using the hob (boiling and simmering) | | Measuring skills, cake making and using the oven. (baking) Carrot cakes | | Developing skills using eggs, making a frittata.  Describe the function of eggs in cooking. | | Rubbing-in, forming and shaping dough.  Fruit scones | | Revision and assessment |
| Spring |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Naming key Micronutrients, why are they needed in the diet. | | To demonstrate using the hob,(boiling, Simmering) the all-in-one sauce method. | | To investigate the dietary needs of young people. Relate to school lunches. | | Using the hob, (simmering, frying, boiling) to prepare and cook a meat or vegetarian alternative dish. | | Demonstrate the principles of handling raw meat. Hygiene and safety. | | Produce a savoury dish using the hob and the oven. | | Revision and assessment |
| Summer |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| Bread making | | To develop and demonstrate, forming, kneading and shaping yeast dough. | | To identify a range of bread products, produce a pizza. | | To prepare raw meat to produce burgers. | | To cook and prepare fajitas, demonstrating knife skills and using the hob. | | To demonstrate the use of marinade to enhance the flavour of a dish. | | Revision and assessment |

**Year 9**

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| Autumn |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| To describe and apply the principles of *The Eatwell Guide.* | | To secure and demonstrate hob skills  (making a rice dish) | | To list and explain the dietary needs of children and young people. | | To investigate the relationship between physical activity and energy balance. | | Demonstrate skills using the grill, making a pasta dish. | | To identify special dietary needs (including food allergens, food intolerance and religious/cultural needs. | | Revision and assessment |
| Spring |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| To investigate the information that is provided on food packaging.  Modify a dish. | | To secure and demonstrate knife skills, (frying, boiling, Simmering) mashing and layering. Prepare a cottage pie. | | Demonstrating knife skills and forming and shaping when making samosas. | | To secure and demonstrate weighing skills when preparing a savoury tart. | | To explain the science of aeration.  To explain the science of shortening and coagulation. | | To prepare and cook a lasagne. | | Revision and assessment |
| Summer |  |  |  |  |  |  |  |  |  |  |  |  |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Remainder of term |
| To investigate the hygiene factors when selling food at a festival. | | Allergen information on food labels, consumer information. | | To investigate food choice, meal options. | | To create a recipe kit dish. | | Demonstrate the skills used when making a recipe kit dish. | | To evaluate the principles of using small electrical equipment. | | Revision and assessment |

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| **Year 10** | |  | | |  | |  | |  |  | |  | |  | |  |  | |  |  |  |
| Autumn |  |  |  |  | |  | |  | | |  | |  | |  | | |  | |  |  |
| Theory | | | | | | | | Practical | | | | | | | | | | | | | Remainder of term |
| Unit 1 LO4: Know how food can cause ill health. | | | | | | | | Developing skills taught at KS3  knife skills e.g. soups, salads, vegetable  cuts; methods of cake making; yeast doughs; pastry making; sauces | | | | | | | | | | | | | Revision and assessment |
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| Spring |  |  |  |  | |  | |  | | |  | |  | |  | | |  | |  |  |
| Theory | | | | | | | | Practical | | | | | | | | | | | | | Remainder of term |
| LO1: Understand the importance of  nutrition when planning meals.  LO2: Understand menu planning. | | | | | | | | Producing dishes using a range of  commodities: meat; fish; poultry; eggs; dairy; vegetarian alternatives | | | | | | | | | | | | | Revision and assessment |
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| Summer |  |  |  |  | |  | |  | | |  | |  | |  | | |  | |  |  |
| Theory | | | | | | | | Practical | | | | | | | | | | | | | Remainder of term |
| Unit 1 LO1:Understand the environment in  which hospitality and catering providers  operate | | | | | | | | Produce dishes to be served on a range of  different menus (eg. Vegetarian, vegan, gluten free, school meals | | | | | | | | | | | | | Revision and assessment |

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| **Year 11** | |  | | |  | |  | |  |  | |  | |  | |  |  | |  |  |  |
| Autumn |  |  |  |  | |  | |  | | |  | |  | |  | | |  | |  |  |
| Theory | | | | | | | | Practical | | | | | | | | | | | | | Remainder of term |
| LO1: Understand the environment in which hospitality and catering providers operate.  LO2: Understand how Hospitality and catering providers operate.  LO3: Understand how Hospitality and catering provision meets health and safety requirements. | | | | | | | | Plan, trial, prepare, cook and serve a three course meal/range of dishes for a target group, or target catering outlet, with reference to the specific nutritional needs of the target group.  Produce a portfolio for dishes.  Include accompaniments and demonstrate presentation skills. Working with: meat/poultry/fish/vegetarian alternatives; eggs and dairy produce; cereals; rice, pasta, or flour; fruit and vegetables | | | | | | | | | | | | | Revision and assessment |
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| Spring |  |  |  |  | |  | |  | | |  | |  | |  | | |  | |  |  |
| Theory | | | | | | | | Practical | | | | | | | | | | | | | Remainder of term |
| Consolidation and internal assessment | | | | | | | | Internal practical assessment | | | | | | | | | | | | | Revision and assessment |
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| Summer |  |  |  |  | |  | |  | | |  | |  | |  | | |  | |  |  |
| Coursework submitted – revision and consolidation. Exam papers. | | | | | | | | | | | | |