

Food Technology

KS3

Food Technology encourages pupils to develop their creativity and building on a repertoire of knowledge, understanding and skills. As part of their work with food, pupils will learn to apply the principles of nutrition, healthy eating and developing life skills.

	Self-manager/team worker Term 1&2	Reflective learner/Independent Term 3&4	Effective Participator/creative thinker Term 5&6
Year 7	• Safety and hygiene in the kitchen • Use of kitchen equipment • Healthy eating and nutritional values • Basic practical skills • Use of the cooker. Hob, oven and Grill Theme – to improve confidence in In the kitchen and to understand the Importance of hygiene and safety	• What do we eat? • Sample new foods • Dairy foods • Eatwell plate • Where fruit and vegetables come from .Seasonality • Further develop practical skills Theme –How lifestyle and culture can affect our food choices	• Understand where meat, fish, eggs and beans come from • Demonstrate safe use of small equipment • Calculating the cost of ingredients Theme – to prepare and cook a main meal for teenagers
Year 8	• My learning journey • Healthy eating • Nutrition –protein • Meat alternative • Carbohydrates – starch • Yeast as a raising agent • Food tasting Theme- to design a pizza	• My learning journey • Vitamins A&D • Carbohydrates continued • Evaluating and peer assessment of foods made • Raising agents and what they do • Protein- meat and meat alternatives • Fibre and its importance in the diet Theme – Design a savoury packed lunch suitable for a teenager	• Vitamins and minerals, their functions in the diet • Review skills already learned • Sauce making • Factors affecting food choices • Recipe adaptation • How to write a plan which could be followed during a practical lesson Theme – plan a dish suitable for a main meal which could be served hot from a school canteen

Year 9	This course is designed as an introduction to the elements of the new GCSE Food Preparation and Nutrition		
	• How and why our dietary needs change through life? • What are the nutritional needs of a Teenager? • Follow a set of instructions carefully with an awareness of the importance of working safely and hygienically at all times • Importance of energy balance and Physical activity • Demonstrate an awareness of our senses to decide how to season dishes and combine Ingredients • Use nutrition information and allergy panels on food labels to help make informed food choices • Use a broader range of preparation techniques and methods when cooking Theme- select a suitable starter, or Savoury light lunch dish that meets guidelines of the Eatwell plate, nutritionally balanced and appealing to teenagers. To become familiar with ingredients and cuisine from another country Magic with mince	• Identify the different groups of the population who have special dietary requirements • Investigate the range of special dietary products available today • To know and understand where key ingredients come from and how they are grown, reared or caught • Explain some of the environmental issues associated with food • Adapt original recipes to include ingredients which have been locally sourced • Explain how food choices can be related to different Religious and cultural beliefs • Use herbs and spices to enhance flavours Theme-Best of British Make and serve a traditionally British hot meal that will appeal to children. Multicultural cuisine. A flavour of Asia	• What are macronutrients • Understand the principles of what makes a sauce thicken • Sauce making • Functions of ingredients • What are allergens? Why are they So important Theme – trendy fruit tray bakes Savoury pasta bakes Sauces made simple Assessment- plan and make a Dish or dishes suitable for a large Sporting event or festival. The Dishes made should celebrate the Cuisine and culinary traditions of a Chosen culture.

KS4

Food Technology GCSE has now been replaced with a new GCSE: Food Preparation and Nutrition. This is both a practical and creative course. There are 5 key topics and themes covered. These are: Food nutrition and health, Food science, Food safety, Food choice and Food provenance.

The exam consist of 3 parts: The food investigation task (15%) NEA, The food preparation task (35%) NEA and the final examination (50%)

Outlined below are the areas we will be covering during years 10 and 11

Year 10	Terms 1&2	Terms 3&4	Terms 6&7
	• Understand the importance Of eating a variety of different Foods from the Eatwell guide • Nutrition in detail • Effects of too much carbohydrate • The good and the bad fat • What are technical skills and why are they so important? • How to fillet fish • How to bone a chicken • Primary and secondary processing Theme – plan a meal for a teenager that meets the advice of the Eat-Well Plate. Plan a meal which uses HBV and LBV sources of protein. Choose a recipe which can be adapted to increase fibre content and reduce sugar. Plan and make a traditional	• Effects of using fats to shorten • Fats in pastry making • Water soluble vitamins • Play detective and find out Which fats make the best pastry? • What are antioxidants? • Skills in writing a time plan Theme –work as part of a group to discover which fats or oils make the best pastry. Prepare cook and serve a soup, salad or starter rich in vitamins. Produce a meal suitable for a celebration. Prepare and cook a nutritionally balanced savoury main course dish . • Plan and make a 2 course meal for an adult with a specified dietary related	• What is the definition of antioxidant • The importance of analysis and evaluation • Complete a mini food preparation task • Dietary needs at different life stages • Plan and make fish fingers or fish cakes • Plan and make a healthy meat, fish or veggie burger • What does Coeliac or lactose Intolerant mean? • Adapt and make a chilled layered dessert suitable for a range of different dietary needs.

	Afternoon tea	illness.	- Plan prepare cook and serve a main - Meal that has a good source of energy - End of year mock
Year 11	- NEA task 1 - What do we mean by finishing? - What is the meaning of BMI? - Plan a healthy packed lunch For a child that is low in sugar, fat but high in fibre. - How is heat transferred into food? Conduction, convection ,radiation And microwaving - Vegetable experiment, fun with food - Prepare kebabs with an accompaniment - Learn about the 4 different raising Agents through the making of recipes Chocolate profiteroles Chelsea buns Victoria sponge Lemon meringue pie - NEA task 2	- NEA task 2 - How is heat transferred into food? Conduction, convection ,radiation And microwaving - Let's take a look at the scientific knowledge of functions and chemical properties of food - Why do we marinate food? - Prepare and cook a bread based product - Enzyme browning of fruit - Oxidation and preventing vitamin loss when preparing vegetables - Mock theory test	- What is meant by microorganism? - Food spoilage - Food poisoning and its causes - Prepare and make a traditionally British soup which uses locally Sourced ingredients - Discuss how our food choices Might be influenced - Revision

Year 10 and 11 Unit Award Scheme :

Year 10	• Planning preparing and baking Sausage rolls • International food unit 1 British • Seasonal foods- uses of fruit And vegetables	• International food unit 2 European • International food unit 3 Asian • Planning and preparing A healthy budget meal	• Planning, preparing and making chicken curry • Making a breakfast • Running a mini enterprise making and Selling cakes
Year 11	• Producing food to sell • Preparing simple meals • Cooking techniques	• Identifying kitchen knives unit 1 • Identifying kitchen knives unit 2 • Maintaining a healthy diet	• Food handling, preparation and Storage • Using an oven baking pies, flans and pastries • Planning healthy burgers

These units are examples and could change depending on the length of time required for the pupils to complete a unit

Level 2 award in hygiene and safety

All pupils opting for Food Technology will be offered the opportunity to complete this examination which will be taught as part of the above courses. This examination consists of 30 multiple choice questions. In order to pass they need to achieve 20 out of the 30. This examination will take place in year 11.