

Food Technology Curriculum Overview

Year	Autumn		Spring		Summer	
	HT1	HT2	HT3	HT4	HT5	HT6
	Topic/Unit	Topic/Unit	Topic/Unit	Topic/Unit	Topic/Unit	Topic/Unit
KS3	<p>Nutrition and health</p> <p>Health eating – Macro and Micro nutrients</p> <ul style="list-style-type: none"> To demonstrate knowledge and understanding of The eatwell plate guidelines and proportions. To identify the main nutrients required for a healthy balanced diet. To identify the nutritional needs of a teenager. To identify the main factors that affect dietary needs throughout different life stages. To select a suitable starter or savoury light lunch dish to make that meets guidelines of The eatwell plate, nutritionally balanced and appealing to a teenager. To explain how the ingredients in their dishes provide the necessary energy and nutrients to meet the dietary reference values (DRVs) for teenagers. To describe and explain the importance of energy balance, physical activity and the implications of dietary excess/ deficiency, eg malnutrition, maintenance of a healthy weight. To identify the main health issues related to diet. To use nutrition information and allergy advice panels on food labels to help make informed food choices. To explain the importance of selecting dishes to cook, which provide the necessary energy and nutrients to meet teenager’s reference nutrient intakes (RNI). <p>Basic cookery skills and techniques</p> <ul style="list-style-type: none"> To cook and serve a healthy savoury lunch product for a teenager. 	<p>Food Provenance</p> <p>Food labelling, availability, traceability, food assurance schemes and animal welfare</p> <ul style="list-style-type: none"> To identify the different groups of the population who have special dietary requirements (including food allergies, food intolerance, and religious cultural needs). To investigate the range of special dietary products available today. To compose allergen advice about risotto for the consumer. To know and understand where key ingredients come from and how they are grown, reared or caught. To identify and explain some of the environmental issues associated with foods. To investigate the information and guidance available to the consumer regarding food labelling, availability, traceability, food assurance schemes and animal welfare. To recognise and explain food standard schemes. To produce a nutritional profile of the pasta dish and create a food packaging label. 	<p>Food Choices</p> <p>Complete a range of cooking techniques</p> <ul style="list-style-type: none"> To apply a variety of technical skills and make some creative and quality dishes with skill and precision. To plan and prepare a fruit-based tray bake that demonstrates aeration and the science of how cakes rise To demonstrate the skills of creaming/all-in one cake making, preparing baking tins, baking. To use the all in one or creaming method of cake making to make fruit based tray bake. <p>Food science – Function of ingredients in cookery.</p> <ul style="list-style-type: none"> to identify the functions and uses of the main ingredients - including flour, sugar, fats, eggs, raising agents, fruit and flavourings of choice. to explain the science of aeration and what makes cakes rise? <p>Selecting and preparing ingredients</p> <ul style="list-style-type: none"> To identify ways of adapting cake recipes to reduce the fat and sugar and increase their fibre content. To research possible recipes and select one to two ideas that will be suitable to meet the 			

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	<ul style="list-style-type: none"> To demonstrate the essential skills of preparing and cooking a simple soup, starter or lunch To prepare, cook and serve a healthy fajita or tortilla wrap that contains protein, carbohydrate and at least 2–3 portions of your 5 a day. To demonstrate the essential knife skills of preparing and cooking both meat and vegetables safely and hygienically. To demonstrate an awareness of taste, texture and smell to decide how to season dishes and combine ingredients. To use a broader range of preparation techniques and methods when cooking. To prepare, cook and serve a spaghetti bolognese or chilli. Contains protein, carbohydrate and at least 2 portions of your 5 a day. To evaluate spaghetti or chilli use different sensory testing techniques. <p>Hygiene and safety</p> <ul style="list-style-type: none"> To demonstrate and apply the principles of food safety and hygiene when cooking. To demonstrate a good working routine in the food room. To describe and explain the importance of good food safety and hygiene when preparing and cooking high risk ingredients such as chicken. To demonstrate safe and hygienic working practices in the food room following teacher instructions and given recipes. To explain the importance of good food safety practices when getting ready to store, prepare and cook food. 	<p>Characteristics of ingredients and how they are used in cooking</p> <ul style="list-style-type: none"> To identify vegetarian alternatives to the meat and fish using vegetable sources, Quorn, soya or tofu as a meat substitute. To plan a risotto suitable for a lacto-vegetarian. To carry out sensory analysis of the risotto and record findings on a star profile. To demonstrate the skills of preparing a range of vegetables, using the hob, controlling temperature, cooking with rice. To demonstrate and apply the principles of food safety and hygiene when cooking. To investigate what happens when rice and other grains are cooked. To describe methods of preparing cooking and layering a shepherd’s or cottage pie. To prepare and cook a recipe such as cottage pie, Cumberland pie or vegetarian pie. To adapt original recipe to include ingredients which have been locally sourced or are seasonal. To demonstrate the skills of vegetable preparation and cooking, making a 	<p>design brief.- Foods for festivals or sporting events</p> <ul style="list-style-type: none"> To prepare and cook a savoury main course dish of choice, suitable for selling at a large sporting event or festival that celebrates the cuisine and culinary traditions of another culture. To present a dish with a good level of technical skill and is presented with a suitable level of finish and decoration for serving at the festival. To present dishes with a high level of finish and decoration and suitable for serving at a sporting event or festival. To prepare and cook a savoury main course dish of choice, suitable for selling at a large sporting event or festival that celebrates the cuisine and culinary traditions of another culture. <p>Using utensils and electrical equipment</p> <ul style="list-style-type: none"> To demonstrate accuracy and precision when weighing out ingredients to ensure a high quality outcome. <p>Applying heat in different ways</p> <p>Using awareness of taste, texture and smell to decide how to season dishes and combine ingredients</p> <ul style="list-style-type: none"> To evaluate their own practical cooking experiences.

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	<p>Food science – Bread making</p> <p>Meal planning and preparation</p> <ul style="list-style-type: none"> To modify recipes and cook dishes that promote current healthy eating messages. To calculate the cost of the dish and compare with a commercial product. 	<p>meat/ alternative base, combining, layering and finishing of ingredients using the oven.</p> <p>Investigate and discuss new trends and technologies used in food</p> <p>Food science – Function of rice/ egg in cookery</p> <ul style="list-style-type: none"> to identify the functions and uses of the main ingredients used in cake making to explain the science of aeration and what makes cakes rise? 	<ul style="list-style-type: none"> To appraise and evaluate their learning journey. <p>Adapting and using own recipes</p> <ul style="list-style-type: none"> To write detailed planning sheet for making chosen dishes listing ingredients, correct stages of production and important hygiene and safety check. To plan recipe and information guide for the consumer to include a nutritional profile, allergen information, environmental information. To produce an information guide and recipe card for the consumer, which includes: <ul style="list-style-type: none"> nutritional profile allergen special dietary advice environmental benefits.

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Year	Autumn		Spring		Summer	
NCFE	HT1	HT2	HT3	HT4	HT5	HT6
	Topic/Unit	Topic/Unit	Topic/Unit	Topic/Unit	Topic/Unit	Topic/Unit
Level 1	Unit 1 Explore craft resources (D/506/2654) The learner will: 1 Be able to explore resources to develop basic craft skills The learner can: <ul style="list-style-type: none"> Explore a range of tools and equipment to support craft ideas Identify different materials to support craft ideas Explore the properties of available craft materials Explore basic craft techniques within the chosen area State safe working practices to be used when working with selected tools and materials 		Unit 2 Explore craft ideas (H/506/2655) The learner will: 1 Be able to explore craft ideas The learner can: <ul style="list-style-type: none"> Use different sources to explore craft ideas Use visual language to communicate craft ideas Discuss craft ideas with others Develop craft idea(s) in response to feedback Identify preferred craft idea giving reasons for choice List health and safety factors relevant to craft idea 		Unit 3 Create, present and review final cookery item (D/506/2671) The learner will: 1 Be able to create, present and review final cookery item(s) The learner can: <ul style="list-style-type: none"> Plan for the production of final cookery work Produce cookery item(s) Present final cookery item(s) Review the whole creative process Maintain a safe working environment 	

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Year 10 Level 2	<p>Unit 1 Use materials, tools and equipment to develop craft techniques</p> <p>1 Be able to use materials, tools and equipment to develop craft techniques</p> <p>The learner can:</p> <ul style="list-style-type: none"> 1.1 Assess the properties of available materials for craft item(s) including the visual and tactile qualities 1.2 Select materials, tools, equipment and techniques to support craft ideas and give reasons for choices 1.3 Use appropriate tools and equipment for selected techniques 1.4 Develop craft techniques, making effective use of materials, tools and equipment 1.5 Maintain a safe working environment by ensuring safe use of materials, tools and equipment 	<p>Unit 2 Develop craft ideas</p> <p>:</p> <p>1 Be able to develop craft ideas</p> <p>The learner can</p> <ul style="list-style-type: none"> 1.1 Use a range of different sources to develop craft ideas 1.2 Develop visual language to communicate craft ideas 1.3 Use feedback and evaluation of own work to develop craft ideas 	<p>Unit 2 Develop craft ideas</p> <p>1 Be able to develop craft ideas</p> <ul style="list-style-type: none"> 1.4 Adapt craft ideas in response to feedback and evaluation of own work 1.5 Select preferred craft idea giving reasons for choice 1.6 Maintain a safe working environment

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Year 11 Level 2	<p>Unit 3 Create, present and evaluate final cookery item</p> <p>1 Be able to create and present final cookery item(s) The learner can:</p> <ul style="list-style-type: none"> • 1.1 Use chosen idea to create a production plan • 1.2 Use selected tools, materials, equipment and techniques to produce final cookery work • 1.3 Display cookery work in an appropriate way/setting • 1.4 Maintain a safe working environment 	<p>Unit 3 Create, present and evaluate final cookery item</p> <p>2 Know how to evaluate the creative and craft making processes The learner can:</p> <ul style="list-style-type: none"> • 2.1 Evaluate the creative process • 2.2 Review final cookery item to identify opportunities for improvement or further development 	