

Curriculum Mapping Document

Subject Food Technology

Our whole School curriculum intent believes:

At Ercall Wood Academy our students will experience a highly personalised, modern curriculum, rich in variety and diversity, yet underpinned by traditional values. The structure of our curriculum design is presented within two different documents. Firstly, our curriculum map, which outlines subjects studied at Key Stage 3 and Key Stage 4. Secondly, our five year curriculum overviews which specify the intent, implementation and impact of each individual subject.

Our curriculum is challenging and designed to help to address social injustice by providing our students with the essential core knowledge and skills that are commonly possessed by successful citizens which will enable them to positively contribute to their community. No child will be disadvantaged by our curriculum. At both KS3 and KS4 our curriculum is underpinned by our whole school values:

- **Believe** - **Achieve** - **Succeed**

We **believe** in our students and through our challenging yet broad curriculum we will engender **self-belief** in our students. Through inspirational and innovative teaching of our curriculum, we will instil a drive in them to **achieve** and become the very best that they can be, preparing them for **success** in life. Our curriculum aims to develop the whole person and the talents of the individual and to allow all students to become active and economically self-sufficient citizens.

The key priorities within our challenging and broad curriculum are:

- To provide an ambitious curriculum for all students which contains the necessary range of knowledge, skills and experience that prospective employers demand from their candidates.
- To deliver high quality cross curricular project-based learning to further develop students 21st century employment skills such as critical thinking, problem solving, communication, collaboration and innovation.
- To create an inclusive environment based on the core principles of equality and respect.
- To explore and clarify student beliefs and values and help them to learn to think and speak for themselves.
- To ensure that our curriculum develops skills for learning, life and work by making learning relevant and helping students apply lessons to their life beyond the classroom.
- To ensure that our curriculum incorporates regular retrieval practice to strengthen memory and maximise cognitive development.
- To inspire our students to succeed through the challenge and enjoyment of learning and to respect themselves, their community and the environment in which they are an integral part.

Enrichment Opportunities

We believe that opportunities to bring the curriculum to life should be integral. We passionately believe that our students should sample a wealth of exciting new experiences to broaden their horizons, open doors of opportunity, hope and aspiration for all, regardless of their circumstances. Our enrichment activities aim to further equip students with the knowledge and cultural capital they need to succeed in life.

Our intention for our curriculum is:

“Cooking with kids is not just about ingredients, recipes, and cooking. It's about harnessing imagination, empowerment, and creativity.” Guy Fieri.

The Food Technology curriculum at Ercall Wood Academy is designed to instil the principles of nutrition and healthy eating in all our students. As well as ensuring our students develop a range of skills, we allow them to become confident, healthy and independent with a love of cooking. Learning to cook a range of basic dishes is a crucial life skill that helps ensure students are prepared for the world outside and helps them to promote healthy living as well as a promoting a healthy lifestyle.

The curriculum is designed to ensure all the students have a good understanding of the environmental impact our food choices have and recognise ways to ensure we can help to reduce carbon emissions and wastage. By buying locally sourced seasonal foods, reducing the amount of food waste and recognising the choices of food packaging used, our students are aware of how they can make a significant difference in society. Students study a range of different ‘themes’ including multicultural foods and dietary requirements and lifestyles. Through research work, taste testing and practical realisations students are taught how to become confident and competent in a wide range of cooking processes such as selecting and preparing ingredients, using a range of different equipment and utensils, adaptation of recipes, costing and nutritional analysis.

Year 7 students experience 10 one-hour lessons where they are taught the importance of healthy eating and the principles of basic nutrition, whilst making dishes using the various parts of the cooker. Year 8 students experience one lesson per fortnight across the whole year where they build on and develop the skills learnt in year 7 and developing a greater understanding of nutrition linked to different dietary groups. Year 9 students have five one hour lessons a fortnight and give students a wide and balanced understanding of the key areas required for KS4, with an emphasis on meals and meal planning. Students independently follow a recipe, choose their own ingredients and equipment to ensure a quality dish.

During KS4 the students are working on the GCSE AQA Food Preparation and Nutrition course, which focuses on preparation skills and is divided into five core topics, food, nutrition and health, food science, food safety, food provenance and food choices which leads to a final GCSE qualification. Students will choose their own recipes which will fit the design briefs they have been set and then decide on the best equipment and utensils to use to ensure a quality dish. The dishes will be costed and have the nutritional data analysed to ensure they are suitable and to adapt and develop as necessary to make them healthier or cheaper.

Linking our curriculum intention to our local community and real-life links to content:

The curriculum, through enrichment and real-life experiences during the school day and within enrichment opportunities, will maximise the use of the local area. We will link our curriculum to the following:

Rotary Young Chef Competition allowing students to cook a meal for two people which is healthy, fits into a budget and a specific time frame / scan (two courses for £15s to be cooked in 90 minutes)

Trust Banquet competition – students designing a three course Banquet menu which can be cooked for less than £15s in two hours and competing against other students in the Trust to create a suitable banquet meal

Trust Banquet where students work together as part of a team to create a Banquet for invited guests to raise money for local charities. Students plan, prepare, cook and serve the dishes and consider the layout of the tables, room and colour scheme.

Students are encouraged to try for work placements in local eating establishments to understand what it is like to work in the industry – links have been made with Hadley Park Hotel and Walnut in Wellington.

Implementation

Year 7 - In this unit of 10 lessons, the students will be introduced to the principles of designing food products, which are based around the Eatwell Guide and in particular fruit and vegetables. The aim is to widen the students understanding of preparing different food products in a safe and hygienic manner. Students will be developing a range of different practical skills through the production of a fruit salad, a pizza, apple crumble, pasta bake, plus lots more. All students will also be involved in the taste testing of a range of different food products both sweet and savoury from a variety of different countries, especially fruit and vegetables.

In addition, students will be considering safety and hygiene in a Food Technology room, safe food storage and healthy eating with particular reference to fruit and vegetables and the importance of them in our diet, as well as nutrition and food packaging and labelling.

Year 8 - In this unit of 20 lessons, the students will be introduced to the principles of designing food products, which are based around carbohydrates, fats, proteins and all the necessary vitamins and minerals. The aim is to widen the students understanding of preparing different food products in a safe and hygienic manner. Students will be developing a range of different practical skills through the production of rock cakes, breads, pastry products, pasta dishes, cheesecakes and scones. Students will also be involved in taste testing of a range of different products to enable them to develop and adapt existing food products.

In addition, students will be considering safety and hygiene in a Food Technology room, safe food storage and healthy eating with particular reference to the Eatwell Guide.

Year 9 - In this unit of 20 lessons, the students will be introduced to the principles of designing food products, which are based around the theme of multicultural foods and focus on a healthy and balanced lifestyle. The aim is to widen the students understanding of preparing different food products in a

safe and hygienic manner. Students will be developing a range of different practical skills through the production of Chow mein, Sweet and Sour, Fajitas, Bolognese, Cottage Pie, Balti, Indian spiced fish cakes and much more.

In addition, students will be considering safety and hygiene in a Food Technology room, safe food storage and healthy eating with particular reference to the Eatwell Guide and carrying out a personal study into a specific country and culture across the world.

Year 10 and 11 - SOW based on GCSE FOOD PREPARATION AND NUTRITION (8585) (Five one hour lessons a fortnight)

Our GCSE Food Preparation and Nutrition specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The majority of the specification should be delivered through preparation and making activities.

Students must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

Topics and themes have been grouped to help you teach the specification, but these are not intended as a route through the specification, you can teach the content in any order. The topics are:

- 1 Food, nutrition and health
- 2 Food science
- 3 Food safety
- 4 Food choice
- 5 Food provenance

The range of food and ingredients studied should reflect the recommended guidelines for a healthy diet based on the main food commodity groups. Food groups include:

- Bread, cereals, flour, oats, rice, potatoes and pasta
- Fruit and vegetables (fresh, frozen, dried, canned and juiced)
- Milk, cheese and yoghurt
- Meat, fish, eggs, soya, tofu, beans, nuts and seeds
- Butter, oil, margarine, sugar and syrup.

Food preparation skills

Twelve skill groups have been integrated throughout the specification to show how the content can be taught through practical activities. These skills are not intended to be taught separately from the main content, but integrated into schemes of work. The skill groups are indicated in the subject content, using the references S1 (Skill 1), S2 (Skill 2) etc.

Students must know how and when these food preparation skills can be applied and combined to achieve specific outcomes. The choice of recipes to exemplify the skills will be at the discretion of the school or college, although some recipe suggestions have been included as suitable examples.

Food preparation and cooking techniques

Food preparation and cooking techniques will be assessed through the non-exam assessment (NEA) element of the specification.

Students should be taught to:

- consider the influence of lifestyle and consumer choice when developing meals and recipes
- consider nutritional needs and food choices when selecting recipes, including when making decisions about the ingredients, processes, cooking methods and portion sizes
- develop the ability to review and make improvements to recipes by amending them to include the most appropriate ingredients, processes, cooking methods and portion sizes
- manage the time and cost of recipes effectively
- use their testing and sensory evaluation skills, adjusting where needed, to improve the recipe during the preparation and cooking process
- explain, justify and present their ideas about their chosen cooking methods to others
- make decisions about which techniques are appropriate based on their understanding of nutrition, food, different culinary traditions and cooking and food preparation content in order to achieve their intended outcome. They should be able to carry out these techniques safely and combine them into appealing meals whilst evaluating the results.

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Food Preparation and Nutrition specifications and all exam boards.

The exam and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.
- AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.
- AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.
- AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others

NEA1 - Food investigation assessment

Students will investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They will produce a report which will include research into 'how ingredients work and why'.

Outcome: Written or electronic report including photographic evidence.

Assessment: Students produce a report of between 1,500 – 2,000 words (approx. 6 – 8 sides of A4 or A3 equivalent). Practical investigations are a compulsory element of this non-exam assessment.

Time: Not to exceed 10 hours.

Content: Students will individually record their practical investigation and draw conclusions. The report could include a range of communication methods

including: charts, graphs and diagrams. Specialist terminology will be used to clearly communicate the research and investigation findings. The report must include photographic evidence authenticating the practical investigation.

NEA2 - Food preparation assessment

In this task, students will prepare, cook and present a final menu of three dishes to meet the needs of a specific context. Students must select appropriate technical skills and processes and create 3 – 4 dishes to showcase their skills. They will then produce their final menu within a single period of no more than 3 hours, planning in advance how this will be achieved. Students must work independently eg making their own judgements about cooking methods and making changes to recipes to improve palatability. Students must work safely and hygienically. It is compulsory that students will adhere to food safety principles at all times throughout this assessment. Students apply their knowledge of food safety principles within the planning for the 3 hour assessment.

Outcome: Written or electronic portfolio including photographic evidence authenticating the practical outcomes. Photographic evidence of the three final dishes must be included.

Assessment: Students will produce a concise portfolio. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved. On completion of the making of the final dishes, students will analyse and evaluate the outcomes through sensory testing, nutritional analysis, costing and identify improvements to their dishes. The portfolio is not to exceed 20 sides of A4 or A3 equivalent. A menu is a selection of three dishes that are produced to meet the demands of the chosen task.

Time: Not to exceed 20 hours (including up to 3 hour final assessment within a single block period).

Year 7 Curriculum implementation

In Year 7, the students will be introduced to the principles of designing food products which are based around the Eatwell Plate and in particular fruit and vegetables. The aim is to widen the students understanding of preparing different food products in a safe and hygienic manner. Students will be developing a range of different practical skills through the production of pizzas, apple crumble, Pasta Bake plus lots more. All students will also be involved in the taste testing of a range of different food products both sweet and savoury from a variety of different countries, especially fruit and vegetables.

In addition, students will be considering safety and hygiene in a Food Technology room, safe food storage and healthy eating with particular reference to fruit and vegetables and the importance of them in our diet, as well as nutrition and food packaging and labelling.

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| Students will carry out a series of four lessons which introduces them to: 1. personal hygiene and kitchen hygiene by watching DVD clips and looking at the hazards within the room and how it can impact on other people and their health. 2. The Eatwell Guide and Food Groups by using PowerPoints and textbooks to investigate what a healthy diet should include, the correct proportions required and the consequences of too much or insufficient nutrients in the diet. 3. By producing a fresh fruit salad students will reinforce the important of fruit in our diet, the ease of making a simple, quick | Students learn to use the oven, prepare fruit and a crumble topping by making a healthy desserts an Apple Crumble in lesson t. In lessons 6 and 7 they look at Multicultural Foods making a Pizza and Pasta Bake. The focus is on hygiene and use of different parts of the cooker, reinforcing the work from lesson 4. Practical tasks assessed for safety and hygiene purposes. Short questions and written tasks to establish a good understanding of the work covered. | | In lessons 8 and 9 students look at the history of different types of biscuits making shortbread and small cakes, again using a range of different pieces of equipment safely and different parts of the cooker unaided. Student research into packaging and product labelling by looking at examples already on food items. Will understand the importance of labelling and the new labelling guidelines set down by government and the Food Standards Agency. | | | | |

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| dessert and how to help promote part of our five a day. 4. Introduction to the cooker and cooking methods allows students to learn about the different parts of a cooker, the difference between a gas and electric cooker and the health and safety principles which need to be followed. They will produce a toasted snack using the hob and grill in the first instance. | | Practical tasks assessed for safety and hygiene purposes. Short questions and written tasks to establish a good understanding of the work covered | | | |
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Year 8 Curriculum implementation

Year 8 Students will be introduced to the principles of designing food products which are based around carbohydrates. The aim is to widen the students understanding of preparing different food products in a safe and hygienic manner. Students will be developing a range of different practical skills through the production of rock cakes, breads, pastry products, cakes and scones. Students will also be involved in taste testing of a range of different products to enable them to develop and adapt existing food products. The aim is to widen the students understanding of preparing different food products in a safe and hygienic manner. Students will be developing a range of different practical skills through the production of Bread Based Pizza, Vegetable Pasta Bake, Curry, Cheese cake and Sausage Casserole.

In addition, students will be considering safety and hygiene in a Food Technology room, safe food storage and healthy eating with particular reference to the Eatwell Guide.

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| Year 8 students start the module looking at Food Groups and Macronutrients and specifically focusing on the needs of teenagers and the consequences of not having a balanced diet. This work is a development of the Eatwell Guide looked at briefly in Year 7. Students then go on to look at what types of products could be made for | The work at the start of this term is based on the different types of raising agents used in the production of food products, specifically yeast and air. Students will investigate a range of different bread products from around the world and complete detailed product analysis on each one. This leads on to the raising agents used in bread making with students producing their own batch of bread rolls before designing their ideal sandwich, in terms of bread and fillings. The design ideas will focus on quality design work, the use of colour and detailed labelling and annotation. | | The use of a second type of raising agents, air is looked at next with the production of a Swiss Roll. Students learn how important it is to incorporate air correctly into a product and what happens if there is insufficient or once added it is knocked out or removed by not following the correct procedures. Special Diets such as Vegetarians and Vegans are studied with students taste testing and comparing like for like products and understanding the reasons why people | Carrying on the special diets theme students then produce a Vegetable and Pasta Bake and product suitable for someone who is Lactose Intolerant and Gluten Intolerant. Students also research into other special diets which are present and taste test a range of products which are specially designed for a person who has a special diet. Again they compare them with like to like products. | Meal planning were the students consider the key points in meal planning including cost and nutritional information. Students plan out and cost a main meal and dessert before making them for a specific target market. The meal must be a suitable size, have the necessary components and show a variety of skills and processes throughout its preparation. | Meal planning were the students consider the key points in meal planning including cost and nutritional information. Students plan out and cost a main meal and dessert before making them for a specific target market. The meal must be a suitable size, have the necessary components and show a variety of skills and processes throughout its preparation. | Practical tasks assessed for safety and hygiene purposes. Short questions and written |

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| <p>a Charity Bake Sale making Rock Cakes and Chocolate Cookies. The focus is on the production of good quality products which are saleable and uniform in appearance, taste and texture. To further stress how difficult it is to make consistent products in school and the different types of production methods students do work based on the difference between factory work and home baking.</p> | <p>Practical tasks assessed for safety and hygiene purposes. Short questions and written tasks to establish a good understanding of the work covered.</p> | <p>become a vegetarian or vegan.</p> | | | <p>tasks to establish a good understanding of the work covered.</p> |
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Year 9 Curriculum implementation

Year 9 students will be building on the skills gained from the previous two years and developing a good practical skills base which will be used to developed As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. They will understand and apply the principles of nutrition and health. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] and understand the source, seasonality and characteristics of a broad range of ingredients.

In this unit of 20 lessons, the students will be introduced to the principles of designing food products, which are based around the theme of multicultural foods and focus on a healthy and balanced lifestyle. The aim is to widen the students understanding of preparing different food products in a safe and hygienic manner. Students will be developing a range of different practical skills through the production of Chow mein, Sweet and Sour, Fajitas, Bolognese, Cottage Pie, Balti, Indian spiced fish cakes and much more.

In addition, students will be considering safety and hygiene in a Food Technology room, safe food storage and healthy eating with particular reference to the Eatwell Guide and carrying out a personal study into a specific country and culture across the world

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| Year 9 start the module based on multicultural foods by looking at what is meant by the term multicultural foods and what countries and dishes the students already know, linked to skills, nutrition and the Eatwell Guidelines. Students produce a Chow Mein, and | The term starts off with students looking at fats and NSP in the diet and the consequences of insufficient or excess. Alongside this they will consider the two types of vitamins required in the diet, water and fat soluble. The practical elements are based on Mexican foods, Fajitas and a Mexican Tomato Rice dish. Practical tasks assessed | | The function of minerals in the diet, sources and deficiencies starts of the third half term with students learning about how to ensure the body has sufficient and how the amounts vary depending on age and lifestyle. Cooking methods and heat transfer are considered, with students thinking about the advantages and the disadvantages of each one, plus the different types of ingredients suitable. The practical is Spaghetti Bolognese with an Italian influence. | Carrying on the Italian influence the first practical is a macaroni cheese which sees the students learning about sauce making and nutritional analysis, deciding how to ensure dishes are healthy and include all the necessary | Starting the term off with environmental issues and different food sources, the students then cook a toad in the hole another British classic. The term ends with the students considering a research project on a country and | Finally the students complete their research task before cooking a Chicken Balti and Indian Spiced Fish Cakes. Practical tasks assessed for safety and hygiene purposes. Short questions and written tasks to establish a good understanding of the work covered. | |

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| <p>Sweet and Sour dish based around Chinese influences. They also look at the function of protein and carbohydrates in the diet, considering the function of the nutrients, the sources and deficiencies.</p> | <p>for safety and hygiene purposes. Short questions and written tasks to establish a good understanding of the work covered.</p> | | <p>nutrients needed by different life stages. The practical task is a traditional cottage pie.</p> | <p>cuisine of their choice. Practical tasks assessed for safety and hygiene purposes. Short questions and written tasks to establish a good understanding of the work covered.</p> | |
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Year 10 Curriculum implementation

This scheme of learning has been developed for Year 10 students studying our GCSE Food Preparation and Nutrition (8585). It is a practical and creative course which focuses on giving students the necessary skills and subject knowledge to provide the foundation for the NEA and final examination in year 11. Preparation for GCSE course By the end of the course pupils will be required to:

1. Understand and apply the principles of nutrition and health to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.
2. Become competent in a range of cooking techniques, for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes.
3. Understand the source, seasonality and characteristics of a broad range of ingredients.
4. How to modify recipes and cook a range of dishes that promote current healthy eating messages.
5. How to use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption.
6. How to use a broader range of preparation techniques and practical skills when cooking.
7. How to adapt and use their own recipes to meet a range of dietary needs and life stages.
8. How to use awareness of taste, texture and smell to decide how to season dishes and combine ingredients.
9. The principles of food safety, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is piping hot.
10. How to cook a range of high quality dishes with a good level of finish and presentation, containing a variety of different colours, flavours and textures.

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| The course introduction lets students understand the different topics and themes they will be covering and the reasons why they are needed. The Eatwell Guide and Food Groups are | The introduction to Fats and the Diet mean students can carry out investigation work as a mock NEA 1 and establish if it is important to use the correct fat for certain dishes and what happens if the wrong ingredients are used. Introduction to Vitamins looks at the selection of vitamins needed in our diet in detail with | | Practical Planning and Preparation of savoury and sweet dishes results in the students creating dishes for specific age groups. The dishes containing a good percentage of the nutrients required by the specific age range. | Special dietary needs sees students looking at a range of different diets, taste testing food items, comparing them with like for like and preparing a selection of dishes suitable for people with different dietary requirements.(- | The different types of raising agents and the function of raising agents is looked at and researched by making Pizza and Swiss Roll, which also considers the function of ingredients used and | By practical planning and realisation of a Bakewell Tart students can develop team work by working together to produce a good quality end result, each person having a specific role in its production. Seasonal foods and factors affecting our food choices are | |

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| <p>revisited in more detail with students needing to be aware of the deficiencies and the consequences of too much of certain nutrients. Through meal planning and preparation students create two savoury meals for teenagers a spaghetti bolognese and Chicken Fajitas. The Introduction to Protein and Protein alternative dishes sees students cooking a variety of meals which are suitable for specific people with specific dietary requirements. The Introduction to Carbohydrates and Fibre gives students the opportunity to cook Carbohydrate based dishes and research in depth</p> | <p>the deficiencies caused by too little and the hazards of too much of each vitamin. From there students prepare and cook dishes high in Vitamins such as Beef Stir fry and a soup practical. Introduction to Minerals looks at the majority of the minerals needed by individual people to stay healthy and results in mineral high dishes prepared and cooked.</p> <p>Examination Papers, short and long examination questions for homework and within the lesson to check understanding of key concepts and principles.</p> | | <p>Practical Sweet Realisation for a dietary need, Practical Planning and Preparation- Vegetable Lasagne, Sweet and Sour Chicken Practical and Savoury Rice). Students are also made aware of the difference between special dietary needs, food intolerances and diet related illnesses. Heat Transfer during Cooking looks at how different foods are cooked and what the process is which cooks each one. i.e. convection, conduction or radiation. By looking at different food sources and heat transfer students make a cauliflower cheese using a range of processes and locally sourced ingredients. Through meal planning and the flavour of Asia students create a</p> | <p>the correct use of ingredients when making a product. High Risk Foods and Bacteria and Food Contamination, including Food Poisoning –types, causes and symptoms are researched and an information booklet produced by the students for a specific target audience. Through planning a practical and preparation of a Chilli Con Carne students can put into practice the theory they have learnt on high risk foods and food contamination. This links in well with HACCP and its importance in the food industry.</p> | <p>looked at through note taking, PowerPoint presentations and taste testing before students start a mock NEA on Traditional British Cuisine.</p> <p>Examination Papers, short and long examination questions for homework and within the lesson to check understanding of key concepts and principles.</p> |
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into the different ingredients used in pastry production.

range of different practical dishes using a range of different ingredients and cooking styles.

Year 11 Curriculum implementation

Students will build upon and apply previous learning from KS3 and Year 10. The course is designed to cover 70 lessons and includes the food investigation task, the food preparation task and revision topics for the final written exam. Use this with the Year 10 scheme of work to ensure full coverage of the AQA specification content. Students will be expected to apply their knowledge and understanding of the specification from the Year 10 course and demonstrate a wide range of practical skills in the Non-Exam Assessment (NEA). The final written paper will assess their theoretical knowledge and understanding of the subject content of this specification. Students will have been taught a wide range of food preparation skills which have been integrated throughout the Year 10 scheme of work and linked where appropriate to the subject content. In the NEA, students must use and apply a variety of food preparation skills to achieve a range of different outcomes. The choice of recipes to demonstrate the skills will be at the discretion of the individual school and there are recipe suggestions included as suitable examples.. Students will be expected to apply their knowledge and understanding of the specification from the Year 10 course and demonstrate a wide range of practical skills in the Non-Exam Assessment (NEA). The final written paper will assess their theoretical knowledge and understanding of the subject content of this specification. Students will have been taught a wide range of food preparation skills which have been integrated throughout the Year 10 scheme of work and linked where appropriate to the subject content. In the NEA, students must use and apply a variety of food preparation skills to achieve a range of different outcomes. The choice of recipes to demonstrate the skills will be at the discretion of the individual school and there are recipe suggestions included as suitable examples.

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| Students are introduced to the NEA 1 task published by AQA on their first lesson and have ten hours to carry out one food investigation task , which will have a hypothesis the students have written to prove or disprove with research, practical investigations and final evaluations. Alongside this students will carry out mock exam questions and past papers to help develop good examination techniques. | Students are introduced to the second NEA 2 task after the 1st November which is a twenty hour Food research and preparation task. Students will research into the chosen task title and start to decide what is needed and what types of practical tasks will ensure high marks. Alongside this students will carry out mock exam questions and past papers to help develop good examination techniques. | | Students complete the food preparation Task Section C, which is a three hour planned practical test which must be completed in one three hour block. Alongside this students will carry out mock exam questions and past papers to help develop good examination techniques. | Students complete the Food Preparation Task by carrying out detailed evaluations looking at the task and whether or not it has been answered, the nutritional profile of the dishes and the costing of the dishes with ways to improve and develop if the task was to be repeated. Alongside this | Examination Papers, short and long examination questions for homework and within the lesson to check understanding of key concepts and principles. | Examination Papers, short and long examination questions for homework and within the lesson to check understanding of key concepts and principles. | |

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| | and long examination questions for homework and within the lesson to check understanding of key concepts and principles. | | students will carry out mock exam questions and past papers to help develop good examination techniques. Students when specifically look at Energy Needs, Eatwell Guide and Food Groups, Vitamins and Minerals and special Dietary Needs | | |
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Impact of our curriculum:

To ensure that all students achieve mastery in specific skills and techniques within food technology, with an understanding of health and safety, nutrition linked to the current guidelines of the Eatwell Guide and current dietary guidelines and focused. The aim to produce students who are competent in producing a range of basic meals from scratch and can understand how to develop and adapt the recipes to widen their repertoire, making them more self sufficient for the future. Lessons will be taught in a mixture of practical and theory with more time given to practical in KS3 and equal portions in KS4. At KS3 students will be marked and assessed against the learning line ILOs after every lesson and progress measured on the department tracking sheet and on the front of books. Success will also to measured by the end results students produce during practical activities. At KS4 success will be measured through regular GCSE exam questions both within the lesson and as a homework activity, plus through assessed practical tasks linked to GCSE marking criteria and end practical results. Year 10 and 11 students will also be accessed through written mock exams and practical mocks in line with the school policy.