

# Subject: Food Technology

## Subject Leader

Danny Page

## National Curriculum

Food technology in Year Nine is a combination of enrichment and learning basic practical cooking skills.

In Key Stage Four students follow the WJEC Level 1/2 Vocational Award in Hospitality and Catering and a Level 2 Basic Food Hygiene Qualification.

## Curriculum Intent

These qualifications aim to offer an alternative to academic core subjects and develop real-life practical and transferable skills that will last a lifetime; they will also include soft skills such as self-esteem building, teamwork, self-control, creativity and problem solving.

These courses offer students a meaningful and relevant qualification that can be built upon in their post-16 provisions. This is achieved through a wide range of teaching & nurturing styles and a variety of learning contexts.

## Curriculum Implementation

		Term	Content/Topics	Assessment
Year 9	Autumn Term	1	Select and prepare a variety of ingredients to produce a range of dishes and meals and evaluate them through appearance, taste and texture.	<ul style="list-style-type: none"> <li>• Oral question &amp; answer</li> <li>• Self-assessment</li> <li>• Observation</li> <li>• Differentiation of tasks</li> <li>• Written assessment sheet with verbal/ written feedback</li> <li>• Achievement of required course standards</li> <li>• Risk assessment</li> </ul>
		2	Select and prepare a variety of ingredients to produce a range of dishes and meals and evaluate them through appearance, taste and texture.	<ul style="list-style-type: none"> <li>• Oral question &amp; answer</li> <li>• Self-assessment</li> <li>• Observation</li> <li>• Differentiation of tasks</li> <li>• Written assessment sheet with verbal/ written feedback</li> <li>• Achievement of required course standards</li> <li>• Risk assessment</li> </ul>
	Spring Term	3	Select and prepare a variety of ingredients to produce a range of dishes and meals and evaluate them through appearance, taste and texture.	<ul style="list-style-type: none"> <li>• Oral question &amp; answer</li> <li>• Self-assessment</li> <li>• Observation</li> <li>• Differentiation of tasks</li> </ul>

				<ul style="list-style-type: none"> <li>• Written assessment sheet with verbal/ written feedback</li> <li>• Achievement of required course standards</li> <li>• Risk assessment</li> </ul>	
		4	Select and prepare a variety of ingredients to produce a range of dishes and meals and evaluate them through appearance, taste and texture.	<ul style="list-style-type: none"> <li>• Oral question &amp; answer</li> <li>• Self-assessment</li> <li>• Observation</li> <li>• Differentiation of tasks</li> <li>• Written assessment sheet with verbal/ written feedback</li> <li>• Achievement of required course standards</li> <li>• Risk assessment</li> </ul>	
		5	Select and prepare a variety of ingredients to produce a range of dishes and meals and evaluate them through appearance, taste and texture.	<ul style="list-style-type: none"> <li>• Oral question &amp; answer</li> <li>• Self-assessment</li> <li>• Observation</li> <li>• Differentiation of tasks</li> <li>• Written assessment sheet with verbal/ written feedback</li> <li>• Achievement of required course standards</li> <li>• Risk assessment</li> </ul>	
	Summer Term	6	Select and prepare a variety of ingredients to produce a range of dishes and meals and evaluate them through appearance, taste and texture.	<ul style="list-style-type: none"> <li>• Oral question &amp; answer</li> <li>• Self-assessment</li> <li>• Observation</li> <li>• Differentiation of tasks</li> <li>• Written assessment sheet with verbal/ written feedback</li> <li>• Achievement of required course standards</li> <li>• Risk assessment</li> </ul>	

		Term	Content/Topics	Assessment (including formal exam options)
Year 10	Autumn Term	1	<p>One of the first things candidates should be aware of prior to cooking is food safety. Candidates take an external food safety course, either online or through an external agency. Candidates should be aware of and be able to analyse, identify explain or describe:</p> <ul style="list-style-type: none"> <li>• food-related causes of ill health</li> <li>• common types of food poisoning</li> <li>• symptoms of food induced ill health</li> <li>• food safety hazards in different situations</li> <li>• risks to food safety</li> <li>• control measures</li> <li>• food safety regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1 LO4: Know how food can cause ill health</li> <li>• Unit 2 LO3: Be able to cook dishes</li> <li>• Developing and improving skills learnt at KS3</li> <li>• Level 2 Food hygiene</li> </ul>
		2	<p>Basic skills to be taught this term:</p> <ul style="list-style-type: none"> <li>• knife skills e.g. soups, salads, vegetable cuts</li> <li>• methods of cake making</li> <li>• yeast doughs</li> <li>• pastry making</li> <li>• sauces</li> </ul> <p>With emphasis on food safety and hygiene. Candidates should prepare and cook a range of high risk dishes and follow the principles they have learnt in the theory lessons. Candidates could develop skills by planning and preparing a range of dishes e.g. a starter one week, then a main course, then a dessert.</p>	<ul style="list-style-type: none"> <li>• Unit 1 LO4: Know how food can cause ill health</li> <li>• Unit 2 LO3: Be able to cook dishes</li> <li>• Developing and improving skills learnt at KS3</li> <li>• Level 2 Food hygiene</li> </ul>
	Spring Term	3	<p>Basic skills to be taught this term:</p> <ul style="list-style-type: none"> <li>• knife skills e.g. soups, salads, vegetable cuts</li> <li>• methods of cake making</li> <li>• yeast doughs</li> <li>• pastry making</li> <li>• sauces</li> </ul> <p>With emphasis on food safety and hygiene. Candidates should prepare and cook a range of high risk dishes and follow the principles they have learnt in the theory lessons. Candidates could develop skills by planning and preparing a range of dishes e.g. a starter one week, then a main course, then a dessert.</p>	<ul style="list-style-type: none"> <li>• Unit 1 LO4: Know how food can cause ill health</li> <li>• Unit 2 LO3: Be able to cook dishes</li> <li>• Developing and improving skills learnt at KS3</li> <li>• Level 2 Food hygiene</li> </ul>
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Summer Term	5	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• describe the functions of nutrients</li> <li>• compare the nutritional needs of specific groups</li> <li>• explain what happens if you don't have a balanced diet</li> <li>• know how the different cooking methods impact on the nutritional value of foods</li> <li>• know the factors to consider when planning menus</li> <li>• be aware of environmental issues when cooking</li> <li>• explain how the dishes meet the customer needs</li> <li>• produce time plans for practical outcomes</li> <li>• be aware of how to check ingredients are of good quality</li> </ul> <p>Producing dishes using a range of commodities:</p> <ul style="list-style-type: none"> <li>• meat</li> <li>• fish</li> <li>• poultry</li> <li>• eggs</li> <li>• dairy</li> <li>• vegetarian alternatives</li> </ul> <p>When working with commodities links could be made to the needs of specific groups, including special dietary needs and allergies. Candidates should continue to use a range of cooking techniques when preparing the dishes</p>	<ul style="list-style-type: none"> <li>• Unit 2</li> <li>• LO1: Understand the importance of nutrition when planning meals</li> <li>• LO2: Understand menu planning</li> <li>• Use of commodities</li> <li>• Level 2 Food hygiene</li> </ul>
	6	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• describe the functions of nutrients</li> <li>• compare the nutritional needs of specific groups</li> <li>• explain what happens if you don't have a balanced diet</li> <li>• know how the different cooking methods impact on the nutritional value of foods</li> <li>• know the factors to consider when planning menus</li> <li>• be aware of environmental issues when cooking</li> <li>• explain how the dishes meet the customer needs</li> <li>• produce time plans for practical outcomes</li> <li>• be aware of how to check ingredients are of good quality</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2</li> <li>• LO1: Understand the importance of nutrition when planning meals</li> <li>• LO2: Understand menu planning</li> <li>• Use of commodities</li> <li>• Level 2 Food hygiene</li> </ul>

		<p>Producing dishes using a range of commodities:</p> <ul style="list-style-type: none"> <li>• meat</li> <li>• fish</li> <li>• poultry</li> <li>• eggs</li> <li>• dairy</li> <li>• vegetarian alternatives</li> </ul> <p>When working with commodities links could be made to the needs of specific groups, including special dietary needs and allergies.</p> <p>Candidates should continue to use a range of cooking techniques when preparing the dishes</p>		
	<b>Term</b>	<b>Content/Topics</b>	<b>Assessment (including formal exam options)</b>	
<b>Year 11</b>	Autumn Term	1	<p>Gain an understanding of the different types of establishments and the types of foods that the produce for customers.</p> <ul style="list-style-type: none"> <li>• describe the structure of the hospitality and catering industry</li> <li>• be aware of and be able to describe the job roles and working conditions.</li> <li>• explain the factors affecting the success of providers</li> </ul> <p>LO5: Be able to propose a hospitality and catering provision to meet specific requirements. Introduce learners to this type of activity.</p> <ul style="list-style-type: none"> <li>• they could also look at presentation techniques and accompaniments for a range of dishes including: <ul style="list-style-type: none"> <li>o vegetarian, vegan dishes</li> <li>o dairy free</li> <li>o gluten free</li> <li>o low fat diets</li> <li>o healthy school meals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1 LO1: Understand the environment in which hospitality and catering providers operate</li> <li>• Produce dishes to be served on a range of different menus</li> <li>• Level 2 Food hygiene</li> </ul>
		2	<p>Gain an understanding of the different types of establishments and the types of foods that the produce for customers.</p> <ul style="list-style-type: none"> <li>• describe the structure of the hospitality and catering industry</li> <li>• be aware of and be able to describe the job roles and working conditions.</li> <li>• explain the factors affecting the success of providers</li> </ul> <p>LO5: Be able to propose a hospitality and catering provision to meet specific requirements. Introduce learners to this type of activity.</p> <ul style="list-style-type: none"> <li>• they could also look at presentation techniques and accompaniments for a range of dishes including: <ul style="list-style-type: none"> <li>o vegetarian, vegan dishes</li> <li>o dairy free</li> <li>o gluten free</li> <li>o low fat diets</li> <li>o healthy school meals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Unit 1 LO1: Understand the environment in which hospitality and catering providers operate</li> <li>• Produce dishes to be served on a range of different menus</li> <li>• Level 2 Food hygiene</li> </ul>

	Spring Term	<p>3</p> <p>For this section arranging a range of speakers or visits to enable the candidates to see first-hand how the industry works is recommended.</p> <p>This could include visits to:</p> <ul style="list-style-type: none"> <li>• local hotels</li> <li>• restaurants</li> <li>• food suppliers</li> <li>• event services</li> </ul> <p>Guest speakers from:</p> <ul style="list-style-type: none"> <li>• hotel management</li> <li>• event organisers</li> <li>• wedding planners</li> <li>• food suppliers</li> <li>• health and safety executive from local industry</li> </ul> <p>In small groups candidates plan, trial, prepare, cook and serve a three course meal or range of dishes for a target group, or target catering outlet.</p> <p>They could complete a portfolio of evidence to back up the choice of dishes made with reference to the specific nutritional needs of the target group. They should also include environmental issues and food safety.</p> <p>Each candidate must produce an individual portfolio but the planning for the meal can be completed as a team.</p> <p>The meal/selection of dishes should include accompaniments and show excellent presentation skills. This should include:</p> <ul style="list-style-type: none"> <li>• meat/poultry/fish/vegetarian alternatives</li> <li>• eggs and dairy produce</li> <li>• cereals, rice, pasta, or flour</li> <li>• fruit and vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the environment in which hospitality and catering providers operate</li> <li>• LO2: Understand how Hospitality and catering providers operate</li> <li>• LO3: Understand how Hospitality and catering provision meets health and safety requirements</li> <li>• Level 2 Food hygiene</li> </ul>
	<p>4</p> <p>For this section arranging a range of speakers or visits to enable the candidates to see first-hand how the industry works is recommended.</p> <p>This could include visits to:</p> <ul style="list-style-type: none"> <li>• local hotels</li> <li>• restaurants</li> <li>• food suppliers</li> <li>• event services</li> </ul> <p>Guest speakers from:</p> <ul style="list-style-type: none"> <li>• hotel management</li> <li>• event organisers</li> <li>• wedding planners</li> <li>• food suppliers</li> <li>• health and safety executive from local industry</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the environment in which hospitality and catering providers operate</li> <li>• LO2: Understand how Hospitality and catering providers operate</li> <li>• LO3: Understand how Hospitality and catering provision meets health and safety requirements</li> <li>• Level 2 Food hygiene</li> </ul>	

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Summer Term	5	<p>This term would be used to further develop practical skills, finish any content not covered and complete the internal assessments for the course.</p> <p>Candidates may be given the task chosen, along with the mark scheme for unit 2 so they are aware of how marks are given. They should be given a breakdown of the time allowed to complete the tasks set. Preparation time should also be allowed along with opportunity for them to study exemplar work so that candidates are fully aware of the requirements of the tasks.</p> <p>Candidates will also need to practice examination papers in preparation for the examination.</p>	<ul style="list-style-type: none"> <li>• Practice examination papers in preparation for the examination</li> </ul>
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