

Food Technology @ Caedmon

National curriculum for Technology: Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims of the National curriculum: Technology

The national curriculum for design and technology aims to ensure that all students:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Aims of our Caedmon curriculum for Food Technology

The aim of the design technology curriculum at Caedmon College is to create an inclusive, positive and busy learning environment; to ensure all students have the same learning opportunities to develop sound knowledge and understanding, skills and experiences to equip them for independent living in the future. We aim to instil innovation, creativity and enterprise by allowing students to apply their learning to problem solving when designing and making products, using a variety of materials, including food, plastics and wood, to meet the needs of others within local and wider contexts. We endeavour to promote responsibility and respect for each other when working independently and as part of a team in a safe and positive environment.

Foundation learning – what the National Curriculum expects students to have studied in Food Technology (Cooking and Nutrition) by the end of KS3

As part of their work with food, students should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in students 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 students to feed themselves and others affordably and well, now and in later life.

Students should be taught to:

- 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]
- understand the source, seasonality and characteristics of a broad range of ingredients.

Year 7 Food Technology @ Caedmon

Our aim in Year 7 is to provide students with sound knowledge and understanding of where food comes from, how our bodies use it to eat well, how we use our senses to appreciate food and the importance of keeping food safe. We focus on students applying this knowledge in their practical work to produce affordable and nutritious dishes for themselves and others, while facilitating the development of vital life skills.

	Topics, themes and skills covered	Assessment
Autumn 1	Unit 1a: H&S Introduction to working in the kitchen: Health and Safety: - Personal hygiene - Personal safety in the kitchen The cooker and heat transfer Basic food preparation: Knife skills with fruit and vegetables Recipes: Fruit fusion Couscous salad	Baseline testing of knowledge and practical skills. On-going teacher assessment of practical skills and outcomes. Self-assessment in cooking portfolio.
Autumn 2	Unit 1b: H&S Introduction to working in the kitchen: Health and safety: - food hygiene (4 Cs) Using our senses Basic food preparation and cooking Using the grill and oven Recipes: Pizza toast Fruit crumble	On-going teacher assessment of practical skills and outcomes. Self-assessment in cooking portfolio. End of unit test
Spring 1	Unit 2a: Healthy lifestyles Understanding how to eat well - The Eatwell Guide and evaluating our own food choice - Hydration Basic food preparation and cooking Using the hob and oven Recipes Spring vegetable and pasta soup Raspberry buns	On-going teacher assessment of practical skills and outcomes. Self-assessment in cooking portfolio. Evaluation of a diet against eatwell guide.

<p>Spring 2</p>	<p>Unit 2b: Healthy lifestyles Understanding how to eat well - The 8 tips for eating well and making healthy choices - Understanding food labels Basic food preparation and cooking Using the hob and oven Recipes Fish goujons Patatas bravas</p>	<p>On-going teacher assessment of practical skills and outcomes. Self-assessment in cooking portfolio. End of unit test</p>
<p>Summer 1</p>	<p>Unit 3a: Food choices Understanding ingredients - Food commodities Where does our food come from? - From Field to plate - Seasonality Basic food preparation and cooking Using the hob and oven Recipes Oaty biscuits Vegetable noodles</p>	<p>On-going teacher assessment of practical skills and outcomes. Self-assessment in cooking portfolio. Food commodity research task - cereals</p>
<p>Summer 2</p>	<p>Unit 3: Food choices Understanding ingredients - Food commodities Where does our food come from? - Fairtrade v food miles - Food waste Basic food preparation and cooking Using the hob oven Recipes Savoury rice Investigation into the functional properties of sugar in baking</p>	<p>On-going teacher assessment of practical skills and outcomes. Self-assessment in cooking portfolio. End of unit test</p>

Year 8 Food Technology @ Caedmon

Our aim in DT Food, in Year 8, is to enhance students' previous learning in Y7 by developing their knowledge and understanding of healthy lifestyles through nutritious choices for themselves and others with special dietary needs. We continue to focus on students applying this knowledge and understanding in their practical work to produce affordable and nutritious dishes, while facilitating the development of vital life skills, and developing an awareness of how food is linked closely to science.

	Topics, themes and skills covered	Assessment
Autumn 1	Unit 1a: Healthy lifestyles The macronutrients The role of carbohydrates, protein and fat in our diets Development of food and preparation skills Recipes: Carrot cakes, Savoury scones	On-going teacher assessment of practical skills and outcomes. Self-assessment in cooking portfolio. Nutritional analysis of macronutrients in a diet.
Autumn 2	Unit 1b: Healthy lifestyles Needs of different groups: Young children, Teenagers, Adults Specific nutritional needs of these groups Energy balance for these groups Development of food preparation and cooking skills Recipes: Frittata, Fajitas	On-going teacher assessment of practical skills and outcomes. Self-assessment in cooking portfolio. End of unit test.
Spring 1	Unit 2a: Understanding ingredients Raising agents How raising agents are used in baking - Yeast Development of food preparation and cooking skills Recipes: Bread rolls using yeast, Pizza	On-going teacher assessment of practical skills and outcomes. Self-assessment in cooking portfolio. Written assessment on the science of bread making
Spring 2	Unit 2b: Understanding ingredients Raising agents - How raising agents are used in baking - baking powder and aeration Food safety Temperature control Development of food preparation and cooking skills Recipes: Drop scones (American pancakes), Swiss roll	On-going teacher assessment of practical skills and outcomes. Self-assessment in cooking portfolio. End of unit test.
Summer 1	Unit 3a: Healthy lifestyles The micronutrients The role of vitamins and minerals in the diet - vitamins A,B,C,D - Calcium, iron and sodium Development of food preparation and cooking skills Recipes: Chicken Korma, Pasta Bolognese	On-going teacher assessment of practical skills and outcomes. Self-assessment in cooking portfolio. Nutritional analysis of micronutrients in teenage diet.

Summer 2	<p>Unit 3b: Healthy Lifestyles Special dietary needs Examining special diets: vegetarian/vegan; lactose free; gluten free; allergies or medical condition, e.g. type 2 diabetes Development of food preparation and cooking Recipes: Pasta bake for a special dietary need, Baked product for a specific dietary need, e.g. gluten free brownies</p>	<p>On-going teacher assessment of practical skills and outcomes. Self-assessment in cooking portfolio. Written assessment on chosen dietary need.</p>
-----------------	--	---

Year 9 Food Technology @ Caedmon

Our intent in DT Food, in Year 9, is to enhance students' previous learning in Y8 by developing their knowledge and understanding of the science behind food and how our food choices impact on the environment and our futures, while at the same time, preparing students for Key Stage 4 studies when introducing menu planning. We focus on students developing their preparation and cooking skills to give them a great start to the practical elements of the Key Stage 4 course, should they choose to continue with the subject and if they don't, the regular practical work develops a skill for life as well as building their confidence to be able to feed themselves and others in the future.

	Topics, themes and skills covered	Assessment
Autumn 1	<p>Unit 1: Cooking techniques and methods Why do we cook food? How is food cooked? Heat transfer, Water based methods, Dry methods, Microwaving Effects of cooking on sensory and nutritional properties A range of savoury and sweet dishes to develop food preparation and cooking skills Recipes: Loaded potato skins, Chicken noodle soup, Healthy burgers, Citrus cheesecake</p>	<p>On-going teacher assessment of practical skills and outcomes. Self-assessment in cooking portfolio. Exam style questions on 'cooking food'</p>
Autumn 2	<p>Unit 2: Food safety and ill health - Food hygiene - Food poisoning - Food allergies A range of savoury and sweet dishes to develop food preparation and cooking skills Recipes: Potato au gratin, Healthy burger, Chicken tikka masala, Yule log</p>	<p>On-going teacher assessment of practical skills and outcomes. Self-assessment in cooking portfolio. End of unit test - short answer questions</p>
Spring 1	<p>Unit 3: Sustainable food and cooking Investigating how farming, food production, manufacturing and retailers impact on the environment. A range of savoury and sweet dishes to develop food preparation and cooking skills - pastry making Recipes: Cheese straws, Maids of honour, Sausage rolls, Gougeres</p>	<p>On-going teacher assessment of practical skills and outcomes. Self-assessment in cooking portfolio. Essay on environmental factors</p>
Spring 2	<p>Unit 3: Sustainable food and cooking Investigating how consumers' choices impact on the environment. -Food packaging -Food Waste -Food miles A range of savoury and sweet dishes to develop food preparation and cooking skills</p>	<p>On-going teacher assessment of practical skills and outcomes. Self-assessment in cooking portfolio. End of unit test - short answer questions</p>

<p>Summer 1</p>	<p>Unit 4a: Food choice Factors to consider when planning a menu (ingredients/meals): Health and diet, Budget/cost, Time, Portion size, Age, Religion, culture, ethics, Personal preferences, Special dietary requirements, Marketing A range of savoury and sweet dishes to develop food preparation and cooking skills Recipes: Savoury Flan, Chinese stir fry, Calzone, Summer fruit flan, Meringue fruit roulade</p>	<p>On -going teacher assessment of practical skills and outcomes. Self-assessment in cooking portfolio. Independent research task in preparation for designing menu for unit 4b</p>
<p>Summer 2</p>	<p>Unit 4b: Food choice Menu planning Design a menu for a specific venue/occasion Writing time plans with quality and safety checks A range of savoury and sweet dishes to develop food preparation and cooking skills Recipes: Vegetarian dish of choice, Low fat dessert of choice, Dish suitable for children's menu, Dish suitable for a celebration</p>	<p>On -going teacher assessment of practical skills and outcomes. Self-assessment in cooking portfolio. Plan and make a dish from your menu. End of unit test</p>

Year 10 Food Technology @ Caedmon

Our aim in Y10 is to not only equip our students with the knowledge, understanding and skills to achieve a level 2 qualification but to also assist them in progressing to the world of work, e.g. in the hospitality and care employment sectors which are prevalent in the local community, nationally and worldwide. We also aim to ensure students' learning in Hospitality and Catering will develop their understanding of their own needs such as healthy lifestyles and employment rights and responsibilities as well as the skills to be able to cook affordable and nourishing meals. Their learning will also give students the opportunity to develop transferable skills that will be beneficial now and in their futures, such as communication, problem solving, planning, management of time and personal organisation. We also aim to make students more aware and considerate of moral and ethical issues such as the environment and sustainability as well as animal welfare.

	Topics, themes and skills covered	Assessment
Autumn 1	Unit 1: LO1 Understanding the environment in which hospitality and catering providers operate The structure of the industry. Job requirements. Practical: A range of savoury and sweet dishes to develop food preparation and cooking skills	On-going teacher assessment of practical skills and outcomes. Cooking portfolio. Plan and make a dish for a specific need.
Autumn 2	Unit 1: LO1 Understanding the environment in which hospitality and catering providers operate Working conditions. Factors affecting the success of hospitality and catering providers. Practical: A range of savoury and sweet dishes to develop food preparation and cooking skills	On-going teacher assessment of practical skills and outcomes. Cooking portfolio. Plan and make a dish for a specific need. LO1 written test
Spring 1	Unit 1: LO2 Understanding how hospitality and catering provision operates How the kitchen operates. How front of house operates. Customer requirements. Practical: A range of savoury and sweet dishes to develop food preparation and cooking skills	On-going teacher assessment of practical skills and outcomes. Cooking portfolio. Plan and make a dish for a specific need. LO2 written test
Spring 2	Unit 1: LO4 Know how food can cause ill health Food related causes of ill health. The Environmental Health officer role. Food safety legislation. Types of food poisoning and their symptoms. Practical: A range of savoury and sweet dishes to develop food preparation and cooking skills	On-going teacher assessment of practical skills and outcomes. Cooking portfolio. Plan and make a dish for a specific need. LO4 written test

<p>Summer 1</p>	<p>Unit 2: LO1 Understand the importance of nutrition when planning menus Functions of nutrients. Nutritional needs of specific groups. Effects of excess and deficiency of nutrients. How cooking impact on nutrients. Practical: Personal development of skills in preparation for controlled assessment</p>	<p>On-going teacher assessment of practical skills and outcomes. Cooking portfolio. Plan and make a dish for a specific need. Practice exam questions.</p>
<p>Summer 2</p>	<p>Unit 2: LO2 Understand menu planning Factors to consider. Environmental issues. Customer needs. Planning production Trial written controlled assessment for unit 2 Practical: Personal development of cooking skills in preparation for controlled assessment</p>	<p>On -going teacher assessment of practical skills and outcomes. Cooking portfolio. Practice exam questions. Trial written exam. Trial practical exam.</p>

Year 11 Food Technology @ Caedmon

Our aim in Y11 is to develop, then consolidate students' previous learning and equip them with the skills to allow them to complete final assessments successfully and confidently. We also aim to prepare and support students to manage their time effectively when completing their controlled assessment and revising for their written exam in June. Throughout Y11, we will encourage students to continue applying the transferable skills developed in their Y10 learning to optimise their future success in education and employment.

	Topics, themes and skills covered	Assessment
Autumn 1	Preparation for controlled assessment for Unit 2: LO2 and LO3 and catch up from Y10 summer term Practical: Limited due to catch up needed Personal development of cooking skills in preparation for controlled assessment	On -going teacher assessment of practical skills and outcomes. Trial controlled assessment.
Autumn 2	Unit 2: Controlled assessment (written coursework) 9 hour assessment: 6 hours written over 3-4 weeks 3 hour practical assessment (may be postponed to January depending on catch up)	No feedback allowed. Controlled assessment will be carried out under exam conditions using computers Trial exam
Spring 1	Unit 1: LO3 Understand how hospitality and catering Personal safety in the workplace. Risks to personal safety. Control measures for personal safety.	Trial exam Practice exam questions HACCP (Risk Assessment) task. LO3 test
Spring 2	Unit 1 LO5: Proposing hospitality and catering provision for specific requirements Exam preparation/revision	Practice exam questions and feedback
Summer 1	Exam preparation and revision	Practice exam questions and feedback
Summer 2	Exam preparation and revision	GCSE exams