

Food Technology

Year	RATIONALE
7	In KS3 the learning journey builds upon knowledge learnt in KS2 for Food Technology. The Year 7 learning journey begins by students understanding the health and safety risks in the Food practical room, a discussion on careers which Food Technology may lead to. The Eatwell Guide is introduced along with food labelling, food spoilage and allergies. Key practical skills which are introduced include: the rubbing in method making scones, the all in one method making muffins and shortbread, Health and safety in the food practical room is discussed in further detail along with an introduction to food labelling, diet and dental health, nutritional analysis and faults which may happen when cooking. Key practical skills which are introduced are: knife skills and safe use of the cooker making: toad in the hole, soup, pasta salad, frittata, pasta bake, chicken goujons, pizza, jam tart, vegetable and meat kebabs and cornflake tart. These are covered first due to being key basic practical skills. Evaluations are completed of dishes made which include what went well, what could be improved and knowledge relating to the theory work surrounding the practical dish made.
8	Careers in Food Technology are covered again, along with faults in cooking - these are revisited due to issues occurring regularly, why this may happen and how it can be avoided. Food miles, nutrients and allergies are studied along with the effects of different cooking methods. Food allergies theory work is developed by looking deeper at lactose and gluten allergies. Seasonal foods, foods for different life stages, costing and different cuisines are introduced to ensure a basic knowledge. Key practical skills which are learnt and developed are: the rubbing in method and knife skills making crumble. Setting a mixture and thickening by making cheesecake and curry. Handling raw meat and different cooking methods by making fajitas, burgers, chilli con carne, Cajun chicken pasta bake, potato salad and Bolognese pasta bake. Bread making skills by making bread and calzone. Pastry making skills by making puff pastry pin wheels. The creaming method, by making cookies. Batter making skills in pancakes practical. These skills are built upon knowledge and skills learnt in year 7 Evaluations are completed of dishes made which include what went well, what could be improved and knowledge relating to the theory work surrounding the practical dish made.
9	Knife skills, food hygiene, faults in cooking and The Eatwell Guide are revisited due to being key skills in Food Technology. Food waste and the environment, dietary needs (vegan), additives, fortification, food cultures, dietary needs and macro and micronutrients are introduced, this is to ensure a basic knowledge before GCSE level. Key practical skills which are learnt and developed are: Pastry making, shortcrust and rough puff, making chicken pie, fruit tart, apple turnover, savoury palmiers, sausage rolls. Bread making skills, making pizza dough balls, stuffed crust pizza, meatball pasta bake and decorative focaccia. Sauce making by making macaroni cheese (roux) chocolate pudding (all in one) Jam, sweet and sour chicken and vegetable curry. Separating eggs and piping in meringue practical. Cake making skills in upside down cake practical. These making skills also cover other skills which are learnt in years 7 and 8 and show integrated progression of practical skills. Knife skills and using the hob skills in bombay potatoes practical. Evaluations are completed of dishes made which include what went well, what could be improved and knowledge relating to the theory work surrounding the practical dish made.
10	In year 10 the theory work follows the Food Preparation and Nutrition textbook. Starting with Food commodities, diet and good health, the functional and chemical properties along with an excess and deficiency of macro and micronutrients, following on from a basic level in year 9. Where food comes from and food spoilage, recap from year 9 in more detail. Food Safety is revisited in much more detail to ensure progression is made. Dietary needs and energy requirements are revisited ensuring students know how to plan meals for these different people. The Science of Food is covered to ensure a deep knowledge is sustained. Key practical skills which are learnt and developed are: pasta making, making fresh pasta, ravioli and lasagne (making a roux sauce). Pastry making (shortcrust, rough puff and choux) making lemon meringue pie (separating eggs, making a curd, piping), eclairs (whipping cream, using a Bain Marie, piping pastry), pasties, quiche. Baking methods are revisited making: Yule log (making a batter, whipping cream, jam making), sticky toffee pudding (toffee making, sauce making and custard from scratch skills), Jammie dodgers (making jam, assembling biscuits), scones and jam, an afternoon tea platter (mini pastries, accompaniments, bread etc) and a brownie based cheesecake (brownie making, whipping, making a sauce). Handling raw meat and fish: making Bolognese and fresh pasta, lasagne (making fresh pasta, Bolognese and roux sauce), chicken kiev (butterflying a chicken breast, making a garlic butter, enrobing, cracking an egg), fish pie (creating a roux and making mashed potato and piping), burgers (marinating meat and making bread buns) and scotch eggs (boiling eggs, enrobing in breadcrumbs, making sausage meat). Students evaluate their own dishes based on the criteria from the exam board, students state what went well and how they could improve each dish, this is also assessed by the teacher.
11	NEA 1 - preparing, making and investigational skills used (theme set by exam board - 2022/2023 How to make a smooth thick vegetable soup). Students investigate thickening agents, the science behind them and experiment using them within soup making, then evaluating the process. NEA 2 - research, preparing, making and evaluations involved in the skills used (theme set by the exam board 2022/2023 Seasonal Food and Allergens). Students investigate seasonal foods/allergens, pick a topic of focus, trial 3 dishes (high level making skills only (guided by the teacher)), evaluation of trials, 3 course meal cooking exam, evaluation of all 3 dishes against the brief. Recap of exam theory from year 10. Food commodities, nutrition, diet and good health, where food comes from, The science of food and food safety. Different cooking techniques and ways to develop recipes and meals for different groups of people. Factors affecting different people's food choices are linked to this task. Dishes are linked to this task, students design and develop their own dishes to meet the criteria of the needs studied. Students evaluate their own dishes based on the criteria from the exam board, students state what went well and how they could improve each dish, this is also assessed by the teacher.