



St Augustine of Canterbury Catholic Academy

Food Technology Long-Term Plan

2022-2023

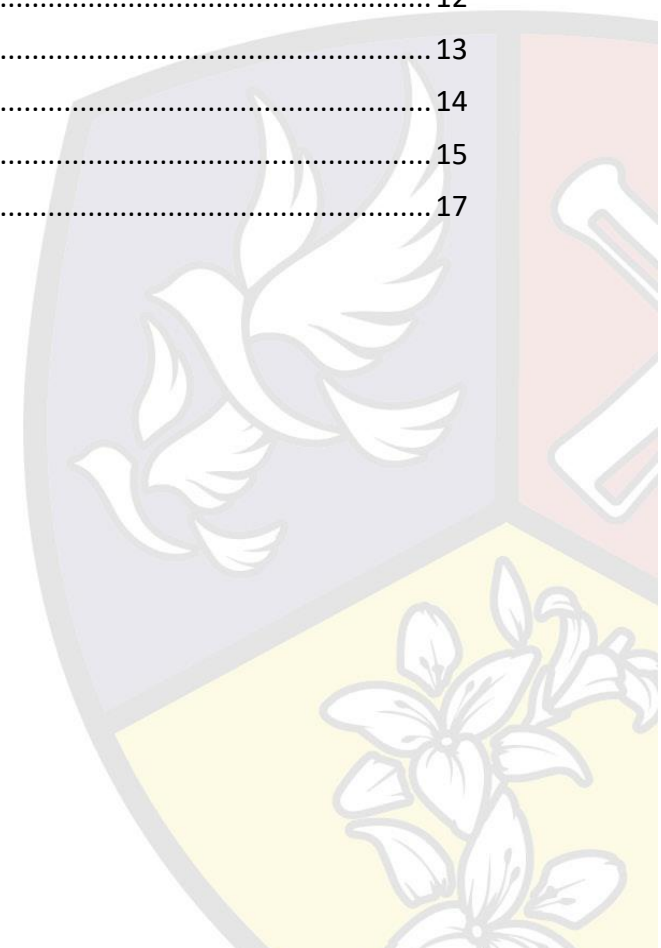
September 2022

Signatory	Full Name	Date	Next Review Date
Head of Department	Liza Evans		
SLT for Curriculum	Adele Quarless		
Headteacher	Gisele Lynch		



Table of Contents

Food Technology Intent	3
Curriculum Design	3
Food Technology Key Concepts	5
Food Technology LTP	6
KS3 Overview	8
Year 7 Food Technology LTP	10
Year 8 Food Technology LTP	11
Year 9 Food Technology LTP	12
KS4 Overview	13
Year 10 Food Technology LTP	14
Year 11 Food Technology LTP	15
Appendix 1: KS3 National Curriculum Review	17





Food Technology Intent

Vision and Values

Food Technology is a fun and inclusive subject and covers a range of skills, including life skills designed to set students up with confidence, knowledge, and the ability to successfully cook a range of meals by the end of KS3. Pupils are taught skills for life, including various practical skills, including how to use equipment safely, hygiene and safety, nutrition, healthy eating and where our food comes from. This includes working independently to be able to create dishes that they can recreate at home and in their future years, after leaving school.

Our ambition is to encourage a love of food for all students and for them to gain confidence to make new foods or products, to inspire in students about the importance of having a healthy lifestyle, including eating a healthy diet and teaching them essential life skills. Pupils will learn how to follow recipes, working independently and then gaining knowledge of how to adapt a recipe to change the outcome. They are taught awareness of the food industry, linking to career choices and how Food Technology can be a viable career option. The food curriculum is broad and varied and covers a wide range of topics, learning the fundamentals of the subject and the practical elements of the subject that we incorporate these to promote food and highlight how it is a transferrable skill, that aspires to the wider curriculum.

At KS4, students become more independent and build on prior knowledge and further development of skills during year 10. They are encouraged to push their skills beyond their abilities in year 11 and showcase their skills and technical knowledge through the coursework that they carry out, including practical assessment. They are encouraged to carry out tasks to their best and aspire to greater things through this, to enable them to become more resilient and overcome barriers to learning.

Curriculum Design

Design

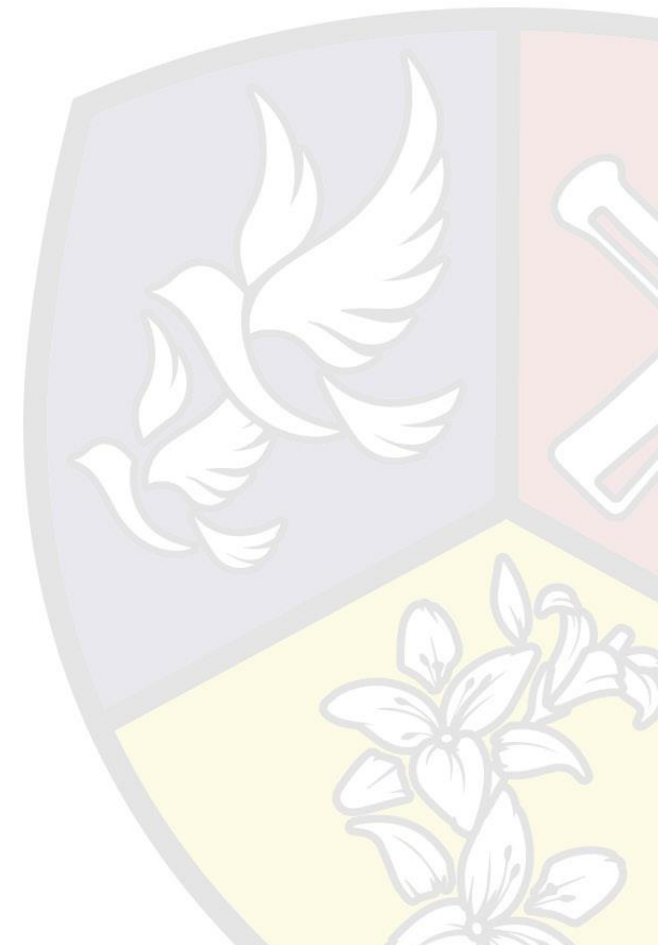
The Food Technology curriculum is designed to embed skills and knowledge that is required for GCSE and beyond. The curriculum builds on taking prior knowledge taught at KS2 and developing it further, alongside learning a range of practical skills. The key objectives of practical skills, knowledge, developing ideas (recipes), evaluating work underpins units of work, mapped across lessons, and interspersed to allow deeper understanding of subjects, to embed knowledge as each year group progresses throughout KS3 and KS4. The units of work are based around teaching strong knowledge, but have sufficient time built in to enable pupils to understand and make informed responses to the world around them.

Pupil profiles are built across the first term to help inform future planning; in addition, we provide pupils with the fundamental skills required to successfully access the curriculum at KS3 at this point. The first unit develops basic knowledge of health and safety, key practical skills (knife skills, weighing and measuring, time management) and it also allows them to develop the confidence to work independently. Following on from this, each unit of works provides sequenced opportunities to experience and develop these skills further, to embrace their confidence and allow them to whilst knowledge underpins and supports each activity.

The progress objectives are taught both holistically and individually across the key stages at varying points and are re-visited across each year and KS3 and KS4 with opportunities built in to retrieve and strengthen previous knowledge as they move across the key stage. Pupils will develop higher level skills, techniques and knowledge, gain further confidence and become competent in the work they carry out.



The food curriculum is planned so that pupils can work and develop independently as well as part of a team, an attribute key in the food industry. There are structured opportunities for pupils to explore and experience a wide range of challenges to engage with cultural capital, promoting post 16 choices for all pupils and with further opportunities to link food with career opportunities.





Food Technology Key Concepts

1. **Understand and apply the principles of nutrition and health**

To be able to identify and understand how to eat a healthy diet and why our bodies need nutrients.

2. **Cook a repertoire of predominantly savoury dishes**

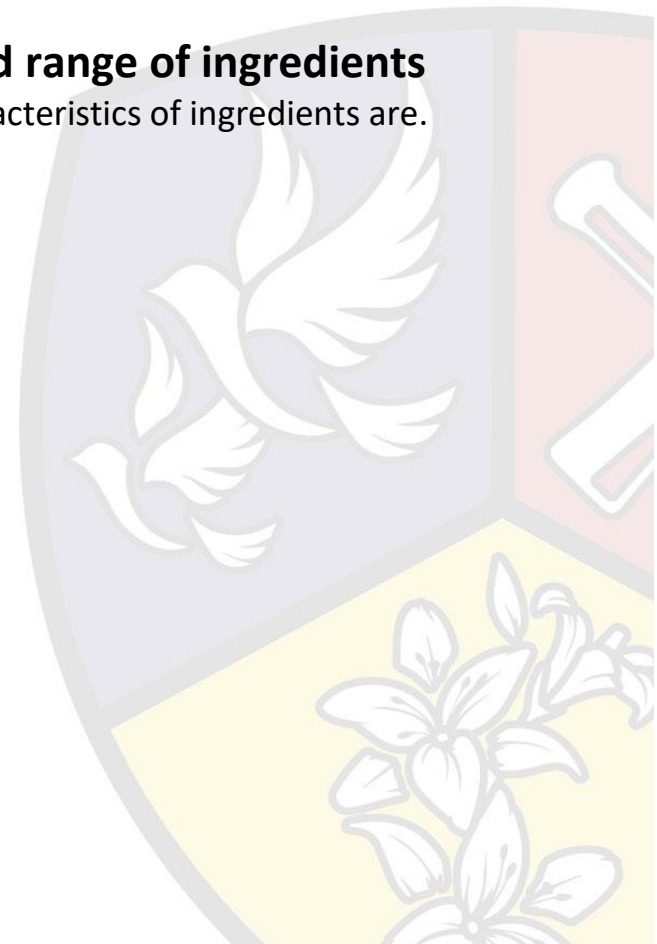
Being able to cook a variety of different types of dishes, so that they are able to feed themselves and others a healthy and varied diet.

3. **Become competent in a range of cooking techniques**

Being able to carry out different cooking methods, skills and techniques.

4. **Understand the source, seasonality, and characteristics of a broad range of ingredients**

Knowing what seasonal food is, where food comes from and what the functions/characteristics of ingredients are.





Food Technology LTP

	Half term 1	Half term 2	Half term 3
Year 7	<p><u>Introduction to Food</u></p> <p>Students will develop knowledge on the fundamentals of basic hygiene and safety practices in the food room. They will complete activities to develop basic weighing, measuring, using tools, equipment, and knives safely. They will gain knowledge and understanding of nutrients and the importance of having a healthy, balanced diet.</p>	<p><u>Food commodities</u></p> <p>This term, we explore nutrients in further detail, looking at what nutrients are contained in fruit and why it is an essential part of our diet. Students carry out sensory analysis of various types of fruit, developing understanding of why sensory evaluation is important and how we use it to judge food. Students further develop skills, to enable them to gain confidence when using a variety of tools and equipment, including the grill and oven.</p>	<p><u>Food Science/Food Choice</u></p> <p>Students look at a combination of food science through methods of cake making (rubbing-in, aeration and where food comes from. They develop knowledge of wheat and make a range of products using flour, developing awareness of cooking methods and how the properties of ingredients change when the method is changed. The students carry out practical and theory-based assessments at the end of the term.</p>
Year 8	<p><u>Food hygiene, food safety and nutrition</u></p> <p>Students will develop knowledge on food hygiene practices and where bacteria come from, including researching food poisoning, sources, foods and symptoms. They will then develop further knowledge of macronutrients, the sources and functions of them, and the Eatwell Guide and healthy eating, building on prior knowledge from year 7. Skills focus includes, hob skills, knife skills, mixing, combining, weighing, measuring, coating, baking and safe handling of raw meat. End of unit assessment</p>	<p><u>Food commodities</u></p> <p>Students focus on food labelling, traffic light labelling on packaging looking at food waste and ways in which we can reduce this. There is an introduction to methods of cooking and heat transfer.</p> <p>Skills focus is on hob skills, knife skills, mixing, combining, weighing, measuring, coating, baking. End of unit assessment</p>	<p><u>Food Science/Food Choice</u></p> <p>This unit focuses on food science, looking at protein and the changes made to the protein (denaturation/coagulation) through cooking, using acids or mechanical methods. This then develops further, looking at alternative protein foods (vegan/vegetarian diets) and gaining an awareness of how these diet groups need to adapt their diet. Skills focus includes, knife skills, quality control, boiling, simmering, portioning, combining, shaping and baking. The students carry out practical and theory-based assessments at the end of the term.</p>
Year 9	<p><u>Food hygiene and safety and Nutrition</u></p> <p>Knowledge is developed on food hygiene and safety, bacteria, including temperature control, safe handling of high-risk foods. Students then look at micronutrients (vitamins and minerals) and focus on function and sources, as well as nutritional needs through life. A re-cap of the Eatwell</p>	<p><u>Food commodities</u></p> <p>This unit focuses on dietary needs, including allergens and intolerances. There is also a look at where milk, cheese and yogurt come from. Skills include use of electrical equipment, knife skills, baking, accuracy when weighing, measuring, independent work and time keeping skills.</p>	<p><u>Food Science/Food Choice</u></p> <p>This is a range of research-based lessons, where students are taught how to independently research a topic and gather information. The focus is on British and International cuisine, and this is tied in with food science looking at characteristics of foods, including caramelisation. The students carry out practical and theory-based</p>



	<p>Guide is continued from year 8 on healthy eating and the importance of this for our health.</p> <p>Skills focus is on safe handling of raw meat, accuracy when weighing, measuring, knife skills, independent work and safe use of the oven and hob.</p>	<p>End of unit assessment</p>	<p>assessments at the end of the term.</p>
<p>Year 10</p>	<p><u>Food skills</u></p> <p>This first unit of work focuses on skills and gives students the opportunity to practice and carry out basic skills, to become more efficient and successful when working independently. They also learn the basics of pastry making, carrying out a range of practical lessons, trialling different types of pastry products.</p> <p>Skills focus includes accurate knife cuts, measuring, weighing, combining, portioning and presentation.</p>	<p><u>Nutrition</u></p> <p>The unit is focused on nutrients and looks at developing knowledge of macronutrients and micronutrients. The functions and sources of macro and micronutrients are embedded with practical lessons.</p> <p>Skills focus is on further development of accurate knife cuts, measuring, weighing, combining, portioning and presentation.</p>	<p><u>Diet and Good Health</u></p> <p>Students learn about diet and health, with a specific focus on the Eatwell Guide. The unit continues to study nutritional needs through life, including medical, allergies, intolerances, food choices (religion, budget, medical etc) and medical conditions associated with a poor diet, deficient in nutrients.</p> <p>Skills focus continues to develop knife skills, independent work and developing higher ability skills.</p>
<p>Year 11</p>	<p><u>Food Commodities</u></p> <p>This unit looks at where food comes from, including wheat, dairy, fruit and vegetables and meat production. There is a focus on farming and farming methods, sustainable foods, seasonal foods and food waste.</p> <p>Skills focus develops confidence and allows students to begin to adapt recipes to showcase their own independent work and skills.</p>	<p><u>NEA1</u></p> <p>This is the first piece of assessed coursework in year 11. It is a science-based project, and the brief is set by the exam board. Students need to carry out a range of research along with a practical experiment, gaining a conclusion from this.</p>	<p><u>NEA2</u></p> <p>This coursework is the showcase for the students – enabling them to show their skills to their best and give them creativity with planning, preparing and making a three-course meal. All practical lessons are centred around trial dishes and enable them to work independently.</p>



KS3 Overview

Pupils will build on their prior knowledge and learning in Key Stage 2 Design and Technology: knowledge and skills include:

- use of basic equipment and tools, basic practical skills, origin and simple functions of ingredients, healthy eating and *The Eatwell Guide*, food choice.
- knowledge, understanding and skills needed to engage in an iterative process of designing and making in a range of contexts, such as the home, school and culture.

In KS3, students build upon this knowledge, to further progress with understanding the importance of using basic tools and equipment, leading to more specialised tools and equipment, including using knives and electrical equipment. Knowledge of healthy eating and the Eatwell Guide is embedded throughout KS3 and leads into KS4 as a unit of work. Students work independently to make dishes, allowing them to be able to cook a repertoire of dishes, including savoury meals.

There are 3 units of work over the carousel. They are linked by Health and Safety/hygiene, nutrition and diet, food commodities and food science. It forms an introduction into KS4, setting down the fundamentals of the core knowledge required. The sequencing allows students to build up a variety of skills and knowledge, developing confidence when preparing, cooking, and working independently. The units of work interleave, to deepen understanding and allows challenge within the classroom that progresses throughout KS3.

The Food Technology curriculum is assessed by the following criteria:

KS4 – 50% coursework 50% written exam – There are 5 units of work to be completed for the written exam, along with practical lessons that are built into each unit of work, to strengthen understanding of the skill, technique or method being used for the practical. In year 11, there are two pieces of coursework to be completed – NEA1 (30% of mark) and NEA2 (70% of mark). The two pieces of coursework equate to 50% of the total mark.

KS3 – 50% practical skills 50% written/knowledge – there is a summative assessment built into each unit of work, which is a mixture of multiple choice and written question. At the end of the carousel, there is also a practical assessment (links to KS4 practical assessment) and allows students to show their understanding, creativity, and independent working practice.

By the end of KS3 what should all students know and be able to do? And how do you ensure this is retained in the long-term memory of students?

By the end of KS3, all students should know and be able to cook and apply the principles of nutrition and healthy eating.

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

This knowledge is embedded by linking in practical work with theory-based learning and is taught throughout KS3, keeping the same topic but changing the knowledge needed. Review of prior knowledge is included within lessons (starter activity/knowledge re-cap activity). The knowledge given to students should enable them to be able to prepare and



cook meals for themselves and their families at home and give them confidence to practice the skills they have learnt and develop these further and give them skills for life.

The KS3 curriculum helps to prepare students to be successful at KS4 by being able to use the knowledge and tasks undertaken at KS3 and allows the students to build up a range of skills to enable them to gain further understanding of the Key Principles/Core Knowledge of the Food Preparation and Nutrition course. Through following the same schematic themes (Nutrition, Diet and Good Health, Food Science, Food Commodities, Food Choice etc) the content becomes more familiar to them and deepen their understanding of the topic and/or subject being studied.

One key concept/discrete piece of substantive knowledge is on Nutrition. The knowledge taught over KS3 allows students to deepen their understanding of the topic into KS4 by including relevant and necessary information to enable success in KS4.

Year 7 – Introduction to nutrients (macro/micro). An introduction to nutrients, looking at all five nutrients and why they are needed by our bodies, including the functions and sources.

Year 8 – Recap of macronutrients. Focus on nutrients – Macronutrients (Fats, Carbohydrates, Protein) with a more detailed study of Protein, the function, sources, and chemical properties of protein.

Year 9 – Recap of macronutrients. Further focus on nutrients - Micronutrients. Further study on the main micronutrients – water- and fat-soluble vitamins and minerals. Looking at the functions and sources and why they are needed by our bodies.

As part of the Food Technology curriculum, students cover a variety of cultural capital from learning the curriculum. This includes -

- use research and exploration, such as the study of different cultures, to identify and understand user needs
- test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups.
- consider consumer issues, food and its functions and new trends in food.
- awareness of local farms/farm shops and how consumers can contribute to their local community through supporting these businesses.
- career links with local/national businesses
- links to local colleges



Year 7 Food Technology LTP

	Half term 1	Half term 2	Half term 3
Title	<u>Introduction to Food</u>	<u>Food commodities</u>	<u>Food Science/Food Choice</u>
Substantive Knowledge Taught	Students will develop knowledge on the basics of basic hygiene and safety practices in the food room. They will gain knowledge and understanding of nutrients and the importance of having a healthy, balanced diet.	They will look at nutrients are and why they are an essential part of our diet. Students carry out sensory analysis developing understanding of why sensory evaluation is important and how we use it to judge food.	Students look at a combination of food science to develop knowledge of cake making methods and how ingredients change when using the four methods of cake making (creaming, melting, whisking, rubbing-in).
Disciplinary Knowledge (inc. Key Concepts)	To know how to use a range of tools and equipment. To be able to understand what health and safety is in the food room and carry out safe working practices.	To know what the functions and sources are of nutrients. To know how to carry out sensory evaluation. To know how to use tools and equipment safely. To know how to work safely.	To understand how food changes, it's texture and structure according to how it is made. To learn how to carry out a range of skills to enable confidence when cooking.
Tier 3 Vocabulary	Health and safety Hazards Nutrients Macronutrients Micronutrients The Eatwell Guide Diet	Sensory evaluation Appearance Taste Texture Aroma	Rubbing in methods Creaming method Shortening Aeration Structure Function



Year 8 Food Technology LTP

	Autumn 1	Autumn 2	Spring 1
Title	<u>Food hygiene, food safety and nutrition</u>	<u>Food commodities</u>	<u>Food Science/Food Choice</u>
Substantive Knowledge Taught	Students will develop knowledge on food hygiene practices and where bacteria come from, They will then develop further knowledge of macronutrients, the sources and functions of them, and the Eatwell Guide and healthy eating, building on prior knowledge from year 7.	Students focus on food labelling, traffic light labelling on packaging looking at food waste and ways in which we can reduce this. There is an introduction to methods of cooking and heat transfer. Skills focus is on hob skills, knife skills, mixing, combining, weighing, measuring, coating, baking.	The focus is on food science, looking at protein and the changes that happen to protein foods through cooking, using acids or mechanical methods. To gain understanding of what alternative proteins are and how they provide essential nutrients to vegans and vegetarians.
Disciplinary Knowledge (inc. Key Concepts)	To know how to use a range of tools and equipment. To be able to understand how bacteria spreads and carry out safe working practices.	To know how food needs to be stored, prepared, and cooked thoroughly to avoid food poisoning. To know different methods of cooking and heat transfer. To know how to complete skills with accuracy.	To know how food changes shape, texture and appearance when cooked.
Tier 3 Vocabulary	Bacteria Food handler Pests Nausea Diarrhoea Food poisoning Food spoilage Eatwell guide Macronutrients	Storage Labelling Traffic light label Food waste Heat transfer Boiling Simmering	Protein Denaturation Coagulation Structure Texture Appearance



Year 9 Food Technology LTP

	Half term 1	Half term 2	Half term 3
Title	<u>Food hygiene and safety and Nutrition</u>	<u>Food commodities</u>	<u>Food Science/Food Choice</u>
Substantive Knowledge Taught	Knowledge is developed on food hygiene and safety, bacteria, including temperature control, safe handling of high-risk foods. Students then look at micronutrients (vitamins and minerals) and focus on function and sources, as well as nutritional needs through life. A re-cap of the Eatwell Guide is continued from year 8 on healthy eating and the importance of this for our health.	This unit focuses on dietary needs, including allergens and intolerances. There is also a look at where milk, cheese and yogurt come from. Skills include use of electrical equipment, knife skills, baking, accuracy when weighing, measuring, independent work and time keeping skills. End of unit assessment.	This is a range of research-based lessons, where students are taught how to independently research a topic and gather information. The focus is on British and International cuisine, and this is tied in with food science looking at characteristics of foods, including caramelisation. The students carry out practical and theory-based assessments at the end of the term.
Disciplinary Knowledge (inc. Key Concepts)	To know how to handle raw meat safely. To be able to demonstrate accuracy when weighing, measuring, carrying out knife skills, working independently and safe use of the oven and hob.		
Tier 3 Vocabulary	Storage Cross contamination Bacteria Food borne illness Handling Micronutrients Function Source Eatwell Guide	Allergens Intolerances Symptoms Food labelling Legal requirements	Culture Cuisine Dishes Caramelisation Dextrinisation



KS4 Overview

Food Technology uses Eduqas as its exam board. The Eduqas curriculum follows the Food Preparation and Nutrition GCSE. It is 50% coursework (split into two pieces of coursework 70% and 30%) and a written exam, that equates to the final 50%. The qualification leads to higher education in any Hospitality and Catering BTEC or a Food Science and Nutrition A level. It can also lead into pathways for apprenticeships and offers a variety of industry-based jobs.

The sequencing of the KS4 curriculum allows all students to study the full GCSE course. In Year 10 all students learn each of the 5 sections of the course – Principles of Nutrition, Diet and Good Health, Food Science, Food Commodities and Skills and Cooking. They develop skills to a high level through practice of higher-level skills, enabling each student to develop confidence and attainment of higher grades. Where applicable, theory based and practical based learning interleave, to allow a greater deepening of understanding.

The Eduqas course is assessed by undertaking both coursework and a written exam.

Work is assessed as each unit is completed; this is marked against Eduqas assessment objectives and is teacher led formative assessment. Students will be aware of how to move up the range of marks and how this will impact on their final grade by using the Eduqas mark sheets. Focussed assessment will be made during mock exam. The final mock grade is a holistic mark using all assessments and practical lessons and judged against all work to date. All coursework will be completed and preliminary assessed by May of Y11 (50%). Component 2 (written paper) will be the focus after this time, allowing time for revision of subjects (50%).

Background knowledge starts at KS3 where each area of the course is covered during year 7, 8 and 9, building up the required prior knowledge. By the time students are in year 10, they will have some knowledge of the units of work and be able to build on this prior knowledge, enabling them to retain information on the key areas of the units of work/topics.

The KS4 curriculum prepares students to be successful at KS5 by delivery of the GCSE course content. This covers all subject areas for the students to go onto A level Food Science and Nutrition or BTEC Hospitality and Catering, where they will have more subject specific content delivered.

A key concept that is used to develop and progress knowledge is the development of cooking skills. During this time, the students are building up confidence through independently practicing a variety of skills and cooking methods to equip learners to learn how to adapt recipes, be creative with ingredients and build in healthy eating requirements into their dishes. Giving confidence to work independently and to successfully prepare and make a range of dishes, to enable confidence when selecting dishes for the NEA2 coursework.

Cultural capital students acquire a variety of learning from the food curriculum, including celebrating different religions, special occasions. Learning about local farming communities, shopping locally and how to support our local producers. How to limit food waste to help look after our environment.

Showstopper homework's: these allow students to choose their own independent practice at home (baking, a focus on skills or ingredients) and these are linked to themes that are set across the academic year (Christmas, Easter, St George's day, The Coronation etc).



Year 10 Food Technology LTP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	<u>Food skills</u>	<u>Nutrition</u>	<u>Diet and Good Health</u>	<u>Food Science 1</u>	<u>Food Science 2</u>	<u>NEA 2 Mock</u>
Substantive Knowledge Taught	<p>This first unit of work focuses on skills and gives students the opportunity to practice and carry out basic skills, to become more efficient and successful when working independently. They also learn the basics of pastry making, carrying out a range of practical lessons, trialling different types of pastry products.</p> <p>Skills focus includes accurate knife cuts, measuring, weighing, combining, portioning and presentation.</p>	<p>The unit is focused on nutrients and looks at developing knowledge of macronutrients and micronutrients. The functions and sources of macro and micronutrients are embedded with practical lessons. Skills focus is on further development of accurate knife cuts, measuring, weighing, combining, portioning and presentation.</p>	<p>Students learn about diet and health, with a specific focus on the Eatwell Guide. The unit continues to study nutritional needs through life, including medical, allergies, intolerances, food choices (religion, budget, medical etc) and medical conditions associated with a poor diet, deficient in nutrients. Skills focus continues to develop knife skills, independent work and developing higher ability skills.</p>	<p>This unit focuses on the functional properties of carbohydrates, fats and protein, how food changes shape, texture and appearance through how it is cooked, prepared or uses an acid. We also look at heat transfer, methods of cooking and what happens to food when using these methods. Skills focus on embedding the learning of these characteristics through carrying out practical lessons to show how food changes its texture, appearance, and colour.</p>	<p>The focus is on health and safety when handling, storing, cooking and preparing food. It develops knowledge on micro-organisms, food poisoning bacteria and cross contamination. Skills focus on continuing development of skills, but with a focus on safe handling of raw meats.</p>	<p>This unit Allows students to carry out a mini version of their largest piece of coursework, enabling them to gain knowledge of how to research and develop ideas for preparing their own menus. Skills focus develops confidence and allows students to begin to adapt recipes to showcase their own independent work and skills.</p>
Disciplinary Knowledge (inc. Key Concepts)	To demonstrate the using tools and equipment safely and with confidence.	What are macronutrients and micronutrients? What are their	What are government guidelines for healthy eating?	What are the methods of heat transfer? What are the different methods of cooking?	What are the signs of food spoilage, food poisoning? How do we store	How do we change and adapt recipes? How do we show creativity when



	To be able to weigh and measure accurately, prepare, and cook food to ensure successful dishes are made.	functions and sources?	How do we follow/recommend people follow these guidelines? What are the consequences of having a poor diet? How do food choices affect diets?	What are the chemical changes made to food when cooked (carbohydrate/protein/fat)?	food correctly? How do we avoid cross-contamination?	making dishes?
Tier 3 Vocabulary	Vegetable cuts Macedoine Julienne Brunoises Baton Shortening Rubbing in	Nutrients Macronutrients Micronutrients Carbohydrate Protein Fat Vitamins Minerals Function Source	Eatwell guide Healthy diet Medical Allergies Intolerances	Heat transfer Cooking methods Convection Conduction Radiation Caramelisation Dextrinisation Denaturation Coagulation Shortening Plasticity Gelatinisation	Bacteria Food poisoning Contamination Cross contamination Hygiene Storage Temperature control Micro-organisms Enzymes	Recipe Adapting Creativity Time management Independence Practice

Year 11 Food Technology LTP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	<u>Food Commodities</u>	<u>NEA1</u>	<u>NEA2</u>	<u>NEA2/Revision</u>	<u>Revision</u>	<u>Revision</u>
Substantive Knowledge Taught	This unit looks at where food comes from, including wheat, dairy, fruit and vegetables and meat production. There is a focus on farming and farming	This is the first piece of assessed coursework in year 11. It is a science-based project, and the brief is set by the exam board. Students need to	This coursework is the showcase for the students – enabling them to show their skills to their best and give them creativity with planning, preparing,	The coursework is concluded this term with a 3-hour practical exam and an evaluation for their coursework. Once coursework has	<u>Revision topics continue until exam.</u>	<u>Revision topics continue until exam.</u>



	<p>methods, sustainable foods, seasonal foods, and food waste.</p> <p>Skills focus develops confidence and allows students to begin to adapt recipes to showcase their own independent work and skills.</p>	<p>carry out a range of research along with a practical experiment, gaining a conclusion from this.</p>	<p>and making a three-course meal. All practical lessons are centred around trial dishes and enable them to work independently.</p>	<p>been completed, revision sessions begin.</p>		
<p>Disciplinary Knowledge (inc. Key Concepts)</p>	<p>Where does food come from? How is food produced (caught, reared, grown) How to identify farming methods (intensive, organic). How to identify primary and secondary sources of processing food.</p>	<p>How ingredients work and react with adaptations to ingredients, measurements, or methods of cooking. How to produce a successful hypothesis and conclusion.</p>	<p>How to plan, prepare and cook a three course meal, using research to guide the process and achieve a desirable outcome.</p>	<p>Revision sessions</p>		
<p>Tier 3 Vocabulary</p>	<p>Intensive Organic Free range Caught Reared Grown Production Primary processing Secondary processing</p>	<p>Specialist language used and applicable to design brief.</p>	<p>Specialist language used and applicable to design brief.</p>	<p>Applicable to revision sessions.</p>		



Appendix 1: KS3 National Curriculum Review

KS3 National Curriculum (In the rows below detail the requirements of the National Curriculum – adding or subtracting rows where required).	Where is this met within your Curriculum? (Evidence the Year/Term/Title/Substantive Knowledge).
Understand and apply the principles of nutrition and health.	Year 7 – Unit 1 Year 8 – Unit 1 Year 9 – Unit 1
cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.	Year 7 – Unit 1, 2 and 3 Year 8 – Unit 1, 2 and 3 Year 9 – Unit 1, 2 and 3
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]	Year 7 – Unit 1, 2 and 3 Year 8 – Unit 1, 2 and 3 Year 9 – Unit 1, 2 and 3
Understand the source, seasonality, and characteristics of a broad range of ingredients	Year 7 – Unit 1 and 3 Year 8 – Unit 1 and 3 Year 9 – Unit 1 and 3
Do you go beyond the National Curriculum?	The National Curriculum predominantly focuses on nutrition, healthy eating, and cooking. I build on this knowledge to allow students to develop their own ideas on creating dishes, enabling students to build on this attainment and successfully develop creative skills, through practical homework's, where they can showcase their own independent work and flair. I also build in career work in the industry, promoting different sections of the hospitality and catering and food industry to students, to give them further opportunities after KS4.