

Within the Food element of the KS3 Design and Technology curriculum, pupils will design, make and evaluate a range of predominantly savoury dishes. They will become familiar with current healthy eating guidelines and develop a technical knowledge and understanding of the properties of ingredients. In addition, pupils will explore the nutritional needs of a variety of target groups and will be able to make an informed choice of food within a range of contexts.

Pupils will have the knowledge, understanding and skills to follow a selected recipe and to safely trial and refine a wide range of practical skills and techniques. From gaining confidence and competence in Year 7, they should progress onto becoming more independent in Year 8 and then showing initiative in their approach to practical tasks in Year 9. At this stage, pupils will also have the option to opt to embark upon a Level 1/2 Hospitality and Catering course at KS4.

KS4: WJEC Vocational Award in Hospitality and Catering

During Year 10 and Year 11 the pupils will draw upon their foundation knowledge acquired in KS3 Food to support their learning to develop a range of specialist skills and understanding of the Hospitality and Catering sector. Pupils will study how a Hospitality and Catering provider operates and the range of factors to consider to be a successful business. Pupils will learn at a greater depth the importance of personal/food safety & hygiene, principles of nutrition, diet and good health. Where food comes from (provenance) and how to prepare the following commodities (ingredients) meat, fish, eggs, dairy, fruit, vegetables, cereal grains & potatoes.

The practical element of the subject enables pupils to develop food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication.

The pupils are assessed on their knowledge from in Year 11 with an external written exam contributing to 40% of the course grade. Practical skills are assessed at the beginning of Year 11, the internal cooking assessment/project contributing to 60% of the course grade (NEA- Non-Examined Assessment).

Year	Knowledge (Topics /Contexts) What pupils will 'know'.	Skills acquired What pupils will be able to 'do'.	Concepts developed What pupils will 'understand'.	Assessments (KPIs)
7 Module One	<p>Context: 'Ready, Steady, Cook'</p> <ul style="list-style-type: none"> • Hygiene and safety • Food safety • 'Eatwell Guide' • Types and seasonality of fruit • Parts of the cooker • Equipment • Multicultural foods • 'Fair Trade' 	<ul style="list-style-type: none"> • Follow a sequence of instructions • Demonstrate practical skills: cutting techniques, sieving, rubbing-in • Safely use grill/hob/oven • Make... <ul style="list-style-type: none"> ○ 'Rainbow Salad' ○ 'Pizza' ○ 'Granola Bars' ○ 'Fruit Crumble' ○ 'Vegetable Couscous' ○ 'Mozzarella Goujons' • Multi-task • Identify strengths and areas for development • Demonstrate confidence and competence 	<ul style="list-style-type: none"> • How to work safely in a food environment • How to make healthy food choices • How to creatively adapt a basic recipe • How to plan a practical activity • How to work effectively with others 	<ul style="list-style-type: none"> • KPI 1: Recognise when it is necessary to develop a new skill or technique (Planning tasks) • KPI 2: The importance of a healthy and varied diet as depicted in The Eatwell Plate and Eight Healthy Eating Guidelines. (Eatwell guide task) • KPI 3: How to make adjustments to the settings of equipment, e.g. cookers. (Practical's) • KPI 4: Use research including the study of different cultures, to identify and understand user needs. (Home learning)

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8 Module Two	<p>Context: 'The Great Sweyne Park Bake Off'</p> <ul style="list-style-type: none"> • Baked products • Afternoon Tea • Research • Functions of ingredients • Raising agents • Seasonality/ • Provenance • Career of a chef 	<ul style="list-style-type: none"> • Closely follow instructions to achieve technical accuracy • Demonstrate practical skills: making a dough/batter, kneading, shaping, baking • Make ... <ul style="list-style-type: none"> ○ 'Bread Rolls' ○ 'Scones' ○ 'Fruit Muffins' ○ 'Marble Cake-Pear and Chocolate' ○ 'Showstopper Bake' • Decoration skills • Demonstrate competence and independence 	<ul style="list-style-type: none"> • How to ensure food safety when handling food • How to create original versions of recipes • How to achieve a quality finish • How to achieve consistency • How to be self-reliant • How to make healthy adaptations to recipes • How to manage food safety when handling raw/cooked fish and meat • How to achieve consistently high standards when making nutritious foods to tempt the family • How to tactfully identify strengths and areas for development 	<ul style="list-style-type: none"> • KPI 1 Consider the influence of a range of lifestyle factors and consumer choices when designing products. (Discussion & target group task) • KPI 2-Research about an increasing range of chefs and be able to relate their products to their own planning and making (Home Learning) • KPI 3 That people choose different types of food and this may be influenced by availability, season, need, cost, where the food is produced, culture and religion. (discussion/class tasks) • KPI 4- Select appropriately from a wider more complex range of ingredients, equipment etc, taking into account their

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				properties (planning & adaptations)
8 Module Three	<p>Context: 'Feed the Family'</p> <ul style="list-style-type: none"> • Factors affecting food choice • Target group: teenagers and changing food needs according to age • Nutrients – function and source • Exploring a food blog • Food safety • 'Food Inspectors' activity 	<ul style="list-style-type: none"> • Closely follow and write instructions to achieve attractive and nutritious outcomes • Demonstrate practical skills: handling fish, sauce making [roux, reduction, blended], safely handling meat, using food probes • Make ... <ul style="list-style-type: none"> ○ 'Fish Stacks' ○ 'Macaroni Cheese' ○ 'Spaghetti Bolognese' ○ 'Sweet+Sour Chicken' ○ 'Main Course Dish' • Use software to evaluate the nutritional content of a dish • Evaluate another pupil's practical performance • Demonstrate competence and independence 	<ul style="list-style-type: none"> • How to be self-assured 	<ul style="list-style-type: none"> • KPI 5- about an increasing range of chefs and be able to relate their products to their own planning and making. (Home learning) • KPI 6- Follow procedures for safety and hygiene and understand the process of a risk assessment. (Conduct) • KPI 7- How to competently use a range of cooking techniques for example, selecting and preparing ingredients, using utensils, and electrical equipment. (Practical's) • KPI 8- Select appropriate methods to evaluate their products in use and modify them to

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				improve performance. (WWW, EBI, NS)
9 Module Four	<p>Context: 'Multicultural Street Food'</p> <ul style="list-style-type: none"> • Multicultural foods • Exploring cuisines • Carrying out research • Street Food • Compare and contrast the focus and styles of two food bloggers • Health and safety in the food industry 	<ul style="list-style-type: none"> • Demonstrate practical skills: technical vegetable cuts, handling meat, breadmaking, pastry handling [cutting, shaping, sealing, filling, glazing], coating • Make ... <ul style="list-style-type: none"> ○ 'Crudités' ○ 'Crepes' ○ 'Fresh Pasta' ○ 'Curry' ○ 'Goujons, Popcorn, Nugget-presentation and enrobing' ○ 'The Last Supper' • Select dishes to make a meal showcasing planning and making skills developed in KS3 • Demonstrate independence and initiative 	<ul style="list-style-type: none"> • How to build in food safety checks when making an item of food • How to predict possible issues and generate quality control measures when making an item of food • How to plan, prepare and multitask in a practical situation 	<ul style="list-style-type: none"> • KPI 1 Awareness of how marketing, advertising, and promotion impact their own diet and purchasing behaviour (Class discussion/task) • KPI 2 How to apply heat in different ways (Practical's) • KPI 3 Test, evaluate and refine ideas and products, considering the views of intended users and target groups (WWW,EBI,NS & Planning) • KPI 4 produce ordered sequences and schedules for manufacturing dishes, detailing resources

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				required (Production Plan)
Year	Knowledge	Skills acquired	Concepts developed	Assessments
Year 10 Unit 1	<p>For each food commodity learners need to know and understand:</p> <ul style="list-style-type: none"> Comprehensively where the commodity is in relation to the Eatwell guide and the macro and micronutrients found in the food commodity. <p>Food safety Can apply understanding of each commodity with reference to their correct storage to avoid food contamination. Comprehensively know how to cook food safely to avoid food poisoning.</p> <p>Principles of nutrition Can evaluate the role of an extensive range of macro and micro nutrients, explain the sources and functions and impact of deficiency. Analyse the different nutritional requirements of individuals and justify changes to the diet to meet these requirements. Factors affecting food choice.</p> <p>The cooking of food Understand and explain the effect of different cooking methods cooking food.</p> <p>Environmental issues/sustainability Can apply and justify seasonality to a wide range of foods. Evaluates a range of foods e.g. organic, intensive, free range and can compare the pros and cons of each. Analyse the 3 R's in the Industry.</p> <p>Cooking and food preparation Carries out plan / recipe to independently and competently carry out practical Excellent and accurate use of a wide range of food equipment Carries out a wide range of complex technical skills. Accurate judgment and manipulation of sensory qualities in practical lesson. Recipes made are successful with a high quality finish Applies food styling techniques. Demonstrates excellent time management Temperature control is increasingly faultless</p> <p>The Industry</p>	<ul style="list-style-type: none"> Employability skills Time management Following schemes and safety advice Planning Organisation Memory recall Working under pressure Applying knowledge to real life situations Understanding how the wider world works Applying knowledge in a written assessment 	<ul style="list-style-type: none"> Structure of industry Job requirements Working conditions Success factors Operation of a Kitchen Front of house How to meet customer requirements Personal safety/Risks Safety control measures Food related ill health EHO Legislation Food poisoning Symptoms of ill health How to meet provisions for H&C establishments. 	<ul style="list-style-type: none"> KPI 1 Apply skills, knowledge and understanding in a variety of contexts. (Home learning tasks) KPI 2 Demonstrate knowledge & understanding from across the specification (quiz, past papers & mocks) KPI 3 Analyse & evaluate, making reasoned judgements (WWW, EBI, NS) KPI 4 Practical application of skills (holistic tracking from practical application of skills)

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	<p>Can analyse a range of commercial/ non-commercial/ residential/ non-residential/ establishments.</p> <p><i>Theory learnt in year 7-9 revisited, revised and consolidated.</i></p>			
<p>Year 11 Unit 2</p>	<p><i>Can apply knowledge, skills and understanding from content taught in year 10 to:</i></p> <p>Able to produce a detailed staffing structure for a hotel, kitchen brigade and FOH. Show a thorough understanding of the working conditions for the different roles across the industry. Able to produce detailed understanding on how the kitchen and FOH operate.</p> <p>A demonstrated understanding of the services available in 8 different establishments. Can show evidence for the standards for residential/non-residential establishments. Able to produce a detailed leaflet on the structure of the industry – covering providers, commercial/non-commercial/ residential/non-residential. Can suggest a number of factors affecting the success of the industry providers. A detailed summary of how food can cause ill health with its causes and preventions. Analyse the common types of food poisoning. Able to demonstrate understanding of legislation for the industry and who oversees it.</p> <p><i>Able to produce a detailed plan that is comprehensive, logical, dovetailed with excellent, h & s, quality checks. Able to follow plan independently and competently, carry out practical's with excellent use of food equipment, confident execution of a wide range of complex technical skills in all dishes. All outcomes are successful with a high quality finish with applied food styling techniques and precision. Faultless temperature control .Can demonstrate excellent time management. Detailed knowledge and understanding of nutrition.. Demonstrates 4 -5+ cooking methods and techniques Detailed comparison of special diets. Project well presented, clear and detailed with photographic evidence. No errors.</i></p>	<ul style="list-style-type: none"> • Employability skills • Time management • Following schemes and safety advice • Planning • Organisation • Memory recall • Working under pressure • Applying knowledge to real life situations • Understanding how the wider world works • Applying knowledge into a practical and written assessment. 	<ul style="list-style-type: none"> • <i>Importance of nutrition when planning menus</i> • <i>Functions</i> • <i>Specific groups</i> • <i>Unsatisfactory intake</i> • <i>Cooking methods</i> • <i>Understanding menu planning</i> • <i>Considerations</i> • <i>Environmental issues</i> • <i>Meeting needs</i> • <i>Planning production</i> • <i>Be able to cook dishes</i> • <i>Techniques in preparation</i> • <i>Techniques in cooking</i> • <i>Presentation techniques</i> • <i>Food safety practices</i> 	<ul style="list-style-type: none"> • KPI 1 Organisation, preparation and commitment to NEA preparatory work. (Revision notes) • KPI 2 Application of knowledge & understanding. (Mock NEA) • KPI 3 Demonstration of preparation and application of unit 1. (written mock preparatory tasks) • KPI 4 Application of knowledge of Unit 1 content and knowledge. (Unit 1 Mock)

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