



# Food Technology - Curriculum Overview

## Year 7

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	Health and safety: how to work safely within the Food classroom and understand about food hygiene. Bridge and claw hold: working safely and knife skills. Energy needs and energy balance; what is it and why is it important?	Health and safety: how to work safely within the Food classroom and understand about food hygiene. Bridge and claw hold: working safely and knife skills. Energy needs and energy balance; what is it and why is it important?	Eatwell guide: What is each section and what does it mean for your body. Practical skills and which are used for each recipe and why.	Eatwell guide: What is each section and what does it mean for your body. Practical skills and which are used for each recipe and why.	Using the grill: how to use the grill safely and a range of recipes which can be used. Factors affecting food choice: Why people have different diets and how they ensure they are still having a broad and varied diet. All in one roux sauce	Using the grill: how to use the grill safely and a range of recipes which can be used. Factors affecting food choice: Why people have different diets and how they ensure they are still having a broad and varied diet. All in one roux sauce
Assessment & End Points:	<p><i>Students will be marked on their ability to</i> Describe and explain the principles of The Eatwell Guide and relate it to the diet.</p> <p>Name the main nutrients and their functions provided by The Eatwell Guide food groups.</p> <p>Explain and apply the 8 tips for healthy eating to their own diet.</p>	<p><i>Students will be marked on their ability to</i> Describe and explain the principles of The Eatwell Guide and relate it to the diet.</p> <p>Name the main nutrients and their functions provided by The Eatwell Guide food groups.</p> <p>Explain and apply the 8 tips for healthy eating to their own diet.</p>	<p><i>Students will be marked on their ability to</i> Name the main nutrients and their functions provided by The Eatwell Guide food groups.</p> <p>Carry out with skill and accuracy practical cooking, making a range of dishes.</p> <p>Describe and categorise a range of foods, state how they are used to create a wide range of dishes.</p>	<p><i>Students will be marked on their ability to</i> Name the main nutrients and their functions provided by The Eatwell Guide food groups.</p> <p>Carry out with skill and accuracy practical cooking, making a range of dishes.</p> <p>Describe and categorise a range of foods, state how they are used to create a wide range of dishes.</p>	<p><i>Students will be marked on their ability to</i> Describe and categorise a range of foods, state how they are used to create a wide range of dishes.</p> <p>Identify and explain a range of factors that can affect food choice.</p> <p>Apply knowledge of ingredients to create a dish for a specific purpose and justify their choice.</p>	<p><i>Students will be marked on their ability to</i> Describe and categorise a range of foods, state how they are used to create a wide range of dishes.</p> <p>Identify and explain a range of factors that can affect food choice.</p> <p>Apply knowledge of ingredients to create a dish for a specific purpose and justify their choice.</p>
	End Point – to have produced a range of savoury dishes using a range of practical skills. To have used equipment such as vegetable knives, peelers, colanders and the hob. To have used practical skills to produce own dish such as knife skills, boiling, draining, peeling, shaping and seasoning. To have gained knowledge of the Eatwell guide and healthy eating. To have made links in their learning to KS2, science, and PE.		End Point – to have produced a range of savoury dishes using a range of practical skills. To have used equipment such as vegetable knives, peelers, colanders, oven and the hob. To have used practical skills to produce own dish such as knife skills, boiling, draining, peeling, shaping, rubbing in, reduction and seasoning. To have gained knowledge of the Eatwell guide and healthy eating. To have made links in their learning to science and PE.		End Point - to have produced a further range of practical experiences and continued to work safely and hygienically. To have used equipment such as vegetable knives, peelers, colanders, oven, grill and the hob. To have gained in proficiency in knife skill techniques. To have used practical skills to produce own dish such as knife skills, enrobing, handling raw meat, boiling, draining, all in one sauce and seasoning. To have gained	



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		knowledge of the factors which can affect food choice. To have made links in their learning to science and PE.
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## Year 8

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	Health and safety: how to work safely within the Food classroom and understand about food hygiene. Bridge and claw hold recap: working safely and knife skills. Energy sources within the diet and to understand energy balance.	Health and safety: how to work safely within the Food classroom and understand about food hygiene. Bridge and claw hold recap: working safely and knife skills. Energy sources within the diet and to understand energy balance.	Eggs: their benefits and uses in different recipes. All in one roux sauce and how this can be used in a range of recipes. Factors affecting individual food choice. Micronutrients: what are they and what are they used for.	Eggs: their benefits and uses in different recipes. All in one roux sauce and how this can be used in a range of recipes. Factors affecting individual food choice. Micronutrients: what are they and what are they used for.	Handling and cooking raw meat safely and hygienically and enrobing chicken with breadcrumbs. Bread dough: what are the functions of ingredients	Handling and cooking raw meat safely and hygienically and enrobing chicken with breadcrumbs. Bread dough: what are the functions of ingredients
Assessment & End Points:	<i>Students will be marked on their ability to</i> Explain, develop and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.  Carry out with skill and accuracy practical cooking, making a range of dishes  Describe and explain the principles of The Eatwell Guide and relate it to the diet	<i>Students will be marked on their ability to</i> Explain, develop and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.  Carry out with skill and accuracy practical cooking, making a range of dishes  Describe and explain the principles of The Eatwell Guide and relate it to the diet	<i>Students will be marked on their ability to</i> Carry out with skill and accuracy practical cooking, making a range of dishes  Name the main nutrients and their functions provided by The Eatwell Guide food groups  Explain the sources, types and functions of vitamins A, D, B group and C and the minerals calcium, iron and sodium.	<i>Students will be marked on their ability to</i> Carry out with skill and accuracy practical cooking, making a range of dishes  Name the main nutrients and their functions provided by The Eatwell Guide food groups  Explain the sources, types and functions of vitamins A, D, B group and C and the minerals calcium, iron and sodium.	<i>Students will be marked on their ability to</i> Carry out with skill and accuracy practical cooking, making a range of dishes.  Ability to handle and cook raw meat safely and hygienically.  Understanding and recommendations of carbohydrates and fibre in the diet.	<i>Students will be marked on their ability to</i> Carry out with skill and accuracy practical cooking, making a range of dishes.  Ability to handle and cook raw meat safely and hygienically.  Understanding and recommendations of carbohydrates and fibre in the diet.
	End Point – to have produced a range of savoury dishes using a range of practical skills. To have used equipment such as measuring jug, cutters, hob and oven. To have		End Point – to have produced a range of savoury dishes using a range of practical skills. To have used equipment such as measuring jug, cutters, hob and oven. To have		End Point – to have produced a range of savoury dishes using a range of practical skills. To have used equipment such as measuring jug, cutters, hob and oven. To have	End Point – to have produced a range of savoury dishes using a range of practical skills. To have used equipment such as measuring jug, cutters, hob and oven. To have



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	used practical skills to produce own dish such as knife skills, boiling, draining, weighing and measuring, wet and dry, shaping and seasoning. To have gained knowledge of the Eatwell guide and healthy eating. To have made links in their learning to year 7, science and PE.	used practical skills to produce own dish such as knife skills, boiling, draining, weighing and measuring, wet and dry, shaping and seasoning. To have gained knowledge of the Eatwell guide and healthy eating. To have made links in their learning to year 7, science and PE.	used practical skills to produce own dish such as knife skills, boiling, draining, weighing and measuring, wet and dry, shaping and seasoning. To have gained knowledge of the Eatwell guide and healthy eating. To have made links in their learning to year 7, science and PE.
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## Year 9

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	Health and safety: how to work safely within the Food classroom and understand about food hygiene. Bridge and claw hold recap: working safely and knife skills. Eatwell guide: dietary needs and physical activity.	Health and safety: how to work safely within the Food classroom and understand about food hygiene. Bridge and claw hold recap: working safely and knife skills. Eatwell guide: dietary needs and physical activity.	Layering: producing a cottage pie with a smooth mash layer with decoration. Layering: producing a lasagne with 3 layers. Baking: Dutch apple cake using the creaming method.	Layering: producing a cottage pie with a smooth mash layer with decoration. Layering: producing a lasagne with 3 layers. Baking: Dutch apple cake using the creaming method.	Bread making: making pizza dough to understand the function of ingredients. Food choice: looking at options available in supermarkets/home delivery vs. homemade recipes. Reduction and meat handling: producing chicken curry and rice.	Bread making: making pizza dough to understand the function of ingredients. Food choice: looking at options available in supermarkets/home delivery vs. homemade recipes. Reduction and meat handling: producing chicken curry and rice.
Assessment & End Points:	<i>Students will be marked on their ability to</i> Secure and demonstrate the principles of food hygiene and safety in a range of situations.  Adapt/follow recipes to prepare and cook a range of predominately savoury dishes; Secure and demonstrate a range of food skills and techniques.	<i>Students will be marked on their ability to</i> Secure and demonstrate the principles of food hygiene and safety in a range of situations.  Adapt/follow recipes to prepare and cook a range of predominately savoury dishes; Secure and demonstrate a range of food skills and techniques.	<i>Students will be marked on their ability to</i> Adapt/follow recipes to prepare and cook a range of predominately savoury dishes; List and explain the dietary needs throughout life stages  Investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food certification and assurance schemes and animal welfare	<i>Students will be marked on their ability to</i> Adapt/follow recipes to prepare and cook a range of predominately savoury dishes; List and explain the dietary needs throughout life stages  Investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food certification and assurance schemes and animal welfare	<i>Students will be marked on their ability to</i> Adapt/follow recipes to prepare and cook a range of predominately savoury dishes; Secure and demonstrate a range of food skills and techniques.  Investigate and discuss new food trends;  Adapt/follow recipes to prepare and cook a range of predominately savoury dishes;	<i>Students will be marked on their ability to</i> Adapt/follow recipes to prepare and cook a range of predominately savoury dishes; Secure and demonstrate a range of food skills and techniques.  Investigate and discuss new food trends;  Adapt/follow recipes to prepare and cook a range of predominately savoury dishes;



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					Secure and demonstrate a range of food skills and techniques	Secure and demonstrate a range of food skills and techniques
	End Point – to have produced a range of savoury dishes using a range of practical skills. To have used equipment such as colander, vegetable knife, rolling pin and cutters. To have used practical skills to produce own dish such as knife skills, boiling, draining, rubbing in, weighing and measuring, wrapping and shaping and seasoning. To have gained knowledge of the Eatwell guide and healthy eating. To have made links in their learning to year 8, science and PE.		End Point – to have produced a range of savoury dishes using a range of practical skills. To have used equipment such as vegetable knife, electric whisk, measuring jug. To have used practical skills to produce own dish such as knife skills, boiling, draining, handling and cooking raw meat, layering, testing readiness, weighing and measuring, wrapping and seasoning. To have gained knowledge food availability. To have made links in their learning to year 8, science and PE.		End Point – to have produced a range of savoury dishes using a range of practical skills. To have used equipment such as vegetable knife, electric whisk, measuring jug. To have used practical skills to produce own dish such as knife skills, kneading, proving, baking, handling raw meat, reduction and seasoning. To have gained knowledge about food trends and be able to compare shop bought meals and home made food. To have made links in their learning to year 8, science and PE.	

## Year 11

Half Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics:	NEA1: Food investigation task	NEA1: Food investigation task	NEA2: Food investigation task	Revision		
Assessment & End Points:	<i>Students will be marked on their ability to Meet specification</i>	<i>Students will be marked on their ability to Meet specification</i>	<i>Students will be marked on their ability to Meet specification</i>	<i>Students will be marked on their ability to Meet specification</i>		
	End Point – completion of coursework, continuation of development of practical skills, exam results.		End Point – completion of coursework, continuation of development of practical skills, exam results.			