

Food Technology Ethos and Teaching

Subject Lead: Ms E Hale

Intent:

In Kilgarth our aim is to develop not only a love of cooking but also an in depth understanding of how food is produced and the vital role it plays in our good health. We enable our pupils to create exciting meals that are well presented, whilst ensuring our pupils have a clear and in depth understanding of the nutrients within the dishes that they are creating. We develop pupils' basic home cooking and safety skills to support independent living skills.

Our developmental aims:

1. Demonstrate effective and safe cooking skills by planning and preparing a variety of food commodities, cooking techniques and equipment
2. Develop knowledge and understanding of the functional properties and the nutritional content of food and drinks
3. Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
4. Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
5. Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
6. Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

Implementation - Programme of Study:

Key Stage 3 – Pupils follow a curriculum that helps promote a healthy balanced diet and safety in the kitchen.

	Autumn	Spring	Summer
Year 7	<p>Introduction to Food Technology -</p> <ul style="list-style-type: none"> ● Pupils will be introduced to the subject. ● Pupils will be introduced to what will be expected of them throughout the course of their food lessons. <p>Kitchen Safety -</p> <ul style="list-style-type: none"> ● Pupils will learn about the importance of kitchen and individual hygiene. ● Pupils will produce a batch of fairy cakes. ● Pupils will be shown a demonstration of how 	<p>Eat well plate -</p> <ul style="list-style-type: none"> ● Pupils will be introduced to the eat-well plate and what constitutes a healthy balanced diet. ● Pupils will be encouraged to plan and produce a snack that could be eaten as part of a healthy balanced diet. <p>Skill Tests -</p> <ul style="list-style-type: none"> ● Pupils will be assessed on the skills they are developing as they journey through their food studies. <p>Where Food comes from -</p>	<p>UK Foods -</p> <ul style="list-style-type: none"> ● Pupils will begin to explore the foods that come from the regions that are associated with the UK. ● Pupils will be given the opportunity to plan and produce a nutritious meal that incorporates the eat-well plate. <p>Portion Control -</p> <ul style="list-style-type: none"> ● Pupils will begin to explore the importance of portion control ● Pupils will produce meals using the

	<p>to clean up their work area.</p> <p>Knife Safety -</p> <ul style="list-style-type: none"> ● Pupils will learn about the importance of using a knife safely when working in the kitchen. ● Pupils will produce a fruit salad to assess their knife skills. <p>Food spoilage -</p> <ul style="list-style-type: none"> ● Pupils will learn about the importance of storing food items correctly and the dangers of cross contamination <p>Asian Food -</p> <ul style="list-style-type: none"> ● Pupils will cook a range of dishes from the continent of Asia and gain an understanding of what Asian people eat to have a balanced diet. ● Pupils will be asked to consider if our diet is healthier. ● Pupils will be expected to plan, cook and evaluate a starter and a main course throughout the term. 	<ul style="list-style-type: none"> ● Pupils will focus on part of the eat-well plate and produce a meal containing that component. <p>Seasonal Cooking -</p> <ul style="list-style-type: none"> ● Pupils will consider the benefits of cooking food that is in season. How does cooking foods that are traditionally cooked at that time of year have an impact on the environment? <p>European Food -</p> <ul style="list-style-type: none"> ● Pupils will cook a range of dishes from the continent of Europe gaining an understanding of what European people eat to have a balanced diet. ● Pupils will be asked to consider if our diet is healthier. ● Pupils will investigate if our diet is different to mainland Europe. ● Pupils will be expected to plan, cook and evaluate a starter and a main course throughout the term. 	<p>correct portion sizes and investigate how portion sizes contribute to a healthy balanced diet.</p> <p>Food waste -</p> <ul style="list-style-type: none"> ● Pupils will be asked to consider what is meant by the term food waste. Can we do anything to reduce the amount of food we waste as an individual? ● Pupils will be expected to plan, cook and evaluate a main course and desert throughout the term.
<p>Year 8</p>	<p>Revision of year 7 topics -</p> <ul style="list-style-type: none"> ● Pupils will be given the opportunity to recap what was learnt in year 7. <p>Cooking for a family -</p> <ul style="list-style-type: none"> ● Pupils will begin to plan and produce meals that can feed a family. <p>Budgeting for a family -</p> <ul style="list-style-type: none"> ● Pupils will be introduced to the concept of food budgeting and why it is important to budget. <p>Food waste -</p> <ul style="list-style-type: none"> ● Pupils will be asked to consider what is meant by the term food waste. Can we do anything to reduce the 	<p>Eat-Well Plate -</p> <ul style="list-style-type: none"> ● Continuing with the theme of cooking on a budget, pupils will be asked to plan, cook and evaluate main and desert dishes that contribute to a healthy balanced diet. <p>Analysis -</p> <ul style="list-style-type: none"> ● Pupils will be given the opportunity to analyse the taste difference between convenience food and home cooked meals. Pupils will be asked to discuss which is better value, tastes better and is healthier for us when we are eating a balanced diet. <p>Celebration food -</p>	<p>Plant Based meals -</p> <ul style="list-style-type: none"> ● As more and more people adopt a plant based diet pupils will be asked to plan, cook and evaluate mains and deserts that are cooked using meat and dairy alternatives. <p>Light bites -</p> <ul style="list-style-type: none"> ● Pupils will plan, cook and evaluate snacks and lunches that could be used for nutritious packed lunches.

	<p>amount of food we waste as an individual?</p> <p>Cooking on a budget -</p> <ul style="list-style-type: none"> ● Pupils will produce a range of dishes that can be cooked on a budget. ● Pupils will be expected to plan, cook and evaluate a starter and a main course throughout the term. 	<ul style="list-style-type: none"> ● Pupils will be asked to plan, cook and evaluate dishes that are cooked in different countries for different occasions. <p>Healthy alternatives -</p> <ul style="list-style-type: none"> ● Pupils will cook traditional family favourites but with a healthy twist. ● Pupils will be expected to plan, cook and evaluate dishes that have used a healthy alternative to a traditional ingredient. 	
Year 9	<p>Introduction to what is Expected of them during their BTEC Course -</p> <ul style="list-style-type: none"> ● Pupils will be introduced to the expectations that are required of them during their BTEC course. <p>Starters and main dishes -</p> <ul style="list-style-type: none"> ● Pupils will be expected to plan, cook and evaluate a selection of starters and main courses. <p>Eat-well plate -</p> <ul style="list-style-type: none"> ● Pupils will revisit the eat-well plate. They will plan a meal that uses every section of the eat-well plate. 	<p>Special occasion meals -</p> <ul style="list-style-type: none"> ● Pupils will plan and cook a dish that they would serve at a special occasion. <p>Healthy alternatives -</p> <ul style="list-style-type: none"> ● Pupils will cook traditional family favourites but with a healthy twist. ● Pupils will be expected to plan, cook and evaluate dishes that have used a healthy alternative to a traditional ingredient. <p>Cooking on a budget -</p> <ul style="list-style-type: none"> ● As part of their BTEC course pupils are expected to understand the importance of keeping to a budget when feeding a family. ● Pupils will plan and budget for a healthy meal to 	<p>Plant Based meals -</p> <ul style="list-style-type: none"> ● As more and more people adopt a plant based diet pupils will be asked to plan, cook and evaluate mains and deserts that are cooked using meat and dairy alternatives. <p>Celebration food -</p> <ul style="list-style-type: none"> ● Pupils will be asked to plan, cook and evaluate dishes that are cooked in different countries for different occasions.

BTEC home cooking skills.			
Unit 2 Home Cooking Skills Mandatory – Centre Devised			
Be able to plan a nutritious, home cooked meal using basic ingredients	Be able to prepare, cook and present a nutritious, home cooked meal using basic ingredients	Understand how to cook economically at home	Be able to pass on information about cooking meals at home from scratch
Internally and Externally verified Pass credit value 6			

	Autumn	Spring	Summer
Year 10	<p>Country of choice developing starters, mains and deserts from the chosen country -</p> <p>1.1 Select and prepare ingredients for a recipe 1.2 Use cooking skills when following a recipe 1.3 demonstrate food safety and hygiene throughout the preparation and cooking process 2.1 Reflect on own learning about the value of gaining cooking skills 2.2 Identify ways to pass on information about home cooking 2.3 demonstrate food safety and hygiene throughout the preparation and cooking process 2.4 apply presentation skills when serving the meal 3.1 explain ways to economise when cooking at home 4.1 identify ways information about cooking</p>	<p>Country of choice developing starters, mains and deserts from the chosen country -</p> <p>1.1 Select and prepare ingredients for a recipe 1.2 Use cooking skills when following a recipe 1.3 demonstrate food safety and hygiene throughout the preparation and cooking process 2.1 Reflect on own learning about the value of gaining cooking skills 2.2 Identify ways to pass on information about home cooking 2.3 demonstrate food safety and hygiene throughout the preparation and cooking process 2.4 apply presentation skills when serving the meal 3.1 explain ways to economise when cooking at home 4.1 identify ways information about cooking meals at home from scratch has been passed on to others</p>	<p>Country of choice developing starters, mains and deserts from the chosen country -</p> <p>1.1 Select and prepare ingredients for a recipe 1.2 Use cooking skills when following a recipe 1.3 demonstrate food safety and hygiene throughout the preparation and cooking process 2.1 Reflect on own learning about the value of gaining cooking skills 2.2 Identify ways to pass on information about home cooking 2.3 demonstrate food safety and hygiene throughout the preparation and cooking process 2.4 apply presentation skills when serving the meal 3.1 explain ways to economise when cooking at home 4.1 identify ways information about cooking meals at home from scratch has been passed on to others</p>

	meals at home from scratch has been passed on to others		
Year 11	<p>Autumn 1 -</p> <p>Country of choice developing starters, mains and deserts from the chosen country -</p> <p>1.1 Select and prepare ingredients for a recipe</p> <p>1.2 Use cooking skills when following a recipe</p> <p>1.3 demonstrate food safety and hygiene throughout the preparation and cooking process</p> <p>2.1 Reflect on own learning about the value of gaining cooking skills</p> <p>2.2 Identify ways to pass on information about home cooking</p> <p>2.3 demonstrate food safety and hygiene throughout the preparation and cooking process</p> <p>2.4 apply presentation skills when serving the meal</p> <p>3.1 explain ways to economise when cooking at home</p> <p>4.1 identify ways information about cooking meals at home from scratch has been passed on to others</p> <p>Autumn 2 –</p> <p>Pupils will begin to plan their final two course meal that will be presented as their final BTEC dish.</p>	<p>Practising final two course dish -</p> <ul style="list-style-type: none"> • Pupils will spend the term perfecting their final two course meal and evaluating what they can do to improve their final dish 	<p>Summer 1 -</p> <p>Final Assessment -</p> <ul style="list-style-type: none"> • Pupils to cook their final dish and complete any written coursework they may have left to do.

All assignment briefs are completed in the classroom. Pupils will have appropriate guidance (in line with BTEC assessment guidelines)

Impact:

Our Food Technology curriculum aims to promote how food relates within the health, fitness and well-being agenda of the whole school, yet endeavouring to broaden our pupils' knowledge and equip them to learn different aspects of food both nationally and internationally, developing their creative and independent skillsets.

Our pupils will work towards:

- Making informed choices to achieve a healthy balanced diet for themselves and others
- gaining knowledge to manage their own and future family lifestyles
- developing a feeling of achievement, pride and self-worth in their practical work which will increase their confidence
- planning and organising their own work so that they become independent learners
- becoming equipped to follow a route to future employment within the food industry
- becoming creative and reflective, with the ability to evaluate and refine their ideas
- understanding differences in cultures and their approach to food
- becoming resilient learners who are able to overcome barriers and understand their own strengths and areas for development
- showing progression of knowledge and understanding, with appropriate vocabulary and technical skills which support and extend learning
- becoming confident in discussing food preparation and cooking and the relevant links to health, safety and hygiene
- developing the skills needed to manage their money through budgeting
- assessing their own and their peers' work and identify their own strengths and areas for development
- practical and functional life skills to support post 16 transition