



Food Technology Curriculum

Intent

Curriculum Vision

Food provides key 'life skills' for a balanced diet and healthy lifestyle. Food has a much wider cultural and social impact than "home baking" - the food and catering industry is central and essential to our economy and culture. A good diet is also important for concentration and mental health and wellbeing. Nutritional and dietary understanding has long lasting and wider implications for family life. Cooking skills are a core life skill and having a solid foundation enables a resourceful and creative approach and outlook. Hygiene and health & safety are vital in ensuring a well-prepared and healthy next generation. The science behind food and nutrition as well as the industry involvement paints a culturally aware and diverse picture of how to feed the nation, taking into consideration ever increasing food diversity, as well as a sustainable diet and the wider environmental impact. An understanding of the personal kitchen and the commercial hospitality industry ignites a passion for students for taking their place in society.

Concepts and Skills

- **'Health & Hygiene'** - Health & Safety, Risk assessments in kitchen, Hygiene (personal & food preparation) Safe use of equipment, Practical cooking skills
- **'Nutrition & Adaptations'** - Nutritional guidelines, Adapting recipes & understanding the function of ingredients, Practical cooking skills
- **'Key Life Skills'** - Practical cooking skills, Cross curricular links, Theoretical understanding
- **'Hospitality & Catering'** - Practical cooking skills, Health & Safety, Risk assessments in kitchen, Hygiene (personal & food preparation) Safe use of equipment, Nutritional guidelines, Adapting recipes & understanding the function of ingredients.
- **'Self-sufficiency and Independence'** - feeding oneself
- **'Healthy Living'** - maintaining a healthy weight and lifestyle
- **'A Balanced diet'** - meal planning and food choices, Government recommendations
- **'Budgeting'** - costing recipes
- **'Knowing where food comes from, sourcing and distribution'** - food sourcing, free range and organic, local and seasonal ingredients, food transportation and food miles.

- General practical skills including: weighing, measuring, preparing ingredients and equipment, correct cooking times, testing for readiness and sensory testing.
- Knife skills - including fruit, vegetables, meat, fish or alternatives.
- Preparing food safely.
- Using the cooker including: the hob, grill and oven.
- Use of equipment including blenders, food processors, Mixers, pasta machines and microwave ovens.
- Cooking methods including: steaming, boiling, simmering, blanching, poaching and frying.
- Techniques to prepare, cook and combine different ingredients. Balancing flavours, textures, colour and plating.
- Sauce making - including: starch based reduction and emulsions.
- Making dough - including: bread, pastry and pasta.

Vocabulary

Students arriving at TBOWA in year 7 have a general understanding of food terminology which they can apply in very basic descriptive ways. Our KS3 curriculum will seek to broaden their range of nutritional vocabulary and key terms which are used throughout the curriculum content. The KS3 projects will diver deeper into the linguistics and literary background of key words which will be supported by their Knowledge Organisers and student quizzing in order to assess their understanding. This understanding is built upon in KS4 as students are expected to become fluent and confidently familiar with the required language and appropriate use of terminology.

Year 7	Year 8	Year 9	Year 10	Year 11
Hygiene	Presentation	Thermometer Probe	Residential	Gross Profit
Safety	Origin	Vegan	Non-residential	Gross Profit Percentage
Balanced diet	Fairtrade	Vegetarian	Commercial	Part Time
Risk Assessment	Health and Safety	Lactose	Non-Commercial	Casual Work
Control	Knife Skills	Gluten Intolerant	Net Profit	Permanent Contract
Quality	Diet	Food Poisoning	Customer Service	Zero Hours Contract
Eat Well Guide	Sources	Hospitality	FIFO (First in, First Out)	Environmental Health Officer
Nutrition	Senses	Catering	Storage Area	Diabetes
Carbohydrates	Appearance	Establishment	Work Flow	Cholesterol
Protein	Aroma	Employee	Mechanical Equipment	Gueridon System
Fat	Texture	Employer	Base Metabolic Rate	Vending System
Lifestyle	Taste	Climate Change	Moulds	Free-Flow
Dairy	Appealing	Sustainable Diet	Carbon Footprint	Multi-Point
Diet	Appetising	Contaminate	Food Provenance	Client
Menu	Preservation	Food Spoilage	Food Intolerance	Administrator

Homework

All students in years 7-11 have Knowledge Organisers as part of their homework in Food. The Knowledge Organiser content is in line with the sequencing of the curriculum. Self-quizzing supports the retrieval of and embedding of knowledge in long-term memory. Our low stakes *Do Now's* at the beginning of each lesson tests cumulative knowledge of multiple previous topics, giving students the opportunity to strengthen memory through retrieval practice. This is supplemented by our cumulative multiple choice Knowledge Organiser test at the end of each term. Instead of revision being perceived

as something which is crammed into a few weeks, our homework programme supports spaced practice throughout each academic year. By repeatedly returning to content covered, students' knowledge has had time to 'rest and be refreshed.'

Students in year 9 also have additional homework in Food. Homework tasks are linked to the life skills being demonstrated and practiced in lessons and seeks to engage students with their organisational skills and forward planning e.g. preparation of ingredients. Students will also be expected to engage in both practical tasks, which will be documented as well as theory tasks to support the practical lessons and topics being addressed.

Students in years 10 and 11 have additional homework in all subjects. Homework tasks are linked to theory, planning, research as well as practical skills development and documentation of preparation and outcomes. Homework supports engagement and provides an opportunity to practice and demonstrate application of learning within the home. Homework helps our students achieve mastery in Food. Students who need extra support to achieve mastery are supported by our 10:10 programme in Food and all have access to our daily Homework Club.

Implementation

Overview Statement

The curriculum in Food is sequenced coherently, both in terms of practical skills as well as in terms of theoretical concepts so that over time the students develop a lifelong love of food.

The food curriculum supports students of all abilities and backgrounds and the work is fully differentiated, demonstrated with clear steps to guide and support every learner within the classroom. We are able to provide accessible kitchen areas to support our learners who may need more support with their motor skills or practical use of the kitchen facilities. The students are able to engage with learning both on a practical level as well as understanding key theory behind their learning by regularly revisiting concepts and having an opportunity to develop on prior learning, helping them to move towards mastery in food.

In KS3, this is achieved through theory and practical work in taught lessons, demonstrations, practical experiments and quizzes. This will aid students in Y7 & Y8 to develop a greater understanding ready for Y9 where lessons will build upon these basics, support students ready for coursework, practical, theory, and their transition to KS4. All of Year 7 will cover basic cooking skills, health & safety in the kitchen, preparation of self, environment and ingredients. They will also develop their understanding of the nutritional value of food, alongside being able to develop and apply key skills e.g. knife skills. All of Year 8 will look at healthy lifestyles about how their diet and cooking skills supports their future development. These lessons will be supported heavily with cross-curricular links to science & Healthy Living, and build upon the foundation theoretical content from Y7. As students undertake food in rotation in Year 9 we want to ensure whether they choose this subject for KS4 or not they are equipped with these essential key life skills. Students will cover some theoretical content to ensure they are given a correct understanding of KS4 expectations, but will mainly focus on students pursuing the ever-increasing need to be taught for life and be self-sufficient and able to feed themselves and potentially a family. Cross-curricular links including RS, Healthy living, Maths, MFL and Science are regularly referenced and this supports the students within embedding knowledge in order to deepen understanding.

The KS4 Food curriculum focuses around 'hospitality and catering' and students will undertake a series of practical workshops alongside learning theory based content to support the development of their life skills as well as a deeper understanding of the cultural impact. Throughout KS4 students will cover a range of concepts and skills. These will include understanding of the industry sector (roles and responsibilities in the kitchen and hospitality sector), Keeping yourself and others safe (risk assessments, Role of environmental officer, Intolerances & allergies). Students build upon their nutritional understanding of KS3 and learn the function of ingredients and potential risks (Adapting recipes, food spoilage), Food provenance (analysing ingredients within a finished dish). Healthy Living

(maintaining a healthy weight and lifestyle) is a vital part of the course and understanding for life, as is their self-sufficiency and Independence (feeding oneself). External workshops and visiting chefs, career opportunities and progression for which students are given advice and guidance, which is supported by industry liaison links.

Homework, daily retrieval-based 'Do Nows' and termly low stakes knowledge organisers quizzes strengthen memory as do mid-term and end-of- year assessments which are cumulative. Vocabulary is developed in Food through the Frayer Model and students are taught to read, write and speak like a chef. Technology is employed through the correct use of specialist equipment as well as research into additional facilities used within the hospitality and catering professional industry to strengthen learning. Learning character is developed each lesson through the use of the six Learning Applications (LApps).

Impact

Key Stage Three

Through studying the Food Key Stage Three curriculum, students will be able to develop their general practical kitchen skills for life, including preparing ingredients and equipment, knife skills, cooking methods and techniques underpinned by health and hygiene. Health and safety is paramount within the food curriculum and trains the students to understand its importance. They will have developed a deep knowledge and passion whilst developing key life skills, health and hygiene, nutrition and healthy lifestyles. The students will be able to apply their knowledge through the preparation and planning of menus and dishes to suit cultural and social requirements. They will understand how to apply the nutritional guidelines as well as understanding the function of ingredients within any dish. Students will be able to prepare and cook basic ingredients and dishes which will support their lifelong love of food and apply their theoretical understanding of the 'eat well plate' and its impact on the body. Through studying food, students become more independent in their ability to plan and prepare food as well as their understanding of budgeting and sourcing of ingredients. Students also develop their awareness through their safe use of the kitchens and equipment as well as the wider cultural appreciation of food. Students have an introduction to the disciplinary literacy required to be able to communicate like a chef and all opportunities to develop numeracy are fully exploited in context, such as weighing and measuring ingredients, alongside effective use of time. Cognitive Theory is interleaved throughout the curriculum and forms a vital part of both the core structure but also the students' engagement and enjoyment of the KS3 course.

Key Stage Four

The Key Stage Four food curriculum builds upon students' initial understanding at KS3, extending their knowledge and vocabulary in the areas of nutrition and adaptations of recipes, as well as developing an understanding of the overall 'hospitality and catering' industry. Students develop their knowledge of sourcing and distribution, budgeting, risk assessments, dietary requirements and the structure of the commercial industry. This enables them to be able to plan and produce a menu based on a client brief, by considering balancing flavours, texture, colour and plating. They also have the opportunity to develop sophisticated restaurant standard dishes taking into account all elements of the planning, preparing and cooking for a specified target audience. All of their practical skills are



backed and supported by the theoretical contexts, which allow them to understand the market and industry expectations.

Students are able to engage with and identify cross-curricular links with health and fitness, as well as cultural implications within MFL and the scientific understanding of the impact of nutrition on the body. Students' KS4 progress in Food is recognised through their exam entry, which acts as a benchmark of their mastery and provides them with the national currency needed for access to further education and employment. However, students are also able to gain lifelong skills and a wider picture of the necessity of this subject through their KS4 learning. Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice as well as understanding professional practice & industry standards.