

Curriculum on a page FT

FT	Autumn Term	Spring term	Summer term	Assessment of learning	Enrichment opportunities / wider reading
<b>Year 7</b>	<b>Safety introduction-</b> knife skills, practical skills – fruit kebab, using a microwave, Knowledge- Hygiene, Enzymatic Browning, Mise en Place , Cleaning Procedures, Food Safety and Contamination, Hazards/ HACCAP.	Knowledge -Chefs Uniform Knife Safety First Aid Burns & Scalds. Practical skills- making a dough - scones , use of the oven, making a pizza sub	Knowledge -Nutrition Eatwell Guide/NHS Guidelines Vitamins and Minerals Macro/Micro Nutrients. Skills- using a kettle – cous cous Salad, handling raw meat for Mexican fajitas. Shaping and baking cookies	Pupils follow the series of skills based lessons and develop their skills and knowledge while carrying out practical lessons. in order to research, analyze, design and develop their choices. These elements will be marked and feedback given on what went well and also how to improve each area. All practical skills covered during the make process will be reviewed and summarized in a new <b>practical skills log</b> , pupils will use this to show an understanding of what skills they have undertaken during each of their practical. Knowledge will be assessed through knowledge retrieval tasks and quizzes.	<b>Grow and cook</b>
<b>Year 8</b>	<i>Review knife safety.</i> <i>Practical skills Grill safety to make pizza toast.</i> Melting butter to make Flapjacks. Making a sauce. <i>Knowledge-</i> Nutrient deficiencies, allergies,	<b>Practical skills -</b> making fairy cakes, using a saucepan to make pasta salad, <b>Knowledge -</b> special diets -vegetarians	<b>Practical skills-</b> coronation quorn (vegan alternatives) making smoothies <b>Knowledge –</b> special diet vegan		Grow and cook
<b>Year 9</b>	See year 8 See year 8 Legacy course for next year will e the completion of a 3 year KS3 2023-24 will focus on environmental issues such as food miles, ethical farming, food security,				

<p><b>Year 10</b></p>	<p><b>Unit 1</b>  <b>Learning outcome 1</b>  <b>Understand the environment in which hospitality and catering providers operate.</b>  <b>Learning outcome 2-</b>  <b>understand how the industry operates</b>  <b>Learning outcome 3 How to meet health and safety standards</b></p>	<p><b>Unit 1</b>  <b>Learning outcome 3 continued.</b>  <b>Learning outcome 4- How food can cause ill health</b>  <b>Learning outcome 5 – prevision for different requirement</b></p>	<p><b>Unit 2</b>  <b>Learning outcome 1-</b>  <b>importance of nutrition when planning menus</b></p>	<p>Knowledge retrieval tasks at the start of each lesson. Formative use of questioning ‘cold call’ Homework – summative marking. Sample exam questions and use of mark schemes for peer and self-assessment. End of learning outcome test- pupils have regular feedback and targets for improving their knowledge for the Unit 1 exam in summer term.</p>	
<p><b>Year11</b></p>	<p><b>Unit 2</b>                  2.1.1 Understanding the importance of nutrition                  2.1.2 How cooking methods can impact on nutritional value                  2.2.1 Factors affecting menu planning                  2.2.2 How to plan production</p>	<p>2.3.1 How to prepare and make dishes                  2.3.2 Presentation techniques                  2.3.3 Food safety practices                  2.4.1 Reviewing of dishes                  2.4.2 Reviewing own performance</p>			

## Assessment Map 2021-22



### Food Technology standardised assessment:

Year 7/8/9– 1 lesson every 2 weeks. Knowledge checks and practical skills booklets

Year 10/ – 2 lessons per week. Controlled assessment tasks and exam prep.

Department: **Food technology**

EPS	Year 7	Year 8	Year 9	Year 10	Year 11
2	<p><b>Focus:</b> Baseline test – covers a wide range of skills taught across KS2 and KS3, checking to see what knowledge and understanding different pupils have come to us with from primary.</p> <p><b>Structure:</b> <b>30-minute written paper:</b> Containing a range of multiple choice knowledge questions and extended response questions on knowledge application and skills</p> <p><b>Knowledge and skills assessed:</b></p> <ul style="list-style-type: none"> <li>• Understand health and safety in food technology.</li> <li>• Understand the reasons we have these rules</li> <li>• Ability to name knife skills grips</li> <li>• Ability to describe the two knife skills grips.</li> <li>• Ability to demonstrate knife skills.</li> <li>• Ability to use knife skills to produce a number of different vegetable cuts.</li> </ul>	<p><b>Focus:</b> Knowledge check – covers a wide range of skills taught across Year7 and some content going to be covered in year 8. Checking to see what knowledge and understanding pupils have understood from Year 7.</p> <p><b>Structure:</b> <b>30-minute written paper:</b> Containing a range of multiple choice knowledge questions and extended response questions on knowledge application and skills</p> <p><b>Knowledge and skills assessed:</b></p> <ul style="list-style-type: none"> <li>• Understand health and safety in food technology.</li> <li>• Understand the reasons we have these rules</li> <li>• Ability to name knife skills grips</li> <li>• Ability to describe the two knife skills grips.</li> <li>• Ability to demonstrate knife skills.</li> <li>• Ability to use knife skills to produce a number of different vegetable cuts.</li> </ul>	<p><b>Focus:</b> Knowledge check – covers a wide range of skills taught across Year 7 + 8 and some content going to be covered in year 9. Checking to see what knowledge and understanding pupils have understood from Year 8.</p> <p><b>Structure:</b> <b>30-minute written paper:</b> Containing a range of multiple choice knowledge questions and extended response questions on knowledge application and skills</p> <p><b>Knowledge and skills assessed:</b></p> <ul style="list-style-type: none"> <li>• Understand health and safety in food technology.</li> <li>• Understand the reasons we have these rules</li> <li>• Ability to name knife skills grips</li> <li>• Ability to describe the two knife skills grips.</li> <li>• Ability to demonstrate knife skills.</li> <li>• Ability to use knife skills to produce a number of different vegetable cuts.</li> </ul>	<p><b>Focus:</b> Unit 1 The hospitality and catering industry</p> <p><b>Structure:</b> Weekly knowledge retrieval forms tests based on the knowledge organiser for unit 1.1 x 30 min assessment on knowledge in unit 1. LO1 and LO2</p> <p><b>Knowledge and skills assessed:</b></p> <p>Understand the environment in which the hospitality and catering industry providers operate</p> <p>AC1.1 Describe the structure of the hospitality and catering industry.</p> <p>AC1.2 Analyse job requirements within the hospitality and catering industry</p> <p>AC1.3 Describe the working conditions of different job roles across the hospitality and catering industry</p> <p>AC1.4 Explaining factors affecting the success of hospitality and catering providers</p>	

	<ul style="list-style-type: none"> <li>Ability to use knife skills to produce a fruit salad.</li> <li>Ability to demonstrate how to follow H/S rules and procedures within a practical classroom</li> </ul>	<ul style="list-style-type: none"> <li>Ability to use knife skills to produce a fruit salad.</li> <li>Ability to demonstrate how to follow H/S rules and procedures within a practical classroom</li> </ul>	<ul style="list-style-type: none"> <li>Ability to use knife skills to produce a fruit salad.</li> <li>Ability to demonstrate how to follow H/S rules and procedures within a practical classroom</li> </ul>	LO2 AC2.1 Describe the operation of the kitchen. AC2.2 Describe the operation of the front of house. AC2.3 Explain how hospitality and catering provision meet customer requirements.	
4	<p><b>Focus:</b> making rocky roads and apple crumble</p> <p><b>Structure:</b> Mixture practical skilled tasks and knowledge</p> <p><b>Knowledge and skills assessed:</b></p> <ul style="list-style-type: none"> <li>Understand the basic practical methods</li> <li>Understand how we can melt substances using a hob</li> <li>Safety melt chocolate on the hob</li> <li>Follow a method to make rocky road cakes</li> <li>Understand the importance of H/S in a practical environment</li> <li>Ability to choose equipment based on</li> </ul>	<p><b>Focus:</b> ; making rocky roads and apple crumble</p> <p><b>Structure:</b> Mixture practical skilled tasks and knowledge</p> <p><b>Knowledge and skills assessed:</b></p> <ul style="list-style-type: none"> <li>Understand the basic practical methods</li> <li>Understand how we can melt substances using a hob</li> <li>Safety melt chocolate on the hob</li> <li>Follow a method to make rocky road cakes</li> <li>Understand the importance of H/S in a practical environment</li> <li>Ability to choose equipment based on</li> </ul>	<p><b>Focus:</b> ; making rocky roads and apple crumble</p> <p><b>Structure:</b> Mixture practical skilled tasks and knowledge</p> <p><b>Knowledge and skills assessed:</b></p> <ul style="list-style-type: none"> <li>Understand the basic practical methods</li> <li>Understand how we can melt substances using a hob</li> <li>Safety melt chocolate on the hob</li> <li>Follow a method to make rocky road cakes</li> <li>Understand the importance of H/S in a practical environment</li> <li>Ability to choose equipment based on</li> </ul>	<p><b>Focus: Unit 1 The hospitality and catering industry</b></p> <p><b>Structure:</b> Weekly knowledge retrieval forms tests based on the knowledge organiser for unit 1.1 x 30 min assessment on knowledge in unit 1. LO3 and LO4 and LO5  Mock exam 1hr paper  <b>Knowledge and skills assessed:</b></p> <ul style="list-style-type: none"> <li>AC3.1 Describe personal safety responsibilities in the workplace.</li> <li>AC3.2 Identify risks to personal safety in the workplace.</li> <li>AC3.3 Recommend personal safety control measures</li> </ul>	

	<p>what function they perform</p> <ul style="list-style-type: none"> <li>• Ability to adapt a recipe and suggest improvements to method.</li> <li>• Ability to show rubbing crumble skills to create a crumble mixture.</li> <li>• Demonstrate basic equipment skills</li> <li>• Ability to use a range of equipment</li> <li>• Ability to follow H/S rules and procedures within a practical classroom</li> <li>• To work to a deadline</li> </ul>	<p>what function they perform</p> <ul style="list-style-type: none"> <li>• Ability to adapt a recipe and suggest improvements to method.</li> <li>• Ability to show rubbing crumble skills to create a crumble mixture.</li> <li>• Demonstrate basic equipment skills</li> <li>• Ability to use a range of equipment</li> <li>• Ability to follow H/S rules and procedures within a practical classroom</li> <li>• To work to a deadline</li> </ul>	<p>what function they perform</p> <ul style="list-style-type: none"> <li>• Ability to adapt a recipe and suggest improvements to method.</li> <li>• Ability to show rubbing crumble skills to create a crumble mixture.</li> <li>• Demonstrate basic equipment skills</li> <li>• Ability to use a range of equipment</li> <li>• Ability to follow H/S rules and procedures within a practical classroom</li> <li>• To work to a deadline</li> </ul>	<ul style="list-style-type: none"> <li>• AC4.1 Describe food related causes of ill health.</li> <li>• AC4.2 Describe the role and responsibilities of the environmental health officer.</li> <li>• AC4.3 Describe food safety legislation.</li> <li>• AC4.4 Describe common types of food poisoning.</li> <li>• AC4.5 Describe the symptoms of food induced ill health.</li> <li>• AC5.1 Review options in hospitality and catering provision</li> <li>• AC5.2 Recommend options for safety provision.</li> </ul>	
6	<p><b>Focus:</b> making a dough and using the oven, handling raw meat.</p> <p><b>Structure:</b> Mixture of skills and practical skilled tasks</p> <p><b>Knowledge and skills assessed:</b></p> <ul style="list-style-type: none"> <li>• Understand the basic practical methods</li> <li>• Understand how we can use the oven at the correct temperature.</li> <li>• Safety place and room foods from the oven using gloves.</li> <li>• Follow a method to make a pizza dough and topping.</li> </ul>	<p><b>Focus:</b> making a dough and using the oven, handling raw meat.</p> <p><b>Structure:</b> Mixture of skills and practical skilled tasks</p> <p><b>Knowledge and skills assessed:</b></p> <ul style="list-style-type: none"> <li>• Understand the basic practical methods</li> <li>• Understand how we can use the oven at the correct temperature.</li> <li>• Safety place and room foods from the oven using gloves.</li> <li>• Follow a method to make a pizza dough and topping.</li> </ul>	<p><b>Focus:</b> making a dough and using the oven, handling raw meat.</p> <p><b>Structure:</b> Mixture of design and practical skilled tasks</p> <p><b>Knowledge and skills assessed:</b></p> <ul style="list-style-type: none"> <li>• Understand the basic practical methods</li> <li>• Understand how we can use the oven at the correct temperature.</li> <li>• Safety place and room foods from the oven using gloves.</li> <li>• Follow a method to make a pizza dough and topping.</li> </ul>	<p><b>Focus: Unit 2 hospitality and catering in action.</b></p> <p><b>Structure:</b> Producing a piece of coursework and well as a practical assessment. LO1</p> <p><b>Knowledge and skills assessed:</b></p> <p>AC1.1 Describe functions of nutrients in the human body. AC1.2 Compare nutritional needs of specific groups. AC1.3 Explain characteristics of unsatisfactory nutritional intake. AC1.4 Explain how cooking methods impact on nutritional value.</p>	Year 11 gone

	<ul style="list-style-type: none"> <li>• Understand the importance of H/S in a practical environment</li> <li>• Ability to choose equipment based on what function they perform</li> <li>• Ability to adapt a recipe and suggest improvements to method.</li> <li>• Safely handling raw meat using recognised hygiene practices.</li> <li>• Ability to fry using a pan and cook raw meat and vegetables.</li> <li>• Demonstrate basic equipment skills</li> <li>• Ability to use a range of equipment</li> <li>• Ability to follow H/S rules and procedures within a practical classroom</li> <li>• To work to a deadline</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of H/S in a practical environment</li> <li>• Ability to choose equipment based on what function they perform</li> <li>• Ability to adapt a recipe and suggest improvements to method.</li> <li>• Safely handling raw meat using recognised hygiene practices.</li> <li>• Ability to fry using a pan and cook raw meat and vegetables.</li> <li>• Demonstrate basic equipment skills</li> <li>• Ability to use a range of equipment</li> <li>• Ability to follow H/S rules and procedures within a practical classroom</li> <li>• To work to a deadline</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of H/S in a practical environment</li> <li>• Ability to choose equipment based on what function they perform</li> <li>• Ability to adapt a recipe and suggest improvements to method.</li> <li>• Safely handling raw meat using recognised hygiene practices.</li> <li>• Ability to fry using a pan and cook raw meat and vegetables.</li> <li>• Demonstrate basic equipment skills</li> <li>• Ability to use a range of equipment</li> <li>• Ability to follow H/S rules and procedures within a practical classroom</li> <li>• To work to a deadline</li> </ul>		
--	--	--	--	--	--