



# FOOD TECHNOLOGY DEPARTMENT

## Curriculum Overview

The curriculum at West Derby School reflects the aspirations we have for all students. It is designed to be as ambitious as the National Curriculum, offering a first-class education that is rich in knowledge and skills, whilst also being broad and balanced throughout the key stages. In Food Technology we aim to develop confident nutritionists, chefs and food scientists that can make and implement healthy food choices and to be comfortable and assertive in a food environment.



### **Departmental Overview**

The Food Technology Department comprises 1 specialist teacher and 2 high specification teaching kitchens and a food preparation area. The department also has access to a computer suite.

### **Departmental Staff**

Mrs L Williams	Head of Food Technology
Ms C Carney	Head of Visual Arts and Technology
Mr P Lunt	Design and Technology Teacher
Mr S Williams	Technician
Mrs C Beresford	Food Technician

# Year 7/8/9 Cooking and Nutrition (KS3)

## Curriculum Overview

KS3 follows the National Curriculum for Food Technology. Pupils will begin by applying the principles of a healthy and varied diet following the guidance from the Eatwell guide. They will develop an understanding of hygiene and safety when working with food. Pupils will be able to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Pupils will be capable of reading, adapting, and developing standard recipes and know how to use them to plan and cook meals for single or multiple products. Pupils will gain extensive knowledge of how and where a variety of ingredients are grown, reared, caught, and processed. The impact of the knowledge and understanding enables pupils to cook a variety of dishes building on their skills from Year 7 through to year 9 where they will be able to make a variety of international dishes to a high standard. They will understand the nutritional needs of different groups in society and different factors that affect food choices.

## New Knowledge

Year 7:	Year 8:	Year 9:
<ul style="list-style-type: none"><li>• Identify potential hazards in the kitchen and describe the importance of hygiene.</li><li>• State the principles of the Eat well Guide.</li><li>• Explain and apply the 8 tips for healthy eating to the diet.</li><li>• Recognise that all food comes from plants or animals.</li><li>• Identify and explain the main function and sources of nutrients</li><li>• Use some scientific food terms to identify the changes in food when cooking.</li></ul>	<ul style="list-style-type: none"><li>• Explain the principles of food hygiene and safety</li><li>• Describe the foods we should eat to maintain a well-balanced diet.</li><li>• Describe why Energy is needed in the body and explain where it comes from.</li><li>• Understand the value of water in the diet.</li><li>• Explain the main functions and sources of micronutrients.</li><li>• Use scientific terms to explain the functions of bread ingredients.</li><li>• Understand what influences Food choice.</li><li>• Understand the importance of date marks and labelling of food products.</li><li>• Use scientific food terms to identify the</li></ul>	<ul style="list-style-type: none"><li>• Understand that food safety means preventing contamination, spoilage and decay when handling and storing food, so it is safe to eat.</li><li>• Explain why people's food needs change and why some people eat or avoid certain foods due to allergies and intolerances.</li><li>• Explain that people eat or avoid certain foods according to their religion, culture and ethical beliefs.</li><li>• Describe the impacts of not having a healthy diet and link this to diet related diseases.</li><li>• Understand how some food is produced— Organic and conventional farming</li><li>• Understand the implications of food waste and the impact on the environment.</li></ul>

functions of bread ingredients and the process of making bread.

- Understanding of the function of raising agents and scientific terms.

### New Skills

#### Year 7:

- List and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.
- Describe the principles of *The Eatwell Guide*.
- Name the main nutrients provided by *The Eatwell Guide* food groups.
- Explain the 8 tips for healthy eating.
- Describe where a range of foods are from and how they are used to create dishes.
- State the main sources of carbohydrate, fat, and protein why they are needed in the diet.
- Prepare ingredients and use equipment correctly.
- Follow a recipe/method to make a food product.
- Prepare a range of fruit and vegetables using the bridge hold and claw grip.

#### Year 8:

- List, develop and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.
- Recall the principles of *The Eatwell Guide* and relate it to their own diet. Name the nutrients provided by *The Eatwell Guide* food groups.
- Explain the importance of hydration.
- Define energy, state why it is needed and list sources of energy in the diet. Define energy balance and describe the consequences of an imbalance.
- List the sources, types and functions of vitamins A, D, B group and C and the minerals calcium, iron, and sodium.
- Identify the factors that can affect individual food choice.
- Consistently apply food hygiene and safety to rules to my work area.
- Demonstrate the safe use of using a knife and grater
- Prepare, make and handle a dough product.
- Prepare and make a sauce

#### Year 9:

- Develop, demonstrate and secure the principles of food hygiene and safety when preparing and cooking ingredients.
- Explain the dietary needs of children and young people, and other key life stages.
- Explain the dietary needs of for individuals (Medical and religion)
- Investigate information available to the consumer regarding food labelling, availability, traceability, and animal welfare.
- Explain the characteristics of some ingredients and how they are used in cooking.
- Consistently apply food hygiene and safety rules, my work area is well organised and prepared without any guidance.
- Carry out a range of techniques and follow the recipe independently.

### How the DT department supports SEND pupils

The department maintains an inclusive learning environment which provides learning opportunities for pupils of all abilities. The department responds to SEND needs through providing practical learning experiences and support regardless of ability. Depending upon individual need, differentiated work,

personalised, appropriate support and intervention from other adults is built into all Schemes of Work and provided as needed to remove any barriers to learning.

### How the DT department supports more able pupils

High ability pupils are supported in Design Technology through opportunities for meaningful extension work, 'stretch and challenge' tasks and questions in pre-printed booklets and through recognising, then supporting exceptional ability.

### Disciplinary Vocabulary

Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through:

- using Standard English confidently in their own writing and speech.

<p><b>Year 7:</b></p> <ol style="list-style-type: none"> <li>1. Health</li> <li>2. Safety</li> <li>3. Prevent</li> <li>4. Macronutrients</li> <li>5. Starchy</li> <li>6. Carbohydrate</li> <li>7. Protein</li> <li>8. Fats</li> <li>9. Micronutrients</li> <li>10. Source</li> </ol>	<p><b>Year 8:</b></p> <ol style="list-style-type: none"> <li>1. Hygiene</li> <li>2. Safety</li> <li>3. Nutrients</li> <li>4. Energy</li> <li>5. Balance</li> <li>6. Hydration</li> <li>7. Micronutrients</li> <li>8. Vitamins</li> <li>9. Minerals</li> <li>10. Calcium</li> </ol>	<p><b>Year 9:</b></p> <ol style="list-style-type: none"> <li>1. Bacteria</li> <li>2. Allergen</li> <li>3. Religious</li> <li>4. Disease</li> <li>5. Organic</li> <li>6. Waste</li> <li>7. Label</li> <li>8. Raising</li> <li>9. Ingredients</li> <li>10. Nutrition</li> </ol>
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### Prior Learning and Recall

<p><b>Year 7:</b></p> <p>Pupils will build on their learning in Key Stage 2 Design and Technology:</p> <ul style="list-style-type: none"> <li>• Use of basic equipment and tools, basic practical skills, origin and simple functions of ingredients, healthy eating and <i>The Eatwell Guide</i>, food choice.</li> <li>• Knowledge, understanding and skills needed to engage in an iterative</li> </ul>	<p><b>Year 8:</b></p> <p>Pupils will build on their learning in Year 7:</p> <ul style="list-style-type: none"> <li>• Describing and applying <i>The Eatwell Guide</i> and the 8 tips for healthy eating.</li> <li>• Explaining energy and energy balance, key nutrients, their sources, and functions.</li> <li>• Using and adapting recipes.</li> <li>• Using appropriate ingredients and equipment to prepare and cook a range of dishes.</li> </ul>	<p><b>Year 9:</b></p> <p>Pupils will build on their learning in Year 8: knowledge and skills include:</p> <ul style="list-style-type: none"> <li>• Describing and applying <i>The Eatwell Guide</i> and the 8 tips for healthy eating.</li> <li>• Explaining energy and needs through life.</li> <li>• Explaining key nutrients, sources and functions.</li> <li>• developing and demonstrating a knowledge of the source and seasonality of a range of ingredients.</li> </ul>
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process of designing and making in a range of contexts, such as the home, school and culture.

- Acquiring and demonstrating a range of food skills and techniques.
- Acquiring and demonstrating the principles of food hygiene and safety.
- Acquiring and demonstrating a knowledge of the source, seasonality, and characteristics of a range of ingredients.
- Acquiring and demonstrating the knowledge, understanding and skills needed to engage in an iterative process of planning and making.

- Developing and demonstrating a range of food skills and techniques.
- Developing and demonstrating the principles of food hygiene and safety.
- Using a variety of ingredients and equipment to prepare and cook a range of more complex dishes.
- Using and adapting recipes.
- Developing and applying a knowledge of food science.
- Developing and demonstrating the knowledge, understanding and skills needed to engage in an iterative process of planning and making.

#### Examinations/Key Assessments

The KS3 course is assessed by a pupil's written and practical capabilities. Pupils will complete two progress tasks and will be assessed on 3 practical skills during each year of KS3. This highlights strengths and weaknesses and suggests ways in which improvements can be made. Pupils are encouraged to self and peer-assess their own work and that of others to help them become more aware of the progress they are making.

#### Homework

This is set every two weeks and is designed to support the work done during lessons. The task will be detailed on *Satchel One* so that pupils and their parents can easily access the work and deadlines for submission. As it is school policy to set homework, a detention will be issued and/or a letter sent home if they are not completed regularly. Prior to assessments, pupils may receive an increased volume of homework or independent study work.

#### How Parents can Help

- Check *Satchel One* regularly and ensure all work is completed to a good standard.
- Ensure that basic equipment is brought into each lesson.
- Purchase an apron as soon as possible as this is necessary for all practical activities. Pupils are not allowed to participate in practical lessons without one.
- Encourage the use of the Internet or the library for research tasks and homework completion.
- Help with research and presentation to ensure a good outcome and therefore a high grade on completion.

# Year 10/11 Level 1/2 Hospitality and Catering

## Examination/Specification Board

WJEC

## Curriculum Overview

This is an exciting course from WJEC offering a level 1/2 qualification in Hospitality and Catering. Pupils will gain an overview of the Hospitality and Catering industry and the type of job roles that may be available to assist them in making choices about progression. It will also equip pupils with the knowledge, understanding and skills required to cook and prepare food. Pupils will apply the principles of nutrition, sustainability, and healthy eating. This will enable them to make informed decisions about food and nutrition to be able to feed themselves and others affordably and nutritiously. Pupils will understand the huge challenges that we face globally to supply the world with nutritious and safe food. This qualification will develop pupils' transferable skills of problem solving, organisation and time management, planning and communication.

## New Knowledge

### Year 10:

Unit 1 enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. They will learn the skills needed to prepare, cook, and present dishes.

- Pupils will know and understand the two different types of hospitality and catering provision: commercial and noncommercial. Residential and non-residential.
- Pupils will know and understand the following types of employment roles and responsibilities within the industry.
- Pupils should know and understand the following types of employment contracts and working hours.
- Pupils will be aware of the responsibilities for personal safety in the workplace of employers and of employees in relation to different laws.

### Year 11:

Unit 2 enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook, and present dishes. They will also learn how to review their work effectively.

- Pupils will deepen their knowledge and understanding of the importance of nutrition.
  - Macronutrients – Carbohydrates, protein, and fats
  - Micronutrients – Vitamins and minerals
  - Different life stages
  - Special dietary needs for individuals (Medical and religion)
- Pupils will know and understand how different cooking methods impact the nutritional value of foods. They to be able to compare the most suitable cooking method against the most destructive and give reasons as to why these methods differ. They should know and understand how to

- Pupils understand the principles of Hazard Analysis and Critical Control Points (HACCP).
- Pupils will be able to explain different food-related causes of ill health and the visible and non-visible symptoms and control measures to prevent food-related causes of ill health.
- Pupils will understand the role of the Environmental Health Officer (EHO) and the responsibilities.
- Pupils will build on and demonstrate a range of preparation and cooking techniques to produce dishes.

select suitable cooking methods to protect the nutritive value and improve palatability.

- Pupils will be able to know the costs of dishes. They should be able to give a basic outline of the cost of dishes/menu and how they will use portion control to reduce waste and make a profit.
- Pupils will be able to give suggestions of how they will meet clients' needs concerning nutritional information, special dietary needs and what they will offer at different times of the day.
- Pupils should be able to plan dishes for a menu.
- Pupils will provide a brief review of their planning, preparation, and cooking, highlighting areas of success and of potential further development.

## New Skills

Year 10:

- Explain the differences between commercial and non-commercial provision and the variety of food and residential services offered.
- Compare the hierarchy of the structure of the front of house.
- Investigate a tourist area and the jobs offered during peak seasons and winter months.
- An awareness of the impact the hospitality and catering provisions can have on the environment.
- Develop an awareness of the operations of the front and back of house.
- Be aware that catering kitchens often have industrial, large-scale equipment and these can sometimes differ in appearance and name to domestic equipment.
- Understanding of customer rights and inclusion, which is covered in the Equality Act 2010.
- An awareness of what each law encompasses.

Year 11:

- Analyse the impact a diet on simple carbohydrates compared with a diet of complex carbohydrates.
- Investigate HBV and LVB foods of different dishes and give reasoning to which special dietary group they would best suit.
- Understand the types of fats and their sources.
- Analyse the different DRV amounts for different life stages in the specification to gain a clear understanding of energy levels for each stage.
- Estimate Average Requirement (EAR) calculations for different lifestyles and the adjustments made to cater for this using EAR calculations.
- Experiment with all cooking methods.
- Understand the types of equipment required for different provisions and menus.
- Analyse all the main points of Reduce, Reuse and Recycle within hospitality and catering provision.
- Plan production for two or more dishes using sequencing/dovetailing.



- Create menus and dishes to meet the needs of a variety of special dietary needs.
- Produce HACCP plans including CCP.
- Name different types of bacteria, chemicals, allergies, or intolerances, where they can be found, state the effects these would have on the person.
- Prepare, cook, present, and serve a range of dishes that cover basic, medium, and complex skills in preparation, knife, and cooking techniques.

- Prepare, cook, present, and serve a range of dishes that cover basic, medium, and complex skills in preparation, knife and cooking techniques.
- Demonstrate how to work safely and hygienically in the kitchen setting.
- Produce a summary of the dishes produced and selected They should link back to nutrition and how dishes meet customers' needs.

### Disciplinary Vocabulary

Commercial	Cafeteria	Larder chef	Choux	Steaming	Food poisoning	E-coli
Non-commercial	Gueridon	Table D'Hotes	Caramelising	Stir-fry	High risk foods	Clostridium perfringens
Residential	Manager	A La Carte	Coagulation	Roasting	Campylobacter	Listeria
Non-residential	Sous chef	Function/buffet	Denaturing	Poaching	Salmonella	Bacillus cereus
Contract catering	Sauce chef	Plating styles	Dextrinization	Deboning		Staphylococcus aureus
	Station chef	Roux	Whisking	Garnishing		

### Prior Learning and Recall

The Structure of the Hospitality and Catering Industry: This unit will recap on the knowledge from KS3 that will encompass food safety and customer requirements and link to the catering industry and culinary terms.

Job Requirements and Working Conditions: This unit has links to PSHE and career opportunities as well as KS3 learning of kitchen roles, hygiene and safety and the practical application of using equipment.

The Operation of the Kitchen: This unit will further embed on existing knowledge of how a kitchen works on a small scale and expand to large scale establishments. There are links here to prior knowledge of dress codes and health and safety.

Hygiene and Safety: This links to the 4Cs for good health which is covered at KS3 as well as the conditions of bacterial growth, also applied to practical cooking.

Food Choice Menu Planning: This links to KS3 learning of factors affecting food choice with links to students understanding of where food comes from, seasonal foods and the 6Rs for sustainability.

NEA/Revision: All units will be covered here so interleaving of all units from KS4 will take place as well as building on the knowledge of key topics such as nutrition, food choice and sustainability from KS3.

### Examinations/Key Assessments

### **Unit 1: The Hospitality and Catering Industry**

40% (90 Marks) assessment by a written examination – 1-hour 30mins

### **Unit 2: Hospitality and Catering in Action**

60% Non-Examination controlled assessment: internally assessed, externally moderated.

9 hours which includes a 3hours practical exam. Practical exam is to prepare and cook a two-course meal for two people with accompaniments.

### **Homework**

This is set once a week and is designed to support the work done during lessons. Homework tasks are usually coursework-related or questions from past exam papers. The task will be detailed on *Satchel One* so that pupils and their parents can easily access the work and deadlines for submission. As it is school policy to set homework, a detention will be issued and/or a letter sent home if they are not completed regularly. Prior to assessments, pupils may receive an increased volume of homework or independent study work.

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