Curriculum journey: Food Technology Year: 7

Grace Academy

Powerful Knowledge		
Term 1	**Term 2**	**Term 3**
"What is the importance of personal hygiene" **What is Personal hygiene?** ● What are the causes of food poisoning and symptoms? ● How do we demonstrate safe handwashing techniques? ● The order in which to safely prepare oneself for the practical lesson. **"When using a knife, what is a bridge hold and what is a claw grip?"** ● What is the importance of safe knife techniques? ● What the bridge hold is. ● What the claw grip is. ● Which food items require which knife technique to reach the desired outcome safely. ● Students will watch a demonstration for making a layered salad, students will replicate this. ● Students will demonstrate knowledge of safe knife skills and food safety in Couscous salad practical. ● How to safely handle hot water. ● Demonstrate how to safely get prepared for practicals (layered salad and couscous salad). **"How do you use an oven, hob and grill and how do you do it safely?"**	**"Can you explain the science behind bread making?"** ● How is bread made? ● What is the function of the ingredients in making bread? ● Students will watch a demonstration on how to make bread and see the function of ingredients in action then students will complete the practical. **"How do you make a roux sauce?"** ● What is a sensory analysis? ● What are the different ways in which one dish can be prepared/bought. ● Watch a demonstration on how to make a roux sauce, the base for the final dish Macaroni Cheese. ● Demonstrate how to safely get prepared for a practical and cook the Macaroni Cheese dish. **"How do you make a bolognese?"** ● Demonstrate how to safely get prepared for a practical, demonstrate knife skills and hob safety.	**"How do you prepare garlic and ginger and use appropriate knife skills?"** ● How do you safely prepare noodle soup? ● What is the importance of storing food in the fridge/ freezer properly? ● How do you store food in the fridge/freezer properly? ● Demonstrate how to safely make noodle soup. **"How do you use the bridge and claw method and how do you work with pastry?"** ● Demonstrate how to safely make pizza pin wheels. **"How can you make food healthier?"** ● What does it mean to be healthy? ● How can I adapt a recipe to make it healthier? ● Demonstrate how to safely make a burger.

• What are the risks associated with using the hob, grill and oven? • How do you safely use these pieces of equipment? • Students will watch a demonstration on how to make rock cakes, a dish that requires the use of the oven. • What is the rubbing-in technique? • Demonstrate how to safely get prepared for the practical • Bake fresh rock cakes. • Demonstrate preparing skills. • Demonstrate safe use of equipment. **"What is the rubbing-in method and why do we use it?"** • What is the rubbing- in technique. • How do I use this technique to make scones?		
Theory		
• Personal hygiene in the kitchen • Kitchen safety (use of a range of equipment, storage of food in the fridge) • Sensory analysis • Recipe adaptation	• Bread roll theory. • Sensory analysis	• Kitchen safety (how to use equipment, safe storage of food in the fridge/freezer)
Skills		
Weigh, measure, mix, combine, stir, rub-in, portion/divide, forming/shaping, bake, sift, roll out, safe knife cutting techniques- bridge hold and claw grip.	Weigh, measure, mix, stir, combine, knead, portion/divide, bake, melt, simmer, boil, cut, chop, slice, dice, trip, peel, grate, drain, layer, whisk.	Weigh, measure, peel, cut, chop, slice, dice, trim, fry and sauté, stir fry, boil, melt, simmer, roll out, spread, grate, bake, blitz, blend, combine, stir, portion/divide.

Links to KS2		
Key End Points Assessed		
● Students will be able to understand the importance of personal hygiene and how to promote personal hygiene. ● Students will understand the importance of preparing appropriately for a practical and be able to execute this in each of their practicals. ● Students will be able to demonstrate how to effectively clean and tidy following a practical. ● Students will be able to understand the importance of using safe knife cutting techniques. ● Students will be able to select the appropriate knife cutting technique depending on what ingredients they are preparing and the desired outcome in all practicals that require such equipment. ● Students will understand the theory behind the rubbing-in technique. ● Students will be able to demonstrate the rubbing in technique. ● Student will create the following dishes: - Layered salad. - Couscous salad. - Rock cakes. - Scones. - All of these practical encompass the use of health and safety and variable skills students would have acquired.	● Students will be able to explain the function of different ingredients in making bread rolls. ● Students will be able to demonstrate the ability to safely prepare for a practical. ● Students will be able to create bread rolls that indicate the handling of ingredients appropriately to reach desired outcome including correct quantity of bread rolls. ● Students will understand what is meant by a sensory analysis. ● Students will build on knowledge of the 5 senses and how to apply these to food. ● Students will extend their vocabulary through sensory analysis. ● Students will be able to identify the difference between different foods such as freshly made, tinned or dry macaroni cheese. ● Students will be able to make macaroni cheese demonstrating safe use of the hob and ability to make roux sauce to the correct consistency.	● Students will learn the order for how to make Chicken noodle soup. ● Students will be able to identify safety concerns/importance of food safety in the dish. ● Students will learn how to store food in the fridge and freezer properly to reduce the risk of illness. ● Students will become familiar with what a healthy diet is and how to make dietary adaptations in line with the Eatwell Guide. ● Students will be able to make: ● Roux sauce (macaroni cheese). ● Bolognese. ● Pizza pinwheels.

Curriculum journey: Food Technology Year: 8

Powerful Knowledge		
Term 1	**Term 2**	**Term 3**
"What is food poisoning and how can we reduce the risk of food poisoning?" ● What is the importance of hygiene and safety? ● Recap what is food poisoning and the symptoms. ● What are the different types of food poisoning (pathogenic bacteria). ● What are the 4 c's when we want to reduce the risk of food poisoning. **"What are nutrients and why do we need them?"** ● What is the Eatwell guide and what does it represent? ● What are the seven different nutrients that apply to the Eatwell guide? ● What are the functions and food sources of the different nutrients? **"How do you make pasta?"** ● What is the history of pasta? ● What are the different types of pastas we can buy? ● How is pasta made? ● Watch a demonstration of how to make pasta of variable shapes in preparation for next practical. **"What skills do you use to make pasta?"** ● Produce fresh homemade pasta demonstrating kneading and shaping. **"What are the four main types of pastry we use in school?"**	**"What is gelatinisation?** ● What happens in gelatinisation. ● How does gelatinisation apply to making a roux sauce? ● Demonstrate how to make a quorn and vegetable pie and how gelatinisation applies to making this sauce. ● How can a pie be adapted? **"Can you demonstrate the skills in working with filo pastry and confidently make a roux sauce?"** ● How do I make a quorn and vegetable pie demonstrating gelatinisation? ● How do I use filo pastry successfully? **"What is a standard component?"** ● What is meant by a standard component? ● What are examples of standard components in the food industry? ● What are the advantages and disadvantages to businesses using standard components? ● Demonstrate how to make focaccia bread safely. **"What skills do you use when making bread?"** ● Produce fresh focaccia bread.	**"What are pre-prepared ingredients and why do we use them?"** ● What are examples of standard components linking to making fish cakes? ● Demonstrate how to safely make fish cakes. **"What is sensory analysis and how do we do it?"** ● What is sensory analysis? ● How does sensory analysis apply to food tasting (incorporation of careers). ● What are star diagrams and how can they be created? **"What is fairtrade?"** ● What is the meaning of fairtrade? ● What are the advantages of fairtrade? ● Demonstrate how to make chocolate mousse ensuring hygiene and safety.

● What are the different types of pastry? ● What are the functions of the different ingredients in pasta? ● Watch a demonstration on how to make cheese straws. **"What skills do you use when making pasta?"** ● Produce fresh homemade, shaped pasta		
Theory		
● Personal hygiene in the kitchen ● Eatwell guide and the 7 nutrients. ● Understanding vitamin content and how to use them in the diet ● Pasta Theory ● Pastry theory	● Gelatinisation ● Using conduction and convection, understanding gelatinization ● Standard components ● Understanding the importance of fibre and cooking methods ● Use food science knowledge to make an emulsion ● Use food science knowledge to make an emulsion	● How to make fish cakes ● Preparing and cutting fish ● Standard components ● Sensory analysis ● Fairtrade ● Dessert making, melting and baking
Skills		
Weigh, measure, mix, combine, knead, roll out, form and shape, grate, bake. peel, cut, chop, slice, dice, trim, fry and sauté, stir fry, boil, melt, simmer, roll out, spread, grate, bake, blitz, blend, combine, stir, portion/divide.	Weigh, measure, peel, cut, chop, slice, dice, trim, melt, simmer, boil, mix, stir, combine, shape, form, knead	Weigh, measure, mix, stir, combine, form, shape, boil, bake, portion/divide, whisk, fold.
Links to KS2		
Key End Points Assessed		

• Students will be able to explain what food poisoning is, the symptoms of food poisoning and name different types of food poisoning bacteria. • Students will be able to explain the 4'cs to reduce the risk of food poisoning. • Students will be able to explain what the Eatwell guide represents. • Students will be able to identify the 7 different nutrients, their functions and dietary food sources. • Students will be able to create pasta ensuring they follow safety hygiene practices and also demonstrate kneading and shaping of pasta in a certain time frame. • Students will be able to name the different types of pastry as well as being able to identify which type of pastry is suitable for different dishes to support application of knowledge. . • Students will be able to create cheese straws successfully using knowledge of pastry.	• Students will be able to define gelatinisation and explain the science behind the process of gelatinisation. • Students will be able to create the quorn and vegetable pie dish ensuring demonstration of the process of gelatinisation as well as the appropriate handling of filo- pastry. • Students will be able to define what is meant by standards components. • Students will be able to identify the advantages and disadvantages of companies using standard components. • Students will be able to identify which ingredients in different foods are the standard component (if any). • Students will create focaccia bread ensuring the consistent demonstration of food safety rules.	• Students will be able to make fish cakes and apply the knowledge of standard components. • Students will be able to explain what is meant by sensory analysis and expand their terminology when completing a sensory analysis. • Students will be able to create star diagrams based on their own analysis. . • Students will be able to explain what is meant by fair trade, the advantages of fairtrade as well as examples of fair trade items available to buy. • Students will learn how to create chocolate mousse and understand the importance of certain skills for example achieving stiff peaks/folding.

Curriculum journey: Food Technology Year: 9

Powerful Knowledge		
Term 1	**Term 2**	**Term 3**
"What is food poisoning and how can we reduce the risk of food poisoning?" ● What is the importance of hygiene and safety? ● Recap what is food poisoning and the symptoms. ● What are the different types of food poisoning (pathogenic bacteria). ● What are the 4 c's when we want to reduce the risk of food poisoning? **"What are macronutrients and micronutrients?"** ● What is the meaning of macronutrients and micronutrients? ● What different nutrients are classified as macronutrients and micronutrients? ● Demonstrate how to make a stir fry dish incorporating a variety of nutrients (linking to Eatwell guide). **"What skills do you use to prepare and cook a stir fry?"** ● Make stir fry demonstrating variable skills (knife skills, measuring, portioning, draining). ● "What is protein and what are its functions and sources?". ● What is protein? ● What is the function of protein?	**"What are the functions and sources of carbohydrates and what are the problems with a deficiency and excess of carbohydrates?"** ● What are carbohydrates? ● What are functions of carbohydrates? ● What are the different types of carbohydrates and example food sources? **"What skills do you use to prepare and cook a mini carrot cake?"** ● How do carbohydrates apply to carrot cake? ● what skills are needed to create a successful cake? **"What is dietary fibre and what does it do?"** ● What is dietary fibre? ● How does this nutrient link to carbohydrates? ● What are the functions of carbohydrates in the body? ● What are the different food sources of fibrous foods? ● Demonstrate how to make soda bread.	**"What are the functions and sources of fats and what are the problems with a deficiency and excess of fats?"** ● **W**hat is the macronutrient fat? ● what is the function of fat in the diet? (benefits and negatives). ● what are the variable food sources of fats and which one should individuals consume? ● Which food items provide the different types of fats. **"What are the effects of using different fats to shorten pastry".** ● Complete practical completing experiment of different types of fats to make pastry from fresh. **"What are the functions and sources of vitamins and what are the problems with deficiency and excess of vitamins?"** ● what are vitamins, their functions and food sources (not only vitamins overall however individual vitamins). ● create a dish using variable food items that promotes a healthy balanced diet

• What are the different food sources of protein? • How does protein link in with the Eatwell guide? • Demonstrate how to make fish pie. • Make fish pie demonstrating health and safety and variable skills. • "What are the benefits of alternative proteins?" • What are alternative proteins? • Why are example food items classified as alternative proteins? • Why do people choose to follow a diet where they eat alternative proteins? • Demonstrate how to make chickpea curry with questions around protein alternatives linking to this dish. • Produce independently the chickpea curry dish demonstrating various cooking skills and health and safety adherence.		**What are the concerns with having too much or too little of vitamins?** • What goes into a buddha bowl? • "What are the functions and sources of minerals and what are the problems with a deficiency and excess of them? • What are minerals, their functions and food sources (not only minerals overall however individual vitamins). • Create a dish using variable food items that promotes a healthy balanced diet and links in with the Eatwell guide. • What are the concerns with having too much or too little of minerals? **"How do you prepare, cook and serve a dish rich in minerals?** • what are the different minerals in the tuna and broccoli pasta.
Theory		
• Personal hygiene (food poisoning) in the kitchen. • Nutrient- macronutrients and micronutrients • Proteins theory • Meat alternatives theory	• Carbohydrates theory • Using simple sugars and complex carbs • Dietary fibre theory • Complete a flour experiment to investigate gluten	• Fat theory • Cutting veg and using unsaturated fats • Vitamins theory • Mineral theory
Skills		

Weigh, measure, peel, cut, chop, slice, dice, trim, fry and sauté, stir fry, boil, stir, mash, drain, bake.	Weigh, measure, peel, cut, chop, slice, dice, trim, fry and sauté, simmer, bake, combine, stir, portion/divide, shape, form, grate.	Weigh, measure, peel, cut, chop, slice, dice, trim, melt, simmer, grate, bake, combine, stir, melt, simmer, roll out, drain.
Links to KS2		
Key End Points Assessed		
• Students will be able to explain what food poisoning is, the symptoms of food poisoning and name different types of food poisoning bacteria. • Students will be able to explain the 4'cs to reduce the risk of food poisoning. • Students will be able to explain what is meant by macronutrients and micronutrients. • Students will be able to identify which nutrients are classified as macronutrients and which are micronutrients. • students will be able to create a stir fry dish which requires handling of many vegetables, some new to practical lessons, ensuring demonstration of safe knife handling, hob use, handling of hot water. • Students need to be able to apply their knowledge of the Eatwell guide and the different nutrients to the stir fry dish. Students will be able to explain what the function of protein is in the body and the different food sources. • Students will be able to demonstrate safe handling of ingredients including raw fish. • students will be able to demonstrate multitasking in the fish pie practical.	• Students will be able to explain the different types of carbohydrates (starch, sugars, fibre) and the functions and different food sources. • Students will be able to link the production of carrot cakes to the topic of carbohydrates. • Students will be able to explain what fibre is, where fibre is from and the function of fibre in the body. • Students will be able to provide examples of various foods where protein can be sourced. • Students will learn how to make soda bread using new ingredients they are not familiar with using in the food classrooms.	• Students will be able to explain the function of fats and the different types of fats. • Students will know the health concerns that can arise from consuming too much fat in the diet. • Students will be able to differentiate between saturated fats and unsaturated fats as well as their food sources. • Students will be able to explain the function of vitamins and minerals. • Students will be able to explain the concerns with the excess and deficiency of variable vitamins and minerals. • Students will be able to create dishes that are abundant in vitamins and minerals (buddha bowl and tuna and broccoli pasta).

• Students will be able to explain what is meant by alternative proteins and provide food sources. • Students will be able to explain why people choose to eat vegan food items including ethical/ health reasons.		