

KS3 Food Technology Curriculum Rotation

Year 7		HT1	HT2
Subject Food Technology	Topic	Food safety and hygiene	nutrition
	Why this and why now?	Students do not study Food Technology at primary school. All students to have an experience of preparing a variety of dishes / meals based guidance from the eat guide that they can usefully use in life . This topic provides opportunities for students to be creative and experiment with a range of commodities, equipment and skills. They will develop competence for using small and large kitchen equipment .	Students will gain knowledge of the The importance of having a healthy diet, and be able to use the Eat well guide to gain knowledge of the different food groups and how the percentages for each food group is calculated. Students will understand: How to choose ingredients with properties that contribute to a healthy balanced diet.
	What is the essential knowledge that needs to be remembered?	Students will know why it is important to have a healthy diet, and be able to cross reference the eat well guide to check if their diet is right. They will know food hygiene and safety guidelines: Safe storage of food, fridge and freezer temperatures Basic food hygiene practices when preparing and cooking food	Students will know the benefits of following the Eat well guide, and knowing the different types foods that make up the food groups and how their nutritional benefits.
	What is the assessment intent and how will you assess?	Baseline test Students will be complete their own model of an eat well guide showing food groups, contained nutrients in them and the recommended daily intake Demonstrate that they can cook following industrial standard Health and safety and food hygiene	Students will be able to use the traffic light system to identify foods which are high in Fat, salt and sugar. Students will be able to record a table of their own food intake for a week and evaluate against the Eat well guideline. Health and safety and hygiene Investigating foods from different cultures

		Basic knife skills- during practical Rubbing in Method Conduct evaluation Verbal and written feed back	Be able to adapt recipes to suit different needs Evaluate own work and justify an improvement
	What should the end point look like?	The baseline assessment will show prior knowledge based on the scores achieved. It will help inform wave 1 intervention strategies such as differentiation etc . Students will also show knowledge and understanding in written tasks completed.	Students will complete and verbal contributions to show knowledge of the traffic light system. Conduct independent product analysis research and document evidence of their findings of products in each category and complete a written evaluation.
	How does it cover the NC	Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] fruit salad, apple crumble, savoury parcels, Rock buns LO3 AC3.5	How to use a variety of equipment and know which is the best tool for the job LO3 AC3.3, LO3 AC3.3, AC3.4

Year 8		HT1	HT2
	Topic	Special diets	Food provenance
	Why this and why now?	Students will understand why people choose certain cuisine and different lifestyle choices	Students need to be aware of environmental sustainability and the long term impacts of global demand
	What is the essential knowledge that needs to	Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties	Students will know the origins of food, the manufacturing processes, extensive farming vs organic farming. They will explore the concepts of Fair Trade and Food miles in order to make informed decisions on food choices and ethical

	be remembered?		considerations. They will understand why they have to compromise.
	What is the assessment intent and how will you assess?	cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet : Sausage rolls, pizza, Macaroni cheese chilli Con Carne	Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties and be able justify their reasons for choice.
	What should the end point look like?	Students demonstrate knowledge and understanding in the planning of special diet menu for a range of dietary requirements and able to suggest how conventional dishes could be adapted.	Students will show knowledge and understanding of environmental considerations in completed written tasks, drawing on the different strands including Food Provenance, Food Miles and Fair Trade.
	How does it cover the NC?	Use research and exploration, such as the study of different cultures, to identify and understand user needs Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties. LO2 AC1.1-4	Use research and exploration, such as the study of different cultures, to identify and understand user needs LO1AC1.1 LO2 AC1.1-4

Year 9		HT1	HT2
Subject Food	Topic	Introduction to H&C industrial practices	Know a range of provisions and sectors of the industry
	Why this and why now?	Students will be preparing for KS4 options and this will help them to extend their KS3 experience and draw on their real life experiences. Students will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations.	Students can gain knowledge of how different types of hospitality and catering provisions operate to promote one industry

What is the essential knowledge that needs to be remembered?	Students will know the correct sequencing of tasks for range of cooking processes, apply subject specific terminology when completing theory tasks. They will demonstrate knowledge of nutrition and food safety and hygiene.	Students will understand the different types of provisions within the different sectors Commercial, non-commercial, B&B, Pubs, Entertainment, theme Parks, Hospitals, hotel Prisons, Hostels,, restaurants, Cafes, pop –up restaurants, street food,
What is the assessment intent and how will you assess?	Students will demonstrate competence in creating a time plan showing correct sequence of food production. Verbal and written feedback	Students will complete a range of tasks related different provisions and the sectors they belong to including role plays and job roles. Verbal and written feedback.
What should the end point look like?	Students will demonstrate knowledge and skills for creating a time plan showing correct sequencing of activities, timings , dove tailing and health and safety practice.	Students will show understanding of the sectors of the hospitality and catering industry and provisions and services within them in written tasks completed.
How does it cover the NC	Students ability to demonstrate knowledge and understanding related to nutrition and food safety and how they affect successful hospitality and catering operations. LO3 AC1.1,-5	Identify origin, use complex subject specific terminology. They will be able to recall information and consolidate knowledge LO4 AC4.2