# Deyes High School Curriculum Rationale
# Food Technology

## Overarching curriculum, intent for Food Technology

We aim to:

Develop a love for food and appreciate its importance in our life, also the consequences of a poor diet in Britain today.

Develop a wide range of practical skills to enjoy the subject to its full and a love of preparing food and experimenting with different ingredients, flavours, textures etc.

Through largely practical lessons we encourage confidence when preparing, making and cooking food, which in turn leads to an independence in the kitchen and allows students to develop a highly valuable life skills.

Develop the complexity of skills builds through KS3 resulting in Year 9 pupils being able to plan, modify and successfully prepare and cook well balanced meal options.

Understand the functions of ingredients and the Science of food.

Know and understand the consequences of poor food choices and the diet related illness they can cause.

| | Content Taught | Rationale |
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| **Year 7** | • Develop an understanding of safety and hygiene.<br>• Understand and apply the principles of nutrition and health. | Projects in Year 7 cover a wide range of fundamental skills including use of knives and equipment, hob and oven. |

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| | • Cook a range of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.<br>• Become competent in a range of cooking techniques, selecting and using a wide range of ingredients.<br>• Gain knowledge and an appreciation of healthy eating and how to adapt recipes.<br>• Understand the source, seasonality, function and characteristics of a broad range of ingredients.<br>• Become confident and increasingly independent in their working methods. | Students learn the health and safety requirements for a practical food lesson. They learn the rubbing in technique, how to handle raw meat safely to prevent cross contamination. Students are encouraged to work independently in practical lessons.<br><br>Students work through a Food booklet, which helps develop their basic knowledge and understanding of topics taught at KS4. FOOD SCIENCE EXPERIMENT ENZYMIC BROWNING INTRODUCED, STUDENTS WILL THEN HAVE THE FOUNDATIONS TO ALLOW RAPID PROGRESS WITH SKILLS IN FUTURE YEARS.<br><br>STUDENTS WILL HAVE AN UNDERSTANDING OF THE EATWELL GUIDE AND BE ABLE TO ADAPT RECIPES FOR HEALTH. SUGAR AND DIET RELATED HEALTH PROBLEMS ARE INTRODUCED IN YEAR 7. |
| **Year 8** | • Students develop their knowledge of food safety and bacteria growth.<br>• Multi Cultural foods.<br>• Staple foods sources and function<br>• Science behind bread making<br>• Seasonality of ingredients<br>• Macro and micro nutrients, sources and functions | Topics in Year 8 develop the knowledge and understanding in more depth and students are expected to have a clear understanding of nutrition, nutrients sources and function. Practical skills will be developed and greater independent working seen in lessons. Greater precision and control of knives and equipment.<br>Food science experiment re bread to introduce the Science element and to prepare for Food Prep and Nutrition GCSE content<br>The booklet develops skills and knowledge required at KS4 Food Prep and Nutrition, with greater challenge than Year 7 |
| **YEAR 9** | • Students develop their knowledge of nutrition and diet related illnesses.<br>• Food Science investigations, Dextrinisation, Caramelisation, Gelatinisation<br>• Nutrition and dietary needs of different groups, children, teenagers, and the elderly<br>• | Practical skills are further developed with the introduction of higher level skills, béchamel sauces with a roux, pastry, piping etc.<br>Students are expected to work independently to prepare for the KS4 .<br>Food Science experiment introduced to prepare for Food Prep and Nutrition GCSE coursework element, sugar in cakes. |

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| **YEAR 10** | • Students follow either the Educas Food Prep and Nutrition GCSE or Educas Level 1 /2 Hospitality and Catering. | Students follow the scheme of work recommended by Educas and study topics in the same order. Regular assessments and monitoring of theory and practical work prepare students by building on knowledge form earlier topics<br>Knowledge is built upon and assessments require students to implement their prior learning |
| **Year 11** | • Students work on the coursework, up till the end of February when the deadline is. This allows time to revisit theory content for the exam and prepare fully for the theory exam. | Pupils complete all Food coursework in Year 11 for both courses.<br>Students are required to draw upon all prior knowledge and bring this together to complete coursework. Any practical tasks require students to demonstrate their knowledge |