

Goldwyn Folkestone - Food Technology Subject Statement and Long Term Plan



Food Technology – Statement of Intent

“Give a man a fish, and you feed him for a day; show him how to catch fish, and you feed him for a lifetime.”

Food is a vital part of our daily lives and is essential for life. As our students become adults and have busy lives, it is easy to choose food which has been ready prepared. However, it is more nutritious and often cheaper to cook simple, delicious food.

At Goldwyn School, students will develop their knowledge and understanding of nutrition, healthy eating, food preparation, hygiene, cooking techniques, and sensory characteristics.

Our aims in Food Technology at Goldwyn are to:

- Give our students vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.
- Encourage the development of high skills and resilience in a safe environment, allowing students to demonstrate commitment and act on feedback.
- Empower students to enable them to follow a recipe and substitute ingredients and cooking methods as appropriate, demonstrating an understanding of food choices e.g. veganism, allergies and healthy eating.
- Develop understanding that will allow students to become discriminating consumers of food products, enabling them to participate in society in an active and informed manner.
- Engage with students to encourage them to understand the environmental factors which affect the inequalities in food distribution on a global scale and give them an understanding of the need to minimise ‘food waste’ starting with their own practise.
- Allow students to explore a number of multicultural perspectives concerning food. Students will enhance their understanding, appreciation and acceptance of people from a variety of cultural backgrounds through the preparation of food from different countries and religious beliefs, with Kosher and Halal and other dishes prepared.
- Encourage our students to develop an awareness and acceptance of diversity within our community.

Our hope is that through Food Technology, students are provided with a context through which to explore the richness, pleasure and variety that food adds to life. The Hospitality and Catering Industry is the largest employer in the UK. Jobs in this sector are very real possibilities for our students. As such they will also develop an understanding of the practical and personal skills needed to succeed in the industry.

Examinations: At Key Stage 4 we offer BTEC Level 1 and Level 2 qualifications

Food Technology Department: Long Term Plan

The Food Technology Long Term Plan reflects a key focus upon Knowledge, Skills and Understanding. The Curriculum Plan has a clear sequence centred upon both prior learning and expectations for future learning. The work at Key Stage 3 should provide the foundation for further progress through Key Stage 4.

Term	1	2	3	4	5	6
Group 1/2	<p>Basic Cookery Skills</p> <p>Key Learning (KSU)</p> <p>Getting to know the kitchen. Health and hygiene protocol for example hand washing and sanitising, wearing an apron and tying long hair up. Going through the safety expectations about being in a potential dangerous environment.</p>	<p>Basic Cookery Skills</p> <p>Key Learning (KSU)</p> <p>Working the hob, controlling the heat when warming things through.</p>	<p>Basic Cookery Skills</p> <p>Key Learning (KSU)</p> <p>Cooking on a budget. Discussing the food that we pay a small amount for from the foodbank. Using the ingredients we are given to make a meal as best and healthy as possible.</p>	<p>Basic Cookery Skills</p> <p>Key Learning (KSU)</p> <p>Discussing and using sharp knives and their colour coding along with the chopping boards and cross contamination.</p>	<p>Basic Cookery Skills</p> <p>Key Learning (KSU)</p> <p>Choosing ingredients to prepare and cook a basic meal. Opening the oven door and taking things in and out carefully.</p>	<p>Basic Cookery Skills</p> <p>Key Learning (KSU)</p> <p>Going through everything that has been discussed and practised over the last school year.</p>
Group 3	<p>Basic Cookery Skills</p> <p>Key Learning (KSU)</p> <p>Re fresh the previous year.</p>	<p>Basic Cookery Skills</p> <p>Key Learning (KSU)</p> <p>Eggs and their uses in cookery. Children to cook easy egg recipes and to clear and clean</p>	<p>Basic Cookery Skills</p> <p>Key Learning (KSU)</p> <p>Pasta and cupboard items, flavourings etc. to help put a bit more to a basic meal. Again on a budget but</p>	<p>Basic Cookery Skills</p> <p>Key Learning (KSU)</p> <p>Potato's - How to peel and cook in many styles. The nutritional value on potatoes and</p>	<p>Basic Cookery Skills</p> <p>Key Learning (KSU)</p> <p>Cake and different styles of biscuit making. Discussing sweet items in</p>	<p>Basic Cookery Skills</p> <p>Key Learning (KSU)</p> <p>Discussing food substitutes for example vegetarian substitutes instead of meat or using</p>

		down within the hour lesson.	with a bit more substance.	again what they can be added to, to make a meal.	moderation.	mince instead of chicken.
Group 4	Basic Cookery Skills Key Learning (KSU) Re fresh and discuss previous years and what we will be doing going forwards with regards to independent measuring.	Basic Cookery Skills Key Learning (KSU) Using weighing scales and measuring jugs independently.	Basic Cookery Skills Key Learning (KSU) Pasty making, sausage rolls, cheese puffs, pizza. Choosing ingredients independently and the use of egg washing.	Basic Cookery Skills Key Learning (KSU) Healthy snacks and lunches on a budget using what you have.	Basic Cookery Skills Key Learning (KSU) Healthy budget dinners, again using what you have.	Basic Cookery Skills Key Learning (KSU) Healthy breakfast options, making a fruit salad, using the apple de corer, peeling etc. Porridge making and healthy options to go with it.

Term	1	2	3	4	5	6
Vocational year 1	Basic Cookery Skills Aim To be able to produce a cooked breakfast with correct timings to a local café standard Key Learning (KSU) - Preparation skills e.g. chopping, slicing,	Festive Cooking Aim To produce a variety of festive party foods Key Learning (KSU) - Value of learning home cooking skills: change food habits e.g. prepare and eat home	Snacks and light lunches Aim To be able to produce a healthy snack or light lunch Key Learning (KSU) - Describe in limited detail the methods of cooking, storing, and preserving	Baking and chocolate treats Aim To work with chocolate to produce a variety of treats/desserts using chocolate Key Learning (KSU) - Attempt to analyse the dishes you have	Budget dinners Aim To be able to shop and produce a balanced meal for two people for £3.00 Key Learning (KSU) - Demonstrate and understanding of	Exam prep/Exam Key Learning (KSU) - Investigate the working characteristics and the functional and chemical properties of ingredients with developing detail. - Understand that certain ingredients form

	<p>grating, peeling, mashing, beating; cooking skills e.g. roasting, frying, baking, boiling; knowing when food is cooked;</p> <ul style="list-style-type: none"> - Follow recipe: weights and measures e.g. use of scales, measuring jugs and spoons; oven temperatures 	<p>cooked food; benefits to long term wellbeing of self and family; sense of achievement; enjoyment; confidence; enthusiasm; able to transfer skills to new recipes; continue to cook at home.</p>	<p>food.</p> <ul style="list-style-type: none"> - Explain with limited detail how ingredients are combined to make a product - Understand and can explain in with limited detail where the food commodities come from - Recognise and can, in limited detail, explain some food provenance issues - Describe with limited detail various food production issues including food safety & hygiene. 	<p>produced with limited detail.</p> <ul style="list-style-type: none"> - Recall the basic cooking techniques used within the practical - Discuss the ingredients and equipment you have used. 	<p>how to plan a budget for cooking.</p> <ul style="list-style-type: none"> - Research menu choices based on a limited budget. - Produce a healthy menu and demonstrate an understanding of the nutritious values. - Explain you menu choices. 	<p>specific functions and can explain these in developing detail.</p> <ul style="list-style-type: none"> - Adapt recipes competently and accurately using this knowledge. - Understand that when food it cooked it changes the properties of the food and can explain this in developing detail - Understand and can explain in developing detail the different cooking methods and the effect that they have on all foods and any nutritional benefits/downfalls off certain methods of cooking. - Understand and can explain in developing detail why sometimes recipes don't work out. E.g. a cake that doesn't rise or a lumpy sauce.
Vocational year 2	<p>Basic Cookery Skills</p> <p>Aim To independently be able to produce a</p>	<p>Festive Cooking</p> <p>Aim To produce a variety of festive party foods</p>	<p>Snacks and light lunches</p> <p>Aim To be able to produce a healthy snack or light</p>	<p>Baking and chocolate treats</p> <p>Aim To work with chocolate to produce a variety of</p>	<p>Budget dinners</p> <p>Aim To be able to shop and produce a</p>	

	<p>healthy cooked breakfast, with correct timings, to a local café standard</p> <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> - Food safety and hygiene: food storage e.g. raw meat on the bottom shelf of the fridge; food labelling e.g. follow storage instructions, use by dates; food preparation e.g. wash and dry hands before handling food, keep surfaces clean, keep raw fish and meat away from other food, cover cuts; ensuring meat is properly cooked; storing leftover food e.g. cooling quickly, refrigerating or freezing; using knives safely 	<p>Key Learning (KSU)</p> <ul style="list-style-type: none"> - Follow a recipe/plan with assistance - Choose equipment with assistance - Demonstrate a range of low level practical skills with assistance - Demonstrate timekeeping skills with assistance. - Ways to pass on information: inspire others; share recipes e.g. written, email; cook with family members e.g. children; cook for friends and family; 'cook and eat' groups; lunch clubs. 	<p>lunch to a calorie count for different family members i.e. a working father a baby /young child</p> <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> - Cooking economically: meal planning, buy food in season; plan ahead; buy in larger quantities to cook and freeze e.g. mince for Bolognese sauce; use leftovers e.g. potato salad, chicken sandwich; ask advice when shopping e.g. from butcher about alternative cuts of meat. 	<p>treats/desserts using chocolate coming up with their own recipes</p> <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> - Meal presentation: portion size; colour; temperature of food; relaxed atmosphere; table setting -analyse your dessert and review and evaluate the outcome. -write an analysis of your menu and review the successes and weaknesses. 	<p>balanced and healthy meal for two people for £3.00, one of which has a dietary requirement</p> <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> - Attempt to analyse the dishes you have produced with basic detail. - Recall the basic cooking techniques used within the practical - Discuss the ingredients and equipment I have used. - Describe the dishes you have produced using basic descriptors. 	
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