

Goldwyn Ashford - 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
Year 7	<p>Kitchen Safety and hygiene. The use of small equipment. Kitchen rules and expectations. The use of small equipment Getting to know the kitchen. Health and safety</p> <p>Key Learning (KSU) - Key kitchen equipment. Introduction to kitchen safety- using a knife safely, bridge hold and claw grip. Understanding kitchen hazards. (H&S). To follow a recipe, with the support of staff and peers. To begin to measure ingredients using</p>	<p>Heat Transfer Heat transfer and the use of the cooker. The eat well guide Small equipment Heat transfer Using the cooker and hob.</p> <p>Key Learning (KSU) - To use the cooker, grill, microwave and hob safely. To understand the importance of heat and cooling the food. Introduction to convection, conduction and radiation.</p>	<p>Eatwell Guide We should eat 5 pieces of fruit and vegetables a day. Preparing and cooking fruit and vegetables. How to conserve vitamins.</p> <p>Key Learning (KSU) - Know some foods help the body. Identify some food groups. Describe taste and texture of some food. Identify which foods help the body grow, develop, give energy.</p>	<p>Vitamins A,B,C, and D. Functions and sources. Calcium (functions and sources). Deficiency diseases.</p> <p>Key Learning (KSU) - Ethical food choices. Know some foods help the body. Identify some food groups. Food labelling. Understand the term commodities Consider changes to recipes eg swapping main ingredients, apple to pear in fruit salad. Turn on scales, tare to begin weighing.</p>	<p>Dietary guidelines. How much fat should we consume and why. Ways to adapt recipes to lower fat content.</p> <p>Key Learning (KSU) Use a measuring jug for 100ml increments. Make food smaller- chopping, grating, blending. Considering good alternative food swaps can help to feed our bodies brains. Eg swap sugar for honey.</p>	<p>Healthy eating- How much sugar and salt should we consume? How to make healthy choices.</p> <p>Key Learning (KSU) Weigh, Measure and Count- to understand how measuring the food can help to control the intake. Read, understand, follow recipes. Food from other cultures</p>

	the scale, measuring spoons and jugs.					
Year 8	<p>Health, Hygiene & Kitchen Skills</p> <p>Revisit knife skills What did I learn in year 7</p> <p>Nutrients</p> <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -Use the correct colour chopping board, Understand basic food hygiene rules / cross contamination / bacteria. - Follow recipe: weights and measures e.g. use of scales, measuring jugs and spoons; oven temperatures 	<p>Protein foods.</p> <p>Eggs and their uses in cookery.</p> <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> Food Knowledge Know a variety of foods help the body. Identify some food groups. Crack and separate egg using fingers. Brush unbaked dishes evenly with milk or egg to achieve a shiny finish, e.g. pasty or Roll small pieces of chicken in flour, beaten egg and then breadcrumbs to make nuggets. 	<p>Protein foods.</p> <p>Meat and meat substitutes. Vegetarian cookery.</p> <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> Food Knowledge- understanding the benefits to body and mind. Identify the 5 food groups. 	<p>Convenience food-</p> <p>Sensible use of convenience foods. Comparison of homemade and manufactured products.</p> <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> Adapting recipes to be more economical. Comparisons of homemade food and manufactured. 	<p>Cooking on a low income.</p> <p>Saving money on food shopping. Comparing 'value' products and branded products. Costing dishes.</p> <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> Understand how to improve/ change dishes in regards to ingredients, preparation and cooking skills, eg grill not fry, low fats, low salt, more veg less meat etc. 	<p>Basic meal planning.</p> <p>Putting meals together.</p> <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> Write a recipe listing ingredients, equipment and method. Understand how to improve/ change dishes in regards to ingredients, preparation and cooking skills, eg grill not fry, low fats, low salt, more veg less meat etc.

Year 9	<p>Health, Hygiene & Kitchen Skills Revisit knife skills What did I learn in year 7 and year 8. Foundation for what will be learnt in year 9. Nutrients</p> <p>Key Learning (KSU)</p> <p>Basic understanding of food hygiene laws and environmental health issues.</p> <p>Thoroughly wash and scrub cooking equipment, e.g. saucepans, casserole dishes and baking trays.</p> <p>Confident use of the cooker and all controls.</p>	<p>Food from around the world Staple foods from different countries. Traditions and customs. Festivals and celebrations</p> <p>Key Learning (KSU)</p> <p>Understand the term commodities eg rice and origins.</p> <p>Food from other cultures</p>	<p>Great British Bake Off: Understand how to respond to a design brief and how to design food products for a specific market. Pupils will understand how to use a number of suitable technical and decorative techniques to produce a series of baked products for a specific target market. Pupils will understand functions of key ingredients. Will understand the importance of labelling on food packaging.</p> <p>Key Learning (KSU)</p> <p>Weigh food accurately in 25g and 50g increments using scales</p> <p>Drain away liquid from food in a can using a sieve, eg tuna/ sweetcorn</p>	<p>Meal Planning 1. Cooking for pregnant women and toddlers.</p> <p>Key Learning (KSU)</p> <p>Wash away grit/ dirt using a colander/sieve.</p> <p>Chop garlic / herbs finely using large chef's knife.</p> <p>Understand why a pregnant lady and babies do not follow the same guidance.</p>	<p>Meal Planning 2. Cooking for primary school children (including designing and making a birthday cake) Cooking for teenagers</p> <p>Key Learning (KSU)</p> <p>Know the importance of correct defrosting of meat and other ingredients</p> <p>Gain knowledge that can be shared to help the students understand the importance of nutrition for young people.</p>	<p>Balanced Diet- Own diets, sourcing seasonal food. How can the knowledge from year 7 and 8 be implemented in creating healthy fulfilling meals for myself. Summer cookery. The use of seasonal British fruit and vegetables.</p> <p>Key Learning (KSU)</p> <p>Write a recipe listing ingredients, equipment and method. Understand how to improve/change dishes in regards to ingredients, preparation and cooking skills, eg grill not fry, low fats, low salt, more veg less meat etc.</p>
Year 10	<p>Basic Cookery Skills</p> <p>Aim</p>	<p>Festive Cooking</p> <p>Aim</p>	<p>Snacks and light lunches</p> <p>Aim</p>	<p>Baking and chocolate treats</p>	<p>Budget dinners</p> <p>Aim</p>	<p>Exam prep/Exam</p> <p>Key Learning (KSU)</p>

	<p>To be able to produce a cooked breakfast with correct timings to a local café standard</p> <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> - preparation skills e.g. chopping, slicing, grating, peeling, mashing, beating; cooking skills e.g. roasting, frying, baking, boiling; knowing when food is cooked; - Follow recipe: weights and measures e.g. use of scales, measuring jugs and spoons; oven temperatures 	<p>To produce a variety of festive party foods</p> <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -value of learning home cooking skills: change food habits e.g. prepare and eat home 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>To be able to produce a healthy snack or light lunch</p> <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -describe in limited detail the methods of cooking, storing, and preserving food. -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>Aim</p> <p>To work with chocolate to produce a variety of treats/desserts using chocolate</p> <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -attempt to analyse the dishes you have produced with limited detail. -recall the basic cooking techniques used within the practical -discuss the ingredients and equipment you have used. 	<p>To be able to shop and produce a balanced meal for two people for £3.00</p> <p>Key Learning (KSU)</p> <ul style="list-style-type: none"> -demonstrate and understanding of how to plan a budget for cooking. -research menu choices based on a limited budget. -produce a healthy menu and demonstrate an understanding of the nutritious values. -explain you menu choices. 	<ul style="list-style-type: none"> -investigate the working characteristics and the functional and chemical properties of ingredients with developing detail. -understand that certain ingredients form specific functions and can explain these in developing detail. -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
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						rise or a lumpy sauce.
Year 11	<p>Basic Cookery Skills</p> <p>Aim To independently be able to produce a healthy cooked breakfast, with correct timings, to a local café standard</p> <p>Key Learning (KSU) -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>	<p>Festive Cooking</p> <p>Aim To produce a variety of festive party foods</p> <p>Key Learning (KSU) -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>	<p>Snacks and light lunches</p> <p>Aim To be able to produce a healthy snack or light lunch to a calorie count for different family members i.e. a working father a baby /young child</p> <p>Key Learning (KSU) -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>	<p>Baking and chocolate treats</p> <p>Aim To work with chocolate to produce a variety of treats/desserts using chocolate coming up with their own recipes</p> <p>Key Learning (KSU) -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>	<p>Budget dinners</p> <p>Aim To be able to shop and produce a balanced and healthy meal for two people for £3.00, one of which has a dietary requirement</p> <p>Key Learning (KSU) - 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.</p>	