

Curriculum Intent

Aspirations: enjoy, experience success, future plans	Cultural Capital: wider world and contexts, exposure to experiences outside the bubble
Personal confidence: resilience, problem solving	Creative skills: mastery, personal expression, innovation

Programme of study – Specialist Centre

Subject: Design & Technology



Year	9, 10 & 11 (Food and Cookery)					
Rationale/ narrative	In food and cookery students will recap on the principles of food safety & hygiene. Students will be able to apply this understanding to the preparation of the food. During practical sessions key cookery skills will be learned and applied with greater accuracy and independence. Students will deepen their knowledge of the foundations of nutrition as well as exploring factors that affect food choice, dietary needs and environmental issues.					
Assessment	Students will be assessed on both their practical skills and knowledge of the subject. Skills are assessed during a practical lesson in which students are observed cooking and then judged by the teacher. Students will be set mini knowledge based exams on each topic. These two assessments would then be combined.					
Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Food Preparation, hygiene and safety.	The Eat well guide	Nutrition	Food choice and consumer trends	Product analysis	Project learning
Content	Prepare and cook food safely and show an increasing accuracy and independence in the skills used. Develop cooking skills and preparation skills, which use a range of techniques.	Describe and explain the principles of <i>The Eat well Guide</i> , and use it when devising meals and menus for themselves and others. Name the main nutrients and their functions provided by <i>The Eat well Guide</i> and recognise that the amount of	Understand the different nutrients and the effect these have on our body. Identify food sources and the affect a deficiency of these nutrients would have on our bodies.	Describe where a range of foods are from, how they are processed and different ways in which they are used to create a range of dishes. Identify, explain and summarise the factors that affect food choice	To perform a simple product analysis, including an overview of the functional properties of the ingredients, and sensory evaluation. To investigate ways in which recipes can be modified.	Research, plan and cook a recipe following a brief given.

		energy and nutrients provided by food depends on the portion eaten.				
Assessment		AP1 assessment assessing knowledge and practical skills learnt.		AP2 assessment assessing understanding of nutrition		Practical assessment
Cycle 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Food preparation and hygiene	Healthy Eating and the Eat well guide	Nutrition	Food Choice and Consumer awareness	food certification and assurance schemes	Project learning
Content	Explain, develop and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients. Including the basic food safety principles when storing, preparing and cooking food. The 4 C's (Cross contamination, chilling, cooking and cleaning)	Recap on the Eat well guide and understand what it means to have a balanced diet and the importance of hydration. To list and explain the dietary needs of children and young people. To investigate the relationship between physical activity and energy balance.	Identify the macro and micro nutrients required by the body. To outline why dietary needs change throughout life stages. To describe the main dietary requirements in each key life stage.	Difference between organic and non-organic, fair trade and other ethical issues. Influences on the availability of food such as seasonality. Understand the 3 R's of sustainability (reduce, reuse, recycle) food waste and creating recipes which reduce food waste.	Investigate the information and guidance available to the consumer regarding availability, traceability, food certification and assurance schemes, and animal welfare. To identify and explain food certification and assurance schemes.	Research, plan and prepare a recipe which uses ingredients which minimise food waste.
Assessment		AP1 assessment on food safety and the Eat well guide		AP2 Assessment On environmental issues		Practical assessment

Cycle 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Food Safety and Hygiene	Dietary Needs	Special Diets and Allergens	Food Choice and Food Labelling	Commodities and cooking methods	Project learning
Content	Explain, secure and demonstrate the principles of food safety and hygiene when preparing and cooking ingredients.	Explain the dietary needs of children and young people, and other key life stages and apply this knowledge when planning and preparing dishes.	To identify different special dietary needs (including food allergens, food intolerance, and religious/cultural needs). To investigate the information that is provided on food packaging. To modify a dish for a person with a specific dietary need. To create a food label for the modified dish.	To investigate food choice, meal options and recipe-kits available in supermarkets or for home delivery. Write a plan for a recipe-kit to meet a specified need. Understand information found on food labels, and what is required by law. Compare different food labels and how this information is helpful to the consumer to make informed choices.	To compare and evaluate different types of foods, such as pasta (dried, fresh and homemade) and pasta sauces (chilled, jar, long life, homemade). To explain the characteristics of a range of ingredients and how they are used in cooking. To carry out practical tests to demonstrate the characteristics of ingredients. To research and explain different cooking methods.	To investigate the factors to be considered when planning and preparing food to be sold. To investigate the food hygiene and safety requirements for selling food. To calculate the cost of the dish and/or menu items they will be making.
Assessment		AP1 assessment on dietary needs.		AP2 assessment on food labelling and Allergens/intolerances.		Practical assessment