

Subject:	Food Technology Intent:
Food Technology	We will equip students with valuable life skills so that they can work independently to cook a wide range of meals and dishes from scratch for themselves and others. We will give students a wide range of practical skills and equip them with a sound understanding of nutrition to enable them to make wise Food choices. Students will learn the functions of ingredients and the scientific changes which take place when food is prepared and cooked. They will also learn about the provenance of many foods and how to care for a range of diets and intolerances.

### The Big Questions...

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> <li>- What is boiling? What is simmering? What does coagulation mean? What does '5 a day' mean? Why is it important?</li> <li>- How do we work safely? Can you spot food Hazards?</li> <li>- What is fibre and why is it needed?? What are the functions of ingredient in scones? Can you describe the sensory attributes of food? Can you suggest improvements you could make to your dishes with reasons? Do you know how cheese is made? Can you follow a recipe and work independently? Can you describe how cheese is made? Can you fill a flow chart to describe how to make a recipe? Can you explain the 'Eat well Guide?' can you describe the functions of ingredients in scones? How does a microwave work?</li> <li>- <u>Practicals</u></li> <li>- Breakfast, Chocolate crispies, upside down cake, shortbread</li> <li>- Scones, Burgers, savoury tartlet, snack bars, jacket potatoes, cous cous, scone pizza, coleslaw, melon basket. Fairy cakes</li> </ul>	<ul style="list-style-type: none"> <li>- Can you design a muffin with a healthy balance of nutrients? Can you describe the functions of ingredients in muffins?</li> <li>- What information do food labels contain? How are they useful?</li> <li>- What is fair trade and why is it important? Can you explain the difference between different types of eggs? Should we buy eggs from caged hens? Can you work out the food miles for different kinds of food? Do you know how yeast grows? Do you know the functions of ingredients in bread? Can you evaluate your practical work in detail? Can you work out the cost of your food dish? What is a high-risk food? Can you carry out a fair experiment? Can you analyse the results? How is milk processed? What foods contain fibre and why is this important? Can you name all 5 nutrients?</li> <li>- <u>Practicals</u></li> <li>- Muffins, soup, sponge flan, bread rolls, bread investigation, pasty, vegetarian chilli and rice, melting moments, Easter biscuits, pasta salad, Vegetable curry and Naan, samosas, pinwheels, choc chip cookies.</li> </ul>	<p>Do you know how to prepare food safely? What are the critical temperatures when preparing food? How does bacteria multiply? Is all bacteria harmful? What are the symptoms of food poisoning? What are the types of contamination? How is food preserved? What are the nutrients teenagers need? Can you describe a range of food allergies and intolerances? What are the functions of protein? What are amino acids? Can you describe what gelatinisation of starch means? What does coagulation mean? Can you set up a fair pastry test? What is a control sample? Can you explain the functions of ingredients of bread and yeast? Can you explain why carbohydrates are needed? Do you understand the different types of heat transfer?</p> <p><u>Practicals</u> Spaghetti bolognaise, chicken tikka and naan ,quiche, Bakewell tart, mince pies, lemon cheesecake, pancake rolls, puff pastry parcel, enchiladas, banana cake, macaroni cheese, hot cross buns, chicken stir fry, Victoria sandwich, sweet and sour chicken.</p>

What skills will I develop?	How will I be assessed?
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To equip students with valuable life skills so that they are able to work independently to cook a wide range of meals and dishes from scratch for themselves. To build confidence so that they are able to follow a recipe independently and work safely. To encourage teamwork and co-operation with peers. To have a good understanding of food hazards and how to avoid these to ensure the food they produce is safe to eat.

To be able to use a range of equipment safely and with skill, in particular knife skills. To take pride in the presentation of dishes and develop confidence in their own creativity .To learn from mistakes they make and to think of ways to overcome problems when they arise.

To be able to plan ahead and take responsibility for organising food and equipment for their practical lessons. To be able to weigh correctly and understand the functions of ingredients in a recipe .To be discerning about the food choices they make and have a sound knowledge of nutrition. To understand about food provenance and where food comes from.To understand how food buying choices have ethical and environmental implications. To understand how to cater for different diets and intolerances.

Students are given verbal feedback throughout practical lessons. They assessed on their practical skills at the end of each lesson. Lesson power points with pictorial exemplars model the standards required to attain each level. All practical marks are recorded by class teachers. Students are able to describe how they can improve their work to achieve a higher grade. Students are assessed on their theoretical knowledge through multiple choice questions set as homework. Assessment projects are set for each year group to assess both their theoretical knowledge and understanding. This includes peer and self-assessment and summative teacher feedback. Students are able to comment on how they can improve their work to reach the next level.

### What great resources can I use?

- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) contains great links to all materials studies as well as test you can take online
  - The PiXL Food App can be used to test your understanding of the science of food and functions of nutrients
  - <https://www.foodfactoflife.org.uk/> Has many useful resources and educational games covering most of the food syllabus.
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### Three ways that parents/carers can help...

1. To help you child organise themselves for practical lessons but encourage them to pack and weight ingredients themselves. To give them feedback on the dishes they make.
  2. To encourage your child to cook at home and to cook with them to build up enthusiasm and confidence.
  3. To regularly check their tasks on 'show my homework' and discuss their work with them. If you require extra information email [penny.quick@yateley.hants.sch.uk](mailto:penny.quick@yateley.hants.sch.uk)
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