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Students will carousel between 3D Design and Food Technology every half term.			
Link to Prior Learning			
Year 7	**Autumn**	**Spring**	**Summer**
Focus	Theory- Microorganisms Origin of food Healthy eating Equipment and measuring Practical skills- learning how to chop safely and use the hob, oven and grill safely.	Cooking methods Sensory analysis Food packaging Practical- Learning how to fry and how to use the oven safely.	Junk food Design task Sensory analysis Practical- learning how to use the blender and how to create and follow their own recipe.
Key Knowledge	• To understand the key microorganisms that spoil food and to understand how temperature affects the growth rate. • To learn how to cut a range of vegetables safely by using the bridge and claw techniques. • To understand where your food comes from and how it is grown, reared and caught. • To practise your weighing and measuring techniques and to revisit the bridge and claw techniques • To understand what a balanced diet is and to learn the main nutrients and their functions within the body. • To learn how to use the hob when boiling and how to use the grill. To be able to time effectively when cooking • To understand how to use different types of cooking equipment and how to measure foods accurately.	• To learn how to make a dough and how to use the cooker safely. • To revisit the bridge and the claw technique and learn how to make a basic blended sauce. • To understand the importance of sensory analysis within the food industry and to be able to complete your own sensory analysis using a star diagram • To understand mandatory food labelling and how marketing techniques are used to influence food choice. • To understand the difference between boiling and simmering and how to use a hand blender.	• To understand what 'junk foods' are and why they are so bad for the body when eaten in excess amounts. • To understand how to design meal ideas which are fitted to a set brief.- • To understand how to plan, portion, prepare and cook a meal that fits into a set brief. • To understand how to self evaluate your own choice dish by completing a sensory analysis.
Key Skills	Practical: Bridge, claw, measuring accurately	Practical: Bridge, Claw, Frying, Dough making	Practical: Hand blender, simmering, following own recipe
Links to Careers	Caterer, chef, nutritionist, dietician, food critic/writer.	Caterer, chef, Food critic/writer, food packaging manufacturer.	Chef, caterer, nutritionist, dietician.
Link to Future Learning	In year 8 they will continue to build on their knowledge of the key topics: Food safety, nutrition, food choice, food provenance and food science within their theory lesson. They will continue to develop their cooking skills through different recipes and begin using meat.		
Homework	End of topic seneca revision Sourcing and measuring ingredients Researching and planning own dishes	End of topic seneca revision Sourcing and measuring ingredients Researching and planning own dishes	End of topic seneca revision Sourcing and measuring ingredients Researching and planning own dishes and collecting recipe sheets to use in practical lesson.

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Link to Prior Learning			
Year 8	**Autumn**	**Spring**	**Summer**
Focus	**Contamination** **Nutrition** **Locally produced foods** **Practical: preparing and cooking meat, Cooking own reduction and Cooking with rice.**	**Deforestation** **Science of bread** **Emulsification** **Practical: Making shortcrust pastry and bread dough.**	**Cuisines** **Design task** **Timeplan** **Sensory analysis** **Practical: Planning, preparing and making own choice dishes linked to brief and following own recipe plan.**
Key Knowledge	• To understand how microorganisms spread in the kitchen and how to avoid contamination. • To practise our bridge and claw techniques to understand how to make a tomato sauce reduction. • To be able to learn which foods provide key nutrients and understand the function of these key nutrients within the body. • To learn how to safely prepare and cook chicken without cross contaminating. • To understand the advantages of buying local British produce. • To learn how to cook rice and avoid cross contamination.	• To learn how the food industry is causing deforestation and to understand the effects deforestation has on the environment. • To learn how to make shortcrust pastry and recap on how to use the ovens safely • To understand the science of making bread. • To learn how to make a bread dough and recap on how to use the ovens safely • To understand the science of making an emulsion. • To learn the creaming method and recap on how to use the ovens safely	• To have a better understanding of different culinary cuisines around the world. • To learn how to make a curry reduction sauce and recap on how to hob safely • To understand how to design meal ideas which are fitted to a set brief. • To understand how to plan, portion, prepare and cook a meal that fits into a set brief. • To understand how to modify and write your own recipe instructions. • To understand how to plan, portion, prepare and cook a meal that fits into a set brief. • To understand how to self evaluate your own choice dish by completing a sensory analysis.
Key Skills	Practical: sauce making, cooking with meat, cooking with rice.	Practical: Bread dough making, shortcrust pastry making, creaming method	Research Analysis Blended sauce, preparing and making own choice dishes linked to brief and following own recipe plan.
Links to Careers	Caterer, chef, nutritionist, dietician, food critic/writer. farmer	Caterer, chef,	Caterer, chef, nutritionist, dietician.
Link to Future Learning	In year 9 they will continue to build on their knowledge of the key topics: Food safety, nutrition, food choice, food provenance and food science within their theory lesson. They will continue to develop their cooking skills through different recipes and begin to complete some higher level.		
Homework	End of topic seneca revision Sourcing and measuring ingredients Researching and planning own dishes	End of topic seneca revision Sourcing and measuring ingredients Researching and planning own dishes	End of topic seneca revision Sourcing and measuring ingredients Researching and planning own dishes and collecting recipe sheets to use in practical lesson.

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Students will carousel between 3D Design and Food Technology every half term.			
Link to Prior Learning			
Year 9	**Autumn**	**Spring**	**Summer**
Focus	**Cross contamination** **Diet related diseases** **Special diets** **Fairtrade and the environment**	**Processing and production** **Raising agents** **Farming**	**Design task** **Timeplan** **Sensory evaluation**
Key Knowledge	• To understand how to avoid cross contamination of microorganisms when preparing, cooking and storing food. • To understand how to cook minced meat safely and recap on cooking a reduction sauce. • To learn why nutrients are needed in the body and to understand diet related diseases that are linked to malnutrition. • To understand how to make a roux sauce and to be able to independently identify when pasta is cooked. • To understand the difference between food intolerances and allergies and to have an understanding of how religion can affect your food choice. • To recap on how to prepare and cook chicken safely and to learn how to create a blended sauce. • To understand why people choose to buy fairtrade produce and to learn about how the food industry negatively impacts the environment.	• To learn how to cook rice correctly and to recap how to use the oven with roasted vegetables. • To understand the different stages of food processing and production. • To learn how to make homemade jam and understand how it sets • To understand why raising agents are used and to understand the science of how they work. • To learn how to make a whisked sponge cake and how to follow precise measurements and instructions. • To understand the advantages and disadvantages of intensive farming	• To learn how to make a curry reduction sauce and to learn how to make a homemade oven naan bread. • To understand how to design meal ideas which are fitted to a set brief. • To understand how to plan, portion, prepare and cook a meal that fits into a set brief. • To understand how to modify and write your own recipe instructions • To understand how to plan, portion, prepare and cook a meal that fits into a set brief. • To understand how to self evaluate your own choice dish by completing a sensory analysis.
Links to Careers	Caterer, chef, nutritionist, dietician.	Caterer, chef, farming, food manufacturing, food scientist	Caterer, chef, nutritionist, dietician.
Key Skills	Practical: Cooking with red meat, roux sauce, blended sauce.	Practical: Cooking with rice, roasting, jam, swiss roll	Practical: Naan dough, Planning, preparing and making own choice dishes linked to brief and following own recipe plan.
Link to Future Learning	In year 9 they will continue to build on their knowledge of the key topics: Food safety, nutrition, food choice, food provenance and food science within their theory lesson. They will continue to develop their high level GCSE skills through different recipes.		
Homework	End of topic seneca revision Sourcing and measuring ingredients Researching and planning own dishes	End of topic seneca revision Sourcing and measuring ingredients Researching and planning own dishes	End of topic seneca revision Sourcing and measuring ingredients Researching and planning own dishes and collecting recipe sheets to use in practical lesson.

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Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Food safety	Nutrition	Food science	Food choice	Food provenance	NEA2 mock
Link to Prior Learning	Food safety- Lesson covered yr7,8 and 9	Lesson covered yr7,8 and 9	Lesson covered on heat transfer year 7. Lesson covered on gluten, yeast, emulsification in yr 8 gelatinisation-yr 9	Special diets, farming covered in yr 9. Marketing and labelling covered in yr 7 Sensory analysis covered in all ks3 yr groups	Climate change and deforestation covered in yr 8 Environmentally impacts and food processing covered in yr9	Research and planning own choice dishes are completed in all year groups. Sensory analysis- yr 7, 8, 9 Timeplan- Yr8,9
Key Knowledge	The growth conditions for microorganisms and enzymes and the control of food spoilage. Bacteria, yeasts and moulds are microorganisms. High risk foods. Enzymes are biological catalysts usually made from protein.the use of microorganisms in food production.the different sources of bacterial contamination. the main types of bacteria which cause food poisoning. the main sources and methods of control of different food poisoning bacteria types. the general symptoms of food poisoning. The food safety principles when buying and storing food and preparing and cooking food. Practical: Bridge and claw, Julienne cutting , Shaping, Marinade, Dough making. Meat and ready to eat food.	Protein: the functions, main sources, effects of deficiency and excess related dietary reference values. low and high biological value proteins, protein complementation, protein alternatives eg textured vegetable protein (TVP), soya, mycoprotein and tofu. Fat- unsaturated and saturated. the functions, main sources, effects of deficiency and excess related dietary reference values. Carbohydrates: (starch, sugars and dietary fibre) the functions, main sources, effects of deficiency and excess related dietary reference values. Vitamins (fat and water soluble) A, D, E,K, C, B1,B2,B3,B9,B12 the functions, main sources,	the reasons why food is cooked the different methods of heat transfer.(conduction, convection and radiation) the scientific principles underlying these processes when preparing and cooking food the working characteristics, functional and chemical properties of the following:protein denaturation, protein coagulation, gluten formation, foam formation, gelatinisation, dextrinisation, caramelisation, shortening, aeration, plasticity, emulsification, chemical (baking powder, bicarbonate of soda, self-raising flours which produce carbon dioxide), mechanical (whisking, beating, folding, sieving, creaming and rubbing in – all incorporate air into the mixture)steam is produced	To know and understand factors which may influence food choice. Food choice related to religion, culture, ethical and moral beliefs and medical conditions. How information about food available to the consumer, including labelling and marketing, influences food choice. Food products from British tradition and two different cuisines. sensory testing methods. how taste receptors and olfactory systems work when tasting food.	where and how ingredients are grown, reared and caught. environmental issues associated with food. the impact of food and food security on local and global markets and communities. primary and secondary stages of processing and production. how processing affects the sensory and nutritional properties of ingredients technological developments to support better health and food production including fortification and modified foods with health benefits and the efficacy of these.	Research Planning and selecting appropriate meals to fit the task Timeplan with dovetailing 2 hour timed practical Sensory analysis Nutritional analysis Costing

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		effects of deficiency and excess. The role of antioxidants in protecting body cells from damage. Minerals: calcium, iron, sodium (salt), fluoride, iodine, phosphorus. the functions, main sources, effects of deficiency and excess related dietary reference values. how diet can affect health and how nutritional needs change in relation to: obesity, cardiovascular health (coronary heart disease (CHD) and high blood pressure)bone health (rickets and osteoporosis) dental health, iron deficiency anaemia, Type 2 diabetes.	when the water in any moist mixture reaches boiling point, biological (yeast).			
Links to Careers	Caterer, chef, nutritionist, dietician.		Caterer, chef, food scientist, farming		Caterer, chef, nutritionist, dietician, food manufacturer, butcher.	
Link to Future Learning	Level 3 Food Science and Nutrition Hospitality and catering BTECH	Level 3 Food Science and Nutrition Hospitality and catering BTECH	Level 3 Food Science and Nutrition Hospitality and catering BTECH	Level 3 Food Science and Nutrition Hospitality and catering BTECH	Level 3 Food Science and Nutrition Hospitality and catering BTECH	Level 3 Food Science and Nutrition Hospitality and catering BTECH
Homework	End of topic seneca revision Sourcing and measuring ingredients Researching and planning own dishes	End of topic seneca revision Sourcing and measuring ingredients Researching and planning own dishes	End of topic seneca revision Sourcing and measuring ingredients Researching and planning own dishes	End of topic seneca revision Sourcing and measuring ingredients Researching and planning own dishes	End of topic seneca revision Sourcing and measuring ingredients Researching and planning own dishes	End of topic seneca revision Sourcing and measuring ingredients Researching and planning own dishes

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Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	NEA1- GCSE	Revision and mock prep	NEA2- GCSE	NEA2- GCSE	Revision and exam prep	
Link to Prior Learning	YR 8 and 10 food science topics- practise NEA1 write up and investigations	YR 10	YR 7,8,9- researching, planning meals, sensory analysis of meals. Yr 10- NEA2 mock	YR 7,8,9- researching, planning meals, sensory analysis of meals. Yr 10- NEA2 mock	YR 10	
Key Knowledge	analyse the task, explaining the background research carry out secondary research, using different sources, focusing on the working characteristics, functional and chemical properties of the ingredients analyse the research and use the findings to plan the practical investigation establish a hypothesis/predict an outcome as a result of the research findings. The hypothesis should be a statement which may be proved or disproved. Investigate and evaluate how ingredients work and why through practical experimentation. Each investigation should be related to the research and have a clear aim which can then be concluded. The number of investigations will be determined by the complexity of the	3.2 FOOD NUTRITION AND HEALTH Macro Nutrients • Protein • Fats • Carbohydrates Micronutrients • Vitamins • Minerals Nutritional needs and health • Making informed choices for a varied and balanced diet • Energy needs, • How to carry out nutritional analysis • Diet nutrition and health 3.3 FOOD SCIENCE Cooking of food and heat transfer • Why food is cooked and how heat is transferred to food • Selecting appropriate cooking methods Functional and chemical properties • Protein • Carbohydrates • Fats and oils • Fruit and vegetables • Raising agents 3. 4 FOOD SAFETY Food spoilage and contamination • Micro-organisms and enzymes • The signs of food spoilage • Micro-organisms in food production • Bacterial contamination Principles of food safety • Buying and storing food • Preparing, cooking and serving food 3.5 FOOD CHOICE Factors affecting food choice • Factors which influence food choice • Food choices • Food labelling and marketing influences British and International cuisines Sensory evaluation 3.6 FOOD PROVENANCE Environmental impact and sustainability of food • Food	analyse the task by explaining the research requirements carry out relevant research and analysis related to the: life stage, dietary group or culinary tradition identify a range of dishes eg by mind-mapping, or using annotated images select and justify a range of technical skills to be used in the making of different dishes. demonstrate technical skills in the preparation and cooking of three to four dishes. Refer to the Food preparation skills section of the specification select and use equipment for different technical skills in the preparation and cooking of selected dishes. Food safety principles should be demonstrated when storing, preparing and cooking identify the technical skills within each dish. Photographic evidence will	justify the appropriateness of the **final** dishes in terms of eg technical skills, nutrition, ingredients, cooking methods, food provenance, sensory properties and portion size produce a detailed time plan for the production of the final three dishes including appropriate techniques. Within the plan, food safety principles will be demonstrated when storing, preparing, cooking and presenting the final dishes demonstrate appropriate use of the three hours to dovetail tasks to prepare, cook and present the final three dishes not repeat any dishes from the 'demonstrating technical skills' stage when making their final menu. selection and use of equipment for different technical skills in the preparation and cooking of the final three dishes knowledge and application	3.2 FOOD NUTRITION AND HEALTH Macro Nutrients • Protein • Fats • Carbohydrates Micronutrients • Vitamins • Minerals Nutritional needs and health • Making informed choices for a varied and balanced diet • Energy needs, • How to carry out nutritional analysis • Diet nutrition and health 3.3 FOOD SCIENCE Cooking of food and heat transfer • Why food is cooked and how heat is transferred to food • Selecting appropriate cooking methods Functional and chemical properties • Protein • Carbohydrates • Fats and oils • Fruit and vegetables • Raising agents 3. 4 FOOD SAFETY Food spoilage and contamination • Micro-organisms and enzymes • The signs of food spoilage • Micro-organisms in food production • Bacterial contamination Principles of food safety • Buying and storing food • Preparing, cooking and serving food 3.5 FOOD CHOICE Factors affecting food choice • Factors which influence food choice • Food choices • Food labelling and marketing influences British and International cuisines Sensory evaluation 3.6 FOOD PROVENANCE Environmental impact and sustainability of food • Food	

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	investigations. A range of appropriate testing methods should be identified and carried out to record the results eg annotated photographs, labelled diagrams, tables, charts, sensory testing methods, viscosity tests. analyse and interpret the results of the investigative work. The results will be linked to the research and data explaining the working characteristics, functional and chemical properties of the ingredient(s) evaluate the hypothesis/prediction with justification explain how the results/findings can be applied in practical food preparation and cooking.	sources • Food and the environment • Sustainability of food Food processing and production • Food production • Technological developments associated with better health and food production	be needed to authenticate the technical skills.	of food safety principles (including temperature control) when storing, preparing, cooking and presenting the final three dishes selection, knowledge and use of ingredients when producing different dishes appropriate use of the three hours to demonstrate: technical skills, processes and the use of equipment execution of a range of technical skills with accuracy good judgement with regard to cooking times and methods and the sensory properties of each dish organisation and good planning using the time plan and linking tasks within the 3 hours a range of finishing techniques to produce a high standard of presentation of the final dishes. record and analyse the sensory properties (taste, texture, aroma and appearance) of the three final practical dishes carry out nutritional analysis of the three final dishes analyse the cost of the	sources • Food and the environment • Sustainability of food Food processing and production • Food production • Technological developments associated with better health and food production	

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				three final dishes		
Links to Careers	Caterer, chef, nutritionist, dietician, food manufacturer, butcher, food scientist, food writer/critic		Caterer, chef, nutritionist, dietician, food manufacturer, butcher, food scientist, food writer/critic		Caterer, chef, nutritionist, dietician, food manufacturer, butcher, food scientist, food writer/critic	
Link to Future Learning	Level 3 Food Science and Nutrition Hospitality and catering BTECH	Level 3 Food Science and Nutrition Hospitality and catering BTECH	Level 3 Food Science and Nutrition Hospitality and catering BTECH	Level 3 Food Science and Nutrition Hospitality and catering BTECH	Level 3 Food Science and Nutrition Hospitality and catering BTECH	Level 3 Food Science and Nutrition Hospitality and catering BTECH
Homework	Researching into chosen trial dishes and collecting recipe sheets to follow during the lesson. Weighing and sourcing ingredients	Seneca revision Revision booklets	Seneca revision Revision booklets	Researching into chosen trial dishes and collecting recipe sheets to follow during the lesson. Weighing and sourcing ingredients	Seneca revision Revision booklets	