**Disciplinary Knowledge in Food Technology**

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|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | | **Year 11** |
| **Disciplinary knowledge**  **-Investigate:** *Take inspiration from designers. Learning from processes, techniques throughout history and across the world.*  *- Investigate new & emerging technologies.* | Savoury dishes cooked from around the world including frittata and stir fry.  Availability of ingredients in local supermarkets discussed. | Traditional teas project explores dishes from across the world including bolognaise, curry, risotto, chilli and pizza | *Street Food Project:*  Food religion and factors affecting food choice.  The media and its effect on food choice  Menu planning & exploration of well known & local restaurant chain menu’s  *Foods of the world:*  Investigation of food from Italy, Greece, China and traditional cuisine | Hospitality and catering provision, hospitality and catering providers (commercial and non-commercial) establishments.  Employment roles and responsibilities within the industry as well as working conditions and factors affecting success of hospitality and catering provision.  The positive and negative impacts that the media can have on the hospitality and catering industry.  The effects of new technology and its impacts on the industry.  The role of the environmental health officer  The economy can impact the industry | Exploring case studies of hospitality and catering establishments.  Exploration of dishes from a range of cultures/ for specific client’s needs based on NEA brief.  Factors affecting menu planning. | |
| **-Subject Knowledge:**  *Understand, select and use materials and components successfully.* | **Nutrition:**  Research & copy own Eatwell plate in booklets to build understanding of what makes a balanced diet  Research and define the 8 tips to eating healthily and make links to dishes cooked in practical lessons  **Dietary needs:**  How to create a balanced meal looking at nutritional value of dishes cooked  **Seasonality:**  Working with fresh & seasonal ingredients. Discussion around sustainability and food miles  **Health & safety:**  Knife & oven safety taught. Bridge & claw method. The 4 C’s and food room rules. | **Nutrition:**  Retrieval of Eatwell guide and understanding of what makes a nutritionally balanced meal.  **Dietary needs:**  What do teenagers need to eat and why?  Dietary needs of a variety of life stages  Case study and evaluation  **Seasonality:**  Working with fresh & seasonal ingredients including more meat  **Health & safety:**  Recall of knife and oven safety as practical dishes become increasingly complex. Safe preparation of meat | *Street Food Project:*  **Nutrition:**  Recipe analysis and menu planning using existing nutritional knowledge  **Seasonality:**  Working with fresh & seasonal ingredients  **Health & safety:**  Recall of knife and oven safety as practical dishes become more challenging with more steps. Safe preparation of meat  *Foods of the world:*  **Nutrition:**  Understanding the importance of nutrition. Macro and micronutrients. Effects of deficiency and excess. Nutritional analysis of dishes from around the world.  *Foods of the world:*  **Nutrition**  Analysis of dishes in relation to following nutritional guidelines, portion control and balanced diets.  **Health & safety:**  Dietary needs and food related causes of ill health including allergies and intolerances, bacteria & chemicals. | **Nutrition:**  Macro and micronutrients and the impact they have on the body.  **Dietary needs:**  Provision to meet specific dietary needs (lifestyle, nutritional needs, dietary needs, time available)  **Seasonality:**  The environmental impact within the industry through seasonality and sustainability (reduce, reuse, recycle)  **Safety and Risk Management:**  Understanding safety guidelines, risk management, and Hazard prevention. Students learn to assess potential risks in practical activities, adopt safe practices, know Health and safety guidelines and legislation, as well as understanding first aid principles.  Principles of hazard analysis and COSHH. Accident forms and risk assessments  **Food safety:**  Food related causes of ill health and the signs and symptoms of ill health. | **Nutrition:**  Applying knowledge of nutrition to different life stages. Understanding of the importance of nutrition and application of knowledge to special dietary needs.  How cooking methods can impact nutritional value.  **Hospitality and Catering in Society:**  The impact of the Hospitality and Catering industries on society and the environment. Ethical considerations, social responsibility, and sustainable practices. Exploration of how decisions can contribute to positive social change and address global challenges.  **Safety and Risk Management:**  To identify and explain the control measures to prevent food induced ill health including cross contamination, correct temperature in delivery, storage, preparation and service, physical contamination and be able to able practical dishes. | |
| **Make:**  **-***Select from and use specialist tools, processes, equipment, and machinery**precisely including CAM.* | **Preparing food:**  Washing and preparing fruit and vegetables safely beginning with a fruit salad and building towards a frittata and stir fry where vegetables are cooked.  Fruit is peeled, chopped and baked in an apple crumble.  **Using the cooker:**  Using the hob to fry ingredients in a stir fry and cook a fritatta.  Boiling pasta on the hob and simmering to create a tomato pasta.  Using the oven to bake savoury muffins, apple crumble & scones.  **Knife Skills:**  Bridge & claw method, chopping, dicing  **General practical skills:**  Mixing, boiling and simmering. Measuring, pouring, grating. | **Preparing food:**  Handling raw meat safely chicken, beef and pork.  Preparation of vegetables to be cooked in a variety of dishes.  **Using the cooker:**  Using the hob to brown mince and fry ingredients in vegetarian chilli, bolognaise, risotto, curry  Boiling and simmering ingredients in sauce-based dishes  Using the oven to bake chicken nuggets  **Knife Skills:**  Bridge & claw method, chopping, dicing, dicing chicken, chopping bacon  **General practical skills:**  Mixing, boiling and simmering. Measuring, pouring, grating. | **Preparing food:**  Handling raw meat safely chicken/ beef/ pork  Preparation of vegetables to be cooked in a variety of dishes.  **Using the cooker:**  Using the hob to brown mince in burritos  Frying and simmering ingredients in burritos  Using the oven to bake spring rolls  Making a roux  Baking bread, cakes, cheese straws    **Knife Skills:**  Bridge & claw method, chopping, dicing vegetables, dicing chicken.  **General practical skills:**  Mixing, boiling and simmering. Measuring, pouring, grating, portion, divide, fold, seasoning, kneading, rolling out, laminating pastry | Students learn planning and contingency skills, fundamental preparation skills (such as julienne, whisking), cooking-specific skills, and techniques related to different practical dishes and plating and presentation techniques. | Select appropriate cooking methods and plan dishes for a menu including equipment lists, sequencing/ dove-tailing and demonstrate successful presentation techniques and storage. | |
| **Analyse & Evaluate:**  **-***Analyse the work of past & present designers.*  *-Test, evaluate & refine ideas*  *-Understand developments in DT, its impact on individuals, society and the environment.* | **Sensory analysis:**  Pupils encouraged to notice and discuss smell, texture and appearance of practical dishes  Risk assessment of fruit salad prior to practical  **Evaluation:**  Fruit salad evaluation, scone evaluation & exit tickets after practical dishes. | **Sensory analysis:**  Sensory analysis of bolognaise  **Evaluation:**  Evaluation of case study | *Street Food Project:*  **Evaluation:**  Evaluation of existing menus  Evaluate own street food menu | **Analysing and Interpreting Data:**  Collection of data with analysis and interpretation. Data analysis, such as graphing, interpreting trends, making inferences, and drawing conclusions.  **Evaluation:**  Evaluating based on data analysis, reviewing of dishes and own performance. | **Analysis and Reflection:**  Analysis and reflection on personal performance. Nutritional analysis. Costings.  **Evaluation:**  Students learn to assess their own abilities, set goals, identify areas for improvement, and reflect on their progress in practical and theory activities. | |