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| A picture containing text  Description automatically generated | FT Curriculum | AUTUMN 2023 |
|  | YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10 | YEAR 11 |
| AUT TOPIC | Introduction to Food | Healthy Eating | Balanced Diets | Safe and proper use of kitchen equipment | Safe and hygienic handling of food |
| Key Focus | Expectations (inc. assessment methods) * Room familarisation
* Healthy and Safety
 | Re-cap on how Food lessons work: Food hygiene* Recap on Nutrition from year 7 (5 a day message)
* Seasonality and food miles, link to cost of ingredients Importance of washing foods before preparation (soil, pesticides etc.)
* Food hygiene
 | Discuss the healthiness of certain recipes and the term “balanced diet”.  | Examine the importance of safe use of equipment/appliancesCooking initial dishes in preparation for BTEC Level 1 | Preparation of meat or alternativesCooking initial dishes in preparation for BTEC Level 2 |
| Skills | * Basic knife skills on carrot etc (peeling, top and tailing, cutting into julienne) and use for tasting carrots (organic, non organic, local, old carrots etc.) (could also use celery, peppers, cucumber).
* Sensory analysis on vegetables (introduce different sensory evaluation methods)
 | * Healthy and Safety with knives, hob, blender (if used)
* Importance of organisation – ingredients on trays, wash up as you go along, clean as you go etc.
* Use of different chopping boards/knives/utensils
 | * Examining sources of nutrients and functions with the ingredients used
* Explore micro/macronutrients
* Analyse the importance of Proteins and Fats in the diet
 | Weighing and measuring, Knife skillsCooking according to the recipes providedPreparation skills e.g. chopping, slicing, grating, peeling, mashing, beating; cooking skills e.g. roasting, frying, baking, boiling; knowing when food is cooked; presentation  Follow recipe: weights and measures e.g. use of scales, measuring jugs and spoons; oven temperatures | Making a meat or alternative base, Cooking potato, pasta or riceCooking according to the recipes providedPreparation skills e.g. chopping, slicing, grating, peeling, mashing, beating; cooking skills e.g. roasting, frying, baking, boiling; knowing when food is cooked; presentation  Follow recipe: weights and measures e.g. use of scales, measuring jugs and spoons; oven temperatures |
| Assessment Objectives | * 1. 1.2 1.3.
 | 1.1 1.2 1.3 | 1.1 1.2 1.3 2.2 | 1.1 1.2 1.3. 2.1 2.2 | 1.1 1.2 1.3. 2.1 2.2 |
| Literacy/Numeracy Skills | Reading recipes, weighing/measuring accurately, timings | Reading recipes, weighing/measuring accurately, timings | Reading recipes, weighing/measuring accurately, timings | Reading recipes, weighing/measuring accurately, timings | Reading recipes, weighing/measuring accurately, timings |
| Assessment | Verbal feedback and self assessment. Summative assessment | Verbal and Written feedback. Self feedback. Summative assessment | Verbal and written feedback. Peer and self feedback. Summative assessment | Verbal feedback. Observation of skills/Observation feedback sheet. Photographic evidence of finished product  | Verbal feedback. Observation of skills/Observation feedback sheet. Photographic evidence of finished product  |

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| A picture containing text  Description automatically generated | FT Curriculum | SPRING 2023 |
|  | YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10 | YEAR 11 |
| SPR TOPIC | Healthy eating | Flavour and Finish | Accurate Use of Appliances | Food preparation and cooking activities | Food preparation and cooking activities |
| Key Focus | Recap on the UK’s healthy eating model (the Eatwell Guide) and the 8 tips for healthy eating. | Develop skills around seasoning, flavouring and presentation | Work towards independent use of kitchen appliances | Preparing food items for cooking | Preparing food items for cooking |
| Skills | * Food hygiene
* Health and safety
* Washing up, drying and putting away
* Importance of preparation before cooking
* Weighing and measuring Knife skills Use of kettle Knife skills: peel, grating, slicing, dicing, julienne, chopping herbs
 | * Knife and vegetable preparation skills
* Sautéing (translucent vegetables rather than brown)
* Control of the hob
* Handling and cooking raw meat
* Consideration to tasting for seasoning
* Cooking pasta (to al dente) and draining carefully and safely through a colander
* Consideration to tasting for seasoning and final presentation of dish
 | * Protein foods (meat and non-meat alternatives)
* Making a cheese sauce with the roux method (lump free)
* Control of the hob
* Health and Safety with knives, hob Use of oven (optional, if time)
* Producing a soft pliable pastry dough
* Rolling out pastry Shaping / glazing
* Control of oven
 | * Whisked cake make method, rolling shaping and decorating
* Weighing and measuring, Kneading, shaping use of oven
* Weighing and measuring, Kneading, shaping, rolling out, knife skills use of oven
* Weighing and measuring, knife skills grating chilling and decoration skills
* Weighing and measuring, Use of the hob (boiling, simmering), Preparation of other ingredients, e.g. grating, making a roux sauce, Cooking pasta (and draining), Combining sauce and pasta, (use of grill or oven)
 | * Learners practise their kitchen skills, using a selection of equipment.
* Preparing food items for cooking and prioritising tasks to meet timings and deadlines.
* Eggs, eg boiled eggs and soldiers, scrambled eggs and toast, fried eggs (skills – boiling, toasting, frying, scrambling) and tutor-led discussion – hygiene, sourcing ingredients, nutritional value, effects of the method of cookery, labelling, equipment, cooking tips, seasoning, serving.
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| Assessment Objectives | 1.1 1.2 1.3. | 1.1 1.2 1.3 | 1.1 1.2 1.3 2.2 | 1.1 1.2 1.3. 2.1 2.2 | 1.1 1.2 1.3. 2.1 2.2 |
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| SUM TOPIC | Control of the Oven | Foods from Other Cultures | Importance of Food Hygiene | Development of food preparation, cooking methods and presentation of food Reviewing and tasting dishes | Understanding the importance of nutrition and understanding menu planning |
| Key Focus | Accurate use of kitchen appliances | Explore dishes from India, Thailand, China, Italy (this list is not exhaustive) and link food to culture/provenance etc | Examine the importance of food hygiene | Present food in line with AO for BTEC | Develop and deliver recipes in line with AO for BTEC |
| Skills  | * Accurate weighing and measuring
* Rubbing-in
* Preparation of protein based filling (e.g. cheese, ham)
* Forming a dough
* Shaping and cutting
* Glazing

Safe use of the oven (baking). | * Weighing and measuring
* Use of the hob (boiling, simmering)
* Preparation of other ingredients, e.g. grating
* Making an egg base sauce
* Cooking pasta (and draining), Combining sauce and pasta,
* Foods from different cultures Learners into groups and each group research a selected country – include typical dishes, common ingredients and cooking methods, utensils, social, economic, climatic and political influences on the diet of selected country, health of
 | * Knife and vegetable preparation skills
* Combining, forming and shaping
* Handling and cooking raw meat (if used) (avoiding cross contamination)
* Control of the grill
* Understanding the importance of ensuring meat products are cooked to a minimum core temperature (E.Coli, Salmonella)
* Identifying provenance of meat (farm to fork, traceability, animal welfare).
 | * Consider how diets from different cultures vary – are there any specific health issues linked to any particular cultures (e.g. nutritional deficiencies or excesses, malnutrition, obesity etc.)?
* prepare and cook dishes using at least four different ingredients and a range of different preparation and cooking methods.
* present food, ensuring it meets the requirements set out in AO.
* Review own performance and the dish they have cooked and identify how they could improve on what they have achieved.
 | * Describe the functions of nutrients
* Compare the nutritional needs of specific groups
* Explain what happens if you don’t have a balanced diet
* Know how the different cooking methods impact on the nutritional value of foods
* Know the factors to consider when planning menus Be aware of environmental issues when cooking
* Explain how the dishes meet the customer needs
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| Assessment Objectives | 1.2 1.3. | 1.1 1.2 1.3 | 1.1 1.2 1.3 2.2 | 1.1 1.2 1.3. 2.1 2.2 | 1.1 1.2 1.3. 2.1 2.2 |
| Resources | Reading recipes, weighing/measuring accurately, timings | Reading recipes, weighing/measuring accurately, timings | Reading recipes, weighing/measuring accurately, timings | Reading recipes, weighing/measuring accurately, timings | Reading recipes, weighing/measuring accurately, timings |
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| A picture containing text  Description automatically generated | FT Curriculum | Summer 2023 |
|  | YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10 | YEAR 11 |
| SUM TOPIC | 2D & 3D Insects | Trashion | Digital Art | Unit A1 Being OrganisedUnit CON11 Decorating an inside wall. | Exam – Final piece |
| Key Focus |  |  |  |  |  |
| Skills |  |  |  |  |  |
| Assessment Objectives |  |  |  |  |  |
| Resources |  |  |  |  |  |
| Literacy/ Numeracy skills |  |  |  |  |  |
| Assessment |  |  |  |  |  |
| SUM 2 TOPIC | Pop Art | Landscapes | Mondrian | Mock Exam Final Piece | Revision |
| Key Focus |  |  |  |  |  |
| Skills  |  |  |  |  |  |
| Assessment Objectives |  |  |  |  |  |
| Resources |  |  |  |  |  |
| Literacy/ Numeracy skills |  |  |  |  |  |
| Assessment |  |  |  |  |  |