KS3 Curriculum Overview 2024-25

**Subject: FOOD TECHNOLOGY**

Rationale of KS3 Curriculum:

Baseline practicals to include knife skills, use of oven (hob/oven), safe use of equipment and general health & safety. Build knowledge and practical skills, using retrieval of knowledge to help progress. Varied practical skill opportunities. Topics covered in a chronological order to aid understanding first and then put into practice. Independence encouraged and opportunities given to review and reflect on their personal progression. Students are exposed to more theory context and encouraged to develop their oracy skills and levels of communication. Legal requirements and provenance. A wider understanding of the world; food waste, food miles and costs. Students will develop an understanding of food science and why we cook food.

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| Sequence of Learning: | | | |
| KS3 | Term 1 | Term 2 | Term 3 |
| Year 7 | To explain the layout of the food room and to recognise, name and locate the tools and equipment in the food room.  To describe the expectations for working in the food room including food hygiene and safety practices.  To describe sensory evaluation and list the sensory descriptors for a fruit salad.  To acquire and demonstrate knifer skills  To demonstrate the principles of food hygiene and safety  To describe the principles of the Eatwell Guide  To acquire and demonstrate weighing and measuring, grating, knife skills, rubbing-in, mixing and stirring, assembling and layering, and using the oven (baking | To explain where dairy and alternatives come from and how consumer demand influences availability, e.g. lower fat dairy products. To compare and evaluate a range of dairy and alternative products using food labels and sensory evaluation.  To acquire and demonstrate weighing, measuring, grating, slicing, spreading and using the grill to prepare and cook Pizza toast  To demonstrate principles of food hygiene and safety.  To explain where beans, pulses, fish, eggs, meat and other proteins come from and their importance in the diet.  To perform a simple product analysis and sensory evaluation  To investigate ways in which recipes can be modified. To write a recipe for sweet or savoury muffins. | To demonstrate the principles of food hygiene focusing on knives, handling eggs and using the oven  To investigate some of the factors that affect food choice. To investigate ways in which food can be made appetising, including seasoning, flavouring, visual appearance, presentation.  To acquire and demonstrate knife skills, mixing, using the hob (stir-frying, boiling and simmering), and draining.  To acquire and demonstrate measuring, knife skills and using the hob (frying, boiling and simmering) to prepare and cook a vegetable curry.  To acquire and demonstrate weighing and measuring, peeling, cutting, blitzing, dividing, forming and shaping and using the grill to make lamb or vegetarian koftas. |
| Year 8 | To recall the principles of The Eatwell Guide and relate it to their own diet.  To develop and demonstrate measuring, knife skills, and using the hob (boiling and simmering) to prepare and cook savoury rice.  To describe energy and explain why it is needed.  To develop and demonstrate measuring, knife skills, grating, cake making, and using the oven (baking) to prepare and cook mini carrot cakes.  To explain the sources, types and functions of protein.  To develop and demonstrate knife skills, grating and using the oven (baking) to prepare and cook frittata. | To develop and demonstrate knife skills, rubbing-in, forming and shaping a dough, and using the oven (baking) to prepare and cook fruit scones  To name the key micronutrients and state why they are needed in the diet.  and Niacin) and C.  To explain the sources, types and functions of calcium, iron and sodium. To explain the process of gelatinisation in sauce making.  To develop and demonstrate knife skills, using the hob (boiling and simmering), the all-in-one sauce method, and using the grill to prepare and cook tuna pasta bake (or vegetarian alternative).  To develop and demonstrate preparation and cooking of raw meat, knife skills, and using the hob (frying, boiling and simmering) to prepare and cook Rogan josh (or vegetarian alternative). To the principles of food hygiene and safety, focusing on handling and cooking raw meat, using knives and the hob. | To describe the functions of ingredients used in bread making.  To develop and demonstrate knife skills, forming, kneading and shaping yeast dough, and using the oven (baking) to prepare and cook pizza wheels.  To develop and demonstrate knife skills, handling and cooking raw turkey, mixing, portioning, shaping, and using the grill to prepare and cook turkey burgers (or vegetarian alternative).  To consolidate and demonstrate knife skills, mixing, using the hob (frying), and assembling to prepare and cook fajitas (or vegetarian alternative). |
| Year 9 | To describe and apply the principles of *The Eatwell Guide* and relate this to diet through life.  To outline why dietary needs change throughout life stages.  To describe the main dietary requirements in each key life stage.  To investigate diet related health issues  To secure and demonstrate knife skills and using the hob (frying, boiling and simmering) to prepare and cook a bacon or mushroom risotto.  To list and explain the dietary needs of children and young people.  To investigate the relationship between physical activity and energy balance  To secure and demonstrate knife skills, grating, using the hob (frying, boiling and simmering), draining and using the grill to prepare and cook a pasta  To identify different special dietary needs (including food allergens, food intolerance, and religious/cultural needs).  To secure and demonstrate knife skills, use of the hob (frying, boiling, simmering), draining, mashing, layering, and using the grill to prepare and cook a cottage pie. | To 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.  To secure and demonstrate knife skills, using the hob (frying, boiling and simmering), draining, portioning, forming and shaping, and using the oven (baking) when preparing and cooking samosas.  To develop and demonstrate the principles of food hygiene and safety, focusing on using knives, handling and cooking raw meat (if using), the hob, and the oven.  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 secure and demonstrate weighing and measuring, knife skills, grating, rubbing-in, forming and shaping, rolling out, and using the oven (baking) to prepare and cook a savoury tart. | To secure and demonstrate weighing and measuring, knife skills, creaming, folding, preparing baking tins, and using the oven (baking) to prepare and cook a Dutch apple cake.  To secure and demonstrate the principles of food hygiene and safety, focusing on handling eggs, using knives, small pieces of electrical equipment, and the oven.  To secure and demonstrate knife skills, using the hob (frying, boiling, simmering), assembling and layering, and using the oven to prepare and cook a lasagne.  To secure and demonstrate the principles of food hygiene and safety, focusing on using knives, handling and cooking raw meat (if using), the hob, and the oven.  To explain the science of gelatinisation.  To secure and demonstrate food preparation skills, e.g. knife skills, mixing and combining, forming and shaping, assembling and layering, and using the hob, grill or oven  To investigate food choice, meal options and recipe-kits available in supermarkets or for home delivery. |