

# Long Term Curriculum Plan

## Subject: Food Technology

Lessons per fortnight Key Stage 3:	2
Lessons per fortnight Key Stage 4:	5
Lessons per fortnight Key Stage 5:	8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 8</b>	Food Hygiene (HACCP) Food safety (Cross contamination)	Nutrition (micro nutrients) Preparation and cooking methods  <b>Fruit crumble; courgette muffins; bread buns</b>	Functions of ingredients Types of flour Scones pastry and cakes	Food Science Commodities  <b>Dutch apple cake; frittata.</b>	Cooking methods	Food miles & Fairtrade Food provenance  <b>Stir fry Scones</b>
<b>Year 9</b>	<i>The importance of nutrition and health</i>	<i>Cooking techniques</i>  <b>PRACTICAL: Preparation and cooking skills and techniques</b>	<i>Sensory analysis and food evaluation</i>  World Foods/ Special diets	<i>Special diets- medical/ethical/ lifestyle</i>  <b>PRACTICAL: Preparation and cooking skills and techniques</b>  Alignment Assessment Task - Afternoon tea/	<i>Nutrition at different life stages</i>	<i>Food safety- Causes, prevention and HACCP</i>  <b>PRACTICAL: Preparation and cooking skills and techniques</b>
<b>Year 10</b> <b>NEA</b> <b>EXAM</b>	<b>1.1.1 Hospitality and catering providers x 5 lessons.</b>	<b>1.1.2 Working in the hospitality and</b>	<b>1.3.1 Health and safety in hospitality and catering</b>	<b>1.4.1 Food related causes of ill health</b>	"Windows Around The World Restaurant would like to expand its menu and add a fusion section. The restaurant is very small and houses 16 tables but has seats	

<p>2 lessons per fortnight aligned, 3 non-aligned.</p>	<p><b>(no assessment unless paper is split this ½ term.)</b></p>	<p><b>catering industry x 4 lessons</b></p> <p><b>1.1.3 Working conditions in the hospitality and catering industry x 2 lessons</b></p> <p><b>1.1.4 Contributing factors to the success of hospitality and catering provision x 2 lessons</b></p> <p><b>ASSESSMENT 1.1.1 – 1.1.4</b></p>	<p><b>provision x 3 lessons</b></p> <p><b>1.3.2 Food safety x 2 lessons</b></p> <p><b>Assessment 1.3.1 – 1.3.2</b></p>	<p><b>1.4.2 Symptoms and signs of food-induced ill health</b></p> <p><b>1.4.3 Preventative control measures of food-induced ill health</b></p> <p><b>1.4.4 The Environmental Health Officer (EHO)</b></p> <p><b>6-8 lessons 1.4.1-1.4.4 assessment</b></p> <p><b>Hermitage- full past paper 2022</b></p>	<p>outside which get very busy in summer. Most of the trade is local, especially in the winter months however, summer can become extremely busy as Willows is very close to the seaside town of Whitby. The restaurant mostly specialises in pasta and fish-based dishes however it really struggles to sell desserts. The owner believes this is due to the quality of the desserts as many are pre-prepared. Fusion food is one of the trends of 2023, here two country's cuisine are merged to create a dish. The restaurants trade is mostly made up of families (adults and small children) You have been asked as the trainee chef to design 2 Main course/desserts that incorporate 2 ingredients or style from 2 countries. With government guidelines linked to healthy eating, 1 of the 2 dishes need to incorporate a healthy approach such as being fruit based or low sugar."</p> <p><i>12 hours including making</i></p> <ul style="list-style-type: none"> <li>• MOCK NEA 2.1.1 - Task 1a: Eatwell Guide &amp; NHS</li> <li>• MOCK NEA 2.1.1 - Task 1a: Life stages</li> <li>• MOCK NEA 2.1.1 - Task 1a: Protein</li> <li>• MOCK NEA 2.1.1 - Task 1a: ] Carbohydrates</li> <li>• MOCK NEA 2.1.1 - Task 1a:] Fats, Vitamins and Minerals</li> <li>• 2.1.2 - Explain the impact of cooking methods on the nutritional value of the chosen dishes. X 3 lessons</li> </ul>
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<p><b>Year 11 NEA EXAM</b></p> <p>2 lessons per fortnight</p>	<p><b>NEA LIVE ASSESSMENT UNIT 2.</b></p> <p><b>ALL CENTERS TO ALIGN TASK</b></p>	<p><b>NEA LIVE ASSESSMENT UNIT 2.</b></p> <p><b>ALL CENTERS TO ALIGN TASK</b></p>	<p>1.1.1 Hospitality and catering providers</p> <p>1.1.2 Working in the hospitality and catering industry</p> <p>1.1.3 Working conditions in the</p>	<p>1.4.1 Food related causes of ill health</p> <p>1.4.2 Symptoms and signs of food-induced ill health</p> <p>1.4.3 Preventative control measures</p>	<p>1.2.1 The operation of the front and back of house</p> <p>1.2.2 Customer requirements in hospitality and catering</p>

aligned, 3 non-aligned.			<p>hospitality and catering industry 1.1.4 Contributing factors to the success of hospitality and catering provision <b>ASSESSMENT 1.1.1 - 1.1.4</b></p> <p>1.3.1 Health and safety in hospitality and catering provision 1.3.2 Food safety <b>ASSESSMENT 1.3.1 - 1.3.2</b></p>	<p>of food-induced ill health 1.4.4 The Environmental Health Officer (EHO) <b>1.4.1-1.4.4 assessment</b></p> <p><b>Hermitage- full past paper 2023</b></p>	<p>1.2.3 Hospitality and catering provision to meet specific requirements <b>1.2.1-1.2.3 assessment</b></p> <p><b>REVISION</b></p>	
<b>Year 12</b>	<p><b>Unit 1 Meeting Nutritional needs of Specific Groups</b> Nutrition theory and related practical work. Focused complex skills practical work.</p>	<p><b>Unit 2 Ensuring Food is Safe to Eat</b> Relate theory to practical work</p>	<p><b>Unit 1 Meeting Nutritional needs of Specific Groups</b> Nutrition theory Meal planning</p> <p>Jan – Feb half term: Practise practical brief (not the scenario for the real task)</p> <p>Feb – April: Begin 9½ chosen brief (option A or B)</p> <ul style="list-style-type: none"> <li>• Planning 3 hours</li> <li>• Practical exam 3½ hours</li> <li>• Evaluation 3 hours</li> </ul>	<p><b>Unit 2 Ensuring Food is Safe to Eat</b> relate to theory and practical work</p>	<p><b>Unit 1 Meeting Nutritional needs of Specific Groups</b> Nutrition theory Complete Unit 1 practical brief, complete Mark Record sheet and observation sheet. <b><u>SEND TO WJEC FOR MODERATION BY 15 MAY</u></b></p> <p><b>REVISION FOR UNIT 1 Meeting Nutritional needs of Specific Groups</b> WRITTEN PAPER: JUNE</p>	<p>After exams: Prepare research for optional brief <b>Unit 3 or 4</b></p>

			Mock unit 1 Examination			
<b>Year 13</b>	<p><b>Unit 3 Experimenting to Solve Food Production Problems</b></p> <p>OR</p> <p><b>Unit 4 Current Issues in Food Science and Nutrition planning</b></p> <p>Possible practise task as a group (not the brief for the real task) Oct – Dec: complete chosen brief for Unit 3 or 4</p> <ul style="list-style-type: none"> <li>• Unit 3 = 12 hours</li> <li>• Unit 4 = 14 hours</li> </ul>	<p>Hand in completed Unit 3 or 4 task. Complete Mark record sheet and Observation sheet for any practical work</p> <p><b><u>SEND TO WJEC FOR MODERATION BY 15 MAY</u></b></p>	<p><b>Unit 2 Ensuring Food is Safe to eat</b></p> <p>Theory and practical work Mar – April: Practise task as a group 'Easy Eats'</p> <p><b>Unit 1 Meeting Nutritional needs of Specific Groups</b></p> <p>Theory and practise papers if retaking exam in June</p>	<p><b>Unit 2 Ensuring Food is Safe to eat</b></p> <p>Theory and practical work Mar – April: Practise task as a group 'Easy Eats'</p> <p><b>Unit 1 Meeting Nutritional needs of Specific Groups</b></p> <p>Theory and practise papers if retaking exam in June</p>	<p><b>Unit 2 Ensuring Food is Safe to eat</b></p> <p>1st. MAY BEGIN Unit 2 Ensuring Food is Safe to eat 8 HOUR TASK</p> <p>Complete in 3 weeks</p> <p><b>UNIT 3 OR UNIT 4 TO WJEC FOR MODERATION BY 15 MAY</b></p> <p>SEND <b>UNIT 2</b> FOR MARKING TO WJEC BY 1 JUNE</p> <p><b>REVISION FOR UNIT 1 Meeting Nutritional needs of Specific Groups WRITTEN PAPER: JUNE</b> if retaking exam</p>	

**RAISING BOYS ACHIEVEMENT: Strategies are built into the LTP and SoL through teaching and learning strategies as outlined below. Teachers should update their CPD and action new learning strategies from NELT.**

Clear objectives to be set every lesson as per the SoW and SoL so boys know what they are learning and why; Assessment points to be shared at the start of the course and uploaded onto PARS/ reiterated in lesson time so that boys know what is being assessed, when and why; each assessment should be different, combining a range of practical and theory based assessments; theory work must be marked using WWW and EBI's k; visual tasks, single tasks, risk taking, short timed tasks and interactive tasks are all built into the practical activities; tasks and assessments are also timed with feedback being given in the subsequent lesson; in practical lessons, feedback and praise should be specific, meaningful and immediate; boys should be given roles in the 'kitchen brigade' during practical lessons so that they can take responsibility and receive praise for actions; allow boys 1 week in which to do homework tasks and make improvements in order to have adequate reflection time.