

What will my child learn in Design and Technology (Food)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>An introduction to the Eatwell guide focusing on; why we eat food, what a balanced diet is, how we should try to achieve a balanced diet and why a third of our diet should be fruit and veg.</p> <p>An introduction to sensory evaluations/analysis and how the sensory qualities of food enable us to develop recipes</p> <p>Introduction – safety and hygiene in the food rooms will be introduced and continue throughout the year. This will include:</p> <ul style="list-style-type: none"> • Personal hygiene for safe preparation of food • Washing up and sanitising • Safe use of kitchen equipment, including cooker and hob • Knife control will focus on bridge and claw • Working in a busy kitchen, keeping yourself and others safe. • Safe correct use of equipment. <p>Combination of practical and theory work. Dishes will include coleslaw and potato Salad.</p>	<p>An introduction on function of ingredients. Reduction and shortening method will be explored.</p> <p>Embedding good routines in practical lessons will continue with a combination of practical and theory work. Dishes will include pasta sauce, apple crumble bars and rock cakes.</p>	<p>API written assessment.</p> <p>A first introduction to macronutrient (protein, fat, carbohydrates, and fibre) and their essential place in a balanced diet. Carbs focus, within the 3 macro nutrients.</p> <p>How flour becomes bread – primary and secondary processing. Introduction to gluten and its function as an ingredient.</p> <p>Embedding good routines in practical lessons will continue with a combination of practical and theory work. Dishes will include flatbread and fresh pasta.</p>	<p>Introduction to macronutrients with a focus on Protein.</p> <p>We will explore how protein connects to carbs and helps to keep us fuller for longer</p> <p>Fibre and protein plant-based snacking will be the focus for the final topic of this term.</p> <p>Quizzing and reflective learning. Embedding good routines in practical lessons will continue with a combination of practical and theory work. Dishes will include hummus and no pastry mini quiche.</p>	<p>Introduction to macronutrients – Fats</p> <p>Classification of Fats (saturated and unsaturated). Why we need fat in our diet. What fats are in the foods we eat.</p> <p>Embedding good routines in practical lessons will continue with a combination of practical and theory work. Dishes will include cauliflower cheese and layered salad.</p>	<p>Revision lesson and preparation for AP2 exam.</p> <p>AP2 exam Embedding macronutrients</p> <p>Introduction to seasonal foods. Where Food Comes from and Seasonality. What does it mean to eat seasonally?</p> <p>Embedding good routines in practical lessons will continue with a combination of practical and theory work. Dishes will include summer fruits smoothie and ratatouille.</p> <p>END OF TERM HOUSE COMP: Tunnock's Teacake Challenge</p>

<p>Year 8</p>	<p>Continued development of safety and hygiene in the food rooms will continue throughout the year. This year knowledge will be deepened with a focus on:</p> <ul style="list-style-type: none"> • Transportation of food safely and hygienically • Safe use of new equipment electronic equipment in the kitchen • How to use a heat prob and know the dangers of undercooked poultry • The importance of recognising hazards that can lead to food poisoning • Safe food storage, esp. high-risk foods (rice and chicken) <p>Students will continue to develop skills in sensory evaluations/analysis and how the sensory qualities of food enable us to develop recipes.</p> <p>Function of ingredients topic will be focused on rubbing in/melting/creaming methods during biscuit making practical lessons.</p> <p>Combination of practical and theory work. Dishes will include oat biscuits, cheese shortbread and chicken nuggets.</p>	<p>Referring still to the Eatwell guide, students will be deepening their knowledge and understanding of the 3 main macro nutrients and their daily need for healthy living.</p> <p>Caramelisation – to soften and sweeten – will be the focus of function of ingredients this term.</p> <p>Embedding safe routines in practical lessons will continue with a combination of practical and theory work. Dishes will include Gnocchi, meatballs and stir fry.</p>	<p>What are staple foods? Looking at UK staple foods - cereals (oats and wheat), vegetables (beans, pulses, lentils) and potatoes.</p> <p>Embedding safe routines in practical lessons will continue with a combination of practical and theory work. Dishes will include fresh pasta raviolo, potato farls and Oat banana and sultana biscuits.</p>	<p>We will look at carbs in more depth sugar/starch/fibre. We will look at free sugars are simple sugars. Why sugar is 'bad'? What happens to excess sugar? Why starch and fibre are good- keep it simple and stick to sugar/obesity.</p> <p>The second part of our sugar work will look at hidden sugars. Tax on sugar and sugars in soft drinks.</p> <p>Embedding safe routines in practical lessons will continue with a combination of practical and theory work. Dishes will include low fat carrot cake tray bake and toasted granola cereal.</p>	<p>An introduction to micronutrients – the basics! What are the vitamins and minerals we need in our diet and why. What foods we can get them from.</p> <p>Embedding safe routines in practical lessons will continue with a combination of practical and theory work. Dishes will include Couscous salad, smoothies, and mozzarella sticks.</p>	<p>Revision lesson and preparation for AP2 exam.</p> <p>AP2 exam</p> <p>Food waste and leftovers. This topic will explore:</p> <ul style="list-style-type: none"> • Use buy/sell by dates • Using leftovers, avoiding food waste in landfill/climate change and energy from food. • Climate dependent – home grown • Climate change/food security <p>Embedding safe routines in practical lessons will continue with a combination of practical and theory work. Dishes will include bubble and squeak, summer berry traybake and bread and butter pudding.</p> <p>END OF TERM HOUSE COMP: Tunnock's Teacake Challenge</p>
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<p>Year 9</p>	<p>Continued development of safe and correct use of the kitchen when cooking will continue throughout all terms and will focus on:</p> <ul style="list-style-type: none"> • Knowledge of potential hazard in the kitchen. (knives/hob/oven/steam/b oiling/blending/cross contamination of dirty surfaces and utensils) • correct judgement of when food is ready to eat safety and how to reheat if needed • Danger zones, bacterial control, food poisoning, heat prob <p>The function of pastry ingredients; shaping ingredients/presentation will be learnt and practiced.</p> <p>An understanding of raising agents (mechanical, Chemical or Biological) and how they add air to ingredients will be learnt and practiced.</p> <p>Combination of practical and theory work. Dishes will include Cheese straws, Sausage roll and lemon drizzle cake.</p>	<p>Raising agents work will conclude.</p> <p>The topic of Gelatinisation and gelation will be introduced. What does this term mean and how does this happen in relation to function of ingredients? How does starch thicken and set ingredients?</p> <p>Safe food practices and food hygiene work will be a focus in all practical lessons. Dishes will include one pot pasta, sweet and sour chicken, and Yorkshire puddings.</p>	<p>Ensuring knowledge is secure on the main macro and micronutrients we need to include in our diets. Why we need them daily need for healthy living, the main sources and how to get them into your diet.</p> <p>Safe food practices and food hygiene work will be a focus in all practical lessons. Dishes will include smoky beans, kofta's and egg fried rice (revisit food safety – reheating and storage or rice).</p>	<p>Developing knowledge of micronutrients continues.</p> <p>New topic on food choices introduced. Why do we eat what we eat? What are the main factors which influence food choice? Health/cost/religion and culture/ethics/availability of ingredients</p> <p>Safe food practices and food hygiene work will be a focus in all practical lessons. Dishes will include Greek salad and smoothies.</p>	<p>Developing knowledge of micronutrients continues.</p> <p>This term we will look at the nutritional information on food labels and how they give consumers information so they can make informed choices and how to read and understand them.</p> <p>Continuing the work on food labelling students will look at traffic lights on food packaging. How to read traffic lights on food labelling. What the colours mean.</p> <p>Safe food practices and food hygiene work will be a focus in all practical lessons. Dishes will include burgers and lemon cupcakes.</p>	<p>Revision lesson and preparation for AP2 exam.</p> <p>AP2 exam</p> <p>Food waste and leftovers</p> <p>Food waste/leftovers and seasonality. Discarded food (at home and commercially) use buy/sell by dates, using leftovers, avoiding food waste in landfill/climate change and energy from food</p> <p>Safe food practices and food hygiene work will be a focus in all practical lessons. Dishes will include savoury bread and butter pudding and Jammie blackberry & almond crumble cake.</p> <p>END OF TERM HOUSE COMP: Tunnock's Teacake Challenge</p>
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Year 10	<p>Introduction to Macro nutrients – Protein and Fat/oils, their functions in the body, sources, and the effects of deficiency. We move onto functional and chemical properties of Protein and Fats/oils and how these can change the sensory qualities of foods and uses in cooking.</p> <p>Over a block of 5 lessons a fortnight student will have 2 practical sessions. All recipes are selected to help compliment a ‘theory’ aspect being taught at that time. However, they will mainly support the development of culinary skills and safe working practices. The practical sessions will not always be ‘complete’ dishes, but rather focus on developing a skill.</p>	<p>Macronutrients continue with completing work on Fats and oils and then moving onto Carbohydrates. We will again look at their functions in the body, sources, and the effects of deficiency.</p> <p>We will explore how Carbohydrates and Fats have functional and chemical properties in food and how this can change its sensory qualities and uses when cooking.</p> <p>Practical work will continue once a week where dishes cooked will support the development of food preparation and nutrition subject knowledge and skills. Dishes include Bolognese sauce, cheese and vegetable pasties and fresh Ravioli.</p>	<p>Introduction to micronutrients and antioxidants. Sources, types, deficiency, functions.</p> <p>We will begin work the reasons our food choices are often restricted. Areas studied will included what is healthy eating, energy needs verses energy balance (BMR, PAL) and health and diet related disease.</p> <p>The term will conclude with studying how religion, social settings, moral opinion, and international cuisine can also guide our decision on what we eat.</p> <p>Practical work will continue once a week. Dishes include Gingerbread cake, Spring roll and falafel.</p>	<p>We will conclude work on food choice this term through exploring food intolerances, fortification, additives.</p> <p>This term we will look in more detail around the science behind cooking in preparation for NEA 1 which we begin at the start of year 11. Our focus will be why food is cooked and methods of cooking.</p> <p>Finally, we will look at raising Agents. Why we use them, how do they work and the types available in cooking.</p> <p>Practical work will continue once a week. Dishes include cheese and herb scone, gluten free brownies and risotto.</p>	<p>This term we will study food provenance. This topic will include learning about how food is grown, reared, or caught and then how it is processed through primary and secondary means.</p> <p>We will study food regarding seasonality, organic, GM, carbon footprint, fair trade and food waste.</p> <p>The term will conclude will the study of sustainability, food labelling and the law, and nutritional analysis of ingredients</p> <p>Practical work will continue once a week. Dishes include chapati, fish cakes, Strawberry cheesecake and jam.</p>	<p>The final term of Year 10 will focus on food safety on food hygiene.</p> <p>Students will undertake a food safety research task in preparation for NEA 2 which we begin at the start term 2 in year 11.</p> <p>We will study food spoilage, food contamination and food safety preparation procedures.</p> <p>The AP2 WRITTEN EXAM PAPER will be sat during this term and revision work will take place.</p> <p>Practical work will continue once a week. Dishes include chicken kiev, egg fried rice and chocolate mousse.</p>

Year 11	<p>NEA 1 released 1st September 15% of the Final grade:</p> <p>Food science experiment Including research, hypothesis, methodology, experiment, and conclusion.</p> <p>Homework on revision topics set in line with the mock paper they will sit in November.</p>	<p>Mock exam 1</p> <p>NEA 2 brief released 1st November. Worth 35% of the final grade.</p> <p>Begin research for NEA2. Begin trialling techniques for Section B.</p> <p>Homework on revision topics set in line with the mock paper they will sit in February.</p>	<p>Continuation of trialling for NEA 2 final choices.</p> <p>NEA 2 planning for assessment in preparation for 3-hour practical assessment at start of term 3.</p> <p>Homework on revision topics set in line with the mock paper they will sit in February.</p>	<p>3-hour practical assessment during this term for NEA 2. Date to be confirmed.</p> <p>Mock exam 2.</p> <p>Complete NEA 2 assessment.</p>	<p>Targeted revision for the GCSE Exam 50% of the final grade.</p> <p>Final exams homework guided revision for the final exam.</p>	
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