

Design & Technology: Food

Curriculum intent:

The Dormston Design and Technology curriculum area is committed to providing students with the opportunities to develop their Design and Technology capabilities. This is achieved by the combining of design and making skills, with knowledge and understanding.

Food Technology is an integral part of the DT curriculum, not only covering the requirements of the National curriculum (giving them an understanding of the principles of nutrition and learn how to cook) but also incorporating many of the key elements of the programmes of study for DT, such as research, problem solving, independence, planning and evaluation. It also draws on mathematical and scientific knowledge.

It gives students the knowledge and understanding of the impact of food on our daily life and in the wider world. It encourages students to be resourceful and capable citizens.

Literacy/Reading/Oracy opportunities:

Through the course students are given the opportunity to develop their literacy, reading and oracy skills. Whether it be through class discussion, reading and following recipes during practical sessions or in comprehension tasks.

Books I can read: How Food Works: The Facts Visually Explained by Dk, The story of food – Giles Coren and Cooking Up a Storm Paperback – by Sam Stern

Films/TV programmes I can watch: Inside the Factory, Master Chef, Jimmy's Food Factory, The Blue Planet, The Food Inspectors.

Places I can visit: BBC Good Food Show, Local Farm Shops, Farmers markets, Cadbury world.

Curriculum rationale Year 7 - 11	Food Module	Spring	Summer
Year 7	Area of Study – Introduction to food practical skills, diet and health.		

	<ul style="list-style-type: none"> • Introduction to safety and hygiene. • Safe use of equipment, including the cooker. • What happens when food is cooked. • Weighing and measuring • Diet and health- a balanced diet and the Eatwell guide. <p>Pupils will also make a variety of dishes that link to the theory elements of the course. These include: fruit fusion, French bread pizza, fruit crumble, pasta salad and cakes.</p>		
Why?	To ensure correct working practices in Food. Pupils understand the importance of a healthy diet and lifestyle		
How parents / carers can support	Support in the provision of ingredients for practical lessons. Provide feedback on dishes that have been made in school. Encourage involvement in cooking at home.		
	Food	Spring	Summer
Year 8	Area of Study – Food Safety, Nutrition, Food science.		

	<ul style="list-style-type: none"> • Food spoilage- exploring chemical, biological and physical hazards. Safe storage and key temperatures. • Nutrition • Vegetarians • Focus on bread- Food science- working properties of ingredients. <p>Pupils will also make a variety of dishes that link to the theory elements of the course. These include: Bolognese, Fajitas, bread, pizza and Dutch apple cakes.</p>		
Why?	<p>To develop knowledge and understanding of food safety.</p> <p>To introduce the basic nutrients, developing an understanding of the sources, function and deficiencies.</p> <p>To apply their knowledge and understanding of nutrition to the vegetarian diet.</p> <p>To understand the functions of ingredients and how ingredients work together.</p>		
How parents / carers can support	<p>Support in the provision of ingredients for practical lessons.</p>		

	Provide feedback on dishes that have been made in school. Encourage involvement in cooking at home.		
	Food	Spring	Summer
Year 9	<p>Area of Study - Food Provenance, Specific diets and Food Science.</p> <ul style="list-style-type: none"> • Recap on food safety • Review/ analyse healthy eating messages. • Dietary needs of target groups from birth to older adults. • Specific diets. • Focus on Pastry – types, working properties of ingredients. • British and international foods. <p>Pupils will also make a variety of dishes that link to the theory elements of the course. These include: muffins, brownies, calzone, curry or chilli, pastry pie and cheesecake.</p>		
Why?	<p>To recap/develop knowledge and understanding from Year 8.</p> <p>To continue to develop practical skills and the science behind food.</p>		

	To understand where food comes and food from different regions of the world.		
How parents / carers can support	Support in the provision of ingredients for practical lessons. Provide feedback on dishes that have been made in school. Encourage involvement in cooking at home.		
	Autumn	Spring	Summer
Year 10	<ul style="list-style-type: none"> • Microorganisms, enzymes and food spoilage. • Food spoilage. • Food preservation. • Knife and presentation skills. • Diet and health- Healthy eating initiatives. • Macro nutrients: Protein, fats and carbohydrates. • Micronutrients: Vitamins, minerals and trace elements. • Food commodities: Pastries. <p>On a weekly basis, students make a variety of dishes that are linked to the topics that they are studying.</p>	<ul style="list-style-type: none"> • Target groups and dietary requirements. • Specific dietary needs e.g. CHD and lactose intolerant. • Food commodities: Protein alternatives. • Factors affecting food choice. • Individual energy requirements. • Primary and secondary processing of foods. • Food commodities- cereals, fruit and vegetables. • Bread • Gelatinisation of starch – sauces and pasta. <p>On a weekly basis, students make a variety of dishes that are linked to the topics that they are studying.</p>	<ul style="list-style-type: none"> • Food commodities – Dairy products and eggs. • Heat transfer and cooking methods. • Food and the environment: sustainability and waste. • Food packaging and labelling. • Food provenance. • Food investigational work – in preparation for NEA1 • End of Year written exam. • Two-hour end of year practical exam. <p>On a weekly basis, students make a variety of dishes that are linked to the topics that they are studying.</p>

Why?	<p>To develop knowledge and understanding of key topics as outlined on the specification.</p> <p>To develop practical skills.</p> <p>To develop a scientific understanding of the working properties of foods.</p>	<p>To develop knowledge and understanding of key topics as outlined on the specification.</p> <p>To develop practical skills.</p> <p>To develop a scientific understanding of the working properties of foods.</p>	<p>To develop knowledge and understanding of key topics as outlined on the specification.</p> <p>To develop practical skills.</p> <p>To develop a scientific understanding of the working properties of foods.</p> <p>To develop an understanding of the Controlled assessment element of the final GCSE.</p> <p>To gain experience of preparing several dishes in a fixed time frame.</p> <p>To experience controlled examination conditions.</p>
How parents / carers can support	<p>Support in the provision of ingredients for practical lessons.</p> <p>Provide feedback on dishes that have been made in school.</p> <p>Encourage involvement in cooking at home.</p> <p>To support in the completion of homework.</p> <p>To watch relevant TV programmes on diet and health, as well as those on Food Preparation.</p>	<p>Support in the provision of ingredients for practical lessons.</p> <p>Provide feedback on dishes that have been made in school.</p> <p>Encourage involvement in cooking at home.</p> <p>To support in the completion of homework.</p> <p>To watch relevant TV programmes on diet and health, as well as those on Food Preparation.</p>	<p>Support in the provision of ingredients for practical lessons.</p> <p>Provide feedback on dishes that have been made in school.</p> <p>Encourage involvement in cooking at home.</p> <p>To support in the completion of homework.</p> <p>To watch relevant TV programmes on diet and health, as well as those on Food Preparation.</p>
	Autumn	Spring	Summer
Year 11	<ul style="list-style-type: none"> • Food commodities: Meat and fish. • NEA 1: Food Investigation Unit (15% of final GCSE grade) 	<ul style="list-style-type: none"> • Completion of NEA 2, including a 3-hour assessed practical exam and written review. • Exam preparation for summer examination. 	<ul style="list-style-type: none"> • Exam preparation for summer examination, to include use of revision workbooks, strategy packs, bitesize and exam questions.

	<ul style="list-style-type: none"> • NEA 2: Food Preparation Assessment (35% of final GCSE grade) • Preparation for mock examination • Mock examination 2 		
Why?	<p>To develop knowledge and understanding of key topics as outlined on the specification.</p> <p>To consolidate knowledge, understanding and skills in the completion of controlled assessment tasks.</p>	<p>To develop knowledge and understanding of key topics as outlined on the specification.</p> <p>To consolidate knowledge, understanding and skills in the completion of controlled assessment tasks. To revisit topics for the final examination.</p> <p>To gain experience of exam style questions.</p>	<p>To revisit topics for the final examination.</p> <p>To gain experience of exam style questions.</p> <p>To prepare for final GCSE written paper.</p>
How parents / carers can support	<p>Support in the provision of ingredients for practical lessons.</p> <p>Provide feedback on dishes that have been made in school.</p> <p>Encourage involvement in cooking at home.</p>	<p>Support in the provision of ingredients for practical lessons.</p> <p>Provide feedback on dishes that have been made in school.</p> <p>Encourage involvement in cooking at home.</p>	<p>Support with revision</p>