

Subject: Food Curriculum Overview 2017

	Term 1	Term 2	Term 3	Notes
Year 7	<p>Induction to Food Technology , 'I am safe with Food'. Students are introduced to the food technology lessons working on good hygiene and safety practice. They complete a number of practical activities to reinforce this learning, demonstrating cutting and chopping skills, hob, oven and grill control.</p>	<p>The 'Healthy Eater' unit of work. Students start with a SOLE lesson and the 'killer question': Where do nutrients originally come from? Each nutrient is then looked at in more detail starting with carbohydrates (bread making), protein (adapting a mince recipe) and fats (murder mystery activity- cake making)</p>	<p>Project Based Learning: Design a 'community cookbook' Students follow the design process, researching the design brief they have been given and finding suitable recipe ideas. They then complete 2 design ideas and following a peer critique produce a final design which is made during the practical activity. This product is then evaluated and modified to produce the final dish. Student needs to produce a recipe page as evidence for inclusion in the 'community cookbook'.</p>	<p>https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study/national-curriculum-in-england-design-and-technology-programmes-of-study#key-stage-3</p>
Year 8	<p>First and second term is focused on a 'Back to the future' project looking at how food has evolved through time from prehistoric days to future food. Students focus on a different time era each lesson and complete a number of practical activities based on the ingredients available at the time.</p>		<p>Project Based Learning- Bar Rescue. Students are working in a group to produce 4 starter dishes for a failing bar/restaurant in the North East. Each group is given a different area to focus on and need to research the demographics to find a suitable three course menu. They each develop a different starter dish, producing 2 design ideas which are peer critiqued by others. A final design is then produced</p>	<p>https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study/national-curriculum-in-england-design-and-technology-programmes-of-study#key-stage-3</p>

			which is made during the practical activity. Following the design process they must then adapt/modify this dish to make improvements.	
Year 9	First and second term concentrates on 'Around the World' project. Based on the countries from the original Jules Verne novel students 'visit' each country to research culture, tradition and food choices. They complete a number of practical activities from these countries, using their research. Students need to evaluate how they have worked, suggesting improvements which could be made to their products.		Project Based Learning: Spanish Banquet. Students work in groups to produce a Spanish Tapas style banquet. Each person must produce one savoury dish. Following the design process they research suitable dishes which could be made, producing two different design ideas. This is then critiqued by a peer to produce a final design. This product is then made during the practical activity. Students must evaluate this dish and modify/adapt it to make improvements before making a final time.	https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study/national-curriculum-in-england-design-and-technology-programmes-of-study#key-stage-3
Year 10	Level 2 BTEC First Award in Hospitality <u>Unit 1: Introducing the Hospitality Industry</u> – this unit covers the different aspects of the hospitality industry, looking at its component parts and the different products and services that are offered as	<u>Unit 2: Working in the Hospitality Industry</u> – this unit covers the importance of team working and customer service for working in a variety of roles within the hospitality industry, and looks at other important aspects such as personal appearance and personal attributes necessary to work successfully.	<u>Complete Unit 2: Moderation June</u> <u>Start Unit 3: Food Safety and Health and Safety in Hospitality</u>	http://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Hospitality/2012/Specification-and-sample-assessments/BF033221_BTECFIRSTS_AWARD_HOSPITALITY_SPEC_NEW.PDF

	well as the essential processes involved in operating a hospitality business			
Year 11	<p><u>Unit 3: Food Safety and Health and Safety in Hospitality</u> – where learners will discover the various aspects of health and safety, and food safety law in relation to those working in the hospitality industry. The optional specialist units offered within this qualification build on the core and provide learners with an opportunity to develop a wider understanding and appreciation of the hospitality industry, depending on their interests and motivation. The optional specialist units include the underpinning knowledge required for a broad understanding of the hospitality industry.</p>	<p>Revision: Section B of the AQA (45451) exam (90 marks). Students revise hygiene and safety practices, standard components, special diets, religious and cultural choices in food, packaging and labelling, function of ingredients and nutrition</p>	<p>Revision: Section A from exam. Students from the 1st March are given a design focus for the first section of exam (30 marks). They complete 2 design ideas using ACCESS FM to clearly annotate and describe this. They must then complete a design specification and describe in detail how one of the ideas would be made.</p>	<p>http://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Hospitality/2012/Specification-and-sample-assessments/BF033221_BTECFIRSTS_AWARD_HOSPITALITY_SPEC_NEW.PDF</p>
Year 12				

Year 13				
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