

Subject overview: KS4- Cooking and Nutrition

Subject Rationale (Intent) linked to [whole school curriculum mission](#)

Design and technology prepares students to participate in tomorrow's rapidly changing technologies. They will learn to be curious thinkers and intervene creatively to improve quality of life. The subject calls for students to become autonomous and creative problem solvers, as individuals and members of teams.

Additional details

We believe secondary Design and Technology builds on the skills and knowledge pupils have already learnt at primary school. It leverages increasingly sophisticated resources, including dedicated teaching environments, manufacturing equipment and specialist teaching. As students' progress through this phase, they may be given the opportunity to focus on specific aspects of the subject such as art, product design, food technology and engineering, with its core always encompassed around creativity and imagination. Over the year, students will build their confidence in using such machines and techniques to take forward into their own independent learning.

The key aim is to help students learn to design and make products that solve genuine, relevant problems within different contexts whilst considering their own and others' needs, wants and values, and enabling students in making links through transferable skills in other subjects. To do this effectively, they will acquire a broad range of subject knowledge and draw on additional disciplines such as mathematics, science, engineering, computing and art.

YEAR 10

| TERM | Topic sequence (What are you teaching?) | Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission) | Main method of assessment? |
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| Term 1:1 | <p>Unit 1 - The hospitality & catering industry</p> <p>1.1: Hospitality & catering providers</p> <ul style="list-style-type: none"> ● Types of provider ● Types of service ● Commercial / non commercial establishment ● Food services provided ● Suppliers ● Hospitality at non catering venues ● Standards & ratings ● Job roles in the industry <p>1.1.2: Working in hospitality & catering industry</p> <ul style="list-style-type: none"> ● Supply & demand ● Jobs for specific needs ● Rates of pay ● Qualifications, experience & training ● Personal attributes | <p>Building on key skills learnt in Yr 7 & Yr 8, as well as complex skills during Yr 9, students will be challenged with higher skilled & complex dishes which use ingredients not previously considered at KS3; including high risk foods as well as more complex skilled dishes. All of these products & skills link to skills required at GCSE. The majority of dishes made are just one portion; and this is to get students used to working with smaller quantities and be able to produce 1 dish in a set period of time- which is the expectation of the NEA task. Expectation for NEA is that students produce 2 dishes which include a range of skills, especially those that are complex. This will enable students to hit the band 4 sections of the mark scheme - and improve their overall NEA mark.</p> <p>The dishes have also been selected to enable students to develop the key skills learnt at KS3 further and develop a wide range of dishes which they can select from for their NEA when selecting appropriate dishes; and will also give them a good basis on which to develop further should they wish to study Hospitality & Catering at college or further education..</p> | <p>Students will be assessed through both written; including GCSE exam questions, and practical tasks - the success of practical outcomes. Application of knowledge learnt will be underpinned by written tasks in their theory workbooks. Verbal responses through Q&A.</p> |
| Term 1:2 | <p>1.1.3: Working conditions in the hospitality & catering industry</p> <ul style="list-style-type: none"> ● Different types of contract ● Working hours ● Rates of pay ● Holiday entitlement, remuneration etc ● Supply & demand - seasonal work etc <p>1.1.4: Contributing factors to the success of hospitality & catering provision</p> <ul style="list-style-type: none"> ● Costs, profit economy | <p>Students begin their practical work at KS4 with focussing on knife skills and reviewing H/S practises. This is due to large chef knives being used by students, which have been introduced to students at Yr 9. Practicals during this term cover core high skilled products, including rough puff pastry & yeast dough.</p> <p>Students begin their journey of theory work required for their exam, worth 40%, which they will sit in the summer of Yr 11. The theory work in Unit 1 gives knowledge to students about the hospitality & catering industry and an understanding as to the diversity of this industry.</p> <p>Students will cover a range of exam questions and also revision mats,</p> | <p>Students will be assessed through both written; including GCSE exam questions, and practical tasks - the success of practical outcomes. Application of knowledge learnt will be underpinned</p> |

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| | <ul style="list-style-type: none"> ● Environmental needs ● Emerging cooking techniques/technology ● Customer demographics/lifestyle ● Customer service ● Competition ● Trends, media, political factors, | <p>in which to implement their knowledge.</p> <p>Practical skills (to enable to produce dishes which include a wide range of complex skills) :</p> <p>Vegetable cuts Vegetable dishes - soup, spring rolls etc Chocolate pots & shortbread biscuits - melting, rubbing in, setting, shaping, multitasking. Shortcrust pastry - rubbing in, shaping, rolling & baking. Rough puff pastry - making a dough, shaping, rolling & baking. Yeast dough - making a yeast dough, kneading, shaping, rolling, baking, testing bread is cooked.</p> | <p>by written tasks in their theory workbooks. Verbal responses through Q&A.</p> |
| <p>Term 2:1</p> | <p>1.2 - How hospitality & catering provisions operate</p> <p>1.2.1: The operation of the front and back of house</p> <ul style="list-style-type: none"> ● Layout ● workflow ● operational activities ● equipment, utensils and materials ● stock control ● documentation & administration ● staff allocations ● dress code ● safety & security <p>1.2.2: Customer requirements in hospitality & catering</p> <ul style="list-style-type: none"> ● customer needs - catering, equipment, accommodation etc ● customer rights & inclusion ● equality <p>1.2.3: Hospitality & catering provision to</p> | <p>As above.</p> <p>Continued development of both practical and theory knowledge to develop students' understanding of all areas further.</p> <p>Practical skills (to enable to produce dishes which include a wide range of complex skills and varied equipment) :</p> <p>Whisking method - lining a tin, whisking, filling & rolling Lemon curd / chocolate ganache gateau - lining a tin, baking, portion control, decorating, piping, making a ganache OR lemon curd Shortcrust pastry Treacle Tart - rolling, lining a tin, decorating. Fruit / lemon meringue tartlets - rolling, lining a tin, blind baking, creme patisserie, decorating with fruit & glazing OR lemon curd, making meringue & piping technique</p> <p>Exam questions / quizziz / kahoot etc used to review Unit 1 knowledge.</p> | <p>Students will be assessed through both written; including GCSE exam questions, and practical tasks - the success of practical outcomes. Application of knowledge learnt will be underpinned by written tasks in their theory workbooks. Verbal responses through Q&A.</p> |

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| | <p>meet specific needs</p> <ul style="list-style-type: none"> customer needs: lifestyle, nutrition, dietary, time customer expectations: service, value for money, trends, seasonality customer demographics: age, location, money available etc | | |
| Term 2:2 | Mock NEA | <p>Mini NEA Project: 2023 - Design a Dessert - a brief that was created by myself to take into account the practical skills learnt by students, to enable them to use these dishes in their selection process for the mini NEA task. In future old briefs will be utilised from WJEC to enable students to get a realistic view in preparation for their live NEA work which they will start in the spring of Yr 11.</p> <p>In the mini NEA students have to: Analyse the brief, mind map suitable dishes suitable for the user, propose 2 dishes suitable for the brief, choose 1 dish and justify how it meets customer needs; and refer back to the brief, production plan, practical to produce own dessert & present dish, evaluation of task.</p> | <p>Students will be assessed against the WJEC mark scheme which has been adapted slightly for this NEA task.</p> <p>Students have used the markscheme in their work to use to guide them.</p> |
| Term 3:1 | <p>1.3: Health and safety in hospitality & catering</p> <p>1.3.1: Health & safety in hospitality & catering provision</p> <ul style="list-style-type: none"> Responsibilities of employees & employers Health & safety at work act 1974 reporting injuries, diseases & dangerous occurrences regulations (RIDDOR) 2013 control of substances hazardous to health regulations (COSHH) 2002 manual handling operations regulations 1992 personal protective equipment at work regulations (PPER) 1192 | <p>As per information for Term 1.</p> <p>Continued development of both practical and theory knowledge to develop students' understanding of all areas further.</p> <p>Practical skills (to enable to produce dishes which include a wide range of complex skills and varied equipment) :</p> <p>High risk foods - meat & fish and suitable accompaniments Chicken & Rosemary Kebabs - Cubing & marinating Chicken curry / tandoori chicken & garlic naan / pilau rice - seasoning, simmering, reducing, proving, rolling, dry frying, portioning & marinating. Chicken Kiev & hasselback potatoes - stuffing, crumbing, shallow frying, slicing & roasting. Chicken goujons, chips & tomato ketchup - crumbing, deep fat frying, peeling, reducing & blending. Fresh pasta - weighing measuring, kneading, rolling, use of pasta</p> | <p>Students will be assessed through both written; including GCSE exam questions, and practical tasks - the success of practical outcomes. Application of knowledge learnt will be underpinned by written tasks in their theory workbooks. Verbal responses through Q&A.</p> |

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| | <ul style="list-style-type: none"> • Risks to health & security • Accidents forms & risk assessments <p>1.3.2: Food Safety HACCP</p> | <p>machine, boiling, sauce making. Poached salmon /salmon fishcakes - grating, frying, emulsifying/ skinning, crumbing.</p> <p>Exam paper / mock</p> | |
| <p>Term 3:2</p> | <p>1.4: Food Safety in hospitality & catering</p> <p>1.4.1: Food related causes of ill health</p> <ul style="list-style-type: none"> • allergies, bacteria, chemicals & intolerances <p>Common types of food poisoning</p> <ul style="list-style-type: none"> • Campylobacter • Salmonella • E-coli • Clostridium perfringens • Listeria • Bacillus cereus • Staph. aureus <p>1.4.2: Symptoms & signs of food-induced ill health</p> <ul style="list-style-type: none"> • Visible & non visible symptoms/signs <p>1.4.3: Preventative control measures of food induced ill health</p> <ul style="list-style-type: none"> • cross contamination • temperature control • physical contamination <p>1.4.4: The Environmental Health Officer (EHO)</p> <ul style="list-style-type: none"> • Enforcing environmental health laws • Inspecting businesses for food safety standards • Follow up complaints, submitting reports • Follow up outbreaks of food poisoning • Collecting samples for testing | <p>Exam questions / quizziz / kahoot etc used to review Unit 1 knowledge.</p> | <p>Students will be assessed through both written; including GCSE exam questions, and practical tasks - the success of practical outcomes. Application of knowledge learnt will be underpinned by written tasks in their theory workbooks. Verbal responses through Q&A.</p> |

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| | <ul style="list-style-type: none"> ● Giving evidence in prosecutions and maintaining evidence. | | |
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| YEAR 11 | | | |
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| TERM | Topic sequence (What are you teaching?) | Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission) | Main method of assessment? |
| Term 1:1 | <p>Unit 2 - The hospitality & catering in action</p> <p>2.1: The importance of nutrition</p> <ul style="list-style-type: none"> ● Macronutrients - fat, carbs, protein ● Micronutrients - vitamins, minerals, NSP & H2O ● Different life stages ● Special dietary needs - age, special diets, medical conditions, religion, vegan etc ● Dietary related disorders <p>2.1.2: How cooking methods impact on nutritional value</p> <ul style="list-style-type: none"> ● Range of cooking methods and how they impact on nutritional value, to include: boiling, frying, grilling, poaching, roasting, steaming, baking, stir-frying <p>2.2: Menu Planning</p> <p>2.2.1: Factors affecting menu planning</p> <ul style="list-style-type: none"> ● cost ● portion control ● diets/nutritional advice ● time of day | <p>Students study the theory aspects required to enable them to complete the NEA work, which will commence in Spring of Yr 11.</p> <p>Continuation of practical skills - ensuring students have a range of complex dishes & suitable accompaniments within their remit to select from.</p> <p>Practical skills (to enable to produce dishes which include a wide range of complex skills and varied equipment) : FOr example: Chocolate fondant Vanilla ice cream - thickening, whisking, churning (use of ice cream machine) Meringues - whisking, piping, baking Baked alaska - combine skills of vanilla ice cream & meringues, along with piping and caramelising (use of blow torch) Mayonnaise - emulsifying & whisking Chocolate shapes / Honeycomb - decorative skills Choux pastry - roux, piping, high skilled dish</p> <p>Exam questions / quizziz / kahoot etc used to review Unit 1 knowledge.</p> | <p>Students will be assessed through both written; including GCSE exam questions, and practical tasks - the success of practical outcomes. Application of knowledge learnt will be underpinned by written tasks in their theory workbooks. Verbal responses through Q&A.</p> |

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| | <ul style="list-style-type: none"> • clients • Equipment available • Skills of chef • time available • environmental issues • seasonality • organoleptic qualities | | |
| Term 1:2 | Environmental Issues / Food Provenance Customer needs Production Planning Mock exam | <p>Students study the theory aspects required to enable them to complete the NEA work, which will commence in Spring of Yr 11.</p> <p>Continuation of practical skills, as appropriate - ensuring students have a range of complex dishes & suitable accompaniments within their remit to select from.</p> <p>Online mock exam allows students to apply their knowledge from Unit 1 and also become familiar with the online exam process.</p> | <p>Students will be assessed through both written; including GCSE exam questions, and practical tasks - the success of practical outcomes. Application of knowledge learnt will be underpinned by written tasks in their theory workbooks. Verbal responses through Q&A.</p> |
| Term 2:1 | Live NEA: 12 hours (15 ET) Analysis of the brief 2 suitable dishes Macro & micronutrients Cooking methods Factors affecting choice Production plan | <p>Students utilise the theory knowledge taught in Term 1:1 and 1:2 to enable them to complete the NEA work.</p> <p>Exam questions / quizziz / kahoot etc used to review Unit 1 knowledge.</p> | <p>Students will be assessed against the WJEC mark scheme. Students will have accessed the mark scheme whilst carrying out all NEA work to ensure that they complete work to a suitable standard. Once work is moderated, results are shared with students in order to</p> |
| Term 2:2 | Live NEA: Practical exam Evaluation Revision & booster sessions | <p>Links to NEA work and all previous practical tasks carried out. Students carry out a 3 hour practical exam (3hr 45 ET) in which they are to produce 2 dishes suitable for the NEA brief. All practical lessons up until this point have been developing the students' health & safety, organisation, time management, dish production, selection of equipment etc. in readiness for this moment.</p> | |

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| | | Evaluation - students use their knowledge from Yr 10 mini NEA, and other evaluation work, to complete their NEA evaluations of both their selection of dishes & how they have worked during the NEA task. | give them time to appeal as stated by Ofqual. |
| Term 3:1 | Revision & booster sessions | Exam questions / quizziz / kahoot etc used to review Unit 1 knowledge. | |
| Term 3:2 | | Summer Exam - online | |