

## Technology Curriculum 2020-21

**Intent:**

*Technology is the campfire around which we tell our stories.*

*– Laurie Anderson*

*"Cooking is all about people. Food is maybe the only universal thing that really has the power to bring everyone together. No matter what culture, everywhere around the world, people eat together."*

*- Guy Fieri*

**Intent:**

Technology is an invaluable part of the education of young people. It challenges students to solve real world problems through practical and rigorous investigation whilst developing key skills such as creativity, resilience, risk taking, innovation, enterprise and collaboration. Students design, develop and make products to meet the needs of others and in doing so become resourceful, capable and confident individuals.

Technology also offers opportunities for students to develop self-knowledge: they build skills in evaluating themselves and target setting; they develop an understanding of their role and place within the wider world; they explore their role as learners, such as learning how to learn.

The Technology curriculum at Studley High School has been formulated to provide students with a broad and diverse range of learning experiences that develop student's capabilities and understanding across key sought after disciplines such as art, science, engineering, ICT and mathematics.

The Technology curriculum has been formulated to allow students to: develop an interest, curiosity, enjoyment and confidence in investigating a variety of processes and techniques through practical exploration to become independent learners; have an awareness and appreciation of the technological developments in the world around us and investigating how and where we could use these in development of our own practical tasks; identify and solve problems, undertake research, organise and sustain independent practical work to completion developing a sense of achievement, self-awareness and fulfilment in the creation of products; develop self-knowledge as learners, producers and consumers, and as thinking and feeling young people with the developing ability to take responsibility for the direction of their learning through the adoption of effective working practices in a vocational context.

At Key Stage 3, students' learning centres around three key areas of study: Resistant Materials, Food & Nutrition and Graphics, where they will work through a range of diverse, relevant and contemporary design briefs that promote a love of learning and an appreciation of the importance of high quality design and the principles of nutrition.

At Key Stage 4, students will then have the opportunity to develop their skills further in one of the following three subject specialisms:

- Design & Technology
- Food Preparation & Nutrition
- Hospitality & Catering

Each specialism allows, and demands, individual students to find their own voice and personal idea development within the confines of a brief. Our ambition as a department is to avoid overly-prescriptive outcomes that would deny the students the time and space to develop themselves and their ambitions through their work.

Students learn to try out new ideas and processes without fear of failure and they become confident and purposeful risk-takers. They analyse and evaluate what they experience and observe, judging relevance and value according to intentions. Through the development of ideas and products, Students learn to explore issues, events and problems from different perspectives and viewpoints.

### **Implementation**

The Technology Department employs a range of teaching and learning styles. These are flexible, with a considered balance between the didactic and instructional, and the need for each student to develop an individual line of theoretical and practical enquiry.

Teaching methods include: teacher led demonstration, student led research and experimentation, practical work focused on specific outcomes, open-ended tasks based on themes, negotiated tasks and outcomes and collaborative tasks.

Teachers within the Technology Department vary the teaching and learning styles to suit the needs of individual students and groups of students, and the nature of the activity. A variety of teaching and learning styles provides stimulating and motivating experiences for students. It is important to be aware of the different styles utilised and of the dominant mode if there is one. This helps to focus on the activities in the classroom in an effort to raise the attainment of all students. Furthermore a self-reflective attitude fosters the notion of continual improvement.

Teachers within the Department work hard to identify the needs and potentials of all students. In this way the Technology Department seeks to provide a range of meaningful experiences that enable all students to fulfil their individual potential. Teachers within the Department therefore attempt to be fully aware of the needs of individual students. This knowledge informs the planning, delivery and evaluation cycle. In this way work is tailored to the needs of the full range of abilities, including both the less and the more able.

### Impact/achievement

The study of Technology provides students with a range of life-long, transferable skills that will equip them for the demands of future learning, the world of work and life in general. These include decision making, independent enquiry, creative thinking, self-management, digital literacy, communication, self-confidence, presentation, team work, research, problem solving and critical thinking.

Students realise the significance of technology and the creative industries in their community, their country and the world. Students develop the technical and practical expertise needed to participate successfully in an increasingly technological world.

### Assessment

The assessment of students' learning is a vital part of the work of the Technology Department. It provides important information for students, parents and teachers regarding the achievement and attainment of individual students and groups of students. It also provides teachers with invaluable information to help plan future design experiences. Students are monitored continually in an effort to increase their rate of progress.

Assessment within the department is undertaken using:

KS3

- The National Curriculum in England Design and Technology

KS4

- AQA GCSE Food Preparation and Nutrition
- WJEC Eduquas L1/2 Hospitality and Catering

Work is assessed as soon as possible following its completion. Students are given feedback regarding this teacher assessment as soon as is practicable, and are given opportunities for self-assessment and self-evaluation.



Year Group	Subject	Projects	Knowledge/Skills	Techniques/ Materials	Enrichment and Extension	Activities/ Outcomes	Assessment
7	Resistant Materials	Upcycled robot toy  12 Weeks	Introduction to tools, equipment & Health & Safety in the workshop.  Research and design skills.  Woodwork making skills  Evaluation skills	Students will be introduced to woodwork techniques;  Cutting with coping and tenon saw  Shaping and smoothing with files and sandpaper  Drilling wood with hand drill and pillar drill  Decorating with paints and wood varnish.	Literacy – key words and glossaries  The environment - the importance of upcycling and environmental impact.  Problem solving - working to a brief and developing design ideas.	Creating a wooden toy for a specific target audience.  Primary research - interview client  Write a brief  Develop design ideas  Use of specific tools to cut, shape, join and decorate toy.	Baseline tests  peer assessment  self-assessment and target setting  Formative assessment  Half termly Quizzes
	Food & Nutrition	Introduction to Food Preparation and Nutrition  12 weeks	What does a well-balanced dish look like?  How can we keep healthy and safe in the kitchen environment?  What skills do we know already? Which do we need to master?  What is the importance of understanding food science?	Skills/ techniques:  Knife skills (bridge and claw/ slicing, dicing, batons, julienne etc.) peeling, Temperature control (hob, grill & oven), Stir-frying, sautéing, simmering, boiling, blending, baking, grilling, sieving, rubbing in, combining, making a dough, portioning, glazing,, stewing fruit, layering, Marinating, dry frying,	Literacy – key words and glossaries  Numeracy - measuring out accurately, scaling recipes up and down  problem solving, - adapting recipes to suit tastes/ special dietary requirements  collaboration - food science tasks/ deciding on experiments and writing up results	Recipes: Fruit salad/ vegetable noodle salad, soup, scones, Fruit or vegetable crumble, stir-fry, fresh pasta, chicken tikka and chapatti, flapjack.  Food science task (prep for GCSE NEA1)  Homework task - Preparation for GCSE FP&N NEA2 + L1/2 H&C NEA	Baseline assessment  Ongoing Glossary of key words  Quizzes  Peer assessments  Gimme 5  One to one support and feedback  Summative assessment at end of project



				melting, test for readiness  Equipment: Utility knife, chopping board, peeler, saucepan, white spoon, tablespoon, butter knife, teaspoon, garlic press, tin opener, stick blender, mixing bowl, sieve, wok, pasta machine, colander.	PHSE - wellbeing/ healthy eating - cooking for enjoyment/ cooking together/ understanding how to eat a healthy nutritious well balanced diet.		
	Graphics	Introduction to Graphics and greetings card  12 Weeks	How do I use a drawing board  What is a technical drawing?  What is Graphics?  2D/3D Shape, isometric drawing Typography	2D and 3D drawing skills  set squares, T squares, drawing boards  CAD - shapes and repeat pattern	Design movements - historical context  numeracy - measurements, shapes and technical drawing skills	Research into design movements - art nouveau and art deco  Symmetry and repeat pattern  Isometric drawing  Typography  Greetings card	Self and peer assessments  Hands down questioning  Half termly Quiz  Glossary  One to one support and feedback  Summative assessment at end of project
	Resistant Materials	Modern design Jewellery and holder  12 weeks	How could jewellery be displayed and kept safe?  How can you be inspired by design styles?	Pewter casting and acrylic cutting, shaping and drilling.  Making templates	Literacy – key words and glossaries  Numeracy - measuring and accurate scale drawing	Research into modern design styles - 1960's space age and 1980's memphis  Design skills	Self and peer assessments  Hands down questioning  Half termly Quiz



8			How do I develop ideas based on my client profile?	jewellery fastenings and accessories	Problem solving and working to a brief  Historical research and context	Pewter casting  Cutting and shaping acrylic  Assembling jewellery holder  Review and evaluate final product	Glossary  Target setting  One to one support and feedback
	Food	Developing Skills in Food Preparation and Nutrition  12 weeks	<p>What does a well-balanced dish look like?</p> <p>What is food provenance? How are food ingredients processed?</p> <p>How can I develop my skills further in making food products?</p>	<p>Skills:</p> <p>yeast based dough - shaping, layering, fruit and veg preparation, peeling, grating, knife skills (bridge + claw , dice, mince, baton, julienne etc.), baking, Temperature control (hob, grill &amp; oven), Stir-frying, sautéing, simmering, boiling, blending, baking, grilling, sieving, rubbing in, combining, making a dough, portioning, glazing, layering, Marinating, dry frying, jam making, whisking, test for readiness</p> <p>Equipment:</p>	<p>Literacy – key words and glossaries</p> <p>Numeracy - measuring out accurately, scaling recipes up and down</p> <p>problem solving, - adapting recipes to suit tastes/ special dietary requirements</p> <p>collaboration - food science tasks/ deciding on experiments and writing up results</p> <p>PSHE - wellbeing/ healthy eating - cooking for enjoyment/ cooking together/ understanding how to eat a healthy nutritious well balanced diet.</p>	<p>Recipes:</p> <p>Pizza Bolognese OR Chilli Pasta salad OR Pasta bake Chicken / fish / halloumi goujons + potato wedges Cheese and onion pasty/ turnovers Swiss roll + homemade jam</p> <p>Food science task (prep for GCSE NEA1)</p> <p>Homework task - Preparation for GCSE FP&amp;N NEA2 + L1/2 H&amp;C NEA</p>	<p>Baseline assessment</p> <p>Ongoing Glossary of key words</p> <p>Quizzes</p> <p>Peer assessments</p> <p>Gimme 5</p> <p>One to one support and feedback</p> <p>Summative assessment at end of project</p>



				Utility knife, chopping board, peeler, saucepan, white spoon, tablespoon, butter knife, teaspoon, fork, garlic press, tin opener, stick blender, mixing bowl, sieve, measuring jug, wok, colander.			
	Graphics	Graphic products and logo design  12 weeks	What is the importance of packaging?  What makes an eye catching product?  Design research  logo design, layout and typography.	Development of design skills - layout, logo design and corporate identity  Paper and card construction  use of laser cutter  CAD - printing out	Literacy – key words and glossaries  Numeracy - measuring and accurate scale drawing  Problem solving and working to a brief  Cross curricular - food technology.	Researching into different food/drink packaging  Design idea, layout designs and models  Cutting and folding card/paper to construct 3D forms  Logo development.	Weekly peer assessments to evaluate how well students have met the brief  Glossary  Gimme 5  One to one support and feedback  Summative assessment at end of project.
9	<b>Design &amp; Technology</b>  Term 1	Introduction to DT GCSE  Practical Woodwork Skills and theory  7 weeks	What are the different materials and their working properties?  Develop technical drawing skills	Complex wood joints  Various types of wood  Scale drawings	Key skills  Numeracy and Literacy skills measurements, accuracy, scale drawing  How manufacturing has an effect on the environment and sustainability issues	A series of practical workshops on wood joints.  Research on different types of wood  Research on sources, origins, properties Quizzes, written info	One to one tutorials – written and verbal feedback  Termly Internal standardisation  Questioning



	<b>Design &amp; Technology</b>  Term 2	Textiles technology project sustainability	What are the different types of fibres?  What are the different textile techniques?  What tools and fastenings can be used in textiles?  How to design and make a product	Develop design ideas  Weave sample  Printing - make a stamp  Dyeing fabric - natural and synthetic	Sustainability and working conditions in the textile industry  Use of mass production creating repeat pattern on fabric	Create a fashion or homeware product that uses textiles techniques working to a brief.  Designing  using cad/laser cutter to create stamp for pattern	One to one tutorials – written and verbal feedback  Termly Internal standardisation  Questioning
	<b>Design &amp; Technology</b>  Term 3	Metals and plastics and electronics - Design a light for a chosen target market?  6 weeks	What are the different types of metal and plastics?  How to make a circuit	Bending and folding plastic and metal  making a circuit for a light	Working to a brief – vocational context to develop transferable skills and competencies e.g. problem solving, communication	Researching metals and plastics  Creating samples using different techniques, bending, folding, drilling... designing for a chosen client  Primary research  designing	One to one tutorials – written and verbal feedback  Termly Internal standardisation  Questioning
	<b>Design &amp; Technology</b>  Term 4	Metals and plastics and electronics - Make a light?  6 weeks	How to add electronics?  How do you make a circuit?	Prepare materials and use various techniques practised in term 3.	Energy sources and the environment	Cut and shape metal and plastic.  Assemble light structure  Make circuit and add electronics to light  Test and evaluate product	One to one tutorials – written and verbal feedback  Termly Internal standardisation  Questioning





<b>Design &amp; Technology</b>  Term 5	Designing and design movements  5 weeks	How has design developed through time?  What is the impact of design developments?	timeline of design movements  study various designers  design a piece of furniture inspired by a chosen movement	History and economics - The effect of different historical moments on the development of design	contextual research  furniture design  idea development	One to one tutorials – written and verbal feedback  Termly Internal standardisation  Questioning	
	<b>Design &amp; Technology</b>  Term 6	Graphics and packaging  7 weeks	What are the key principles of good design?  How can you create innovative packaging?	Study the key design principles;  Design ideas  Cut, crease, score and fold  Making models	Working with papers and boards - recycling and environmental issues  Health and safety	Working to a set brief  Using different techniques to develop packaging forms  Design ideas to develop graphics on packaging	One to one tutorials – written and verbal feedback  Termly Internal standardisation  Questioning
	<b>GCSE Food</b>  Term 1	<b>Healthy eating NEA2 style task</b>  <b>Teenage Dietary needs</b>  Key tasks:  1) Research + summarise  2) Choose recipes (chosen from list given - may be agreed in advance with teacher)  3) Evaluate skills/ nutrition / cost/	Why is health and safety important?  What are food allergies & intolerances?  Healthy eating guidelines and nutritional needs of teenagers (eatwell guide)  How to reduce salt fat and sugar in dishes.  Fruit + vegetables - nutrition / link to eatwell	Use of chef's knife  Safe stabilisation of chopping board (damp cloth)  Blanching (tomatoes), Peeling, cutting vegetables into even sized batons, dice, as well as other more complex shapes, blending , food processing, pan frying, reduction sauce,	BNF - HealthyEating Week activities - 28 September to 4 October 2020. <a href="#">BNF Healthy Eating Week 2020</a>	wk. 1&2 - crudités and dips (hummus/ sour cream dip/carrot / pepper batons/ tortilla triangles / <b>outcome: final presentation restaurant style</b>  Wk. 3&4 - Veg skills focus (ratatouille, minestrone, vegetable ragu) <b>outcome: final presentation restaurant style</b>	tests  quizzes  formative  self-assessment



		<p>successes / suggest improvements</p>	<p>guide / how much is a portion? How many portions a day? <b>Knife skills - veg prep</b>, knowledge of chopping board colours, <b>(practical link)</b></p> <p>Carbohydrates - nutrition / functions (gluten formation etc.) <b>Rich yeast doughs - (practical link)</b></p> <p>Protein - nutrition / functions etc. <b>Marinated chicken/ protein, salad and chapatti</b></p>	<p>Kneading/ shaping / proving / glazing/ baking</p> <p>preparing meat/ protein choice, marinating, grilling/ baking, dry frying, presenting</p> <p>Equipment: Peeler, chopping boards, chef's knife, vegetable knife, wok, saucepan, white spoon, mixing bowl, basin, measuring jug, measuring spoons, palette knife, baking tray, oven, blender, food processor.</p>		<p>Wk. 5&amp;6 -Bread focus - rich yeast/ flavoured bread swirl / plait <b>outcome: final presentation / photo</b></p> <p>wk. 7&amp;8 - Chapatti, salad + marinated protein of choice - e.g. chicken tikka <b>outcome: final presentation restaurant style</b></p>	
<p><b>GCSE Food</b></p> <p>Term 2</p>	<p>NEA 2 style task: Celebration theme</p> <p>1) research different types of celebrations + summarise findings</p> <p>2) choose 1 celebration style product to be made in last 2 weeks before Christmas (agreed with teacher)</p> <p>3) Write a detailed step by step plan of how to</p>	<p>What are the different cooking methods? How do cooking methods affect the nutritive value of food?</p> <p>What is heat transfer? Give examples of where used</p> <p>How many types of sauces are there?</p> <p>What is gelatinisation?</p>	<p><b>Cauliflower / macaroni cheese</b> Making a roux sauce boiling pasta (al dente) or preparing cauliflower (steaming?), grilling, coating, baking or grilling, garnishing <b>Sp. Equipment:</b> steamer? (for cauliflower) colander,</p> <p><b>Stuffed chicken leg / chicken escalope / chicken Kiev</b></p>	<p>cultural links - awareness of different cultural celebrations and traditions</p> <p>SMSC –Contextual, cultural and historical sources, enabling students to experience and respond to a range of influences.</p> <p>PLTS – encouraging creative thinking, independent enquiry and reflective learning</p>	<p>Recipes:</p> <p><b>Wk. 9&amp;10 - roux based sauce</b> focus - Macaroni / cauliflower cheese</p> <p><b>Wk. 11&amp;12 - stuffed chicken leg / chicken escalope / chicken Kiev</b> - deboned chicken leg, filled and pan fried/ baked / pan fried</p> <p><b>Wk. 13&amp;14 - Christmas / celebration theme</b> - Christmas cake (Victoria</p>	<p>tests</p> <p>quizzes</p> <p>formative</p> <p>self-assessment</p>	



		<p>make (focus on showing wide variety of skills)</p>	<p>How can I show high skills in my practical tasks?</p> <p>How do different cultures use food to celebrate? Is there any significance to the ingredients used?</p> <p>How do you write a detailed time plan?</p>	<p>Boning chicken leg, skinning, OR butterflying breast / creating a pocket, marinating rolling, wrapping, filling, breading, baking , pan frying</p> <p><b>Sp. Equipment:</b> Chopping boards, chef's knife, boning knife, wok, palette knife, baking trays, oven, blender, food processor.</p> <p>Choosing recipe that shows challenge, planning</p>	<p>through the act of creating, exploration of new techniques and processes</p>	<p>sponge based) / choc yule log (Swiss roll or roulade based) / etc.</p>	
<p><b>GCSE Food</b>  Term 3</p>	<p>Food provenance: Meat ,poultry, game focus</p> <p>British food focus</p>	<p>What is meant by rearing?</p> <p>How are different animals reared?</p> <p>What does the red tractor label mean? Where is it found?</p> <p>What is the difference between free-range and genetically modified food production?</p>	<p><b>Pheasant bruschetta</b> Boning pheasant carcass, seasoning breasts, pan frying, toasting bread, julienne cut, preventing enzymic browning, presenting</p> <p><b>Sp. Equipment:</b> boning knife, chef's knife, food probe</p> <p><b>cottage/ shepherd's pie</b> peeling, vegetable cuts, shallow/dry frying, thickening a sauce with</p>	<p>PLTS - Independent enquirers and Reflective learners. Developing their understanding of the ethical debate relating to food provenance</p> <p>Environmental Issues – linked to pollution and sustainability</p>	<p><b>Pheasant bruschetta</b> (focused practical task): toasted bread topped with creamy horseradish mayonnaise, rocket and julienne apple</p> <p><b>cottage/ shepherd's pie</b> starch thickened gravy, piped potato topping layer, garnished and browned</p> <p><b>Toad in the hole</b> Homemade sausage,</p>	<p>tests</p> <p>quizzes</p> <p>formative</p> <p>self-assessment</p> <p>questioning</p>	



		<p>What are the cuts /parts of an animal called?</p> <p>What are the staple foods of the UK?</p> <p>How many different ways can you think of to prepare potatoes?</p>	<p>starch, layering, piping, baking OR grilling <b>Sp. Equipment:</b> Mincer (demo) colander, potato ricer, piping bag + nozzle, Ovenproof dish* (pupils own)</p> <p><b>Toad in the hole Sausage:</b> mincing, combining, shaping, <b>Yorkshire pudding:</b> making a batter (raising agents :mechanical/ steam) boiled or roast potatoes / steaming vegetables <b>Sp. Equipment:</b> Mincer (demo only), electric/ balloon whisk, Yorkshire pudding trays OR sandwich tins, food probe</p>		<p>Yorkshires, mash/ roast potatoes and steamed vegetables</p>	
GCSE Food Term 4	<p>Fats focus</p> <p><b>Food science</b> - the role (function) of fats in food products</p> <p>Choice of fat for <b>quiche</b> from food science experiment</p>	<p><b>Food science</b> shortcrust, pastry - (shortening)</p> <p>rough puff/ flaky pastry, - (lamination)</p> <p><b>Food science emulsions</b> - Eggs Benedict - making an</p>	<p><b>Food science experiment</b> - shortcrust - different types of fats Ratio of fats to flour etc.</p> <p><b>Quiche</b> rubbing in, shortening, making a dough, shaping, layering, preparation of fillings, baking</p>	<p>PLTS – encouraging creative thinking, independent enquiry and reflective learning through the act of creating, exploration of new techniques and processes and self-evaluation of experimentation.</p>	<p><b>Food science experiment</b> - research task - shortcrust - role of different fats in pastry Types of fats Ratio of fats to flour etc.</p> <p><b>Quiche</b> rubbing in, shortening, (Choice of fat from food science experiment) making a</p>	<p>tests</p> <p>quizzes</p> <p>formative</p> <p>self-assessment</p>



			<p>emulsion sauce (Hollandaise)</p>	<p><b>Sp. Equipment:</b> palette knife, tablespoon, measuring jug, chef's knife, frying pan, 18-20cm quiche/ tartlet tin (own) or foil tin (school)</p> <p><b>Rough puff/ flaky pastry,</b> making a dough lamination - (folding to create thin layers of fat + dough) rolling and shaping</p> <p><b>Sp. Equipment:</b> palette knife food bag/ cling film rolling pin</p> <p><b>Eggs Benedict</b> poaching egg griddle asparagus (optional) grilling bread making emulsion sauce presentation</p> <p><b>Sp. Equipment:</b> slotted spoon grill, balloon whisk, griddle</p>	<p>PLTS - Independent enquirers and Reflective learners. Developing their understanding of fats through practical exploration.</p> <p>numeracy - measuring, weighing ingredients</p>	<p>dough, shaping, layering, preparation of fillings, baking with garnish</p> <p><b>Rough puff/ flaky pastry,</b> (lamination) - Used to make fruit tartlets or sausage plait with garnish/ decoration</p> <p><b>Eggs Benedict</b> attractively presented composition with garnish</p>	
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	<p><b>GCSE Food</b> Term 5</p>	<p>Food provenance (where food comes from) From farm to fork</p> <p>Food processing - primary and secondary</p>	<p>How can we lower the environmental impact and increase sustainability in the food sector?</p> <p>How are ingredients, reared and caught?</p> <p>What is the difference between free-range and genetically modified food production?</p> <p>What is food security?</p> <p>What is the difference between primary and secondary food processing?</p> <p>How is milk processed and what can it be made into?</p> <p>How is flour processed and what can it be used to make?</p> <p>Where did pasta originate from? How is it made?</p>	<p><b>Choux pastry</b> making a choux dough, piping, whisking, chocolate sauce, coating, drizzling, pouring, presentation <b>Equipment:</b> piping bag + nozzle balloon whisk</p> <p><b>Fresh pasta</b> making a dough/ shaping/ filling/ layering/ coating / boiling/ baking/ steaming/ <b>Equipment:</b> pasta machine steamer food processor stick blender</p> <p><b>Lemon meringue pie</b> rolling out readymade pastry, lining tin, blind baking, using egg and starch to thicken(lemon curd filling) making an egg foam (meringue topping), layering, piping, baking</p>	<p>Trip to local farm OR Malvern 3 Counties Show</p> <p>PLTS - Independent enquirers and Reflective learners. Developing their understanding of the ethical debate relating to food provenance</p>	<p><b>choux pastry bun/ eclairs / profiteroles</b> shaped and filled, evenly sized</p> <p><b>Fresh pasta/ dumpling dough</b> (lasagne/ pasta bows/ spaghetti/ tagliatelle/ ravioli / tortellini / potstickers/ dumplings etc.)</p> <p><b>Lemon meringue pie</b> shortcrust pastry (readymade) base (blind baked),lemon curd filling, meringue topping,</p>	<p>tests</p> <p>quizzes</p> <p>formative</p> <p>self-assessment</p>



			What are the key points to making a stable egg foam?				
	<p><b>GCSE Food</b></p> <p>Term 6</p>	<p>Micronutrients focus - Function/ DRVs/ deficiency/ excess</p> <p>Vitamins</p> <ul style="list-style-type: none"> <li>● Fat soluble</li> <li>● Water soluble</li> <li>● Antioxidants</li> </ul> <p>Minerals</p> <p>Research on seafood, types, - how it is caught/farmed, nutrition, link to eatwell guide etc.</p>	<p>What are micronutrients?</p> <p>What are the key micronutrients needed by our bodies? What happens if we get too little or too much?</p> <p>What are antioxidants and why are they important?</p> <p>Which micronutrients work together to help us keep healthy?</p>	<p><b>Recipe of choice / Fish</b></p> <p>- (gutting?) filleting/ skinning/ trimming/ removing pin bones, deveining prawns etc., Batter OR breading</p> <p><b>chips</b> - evenly shaped ,</p> <p><b>Optional side</b> (mushy peas/tartare sauce / homemade mayonnaise/ tomato ketchup?)</p> <p><b>spring roll / samosa</b></p> <p>veg prep - julienne/ grating/ fine dice</p> <p><b>Filo pastry</b> -filling, shaping, folding, baking +</p> <p><b>optional sauce</b> / side etc.</p> <p><b>Equipment:</b></p> <p>pastry brush/ fish slice</p> <p><b>Scotch egg</b></p> <p>Combining meats / mincing? / boiling egg/ coating/ breading/ baking (poss shallow fry?)</p> <p><b>Equipment:</b></p> <p>slotted spoon</p>	<p>PLTS - Independent enquirers and Reflective learners. Developing their understanding of micronutrients and their function</p>	<p>Use of 'Explore Food' to analyse micronutrient content of meals prepared- compare with DRVs for different age groups/ Eatwell Guide.</p> <p>Summarise findings</p> <p>Suggest how to improve nutritive value of specified / chosen dishes.</p> <p><b>Recipes:</b></p> <p><b>Fish and chips / fish/ seafood recipe of choice</b></p> <p><b>Recipes</b></p> <p><b>spring roll</b> + chilli / soy sauce dip (optional) /</p> <p><b>samosa</b> + raita + tomato + onion chopped chutney (optional)</p> <p><b>Scotch egg</b> + optional salad / dip</p> <p><b>outcome: final presentation / photo</b></p>	<p>tests</p> <p>quizzes</p> <p>formative</p> <p>self-assessment</p>



				food probe		Final recipe? Fruit Trifle / cheesecake / bakewell tart / fruit pie / product of choice (if time)	
Hospitality & Catering	Health & Safety in the kitchen	How can food cause ill health?	Knife skills - veg prep, nutrients	BNF – Healthy Eating Week activities - 28 September to 4 October 2020. <a href="#">BNF Healthy Eating Week 2020</a>	Demonstrating health and safety in the kitchen during practicals, from storage of ingredients and cooking for food to the adaptation of recipes to suit allergies and intolerances.	tests	
	Term 1 Nutritional needs of a teenager	How can we store, prepare and cook foods that are safe to eat?  What does a healthy diet look like?  Bacteria Microbes Chemicals Metals Poisonous plants Allergies and Intolerances  Healthy eating and how to prepare a well-balanced meal to suit the needs of a teenager  Fruit and Vegetables - Types, preparation and cooking techniques  Bread - Function of ingredients, kneading and shaping	Blanching (tomatoes), Peeling, cutting vegetables into even sized batons, dice, as well as other more complex shapes, blending , food processing, pan frying, reduction sauce,  Kneading/ shaping / proving / glazing/ baking  preparing meat/ protein choice, marinating, grilling/ baking, dry frying, presenting  Equipment: Peeler, chopping boards, chef's knife, vegetable knife, wok, saucepan, white spoon, mixing bowl, basin, measuring jug, measuring spoons, palette knife, baking	Understanding why food safety is important and the impact if it is not followed.  wk. 1&2 - crudités and dips (hummus/ sour cream dip/carrot / pepper batons/ tortilla triangles / <b>outcome: final presentation restaurant style</b>  Wk. 3&4 - Veg skills focus (ratatouille, minestrone, vegetable ragu) <b>outcome: final presentation restaurant style</b>  Wk. 5&6 -Bread focus - rich yeast/ flavoured bread swirl / plait <b>outcome: final presentation / photo</b>	quizzes formative self-assessment		





			Meat - Storage, preparation and cooking of high risk foods	tray, oven, blender, food processor.		wk. 7&8 - Chapatti, salad + marinated protein of choice - e.g. chicken tikka <b>outcome: final presentation restaurant style</b>	
	<p><b>Hospitality &amp; Catering</b></p> <p>Term 2</p>	<p>Nutrients and the importance of balanced diets</p> <p>Planning menus for celebrations</p>	<p>Why do we need a range of nutrients in our diet and how to plan well balanced meals?</p> <p>Macro nutrients - carbohydrates, protein, fats</p> <p>Micro nutrients - vitamins and minerals</p> <p>Importance of water in the diet</p> <p>How to nutritionally analyse dishes</p> <p>How to reduce salt fat and sugar in dishes.</p> <p>Food choice - Celebrations</p> <p>How to write a time plan</p> <p>Types of sauces</p>	<p><b>Cauliflower / macaroni cheese</b> Making a roux sauce boiling pasta (al dente) or cauliflower, grilling, coating, baking or grilling, garnishing</p> <p><b>Stuffed chicken leg / chicken escalope / chicken Kiev</b> Boning chicken leg, skinning, OR butterflying breast / creating a pocket, marinating rolling, wrapping, filling, breading, baking , pan frying</p> <p>Choosing recipe that shows challenge, planning</p> <p>Equipment: chopping boards, chef's knife, boning knife,</p>	<p>Foody hygiene certificate</p> <p>Looking at different cultures and religions and food eaten during celebrations</p>	<p>Demonstrating and understanding of nutrients in dishes by being able to adapt recipes to make them healthier</p> <p>Recipes: <b>Wk. 9&amp;10 - roux based sauce</b> focus - Macaroni / cauliflower cheese</p> <p><b>Wk. 11&amp;12 - stuffed chicken leg / chicken escalope / chicken Kiev</b> - deboned chicken leg, filled and pan fried/ baked / pan fried <b>outcome: final presentation / photo</b></p> <p><b>Wk. 13&amp;14 - Christmas / celebration theme</b> - Christmas cake (Victoria sponge based) / choc yule log (Swiss roll or meringue based) / etc. <b>outcome: final presentation / photo</b></p>	<p>tests</p> <p>quizzes</p> <p>formative</p> <p>self-assessment</p>



			Cooking methods	vegetable knife, wok, saucepan, white spoon, mixing bowl, basin, measuring jug, measuring spoons, palette knife, baking trays, oven, blender, food processor.			
	<b>Hospitality &amp; Catering</b>  Term 3	Structure of the hospitality and Catering industry  Meat ,poultry, game focus - how produced, reared,	How are different types of hospitality and catering establishments different  What are the different job roles in the industry?  Where does our food come from?  Types of establishment, commercial non commercial  Types of service  Standards and ratings  Job roles  Working conditions  Meat - how animals are reared	<b>Pheasant bruschetta</b> Bonning pheasant carcasse, seasoning breasts, pan frying, toasting bread, julienne cut, preventing enzymic browning, presenting <b>Sp. Equipment:</b> boning knife, chef's knife  <b>cottage/ shepherd's pie</b> peeling, vegetable cuts, shallow/dry frying, thickening a sauce with starch, layering, piping, baking OR grilling <b>Sp. Equipment:</b> Mincer (demo) colander, potato ricer, piping bag + nozzle, Ovenproof dish* (pupils own)  <b>Toad in the hole Sausage:</b> mincing, combining, shaping,	Social development - job roles available within the industry, along with the skills qualifications and personal qualities needed for them  Moral development - looking at farming practices and how animals are reared for food production	<b>Wk. 15&amp;16 Pheasant bruschetta</b> (focused practical task): toasted bread topped with creamy horseradish mayonnaise, rocket and julienne apple  <b>Wk. 16&amp;17 cottage/ shepherd's pie</b> starch thickened gravy, piped potato topping layer, garnished and browned  <b>Wk. 18&amp;19 Toad in the hole</b> Homemade sausage, Yorkshires, mash/ roast potatoes and steamed vegetables	tests  quizzes  formative  self-assessment



				<p><b>Yorkshire pudding:</b> making a batter (raising agents :mechanical/ steam) boiled or roast potatoes / steaming vegetables</p> <p><b>Equipment:</b> Mincer (demo only), electric/ balloon whisk, Yorkshire pudding trays OR sandwich tins, food probe</p>			
	<p><b>Hospitality &amp; Catering</b></p> <p>Term 4</p>	<p>Food safety legislation</p> <p>Personal safety in the workplace Identifying and mitigating risks</p>	<p>How does the law keep employees and customers safe in Hospitality and catering establishments?</p> <p>How can we take care of our personal safety in Hospitality and Catering?</p> <p>HSE and the role of an environmental health officer</p> <p>Health and safety at work act</p> <p>RIDDOR regulations</p> <p>COSHH (Control of substances hazardous to health)</p>	<p><b>Quiche</b> rubbing in, shortening, making a dough, shaping, layering, preparation of fillings, baking</p> <p><b>Equipment:</b> mixing bowl, palette knife, tablespoon, measuring jug, chef's knife, chopping board, frying pan, basin, fork, 18-20cm quiche/ tartlet tin (own) or foil tin (school)</p> <p><b>Rough puff/ flaky pastry,</b> making a dough</p>	<p>Moral development - keeping yourself and others safe in the H&amp;C industry understanding the risks and how to mitigate them. What is the legislation and how should employers and employees follow them.</p>	<p><b>Wk. 20&amp;21</b> <b>Quiche</b> rubbing in, shortening, (Choice of fat from food science experiment) making a dough, shaping, layering, preparation of fillings, baking with garnish</p> <p><b>Wk. 22&amp;23</b> <b>Rough puff/ flaky pastry,</b> (lamination) - Used to make fruit tartlets or sausage plait with garnish/ decoration</p> <p><b>Wk24&amp;25</b> <b>Eggs Benedict</b> attractively presented composition with garnish</p>	<p>tests</p> <p>quizzes</p> <p>formative</p> <p>self-assessment</p>



			<p>Manual Handling</p> <p>PPE (Personal protective equipment)</p> <p>HACCP (Hazard Analysis Critical Control Points)</p> <p>Sauces and Dressings - Emulsification</p> <p>Pastry - making and shaping</p>	<p>lamination - (folding to create thin layers of fat + dough)</p> <p>rolling and shaping</p> <p><b>Equipment:</b> mixing bowl palette knife measuring jug food bag/ cling film rolling pin</p> <p><b>Eggs Benedict</b> poaching egg griddle asparagus (optional) grilling bread making emulsion sauce presentation</p> <p><b>Equipment:</b> slotted spoon grill, balloon whisk, griddle</p>			
	<p><b>Hospitality &amp; Catering</b></p> <p>Term 5</p>	<p>Nutritional needs of different groups</p> <p>Food labelling</p> <p>Food Provenance</p>	<p>Why do people need or choose to eat different foods and what effect does it have on their health?</p> <p>What information is there on food <b>labels and what does it tell us?</b></p> <p>Nutritional needs at different life stages</p>	<p><b>Choux pastry</b> making a choux dough, piping, whisking, chocolate sauce, coating, drizzling, pouring, presentation</p> <p><b>Equipment:</b> piping bag + nozzle balloon whisk</p> <p><b>Fresh pasta</b> making a dough/</p>	<p>Trip to local farm OR Malvern 3 Counties Show</p> <p>Understanding the impact of a bad diet, negative effect it can have on physical and mental health.</p>	<p><b>Wk. 27&amp;28</b> <b>choux pastry bun/ eclairs / profiteroles</b> shaped and filled, evenly sized</p> <p><b>Wk. 29&amp;30</b> <b>Fresh pasta/ dumpling dough</b> (lasagne/ pasta bows/ spaghetti/ tagliatelle/ ravioli /</p>	<p>Mini Unit 2 - Task 1</p> <p>tests</p> <p>quizzes</p> <p>formative</p> <p>self-assessment</p>



			<p>Nutrients and the effect it has if you have too little or too much</p> <p>Health problems associated with a bad diet</p> <p>Food labels</p>	<p>shaping/ filling/ layering/ coating / boiling/ baking/ steaming/ <b>Equipment:</b> pasta machine steamer food processor stick blender</p> <p><b>Lemon meringue pie</b> rolling out readymade pastry, lining tin, blind baking, using egg and starch to thicken (lemon curd filling) making an egg foam (meringue topping), layering, piping, baking</p>		<p>tortellini / potstickers/ dumplings etc.)</p> <p><b>Wk. 31&amp;32 Lemon meringue pie</b> shortcrust pastry (readymade) base (blind baked), lemon curd filling, meringue topping,</p>	
	<p><b>Hospitality &amp; Catering</b></p> <p>Term 6</p>	<p>Practice NEA - Research, plan and make dishes suitable for a tea party</p>	<p>What are suitable dishes to serve for afternoon tea?</p> <p>How to write a dovetailed time plan.</p> <p>Seasonality</p> <p>Presentation skills</p> <p>Cooking methods</p>	<p><b>Recipe of choice / Fish</b> -(gutting?) filleting/ skinning/ trimming/ removing pin bones, deveining prawns etc, Batter OR breading <b>chips</b> - evenly shaped , <b>optional side</b> (mushy peas/tartare sauce / homemade mayonnaise/ tomato ketchup?)</p> <p><b>spring roll / samosa</b> veg prep - julienne/ grating/ fine dice</p>	<p>Cultural development - planning a menu for an event, looking into other factors when planning a menu such as customer, location, style of service</p>	<p><b>Recipes:</b> <b>Fish and chips / fish/ seafood recipe of choice</b></p> <p><b>Recipes</b> <b>spring roll</b> + chilli / soy sauce dip (optional) / <b>samosa</b> + raita + tomato + onion chopped chutney (optional)</p> <p><b>Scotch egg</b> + optional salad / dip <b>outcome: final presentation / photo</b></p>	<p>Mini Unit 2</p> <p>tests</p> <p>quizzes</p> <p>formative</p> <p>self-assessment</p>



				<p><b>Filo pastry</b> -filling, shaping, folding, baking + <b>optional sauce</b> / side etc. <b>Equipment:</b> pastry brush/ fish slice</p> <p><b>Scotch egg</b> combining meats / mincing? / boiling egg/ coating/ breading/ baking (poss shallow fry?) <b>Equipment:</b> slotted spoon food probe</p>		Final recipe? Fruit Trifle / cheesecake / bakewell tart / fruit pie / product of choice (if time)	
10	<p><b>Design &amp; Technology</b></p> <p>Term 1</p>	<p>Research into new and emerging technologies</p> <p>7 weeks</p>	<p>What are the different industries and production techniques?</p> <p>The importance of sustainability?</p>	<p>Looking at people, culture and society, sustainability, industry and enterprise and production techniques and systems</p>	<p>Links to culture and society.</p> <p>PLTS - Independent enquirers and Reflective learners. Developing their understanding of the ethical debate relating to sustainability</p> <p>Enterprise</p>	<p>Various presentations</p> <p>videos</p> <p>discussions</p> <p>research</p>	<p>tests</p> <p>quizzes</p> <p>formative</p> <p>self-assessment</p>
	<p><b>Design &amp; Technology</b></p> <p>Term 2 -3</p>	<p>Investigate different materials and techniques</p>	<p>What are the properties of different materials?</p> <p>Why are different techniques used?</p>	<p>Papers and boards</p> <p>natural and manufactured timbers</p> <p>metals and alloys</p> <p>polymers</p> <p>textiles</p>	<p>links to the environment and the implications of different materials and processes</p>	<p>Various presentations</p> <p>videos</p> <p>discussions</p> <p>research</p> <p>practical investigations</p>	<p>tests</p> <p>quizzes</p> <p>formative</p>



							self-assessment
<b>Design &amp; Technology</b> Term 4	Investigate different energy, material, systems and devices.	What is Energy generation and how is it stored? What are smart and modern materials? What are composite materials and technical textiles? mechanical devices, electronic systems and programmable components.	Research into all of the different areas and terms.	cross curricular - science  Environmental Issues – linked to climate change and carbon footprints	Various presentations  videos discussions research practical investigations	tests  quizzes  formative  self-assessment	
<b>Design &amp; Technology</b> Term 5	Designing and making principles	What are the main features when designing in technology?  How do you use cad/cam?	recap of design principles  cad drawing  making process and card mock up	Real life scenarios  problem solving  gathering market research - social skills and discussion	Go through design process with a given brief  practice 2D design skills  make mock up card model  write up a making diary	tests  quizzes  formative  self-assessment	
<b>Design &amp; Technology</b> Term 6	Launch coursework project - NEA	What scenario will you choose?  Who is your target market/user?  What will you design and make?	mind map  mood board  primary research  write a brief	Problem solving  real life scenarios  primary research -	Identifying and investigating design possibilities  Producing a design brief and specification	self and peer assessment  personal tutorials  questioning  internal standardisation	



				specification			
	<b>GCSE Food</b>  Term 1	Nutrition  Macronutrients: Protein, carbohydrate and fats recap  Micronutrients: vitamins, minerals	What is NEA2, what does it involve? How will I make sure I am prepared well for it?  What food products can I make which will demonstrate a high level and range of skills for (nutrient)  How can I use my knowledge on macronutrients to help me answer exam questions?	Knowledge of Function , Excess / deficiency, DRVs / RIs, and food science terminology of macronutrients  choose 3 recipes (linked to specific macronutrients) and make independently to demonstrate a range of skills	UCB Birmingham - cooking course for Y10/11 Mid Sept - Oct Half term (Saturdays) - info provided - up to pupils & parents to enrol, ensure pupils attend  Seneca Learning set as homework and extension to link into topics covered and wider revision.	Exam style questions  mini tests  Mini NEA 2 - focus on exploring nutrition of dishes and comparing against portion sizes / Eatwell guide suggestions etc.  Free and/ or guided choices to show higher level skills where possible on foods that are a good source of <ul style="list-style-type: none"> <li>● Carbohydrate</li> <li>● Protein</li> <li>● good fats</li> <li>● Vitamins</li> <li>● Minerals</li> </ul>	Written and verbal feedback  Termly Internal standardisation  Questioning  Quizzes
	<b>GCSE Food</b>  Term 2	Nutritional needs and health - the impact of eating to excess/ deficiency  Comparing dietary needs of different age groups	What are the nutritional needs of different age groups?  How much is a portion?  What are the possible negative effects of a poor diet?	Practical tasks / skills based on guided choices which demonstrate a variety of skills. as follows:  S1 – General practical skills S2 – Knife skills	Seneca Learning set as homework and extension to link into topics covered and wider revision.	Free and/ or guided choices to show higher level skills where possible on foods that provide a healthy balance of foods to encourage a healthy lifestyle to prevent diseases researched.	Written and verbal feedback  Termly Internal standardisation  Questioning  Quizzes





			<p>What do the following words mean and how are they caused? Obesity, cardiovascular disease. high blood pressure, cavities, rickets, osteoporosis anaemia, type 2 diabetes.</p>	<p>S3 – Preparing fruit and vegetables S4 – Use of the cooker S5 – Use of equipment S6 – Cooking methods S7 – Prepare, combine and shape S8 – Sauce making S9 – Tenderise and marinate S10 – Dough S11 – Raising agents S12 – Setting mixtures</p>		<p>Pupils fill in a skills passport throughout this year, guided to complete skills which will help them to show as many skills as possible throughout the year.</p>	
	<p><b>GCSE Food</b>  Term 3</p>	<p>Food science  cooking of food and heat transfer  Selecting appropriate cooking methods         Protein - functional and chemical properties of food</p>	<p>What is NEA1, what does it involve? How will I make sure I am prepared well for it?</p> <p>Why is food cooked and how is heat transferred to food?</p> <p>How do different cooking methods affect the sensory qualities of the food?</p> <p>What do the following terms mean? : Denaturation, coagulation, gluten</p>	<p>Practical tasks / skills based on guided choices which demonstrate a variety of skills. as follows:</p> <p>S1 – General practical skills S2 – Knife skills S3 – Preparing fruit and vegetables S4 – Use of the cooker S5 – Use of equipment S6 – Cooking methods S7 – Prepare, combine and shape S8 – Sauce making S9 – Tenderise and marinate S10 –</p>	<p>UCB Birmingham - cooking course for Y10/11 Mid Feb - April approx. (Saturdays) - info provided - up to pupils &amp; parents to enrol, ensure pupils attend</p> <p>Seneca Learning set as homework and extension to link into topics covered and wider revision.</p>	<p>Practical tasks will be a mixture of food science experiments and link practical tasks which demonstrate the different food science Terminology for each macronutrient area.</p> <p>Pupils fill in a skills passport throughout this year, guided to complete skills which will help them to show as many skills as possible throughout the year.</p>	<p>Written and verbal feedback</p> <p>Termly Internal standardisation</p> <p>Questioning</p> <p>Quizzes</p>



		<p>Carbohydrates - functional and chemical properties of food</p> <p>Fats - functional and chemical properties of food</p>	<p>formation, foam formation</p> <p>What do the following terms mean?: gelatinisation, dextrinization, caramelisation</p> <p>What do the following terms mean?: Shortening, aeration( by creaming) plasticity in emulsification</p>	<p>Dough S11 – Raising agents S12 – Setting mixtures</p>		<p>Revision and NEA1 practice/ preparation Choice of: Fats carbohydrates Proteins</p>	
	<p><b>GCSE Food</b>  Term 4</p>	<p>Food science functional and chemical properties of food: raising agents( mechanical, Biological and chemical raising agents)</p>	<p>describe what is meant by the term raising agents</p> <p>explain how chemical raising agents work in food products</p> <p>explain how mechanical raising agents work in food products</p> <p>explain how biological raising agents work in food products</p>	<p>Practical tasks / skills based on guided choices which demonstrate a variety of skills. as follows:</p> <p>S1 – General practical skills S2 – Knife skills S3 – Preparing fruit and vegetables S4 – Use of the cooker S5 – Use of equipment S6 – Cooking methods S7 – Prepare, combine and shape S8 – Sauce making S9 – Tenderise and marinate S10 – Dough S11 – Raising agents</p>	<p>Seneca Learning set as homework and extension to link into topics covered and wider revision.</p>	<p>Revision and NEA1 practice/ preparation Choice of raising agents</p>	<p>Written and verbal feedback</p> <p>Termly Internal standardisation</p> <p>Questioning</p> <p>Quizzes</p>



				S12 – Setting mixtures			
	<b>GCSE Food</b>  Term 5	Food Safety:  Food spoilage and contamination	How does food spoilage occur?  What conditions do microorganisms need to grow?  How are microorganisms used in food production? What are pathogenic bacteria?  How can we plan to make sure we are safe when we are preparing high risk food items?	Practical tasks / skills based on guided choices which demonstrate a variety of skills. as follows:  S1 – General practical skills S2 – Knife skills S3 – Preparing fruit and vegetables S4 – Use of the cooker S5 – Use of equipment S6 – Cooking methods S7 – Prepare, combine and shape S8 – Sauce making S9 – Tenderise and marinate S10 – Dough S11 – Raising agents S12 – Setting mixtures	Seneca Learning set as homework and extension to link into topics covered and wider revision.	Pupils will complete a variety of activities/ tasks which will enable them to understand the importance of food safety including how to prevent food spoilage, contamination etc.  Pupils will produce a detailed plan including health and safety points and make a main meal which could, if prepared incorrectly, leads to a range of food poisoning possibilities EG rice, meat, (minced beef, chicken, pork)	Written and verbal feedback  Termly Internal standardisation  Questioning  Quizzes
	<b>GCSE Food</b>  Term 6	Food choice  NEA2 Focus:	Identify the factors that contribute to food choice	Practical tasks / skills based on guided choices which demonstrate a variety of skills. as follows:	Seneca Learning set as homework and extension to link into topics covered and wider revision.	NEA2 Focus: research and summarise a selection of international cuisines, use that information to choose a	NEA2 marking framework shared, Written and verbal feedback



		<p>British and international cuisine: explore foods of British and international cuisine, equipment, cooking meth, eating patterns, presentation Styles.</p>	<p>Identify and explore religious, cultural and ethical reasons that may influence what we choose to eat</p> <p>What is the importance of food labelling information?</p> <p>How is sensory evaluation used in food production?</p>	<p>S1 – General practical skills S2 – Knife skills S3 – Preparing fruit and vegetables S4 – Use of the cooker S5 – Use of equipment S6 – Cooking methods S7 – Prepare, combine and shape S8 – Sauce making S9 – Tenderise and marinate S10 – Dough S11 – Raising agents S12 – Setting mixtures</p>		<p>product of choice. Demonstrate practical skills, explain reasons for choice, analyse nutrition and discuss costing, and suggest adoptions.</p>	<p>as a group and individual where needed.</p> <p>Termly Internal standardisation</p> <p>Questioning</p> <p>Quizzes</p>
	<p><b>Hospitality &amp; Catering</b>  Term 1</p>	<p>Factors that affect the Hospitality and Catering industry</p>	<p>What makes a Hospitality and catering establishment successful?</p> <p>Costs Profit Economy Environmental Technology Trends Customer demographics and lifestyle expectations Customer service Competition Political factors Media</p>	<p><b>Rice - Risotto or savoury stuffed peppers</b> - Veg prep / Sautéing / cooking rice. Side dishes such as vegetables salad <b>Equipment</b> - Saucepan / fish slice</p> <p><b>Cheesecake</b> - baked or fridge with decorative chocolate work - using food processor / setting and layering a mixture / decorating <b>Equipment</b> - Dish for cheesecake / food processor / piping bag</p>	<p>Cultural Development - Looking at wider society to understand how H&amp;C establishments are successful</p>	<p><b>Wk. 1&amp;2 Rice</b> - Cooked rice without excess liquid, presented in an attractive way with thought given to sides</p> <p><b>Wk. 3&amp;4 Cheesecake</b> - Layering, experimenting with presentation technique and manipulation of melted chocolate for decoration</p> <p><b>Wk. 5&amp;6 Kung pow chicken</b> - Working with meat and deboning.</p>	<p>Written and verbal feedback</p> <p>Termly Internal standardisation</p> <p>Questioning</p> <p>Quizzes</p>



				<p><b>Kung pow chicken</b> - Deboning chicken legs / marinating / veg prep / optional to make noodles <b>Equipment</b> - Wok / Deboning knife / pasta machine</p> <p>Practical tasks / skills based on guided choices which demonstrate a variety of skills.</p>		<p>presenting in an attractive way</p> <p><b>Week 7&amp;8</b> -Self guided practical choice to practice skills and recipes to suit a brief.</p>	
	<p><b>Hospitality &amp; Catering</b>  Term 2</p>	<p>Working practices of the Hospitality and Catering Industry</p>	<p>How does the front of house and back of house operate?</p> <p>Kitchen layout Work flow Equipment Stock control Documents Dress code Safety and security</p>	<p><b>Sweet or savoury pie</b> - Blind baking / making pastry / veg or fruit prep / thickening of sauce / pastry decoration <b>Equipment</b> - baking beans / flour dredgers</p> <p><b>Fruit upside down cake with custard</b> - Fruit preparation / caramelisation / creaming / baking. <b>Custard</b> - thickening / hob control <b>Equipment</b> - cake tin / electric whisk</p> <p><b>Lasagne</b> - Veg prep / dry frying / reduction sauce / roux sauce /</p>		<p><b>Wk. 9&amp;10 Sweet or savoury pie</b> - Blind baking, decorative pastry techniques</p> <p><b>Wk. 11&amp;12 Fruit upside down cake and custard</b> - presentation and sides, dovetailing two dishes</p> <p><b>Wk. 13&amp;14 Lasagne</b> - Portion size, practicing high level skills pasta making, roux sauce and mincing</p> <p><b>Christmas / celebration theme</b> - Christmas cake (Victoria sponge based) / choc</p>	<p>One to one tutorials – written and verbal feedback</p> <p>Termly Internal standardisation</p> <p>Questioning</p>



				<p>layering / pasta making. <b>Optional side garlic bread</b> - kneading / shaping / baking <b>Salad</b> - spiralling <b>Equipment</b> - pasta machine / lasagne baking dish</p> <p>Practical tasks / skills based on guided choices which demonstrate a variety of skills.</p>		<p>yule log (Swiss roll or meringue based) / etc.</p>	
	<p><b>Hospitality &amp; Catering</b></p> <p>Term 3</p>	<p><b>Catering for customers' needs</b></p>	<p>What provisions and facilities can establishments offer for its customers?</p> <p>What do other H&amp;C establishments look like and what do they offer that is unique?</p> <p>Types of customer - businessman, leisure and local residents Customers' needs and expectations Customer trends Customer rights</p>	<p><b>Panna cotta with fruit coulis</b> - using gelatine / hob control / preparing and shaping fruit / layering / presentation techniques <b>Equipment</b> - Pudding moulds / sieve / paring knife</p> <p><b>Veggie or meat burgers and buns</b> - Mincing / blending / shaping / kneading / proving / layering / adding flavour with herbs and spices <b>Optional side chips, ketchup, salad,</b> <b>Equipment</b> - Mincer / blender / dredger</p>	<p>UCB Birmingham - cooking course for Y10/11 Mid Feb - April approx. (Saturdays) - info provided - up to pupils &amp; parents to enrol, ensure pupils attend</p>	<p><b>Wk. 15&amp;16 Panna cotta with fruit coulis</b> - Gelatinisation, presentation skills, plate up dish and decorate.</p> <p><b>Wk. 15&amp;16 veggie or meat burgers</b> - Practicing's higher level skills, designing burger thinking about flavour and accompaniments</p> <p><b>Wk. 17&amp;18 Curry with chapatti/naan/ paratha</b> - making curry paste from scratch, making and presenting of dish and accompaniments</p>	<p>One to one tutorials – written and verbal feedback</p> <p>Termly Internal standardisation</p> <p>Questioning</p>



				<p><b>Curry with chapatti/naan/ paratha</b> - veg prep / meat/fish/ alternative protein prep / marinating / simmering / making a sauce / making a dough baking/grilling, stuffing naan/ paratha garnishing. <b>Equipment</b> - flour dredger / boning knife</p> <p>Practical tasks / skills based on guided choices which demonstrate a variety of skills.</p>		<p><b>Wk. 19&amp;20</b> - Self guided practical choice to practice skills and recipes to suit a brief.</p>	
	<p><b>Hospitality &amp; Catering</b>  Term 4</p>	<p><b>Environmental issues</b>  <b>Catering for customers' needs</b></p>	<p>How can you consider environment when menu planning</p> <p>Food provenance Food production and sustainable practices Saving energy Reducing waste</p> <p>Planning a menu that's suitable for different establishments and customers' needs</p> <p>Exam long answer question practice</p>	<p><b>Meringue Italian or French. Mini pavlovas, Eton mess or baked Alaska</b> - whipping / baking / decorating Equipment - Electric whisk / piping bag</p> <p><b>Meat/Halloumi/ Vegetable kebabs with dressing</b> - veg/meat prep marinating / mixing / skewering grilling / making a dressing garnishing. <b>Equipment</b> - skewers / boning knife</p>	<p>Moral Development - looking at our environment and understanding the effect our food choices can have</p>	<p><b>Wk. 20&amp;21 Meringue Italian or French</b> - Even sizes piping and shaping skills</p> <p><b>Wk. 22&amp;23 Meat/Halloumi/ Vegetable kebabs with dressing</b> - Using the grill, nutritionally balanced dish, portion sizing</p> <p><b>Wk. 24&amp;25 Fish Pie</b> - High level skill practice, filleting fish, piping. Presentation</p>	<p>One to one tutorials – written and verbal feedback</p> <p>Termly Internal standardisation</p> <p>Questioning</p>



11				<p><b>Fish pie</b> - veg prep / fillet fish / boiling roux sauce / baking / food styling piping. <b>Equipment</b> - filleting knife, piping bag / colander / potato ricer</p> <p>Practical tasks / skills based on guided choices which demonstrate a variety of skills.</p>			
	<p><b>Hospitality &amp; Catering</b></p> <p>Term 5 &amp; 6</p>	<p>Revision and practice NEA (unit 2) - Street food</p>	<p>Exam preparation for mocks</p> <p>Practice NEA - plan and make dishes suitable for a festival</p> <p>Skills - focus on independent menu planning</p>	<p>Practical tasks / skills based on guided choices which demonstrate a variety of skills.</p>	<p>Working to a brief – vocational context to develop transferrable skills and competencies e.g. problem solving, communication</p>	<p>Students work independently selecting dishes to trial that demonstrate a range of skills and meet the brief.</p> <p>Students will complete written coursework and cook two dishes</p>	<p>One to one tutorials – written and verbal feedback</p> <p>Termly Internal standardisation</p> <p>Questioning</p>
	<p><b>Design &amp; Technology</b></p> <p>Term 1, 2 &amp; 3</p>	<p>NEA Coursework 50%</p> <p>Design, make, test and evaluate deadline at the end of term 3.</p>	<p>NEA Coursework</p> <p>Design, make, test and evaluate</p>	<p>Generating design ideas</p> <p>Developing design ideas</p> <p>Realising design ideas</p> <p>Analysing &amp; evaluating</p>	<p>Problem solving</p> <p>Numeracy - scale drawings, isometric drawing</p>	<p>Developing designs based on previous research work.</p> <p>Final technical drawings on paper and using CAD.</p> <p>Using different tools and processes to make a prototype or model.</p>	<p>Peer and self-assessment</p> <p>Work to be sent off for moderation.</p>





						Record getting the user to test out product and evaluate.	
<b>Design &amp; Technology</b>	Revision for external exams	Revise the 3 different areas for the external exam;	Past papers Power points Videos BBC Bitesize Quizzes	PLTS – encouraging creative thinking, independent enquiry and reflective learning and problem solving	Students to work through a range of past papers.  Tests and quizzes on the 3 different areas.  watch videos and make notes/mind maps of kept terms	Peer assessment  Self-assessment  regular feedback from mini quizzes and mock tests	
Term 4,5 &6		<b>Core technical principles</b>  <b>Specialist technical principles</b>  <b>Designing and making principles</b>					
<b>GCSE Food</b>	NEA 1 Food Science Investigation  10 hours (including 3 hours of practical)  NEA 2 Food Preparation Assessment (20 hours including practical)	Pupils produce both paper element and practical outcome.	NEA1: food science experiments: Research Into how ingredients work and why, draw conclusions, plan and conduct tests, analyse findings 10 hours.  NEA2: Plan and prepare 3 dishes applying their knowledge of nutrition to the chosen brief. Complete skills trials. 20 hours	Research  Analysing, drawing conclusions  Conducting tests to prove or disprove a theory re  Responding to results, explaining.  Revision sessions	Students will be able to comprehend a question quickly through understanding of key command words.  Students will be able to structure their written answer for long answer questions  practical assessment outcomes	Quizzes  One to one tutorials – written and verbal feedback  Questioning	
Term 1, 2 &3							



<p><b>GCSE Food</b>  Term 4, 5 &amp;6</p>	<p>NEA 2 Food Preparation Assessment (20 hours including practical)  Revision for exam paper</p>	<p>Pupils produce both paper element and practical outcome.  Recap of exam paper knowledge and practicing long answer questions.  Practice exam papers</p>	<p>NEA2: Plan and prepare 3 dishes applying their knowledge of nutrition to the chosen brief. Complete skills trials. 20 hours  Learn command words  Structure of written answers  Revision guides</p>	<p>Research  Demonstrating skills  Menu planning  Analysing, Evaluation  Revision sessions</p>	<p>Students will be able to comprehend a question quickly through understanding of key command words.  Students will be able to structure their written answer for long answer questions</p>	<p>Peer assessment  Self-assessment  Assessment of NEA using AQA template.  Only generic - not individual feedback can be given during task due to this forming part of the final grade  Feedback to pupils when graded / moderated...  NEA2 Grade out of 70 (35% of final grade)  Work to be sent off for moderation.  Quizzes, questioning  One to one tutorials – written and verbal feedback</p>
	<p><b>Hospitality &amp; Catering</b> Term 1, 2 &amp;3</p>	<p>Revision for mock exams  Non exam assessment 9 hours</p>	<p>Recap of exam paper knowledge and practicing long answer questions.  Feedback from mock exam and targeted revision</p>	<p>Laptops  Practicing high level skills and trialling dishes that are suitable for brief.</p>	<p>Research - looking at existing H&amp;C establishments  Revision sessions</p>	<p>Trial dishes to practice skills  Written coursework which includes research, menu suggestions and time plan for cooking</p>



			Brief for non-exam assessment issued, work completed in lesson time. Research plan and cook 2 dishes and accompaniments to meet brief			Two dishes plated and presented.  Revision resources	
	<b>Hospitality &amp; Catering</b> Term 4, 5 & 6	Non exam assessment 9 hours  Revision for exam paper	Finish non exam assessment work  Recap of exam paper knowledge and practicing long answer questions.  Practice exam papers	Learn command words  Structure of written answers  Revision guides	catch up NEA sessions  Higher level skills sessions for students if needed  Revision sessions	Non exam assessment work is completed  Students will be able to comprehend a question quickly through understanding of key command words.  Students will be able to structure their written answer for long answer questions	Quizzes  One to one tutorials – written and verbal feedback  Questioning