

CORE KNOWLEDGE

What I will know and understand by the end of Year 7.



This year in Design & Technology we will be learning:		This links to:	Key vocabulary:
1	Understand basic health and safety rules in the kitchen and apply this knowledge when completing practical lessons. You will communicate 5 health and safety rules.	Using equipment safely How to work safely in food room and other kitchens.	Health and safety Hygiene, hazards
2	Identify different food groups and the function they have on the body. Understand basic healthy eating and nutrition. Explain what a range of vitamins do in the body.	Healthy eating and nutrition in science and PE. Keeping healthy and eating well.	Nutrients, eatwell plate, functions
3	Model the importance of a balanced diet and healthy breakfast by making scrambled egg on toast.	Working safely in the kitchen and any practical work in primary school.	Balanced diet, nutrition, safety
4	Know what what sustainability is in relation to food and learn ways to be more sustainable with food. Design a meal that shows you understand sustainability.	Sustainability in geography and science. Learn how to sustain yourself in life.	Sustainability, food waste
5	Understand different cooking and baking techniques by following a range of recipes and production plans. Make a range of dishes including, soup, bread, pizza.	Any previous knowledge or cooking in Primary school.	Techniques, methods, equipment
6	Working with the relevant parts of the cookers and transferring the skills you have been shown to produce a range of high quality dishes	Working safety and any other cooking you have done previously.	Health and safety, products
Target Grade		AP1	AP2
			AP3



CORE KNOWLEDGE

What I will know and understand by the end of Year 8.



This year in Design & Technology we will be learning:		This links to:	Key vocabulary:	
1	Identify areas of a dangerous kitchen and distinguish how to prevent hazards. Recall 5 health, safety and hygiene rules that must be followed.	Health and safety of a technology room in Y7. Using machinery safely.	Hazards, Safety	
2	Name different bacteria and their sources, how the transfer of bacteria can be reduced along with ways to reduce cross contamination. Model basic knife skills.	Further learning in KS4, also looks at basic hygiene and growth of bacteria science	Food poisoning, contamination	
3	Recommend healthy options that are sustainable, transform a unhealthy dish into a healthy option. Thinking about where the ingredients come from and the distance they have traveled.	KS2 healthy eating, looking towards sustainability and making informed healthy choices	Balanced diet, nutrition, Vitamins	
4	Consider ways allergies can be avoided through contamination and the difference between allergies and intolerances.	Links to KS4, how hospitality sectors must always consider customers and dietary needs	Allergy, intolerance	
5	Through modeling transfer the skills needed to make bread and bread pizza. You will also make a range of dishes showcasing skills such as chopping, whisking, blending. Rubbing in, boiling to mention a few.	In Y9 you will move onto to making a variety of pastry, use of hand techniques	Yeast, enrobing, blending	
6	Working with the relevant parts of the cookers and transferring the skills you have been shown to produce a range of high quality dishes whilst applying health and safety rules and using the correct PPE.	You will revisit food in y9 where you will need to remember how to use the cooker and produce more dishes.	Hob, grill, oven,	
Target Grade		AP1	AP2	AP3

CORE KNOWLEDGE

What I will know and understand by the end of Year 9.



This year in Design & Technology we will be learning:				This links to:		Key vocabulary:	
1	Gain further understand of health and safety and its importance for a wider range of equipment in both a classroom/kitchen environment but also in a working kitchen/restaurant in the hospitality industry.			Previous learning and also is relevant to practical lessons		Health and safety at work act, PPE, COSHH	
2	Will use a range of equipment to weigh, cook and present a selection of savoury and sweet dishes, including sponge slices, calzone pizza, vegetable pasta bake, sausage rolls and cheesy bread plait.			National curriculum guidelines and builds on previous skills learnt		Fermentation, creaming method, knead, consistency,	
3	Understand different roles and responsibilities in the hospitality industry and the types of contracts offered. The difference between front of house and back of house.			The bigger picture and also the WJEC course offered in KS4		Full time, part time, zero hours, fixed term, temporary, agency	
4	Look at how allergies and intolerances have an impact on the hospitality environment and why we must consider them when cooking and in school. The important difference between allergies and intolerances.			PHSE+ the importance of following school guidelines		Allergies, intolerances, visible, non visible, gluten, coeliac, lactose	
5	Have a good understanding of the impact food is having on the environment and how we can reduce the impact. Thinking about new alternatives to food production.			Environmental impacts in science and Geography. Design for the future		Sustainable, food miles, government, Planet, Environment, Pollution	
6	Plan a menu that meets a brief that aims to improve the unhealthy eating habits of the people of Middlesbrough. Suggest a catering provider that would encourage people to reduce the amount of take away food that they eat and help with the obesity crisis.			Social issues, links with health, science and PHSE+		Nutrition, balanced, obesity,	
Target Grade			AP1		AP2		AP3