Food Technology   **Year 7**   **SUMMARY CURRICULUM PLAN**

Subject content (What will be covered)	As a result, what students should know /understood	What students should be able to do	How students will be assessed	By when
Basic cooking skills	Different cooking practices Food preparation	Identify suitable cooking techniques for foods Organise their kitchen safely	Marking worksheets Practical investigation Visual	
Healthy	Balance of foods in daily diet Recommended daily allowance of food groups	Sort foods into the major food groups Adapt basic recipes to make them healthier Generate a well-balanced daily/weekly meal plan	Peer assessment Teacher marking Presentation	
Food Hygiene	How to store/handle foods Correct selection of equipment to limit cross contamination	Demonstrate good food handling and storage Marking of temperature records Select suitable equipment and document reasoning	Marking books Visual Peer	

Food Technology   **Year 8**   **SUMMARY CURRICULUM PLAN**

Subject content (What will be covered)	As a result, what students should know /understood	What students should be able to do	How students will be assessed
Food Function	Identify the function of ingredients in foods (body) Link ingredients function to making (structure)	State benefits of ingredients for nutrition (growth etc) Develop knowledge /ability to alter ingredient to change structures	Peer assessment Teacher marking worksheets

Evaluation	Use sensory keywords to analyse foods Write a structured reflection of their making	Visually analyse their work on paper to communicate success Critically analyse and state developments for improvements	Peer assessment Teacher marking
Food miles Sustainability	Recognise food logos of sustainability Link global position and ethical shopping	State reasoning for choice of products Promote ethical shopping into their practices	Peer assessment Teacher marking Presentation

Food Technology   **Year 9**   **SUMMARY CURRICULUM PLAN**

Subject content (What will be covered)	As a result, what students should know /understood	What students should be able to do
Special Diets	Identify different dietary needs Healthy, moral, religion	Highlight reasoning to support people's choice Adaption of recipes to suit a requirement
Presentation	Investigate how presentation is done (different methods) Understand industry standards/expectations	Present foods using suitable garnish Use industry techniques to present foods
Case study	Develop a dish using basic cooking skills Investigate requirements to suit a specific market	Design and make a 2 course meal

Food Technology **Year 10/11** **SUMMARY CURRICULUM PLAN**

Subject content (What will be covered)	As a result, what students should know /understood	What students should be able to do	How students will be assessed	By when (Half term 1 > 6)
Product development/ ingredient function	Learners can develop dishes with the understanding of what the ingredients contribute to the outcome.	Research and adapt recipes to follow a set design task.	Written, Verbal, Practical	HT1
Product development/nutrition analysis	Learners can develop dishes with the understanding of the nutritional balance required for the market place.	Produce food labels and adapt dishes to reduce/increase GDA's (Guideline Daily Amounts).	Written, Verbal, Practical	HT2
Special diets/menu planning	Learners could demonstrate the understanding of different requirements (moral/social/ethical) to product suitable products.	Learners could prepare a range of researched product to suit a required diet replacing the components.	Written, Verbal, Practical	HT3
Sustainable products/green food miles	Learners could identify a range of seasonal ingredients to/source locally to support local farmers.	Learners could consider a range of ingredients to use as an alternative to support local markets and reduce the food miles.	Written, Verbal, Practical & Mock GCSE Exam	HT4
Controlled Assessment	Learners will research and develop a product suitable for their task.	Identify a gap in the market for a suitable product. Develop a product changing the ingredients GDA's		HT5 HT6 Year 11 HT1 HT2
Revision	Learners will revise all areas of food nutrition and preparation.	Complete a range of tasks/conduct research to develop knowledge	Past paper.	HT3 HT4