



DT & Food Curriculum Overview



Year	Food and Nutrition	Design Technology
7	<p>My Food and Me – practical skills and techniques of cooking</p>	<p>Eco bug house</p>
	<p>An introduction to the kitchen Students will learn about the kitchen and get to use different equipment by making a variety of different recipes.</p> <ul style="list-style-type: none"> • Our focus will be on making healthy choices around the food we eat. • We will learn about the five key nutrients that we need in our diet and why we need them. <p>This unit introduces the kitchen environment. An introduction to Health & Safety and moves into the basics of Nutrition including the Eatwell Guide. Students will also prepare and cook a range of predominantly savoury and healthy dishes.</p>	<ul style="list-style-type: none"> • An introduction to the workshop for students, exploring prototype and problem solving through cardboard manipulation, Prototyping, specification, and research • Making an Eco bug house – H&S, introduction to hand tools, measuring, marking, and cutting, quality of finish, properties of wood, research, testing and evaluating a product. <p>This introduces developing different sketching and basic modelling skills, including using isometric drawings, and annotating sketches to communicate design ideas.</p>



Year
8

Food and Nutrition

Design Technology

Multi-Culture – World Food

**Metal Accessory
LED Ali-Animal**

Students will learn more about foods from all around the world and understand why in Britain we eat so many foods from so many different countries.

- We will focus on making main course savoury dishes and understand how to modify dishes for health and for enjoyment building on the culinary skills
- Looking at how food choices impact of individuals.

This unit begins with a re-cap of the Eatwell Guide followed by the safe handling and storage of food. We then move onto World Foods looking at foods from diverse cultures around the world. Students will also prepare and cook a range of predominantly savoury and healthy dishes.

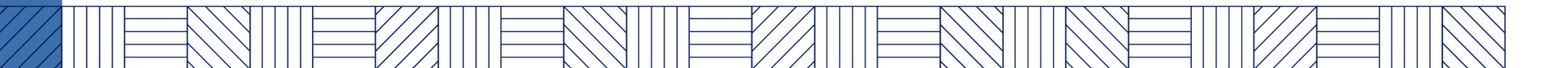
- Designer inspired metal accessory – Bauhaus design
- H&S, Properties of metal, metal hand tools, designers, specification, project brief, evaluation
- LED Ali-animal

Students are required to develop making skills to manufacture a copper accessory. Discussion of range of metal work careers, including jewellery designers.





Year	Food and Nutrition	Design Technology
9	Street Food Festival	Clock Project
	<p>In this project students will look at factors that affect food choice and how their food choices can affect the world around us both from an environmental perspective and a moral one (or do I mean ethically?)</p> <ul style="list-style-type: none"> This project will allow students to consolidate all their practical skills learned during the last 3 years to choose and produce their own dishes suitable for a street food festival This will be excellent preparation for coursework for those going on to study Food at GCSE. But even for those not doing Food GCSE it will help us learn how to organise ourselves and as always, make some delicious food! <p>In this unit students will re-cap nutrition via the Eatwell Guide and then progress to nutrition at key stages. Students will then move on to Food Science looking at the functions of ingredients. Building upon the knowledge developed through Y7 & 8 students will complete a food festival menu including research into their local area to identify a need. They will then propose a business type and menu. Finally, they will make a sample menu and meal based upon their proposal. Students will also prepare and cook a range of predominantly savoury and healthy dishes.</p>	<ul style="list-style-type: none"> Clock project – introduction to plastics, sustainability, 2D design, line bending, identifying a client, iterative design process Design Movement inspired clock Development of clock project with mechanisms – cardboard design and modelling extension <p>Students will build on their design knowledge from year 7 and year 8 to create a working prototype inspired by a design movement. Students will be able to demonstrate refined skills and competency when using a range of tools and equipment to manufacture a product.</p>
<p>Fundamental Learning</p>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts [for example, the home, health, leisure, and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion].</p> <p>As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking that will open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p>	





Year	AUTUMN	SPRING	SUMMER
10 D&T	<p>Game D&T and Our World Mechanisms</p>	<p>Light Box Electronics Smart Materials</p>	<p>Mini NEA (Non-Examination Assessment) Mechanisms NEA introduction</p>
	<p>Students complete a design and make project in the form of a child's game.</p> <p>They will run through the design process of Research, Design, Make, Evaluate.</p> <p>Alongside this will run 2 Technical Knowledge units: D&T and our world and Mechanisms.</p>	<p>Students complete a design and make project in the form of a night light.</p> <p>They will run through the design process of Research, Design, Make, Evaluate.</p> <p>Alongside this will run 2 Technical Knowledge units: Electronics & Smart Materials.</p>	<p>Students will complete a mini NEA in the form of a short architecture project based on current architects / designers. This will take the form of Research, Design, Make, Evaluate. This will be an introduction to the NEA and what is expected. Alongside this will run 1 Technical Knowledge unit: Mechanisms</p> <p>In the second part of this term students will be introduced to the 3 NEA contexts set by the exam board. They will complete a detailed analysis of the contexts.</p>





Year	AUTUMN	SPRING	SUMMER
11	NEA	NEA	EXAM revision and preparation
D&T	<p>Students will continue to work through their NEA. Moving on to client requirements and the iterative design process.</p> <p>Modelling is a key stage here and must be used to refine and develop ideas.</p>	<p>Students will move into the manufacturing stage of their NEA. They will complete a thorough and detailed evaluation of their ideas, product and journey through the NEA.</p>	<p>Revision, covering exam prep. How to read and answer the questions. What is the examiner looking for.</p>





Year	AUTUMN	SPRING	SUMMER
10 FPN	<p>Principles of Nutrition Food Commodities Diet and Good Health The Science of Food Cooking and Food Preparation</p>	<p>Where Food Comes From The Science of Food Cooking and Food Preparation</p>	<p>Cooking and Food Preparation The Science of Food NEA1 Mock Investigation NEA 2 Mock practical Assessment</p>
	<p>Students will start to understand the principles of nutrition, good health, and diet. In the first half term students will focus on vitamins and minerals, links to the food commodities of fruit and vegetables. These ingredients will then be used to develop dishes within practical lessons. Dishes may include fruit tarts and puddings, vegetable main courses including stews and curries. Practical skills will be developed over this period and the science of food is integrated into the processes covered.</p> <p>In the second half term the focus is on the Food Commodity of cereals and grains. How these ingredients are processed and then used in food preparation. Students will learn how to make fresh breads, pasta and other dishes using these ingredients. Carbohydrates and sugars are analysed at length in theory lessons and links made to health and good nutrition.</p>	<p>In the spring term the Macronutrient Protein is the focus. In both theory and practical lessons students will analyse how this macronutrient supports growth, repair, and good nutrition. The commodities of meat, fish, milk, eggs, cheese, and yoghurt are all integrated into practical and theory lessons. Students will learn about butchering skills and practice the techniques in class. Food hygiene and the issues of cross contamination are also covered so that students are aware of potential issues both at home and at school when handling food. Students will make a range of dishes including chicken pasties, lemon meringue pie, curry, cheesecake, custard, quiche lorraine. Analysis of the origins and farming of food is discussed including organic and intensive farming. The science of food and how these ingredients react to heat and cooking is integrated and covered in lessons.</p> <p>A mini NEA1 food investigation is introduced to the students during this term</p>	<p>In the summer term the macronutrient of Fats and Oils are covered in lessons. Links are made between the benefits and dangers of fats in the diet, the functional properties and how saturated and unsaturated can be used in cooking. Practical dishes include coleslaw, and mayonnaise, cakes, and millionaires' shortbread.</p> <p>In the summer term half term 1 students complete a coursework NEA1 Food Investigation question.</p> <p>In the summer half term 2 students complete a 3 hour Mock Practical Assessment where they will cook 3 dishes and accompaniments</p>





Year	AUTUMN	SPRING	SUMMER
11 FPN	Completion of NEA1 Coursework and practical Investigation (15%) (November) Food skills and practical skills development NEA2 Preparation and discussion	NEA2 Practical Coursework and Examination (January –March) (35%)	Revision and preparation for Written Examination (June) (50%)
	The first half term is a revision of cooking techniques and practical expectations The second half term the students complete the full NEA1 Exam question (2000 words)	During the 3 rd and 4 th half term the students are completing the research project for their NEA2 project and exam This culminates in the students completing their 3-hour practical examination	The final half term aims to prepare the students for the written paper in June (1 3/4 hours)



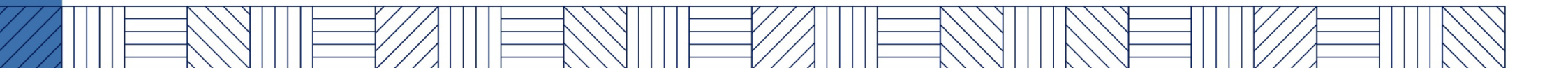


Year	AUTUMN	SPRING	SUMMER
10 HC	<p>Unit 1: LO4 – Know how food can cause ill health</p> <p>Unit 2: LO3; Be able to cook dishes</p>	<p>Unit 2</p> <p>LO1: Understand the importance of nutrition when planning meals</p> <p>LO2; Understand menu planning</p>	<p>Unit 1 LO1: Understand the environment in which hospitality and catering providers operate.</p> <p>LO3; Produce dishes to be served on a range of different menus.</p>
	<p>One of the first things candidates should be aware of prior to cooking is food safety. Candidates could take an external food safety course, either online or through an external agency.</p> <p>Candidates should be aware of and be able to analyse, identify explain or describe:</p> <ul style="list-style-type: none"> • food-related causes of ill health • common types of food poisoning • symptoms of food induced ill health • food safety hazards in different situations • risks to food safety • control measures • food safety regulations <p>Basic skills would be taught this first term:</p> <ul style="list-style-type: none"> • knife skills e.g. soups, salads, vegetable cuts • methods of cake making • yeast doughs • pastry making • sauces <p>With emphasis on food safety and hygiene. Candidates should prepare and cook a range of high risk dishes and follow the principles they have learnt in the theory lessons.</p> <p>Candidates could develop skills by planning and preparing a range of dishes e.g. a starter one week, then a main course, then a dessert.</p>	<p>describe the functions of nutrients</p> <ul style="list-style-type: none"> • compare the nutritional needs of specific groups • explain what happens if you don't have a balanced diet • know how the different cooking methods impact on the nutritional value of foods • know the factors to consider when planning menus • be aware of environmental issues when cooking • explain how the dishes meet the customer needs • produce time plans for practical outcomes • be aware of how to check ingredients are of good quality <p>Use of commodities</p> <p>Producing dishes using a range of commodities:</p> <ul style="list-style-type: none"> • meat • fish • poultry • eggs • dairy • vegetarian alternatives <p>When working with commodities links could be made to the needs of specific groups, including special dietary needs and allergies.</p> <p>Candidates should continue to use a range of cooking techniques when preparing the dishes.</p>	<p>Gain an understanding of the different types of establishments and the types of foods that the produce for customers.</p> <ul style="list-style-type: none"> • describe the structure of the hospitality and catering industry • be aware of and be able to describe the job roles and working conditions. • explain the factors affecting the success of providers





Year	AUTUMN	SPRING	SUMMER
11 HC	<p style="text-align: center;">Unit 1</p> <p>LO1: Understand the environment in which hospitality and catering providers operate.</p> <p>LO2: Understand how Hospitality and catering providers operate.</p> <p>LO3: Understand how Hospitality and catering provision meets health and safety requirements.</p> <p>For this section arranging a range of speakers or visits to enable the candidates to see first hand how the industry works is recommended. This could include visits to:</p> <ul style="list-style-type: none"> • local hotels • restaurants • food suppliers • event services <p>Guest speakers from:</p> <ul style="list-style-type: none"> • hotel management • event organisers • wedding planners • food suppliers • health and safety executive from local industry <p>In small groups (a groups of six is suggested) candidates plan, trial, prepare, cook and serve a three course meal or range of dishes for a target group, or target catering outlet.</p>	<p style="text-align: center;">NEA</p> <p>This term would be used to further develop practical skills, finish any content not covered and complete the internal assessments for the course.</p> <p>Candidates may be given the task chosen, along with the mark scheme for unit 2 so they are aware of how marks are given. They should be given a breakdown of the time allowed to complete the tasks set. Preparation time should also be allowed along with opportunity for them to study exemplar work so that candidates are fully aware of the requirements of the tasks.</p> <p>Candidates will also need to practice examination papers in preparation for the examination</p>	<p style="text-align: center;">Exam preparation</p> <p>Revision, covering exam prep. How to read and answer the questions. What is the examiner looking for.</p>





They could complete a portfolio of evidence to back up the choice of dishes made with reference to the specific nutritional needs of the target group. They should also include environmental issues and food safety. Each candidate must produce an individual portfolio but the planning for the meal can be completed as a team. The meal/selection of dishes should include accompaniments and show excellent presentation skills. This should include:

- meat/poultry/fish/vegetarian alternatives
- eggs and dairy produce
- cereals, rice, pasta, or flour
- fruit and vegetables

