

Curriculum overview: Food and catering

Key Stage 2				
<ul style="list-style-type: none"> ▪ understand and apply the principles of a healthy and varied diet ▪ Demonstrate correct use of basic hand held equipment ▪ Recognise good personal hygiene practises ▪ Understand the correct procedures for storing high risk foods (meat, dairy, fish) ▪ Demonstrate working in a safe manner ▪ Follow a basic recipe to produce simple dishes. ▪ Follow correct procedures for washing and drying equipment ▪ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ▪ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 				
Key skills/content requirements at GCSE				
<ul style="list-style-type: none"> ▪ Understanding of proper use of equipment ▪ Confidence in a range of cooking methods ▪ Good understanding of presentation skills ▪ Demonstrate efficient knife skills 		<ul style="list-style-type: none"> ▪ Production of dishes ▪ Quality control ▪ Catering/ French terminology ▪ Nutrition and menu ▪ Team work/communication 		<ul style="list-style-type: none"> ▪ Production plans ▪ Food and personal hygiene ▪ Ingredients/ food commodities ▪ Costings and portion control ▪ Commercial practise
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> ▪ Correct use of Basic equipment ▪ Use of hob and oven ▪ Basic knife skills ▪ Production of dishes to show a range of basic technical skills ▪ Introduction of nutritional requirements for food groups. ▪ Follow a production plan/ recipe. ▪ Demonstrate some basic technical catering terminology. ▪ Demonstrate correct personal hygiene and basic food hygiene- 4c's 	<ul style="list-style-type: none"> ▪ Correct choice of equipment ▪ Use of water based methods of cooking ▪ Competent use of knife skills ▪ Production of basic sauces, doughs and pastry ▪ Adapting recipes based on nutritional needs of individuals ▪ Follow a production plan to include own health and safety checks ▪ Recognise some French catering terminology. ▪ Demonstrate correct personal and food hygiene - be aware of consequences of poor hygiene. 	<ul style="list-style-type: none"> ▪ Electrical hand held equipment ▪ Use of water based and dry heat cooking methods ▪ Demonstrating appropriate cutting methods ▪ Production of sauces, enriched doughs and pastry. ▪ Identification of nutrients in recipes ▪ Production of production plan ▪ Demonstrate some French catering terminology. ▪ Demonstrate correct personal hygiene and food hygiene- recognising key food poisoning, causes and symptoms. 	<ul style="list-style-type: none"> ▪ Specialised catering equipment ▪ Use of fat based methods of cooking ▪ Selection and use of a range of knives. ▪ Demonstration of a range of high skills and technical dishes ▪ Planning, adapted and developing menus for specific occasions and individuals. ▪ Produce own accurate production plan with quality checks and timings ▪ Demonstrate full use of a range of technical and French catering terminology. ▪ Demonstrate personal and food hygiene in practical activities- and be able to apply HACCP. 	<ul style="list-style-type: none"> ▪ Specialised catering equipment ▪ Use of a range of cooking methods ▪ Selection and use of a range of knives ▪ Demonstration of a range of high skills and technical dishes ▪ Use prior knowledge of menu planning, adapted and developing menus for production of internal assessment unit. ▪ Produce own accurate production plan with quality checks and timings ▪ Demonstrate full use of a range of technical and French catering terminology. ▪ Demonstrate personal and food hygiene in practical activities- and be able to apply HACCP and describe key legislations relating to health and safety in catering industry.

GCSE external assessment:

Food and nutrition uses the GCSE 1-9 grading system, where 9 is the best grade. All examinations are terminal (at the end of Year 11). The assessments are comprised of the following components:

- Coursework - 1 -15% of final grade to be started in September of Year 11,
- Coursework- 2- 35% of final grade to be started in November Year 11.
- Written examination worth 50% of the final grade to be sat at the end of Year 11.

SMSC in food and catering

In design technology social, moral, spiritual and cultural is developed in a number of ways. We teach our students to think about the impact of their designing and making on the environment, people and the wider world. We teach our students about the importance of the 3 R's and sustainability to encourage them to think about their responsibility as part of the future generation. Students are expected to demonstrate high standards of behaviour and encourage their peers to do the same to develop a sense of social responsibility and respect. Respect and positivity is encouraged through the process of peer evaluation of each other's work. Within lessons we encourage students to take and give criticism positively and to verbally explain their thoughts in a respectful and positive way. We encourage students to take chances within their work taking inspiration from the wider world and enjoying the process of developing and manufacturing functioning products which reflect the personality and style of each individual student.

Spiritual development in food and catering

Spiritual development and self-belief is of high importance in design and technology. The creative designing and making process inspires students to bring out their hidden talents, which helps all students with self-confidence and belief in their own abilities. Our students are taught how to investigate products, aesthetic and functional, past and present and examine how they affect the quality of our daily lives. They are encouraged to develop their thinking skills and explore the wider world and use this inspiration when developing their own design ideas

Moral development in food and catering

In design and technology we try to develop a sense of 'moral conscience in our students. We teach students to consider the wider impacts on the environment when designing and making new products, and encourage them to think about their chosen materials and components and whether they are taking into account sustainability and the environmental impact of their design choices. The 3 R's are frequently discussed throughout the designing and making process. Within the lessons pupils are expected to show respect to others and take responsibility for their own actions and encourage others to do the same.

Social development in food and catering

As part of the student's social development within design technology we encourage students to accept responsibility for their behaviour and the safety of others by enforcing clear expectations which in turn provides our students with a safe, secure and structured learning environment. We encourage team and pair work to help build mutual respect and to be accepting of each other's strengths and weaknesses. We encourage our students to take part in self and peer evaluation, which allows students to give their opinions and to give and accept constructive criticism as a way to improve their outcomes.

Cultural development in food and catering

Within design technology students are taught to consider that all their design work should be sensitive to needs and beliefs of different cultural backgrounds or groups of people, ensuring all imagery, text and products produced will not be deemed as being offensive. Students are given opportunities to use the work of artists, designers and inspiration from the wider world and from a wide range of cultures and historical contexts to influence and help develop their own work.