

Food Curriculum 2017/2018



In KS3 Food...

Due to the nature of the subject, the main focus in KS3 Food is to embed a wide range of practical skills. Students will therefore concentrate on developing their competencies against the core preparation skills. These core skills have been integrated throughout the schemes of work and linked where appropriate to the subject content. Students will be taught how and when to use these preparation skills to achieve a range of different outcomes.

The skills include:

- 1) General practical skills including: weighing, measuring, preparing ingredients and equipment, correct cooking times, testing for readiness and sensory testing.
- 2) Knife skills including: fruit, vegetables, meat fish or alternatives.
- 3) Preparing fruit and vegetables.
- 4) Using the cooker including: the hob, grill and oven.
- 5) Use of equipment including: blenders, food processors. mixers, pasta machines and microwave ovens.
- 6) Cooking methods including: steaming, boiling, simmering, blanching, poaching and frying.
- 7) Techniques to prepare, cook and combine different ingredients.
- 8) Sauce making including: starch based, reduction and emulsions.
- 9) Tenderising and marinating different ingredients.
- 10) Making dough including: bread, pastry and pasta.
- 11) Use of raising agents including: eggs, chemical, steam and biological.
- 12) Setting of mixtures through use of heat and egg protein

Key themes

1. Food, nutrition and health
2. Food Science
3. Food safety
4. Food choice
5. Food Provenance.

	Year 7	Year 8
Topics covered	<ul style="list-style-type: none"> • Introduction to Health & Safety • Coleslaw & Knife Skills • Eatwell Guide and a Healthy lifestyle. • Soup making & Vitamins • Fruit Crumble, Shortening, Enzymic browning • Acid & Alkalis • Fish Goujons & Denaturation • Chicken Stir Fry, dry based cooking methods – hob and marinating, 	<ul style="list-style-type: none"> • Healthy Hydration, Nutrition, Energy Balance. • Carrot cake muffins - Caramelisation, Chemical Raising agents, aeration • Egg investigation into Coagulation and Denaturation. • Savoury beef cobbler - Best of British, locally sourced ingredients, Red Tractor. • Turkey burgers – HBVs & LBVs • Macaroni cheese – Sauce making and Gelatinisation. • Pear & marble tray bake - Aeration. Mechanical Aeration • Pizza wheels - Gluten Formation & Fermentation
Literacy links	<ul style="list-style-type: none"> • Use Standard English confidently in a range of formal and informal contexts, including classroom discussion. • Pupils to listen closely and contribute effectively to talk through building upon, 	<ul style="list-style-type: none"> ▪ Use Standard English confidently in their own writing and speech. ▪ Learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. ▪ Explain complex ideas and information clearly.

	<p>questioning and challenging the points made by others;</p> <ul style="list-style-type: none"> • Pupils will use adjectives to describe the ingredients sensory qualities. • Learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. • Use writing to explore and develop ideas. • report the main points from discussion. • Pupils to all learn the mnemonic: Fred Flintstone can't play monopoly very well (Fat, Fibre, carbohydrates, protein, minerals, vitamins, water) • Develop listening skills. • Develop efficient reading and focus on the important features of a text – skimming, scanning and close reading. • Use spoken English as a tool for clarifying and justifying ideas. • Apply their growing knowledge of vocabulary, grammar and text structure to their writing. • Use appropriate reading strategies to extract particular information e.g. highlighting, scanning. • Develop the skills of summarising and reporting. 	<ul style="list-style-type: none"> ▪ Make notes in different ways, choosing a form which suits the purpose. ▪ Using Standard English confidently in a range of formal and informal contexts, including classroom discussion. ▪ Listen with a purpose, selecting relevant information. They are expected to listen for a detailed understanding of content and to focus on specific areas for comment. ▪ Develop efficient reading and focus on the important features of a text. ▪ Listen with a purpose, selecting relevant information. They are expected to listen for a detailed understanding of content and to focus on specific areas for comment. ▪ Use Standard English confidently in their own writing and speech.
<p>Numeracy links</p>	<ul style="list-style-type: none"> • Key temperatures • Create accurate vegetable cuts that are all of a similar shape and size • Percentage calculation for The eatwell guide. • Log data onto a star diagram graph • Use units of measurement to weigh and measure ingredients accurately measure & calculate time. • Use a spreadsheet to calculate the cost of a recipe. • Collect small sets of data from surveys and experiments as planned. • Use and interpret data. 	<ul style="list-style-type: none"> • Examine diets and amounts linking to healthy hydration. • Use units of measurement to weigh and measure ingredients accurately. • Measure/calculate time. • Collect small sets of data from surveys and experiments as planned. • Use and interpret data. • Log data onto a star diagram graph
<p>SMSC</p> 	<ul style="list-style-type: none"> • Pupils have some understanding surrounding the sourcing, preparation and cooking of food. • Developing an understanding of individuals with specific lifestyle needs to include • Research fruit & vegetables that are grown in the UK in each of the seasons and suggest dishes that they could be used for. • Pupils will be shown the sustainably sourced logo and the teacher will explain the importance of getting fish from sustainable sources. Pupils could also debate vegetarianism within this lesson. • Pupils will discuss the use of seasonal and locally grown produce and debate whether we should use imported goods. 	<ul style="list-style-type: none"> • Developing an understanding of individuals with specific lifestyle needs to include • Pupils have some understanding of the impact of food waste on the environment, to consider the effects in the local and global community. • Students will consider 'Food Provenance' and 'Food Origins' to include where and how foods are grown, reared, or caught • Pupils will discuss the use of seasonal and locally grown produce and debate whether we should use imported goods • Pupils have some understanding of moral dilemmas concerning consumption and production of food.

Year 9 & Year 10 Eduqas Level 1/2 Hospitality and Catering

This course concentrates on the hospitality and catering industry. Pupils will develop knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful.

Pupils will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, pupils will also develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

How will I be assessed?

Unit 1: The Hospitality and Catering Industry will be externally assessed with an on line examination that lasts 90 minutes. It is graded as follows:

Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

Unit 2: Hospitality and Catering in Action is internally assessed: This involves you completing an assessment in school under examination conditions. Pupils will be set a task by the exam board and will have to safely plan, prepare, cook and present nutritional dishes.

For more information about this GCSE, follow the links:

<http://www.eduqas.co.uk/qualifications/hospitality-and-catering/WJEC-Level%201-2%20Award-Hospitality-and-Catering-Spec-A.pdf>

Year 11: AQA GCSE Food Preparation & Nutrition – Specification code: 8585

AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.

AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.

AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.

AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.

The majority of theoretical knowledge was delivered during Year 10 of this qualification and so the main focus within year 11 will be to undertake the Non examination assessments to a high standard.

NEA1: Food investigation assessment

NEA1 will be delivered during the autumn term as this is released by AQA on September 1st 2017.

Students will investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They will produce a report which will include research into 'how ingredients work and why'. Outcome: Written or electronic report including photographic evidence. The inclusion of photographic evidence is to mitigate against plagiarism and is for authentication purposes. Assessment: Students produce a report of between 1,500 – 2,000 words (approx. 6 – 8 sides of A4 or A3 equivalent). Practical investigations are a compulsory element of this non-exam assessment. Time: Not to exceed 10 hours. Content: Students will individually record their practical investigation and draw conclusions. The report could include a range of communication methods including: charts, graphs and diagrams. Specialist terminology will be used to clearly communicate the research and investigation findings. The report must include photographic evidence authenticating the practical investigation.

NEA2: Task 2 Food preparation assessment

NEA2 will be delivered during the remainder of the autumn term and also the spring term as this is released by AQA on November 1st 2017.

In this task, students will prepare, cook and present a final menu of three dishes to meet the needs of a specific context. Students must select appropriate technical skills and processes and create 3 – 4 dishes to showcase their skills. They will then produce their final menu within a single period of no more than 3 hours, planning in advance how this will be achieved. Students must work independently eg making their own judgements about cooking methods and making changes to recipes to improve palatability.

Outcome: Written or electronic portfolio including photographic evidence authenticating the practical outcomes. Photographic evidence of the three final dishes must be included.

Assessment: Students will produce a concise portfolio. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved. On completion of the making of the final dishes, students will analyse and evaluate the outcomes through sensory testing, nutritional analysis, costing and identify improvements to their dishes. The portfolio is not to exceed 20 sides of A4 or A3 equivalent.

Paper 1: Food preparation and nutrition

The remainder of the academic year will then concentrate on preparing for the written examination scheduled for 14th June 2018.

What's assessed?

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.

How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50 % of GCSE

Questions

- Multiple choice questions (20 marks)
- Five questions, each with a number of sub questions (80 marks)

For more information about this GCSE, follow the links:

<http://filestore.aqa.org.uk/resources/food/specifications/AQA-8585-SP-2016.PDF>

Food Teaching Staff

Miss S Oldacre – Head of Food

Mr S Ruthven – Food Teacher

Miss T Bourne: Technician