



Curriculum Plan: Food Technology KS3

Year Group	CONSTRUCT	COMPOSITE/ Enquiry	COMPONENT	Disciplinary Knowledge		Prior Learning/Transitional Start points	Future Learning
KS3 Food	Year 7 Food Technology	Health & Safety in the kitchen	Scones Pizza Pockets Cheese straws One pan pasta Polish cookies Pasta Salad Fresh Apple Muffin Xmas baking?	Create personal recipe book with a range of dishes. (students take this book home at the end of year 8)		No prior knowledge assumed. No prior practical skills assumed. Cross-curricular links specifically with nutrition and nutritional needs	Unit 2 Hospitality & Catering in Action PRACTICAL/ASSIGNMENT UNIT Understand the importance of nutrition Understand menu planning The skills and techniques of preparation, cooking and presentation of dishes Evaluating cooking skills
		Healthy Eating		understand the source, seasonality and characteristics of a broad range of ingredients.			
		Flavours and seasoning		Health, Safety and Hygiene Knife grips – bridge grip, claw grip (fine cutting) Boiling (pasta/potatoes) – rapid bubbling without spitting is required for cooking Use of the Hob – controlling heat to prevent spoilage and fire Sauté means lightly frying in oil Kitchen hygiene – clear and clean work surfaces prevent cross contamination High risk food should be refrigerated at point of purchase (protein) Low risk foods require dry storage (tins, pasta, rice and other dried food) Personal hygiene – clean hands and nails and hair tied back prevent physical contaminants Risk assessments – plan to prevent accidents and keep safe Equipment - which tool for which job?			
	Year 8 Food Technology	Eat Well Guide – healthy eating is eating a variety of food groups in correct proportion to provide essential nutrients for healthy living Five essential nutrients are protein, carbohydrates, fats, (macronutrients), vitamins, minerals (micronutrients) Food labelling tells us when it is safe to eat foods	Turkish Pizza Chilli and Potato Wedges Cornish Pasty Potato and Vegetable Curry Bread Rolls Sausage rolls Filled pancakes Swiss Roll (Assessment) Xmas baking?	become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] Be competent at making at least 5 dishes.			
		cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet					
Frameworks to support Learning & Curriculum Construction Assessment Cognition/Metacognition L4L Curriculum Framework Remote Learning Framework Maximising Learning			Cross Curricular Links: E.g. Similarities with other curriculum area British Values, RSE Careers		Barriers to Learning (SEND) Specific Physical Needs Misconceptions Processing		

To look at:

1. How many constructs would you cover in a year group



2. What are your overarching question/Lines of enquiry
3. What are the components that help to work towards the composite – What knowledge is essential in answering the enquiry.
4. What prior knowledge is being built on?