



Hazel Wood
High School

Part of the

Oak



Learning Partnership

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Food Technology
Curriculum
Overview 2023
**Hazel Wood
High School**



Our Curriculum Content:

Within Technology, pupils will be taught one lesson per fortnight. It is our aim to ensure pupils can work in a safe and hygienic environment and learn key skills that will allow them to be successful throughout the course.

In Food Technology, pupils will be able to cook a repertoire of predominantly savoury dishes, and they will be taught about nutrition so that they have the knowledge and understanding to enable them to create, cook and eat a varied diet.

Students will develop an awareness of taste, texture and smell to decide how to season dishes and know how to combine ingredients.

Year 7	Students study Food Technology alternate weekly throughout the year
Unit Title	Introduction to Food and Cooking
Key Knowledge and understanding that enables skill building.	<p>By the end of this unit, we expect pupils know and understand safety and hygiene within a kitchen environment; and how to produce a selection of dishes.</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none">• Hazards that may be in a kitchen and how to prevent them.• How to develop personal hygiene skills.• How to develop hygiene skills within a kitchen environment.• What the 4C's are; and how best to store foods in the kitchen.• Develop an understanding of the Eatwell guide.• Understand the importance of dairy and alternative in the diet.• Understand the meat and not meat-based proteins and the importance in the diet.• Develop sensory analysis skills.• Understand how food choices can help plan meals <p>Over the half term, our schemes of learning have been sequenced to ensure that students develop the knowledge, understanding and skillset to produce the following dishes:</p> <ul style="list-style-type: none">• 'Veggie' wrap• Vegetable stir fry• Egg fried rice• Apple crumble• Pitta Pizza• Chicken goujons



	<ul style="list-style-type: none">• Breakfast muffins• Koftas.
Vocabulary	All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject specific terminology.
Assessment	<p>Throughout this unit, and throughout the year, students will be formatively assessed on their knowledge and practical skills during every lesson when they are 'making'. This is to ensure that teaching is bespoke to each of their development needs. They are given personalised feedback as individuals or within a small group to help address misunderstanding / misconceptions and/or to support them as they develop in each specific technology area.</p> <p>Students will complete a written pre-test at the beginning of the term to judge their knowledge and understanding. This will help assess potential gaps in learning so that our curriculum implementation can meet the needs of all students, regardless of their past experience.</p> <p>Students will take a test at the end of each unit to track their success and progress.</p> <p>Students will also participate in a series of practical lessons which will be assessed for skills.</p> <p>In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework.</p> <p>The results from the end of unit tests and the skills assessments will be reported to parents when reports are sent home.</p>
Year 8	Students study Food Technology alternate weekly throughout the year



Unit Title	Diet and Health
Key Knowledge and Understanding that, where necessary, enables skill building.	<p>By the end of this unit, we expect pupils know and the sources of the foods we eat. How and why we choose to eat certain foods, Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none">• The eatwell guide• Sources and types of carbohydrates and functions in the body.• Sources and types of protein and functions in the body.• Sources and types of micronutrients and functions in the body.• Understand a variety of food choices.• Understand the functions of bread making.• Develop a plan meal choices with seasonal foods. <p>Over the half term, our schemes of learning have been sequenced to ensure that students develop the knowledge, understanding and skillset to produce the following dishes:</p> <ul style="list-style-type: none">• Egg Fried Rice• Carrot Cake Muffins• Chicken Fajitas• Rock Buns• Tuna Past Bake• Chilli Con Carne• Red Lentil Dhal• Pizza Pin wheels• Own seasonal choice dish
Vocabulary	All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject specific terminology.
Assessment	<p>Throughout this unit, and throughout the year, students will be formatively assessed on their knowledge and practical skills during every lesson when they are 'making'. This is to ensure that teaching is bespoke to each of their development needs. They are given personalised feedback as individuals or within a small group to help address misunderstanding / misconceptions and/or to support them as they develop in each specific technology area.</p> <p>Students will complete a written pre-test at the beginning of the term to judge their knowledge and understanding. This will help assess potential gaps in learning so that our curriculum implementation can meet the needs of all students, regardless of their past experience.</p>



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Year 9	Students study Food Technology alternate weekly throughout the year
Unit Title	Making Food Choices
Key Knowledge and Understanding that, where necessary, enables skill building.	<p>By the end of this unit, we expect pupils know how and why food laws and legislations are in place to protect the customer and consumer. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none">• How the eat well guide supports us and helps us plan for our changing diet through life.• Understand dietary needs through life- Children and young people• Understanding special diets- choice, religion, allergies and intolerances.• Understanding availability, traceability and assurances schemes for animal welfare.• Types and sources of food poisoning• Food related illnesses• Food labelling and legislations• Planning meals for specific customers. <p>Over the half term, our schemes of learning have been sequenced to ensure that students develop the knowledge, understanding and skillset to produce the following dishes:</p> <ul style="list-style-type: none">• Bolognese• Cottage pie• Zinger Burger and wedges• Savoury tart• Cheesecake• Apple crumble muffins• Own choice seasonal dish• Own choice food served at a festival
Vocabulary	All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject specific terminology.
Assessment	Throughout this unit, and throughout the year, students will be formatively assessed on their knowledge and practical skills during every lesson when they are 'making'. This is to ensure that teaching is bespoke to each of their development needs. They are given personalised feedback as individuals or within a small group to help address misunderstanding / misconceptions and/or to support them as they develop in each specific technology area.



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Students will complete a written pre-test at the beginning of the term to judge their knowledge and understanding. This will help assess potential gaps in learning so that our curriculum implementation can meet the needs of all students, regardless of their past experience. Students will take a test at the end of each unit to track their success and progress. Students will also participate in a series of practical lessons which will be assessed for skills. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework. The results from the end of unit tests and the skills assessments will be reported to parents when reports are sent home.



Year 10	Hospitality and Catering		
Unit Title	September- January	January - April	April - July
<p>Key Knowledge and Understanding that, where necessary, enables skill building.</p>	<p>By the end of this unit, we expect pupils know how and why food laws and legislations are in place to protect the customer and consumer. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <p>Theory: Unit 1 1.3.2 HACCAP forms 1.4.1 Food related ill health: <ul style="list-style-type: none"> • food labelling laws • food safety legislation • food hygiene. </p> <p>Unit 2 2.3.3 Food safety Practices 2.1.1 Understanding the importance of nutrition 2.1.2 How cooking methods can impact on nutritional value</p> <p>Over the term, our schemes of learning have been sequenced to ensure that students develop the knowledge, understanding and skillset to 2.3.1 Prepare and make dishes: preparation techniques/knives skills/cooking techniques</p>	<p>By the end of this unit, we expect pupils know to prevent food-induced ill health, plan and prepare foods for a specific requirement. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <p>Theory: Unit 1 1.4.2 Symptoms and signs of food-induced ill health 1.4.1 Food related causes of ill health 1.4.3 Preventative control measures of food-induced ill health</p> <p>Unit 2 Mock controlled assessment task on 2.1.1/2.1.2 2.2.1 Factors affecting menu planning 2.2.2 How to plan production 2.3.2 Presentation techniques 2.3.3 Food Safety practices 1.2.3 Hospitality and catering provision to meet specific requirements</p> <p>Over the term, our schemes of learning have been sequenced to ensure that students develop the knowledge, understanding and skillset to 2.3.1 Prepare and make dishes: preparation techniques/knives skills/cooking techniques. Building preparation and cooking skills and learning through practice covering elements from 1.4.1 and 1.4.3</p>	<p>By the end of this unit, we expect pupils know to how to implement health and safety practices within a food outlet. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <p>Theory: Unit 1 1.3.1 Health and safety in hospitality and catering provision. 2.3.3 Food safety practices</p> <p>Over the term, our schemes of learning have been sequenced to ensure that students develop the knowledge, understanding and skillset to 2.3.1 How to prepare and make dishes 2.3.2 Presentation techniques 2.3.3 Food safety practices 2.4.1 Reviewing of dishes 2.4.2 Reviewing own performance Building Preparation and cooking skills and learning through practice covering elements from 1.4.1 and 1.4.3</p>



Vocabulary	All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject specific terminology.
Assessment	<p>Throughout this unit, and throughout the year, students will be formatively assessed on their knowledge and practical skills during every lesson when they are 'making'. This is to ensure that teaching is bespoke to each of their development needs. They are given personalised feedback as individuals or within a small group to help address misunderstanding / misconceptions and/or to support them as they develop in each specific technology area.</p> <p>Students will complete a written pre-test at the beginning of the term to judge their knowledge and understanding. This will help assess potential gaps in learning so that our curriculum implementation can meet the needs of all students, regardless of their past experience.</p> <p>Students will take a test at the end of each unit to track their success and progress.</p> <p>Students will also participate in a series of practical lessons which will be assessed for skills.</p> <p>Students will participate in recall quizzes for homework to recall knowledge and understanding.</p> <p>The results from the end of unit tests and the skills assessments will be reported to parents when reports are sent home.</p>



Year 11	Hospitality and Catering		
Unit Title	September- January	January-April	April-June
Key Knowledge and Understanding that, where necessary, enables skill building.	<p>By the end of this unit, we expect pupils know to how to implement health and safety practices within a food outlet. Complete the unit 2 assessment. Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <p>LO1 Understand the importance of nutrition in planning menus LO2 Understand menu planning LO3 be able to cook dishes</p> <p>Over the term, our schemes of learning have been sequenced to ensure that students develop the knowledge, understanding and skillset to How to prepare and make dishes Presentation techniques</p> <p>Completion of Unit 2 Internal assessment and marks submitted to the exam board</p>	<p>By the end of this unit, we expect pupils understand and be able to recall the key information of working within the Hospitality and catering industry to sit the January Exam.</p> <p>For this who will need to resit the revision will continue.</p>	<p>By the end of this unit, we expect pupils understand and be able to recall all the information required to pass the unit 1 external exam.</p> <p>1.1.1 Hospitality and catering providers 1.1.2 Working in the hospitality and catering industry 1.1.3 Working conditions in the hospitality and catering industry 1.1.4 Contributing factors to the success of hospitality and catering provision 1.2.1 The operation of the front and back of house 1.2.2 Customer requirements in hospitality and catering 1.2.3 Hospitality and catering provision to meet specific requirements 1.3.1 Health and safety in hospitality and catering provision 1.3.2 Food Safety Completion of Unit 1 External Exam</p>
Vocabulary	All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject specific terminology.		
Assessment	<p>Throughout this unit, and throughout the year, students will be formatively assessed on their knowledge and practical skills during every lesson when they are 'making'. This is to ensure that teaching is bespoke to each of their development needs. They are given personalised feedback as individuals or within a small group to help address misunderstanding / misconceptions and/or to support them as they develop in each specific technology area.</p> <p>Students will complete a written pre-test at the beginning of the term to judge their knowledge and understanding. This will help assess potential gaps in learning so that our curriculum implementation can meet the needs of all students, regardless of their past experience.</p>		



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