



Hazel Wood
High School

Part of the

Oak



Learning Partnership

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



Our Curriculum Content:

Within Food 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.

Food Technology						
Year 7	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Food Safety		Nutrition and Health			
Key Knowledge and understanding that enables skill building.	<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"> • How to navigate the food practical room, how to wash dishes effectively and what good hygiene is. • Hazards and potential risks during practicals. • How to write an effective evaluation that reflects on organisation, hygiene and health and safety. • What temperature food should be stored at and where in the fridge things should be stored. • Where bacteria come from and what causes food poisoning. • How to make: <ul style="list-style-type: none"> ○ Veggie Wraps ○ Veggie Stir Fry 		<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"> • How to weigh out the ingredients for a practical, as well as different measuring equipment, and different units. • What the Eatwell guide is, and which foods go into which categories. • Carbohydrates as a macronutrient, why they are important and examples. • Protein and fats as macronutrients. • Micronutrients and the function of them in the body. • Different nutritional needs. • How to make: <ul style="list-style-type: none"> ○ Apple Crumble ○ Tortilla Pizzas ○ Chicken Goujons ○ Fairy Cakes ○ Breakfast Muffins 			



Vocabulary	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework and there is a full subject glossary at the back of every students' booklet.</p> <p>In this subject, students also utilise a personal glossary where they record words that are new to them. These glossaries are used by the teacher to test whether students have learnt and know new words.</p>
Assessment	<p>In both units, students will be assessed in 3 key areas:</p> <ol style="list-style-type: none">1. Knowledge2. Culinary Skills, food hygiene practices and outcomes3. Evaluation, sensory analysis and adaptations <p>At the beginning of the unit: Students will answer a series of questions through low stake quizzing to judge their knowledge (1) 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 experience.</p> <p>At the mid-point of the unit: Students will carry out a practical lesson in which they will be assessed on culinary Skills, food hygiene practices and outcomes (2). After the practical, they will complete an evaluation (3), will be assessed by the teacher, in which they are required to reflect on their performance, use sensory vocabulary to explain what their dish was like and provide suggestions of how to improve.</p> <p>At the end of the unit: Students will complete another practical (2), evaluation (3) and a written 'end point' knowledge (1) test to demonstrate their skills and understanding across the unit.</p> <p>In addition to this, the key terminology and skills for the course is recalled and retrieved through half termly homework in which students watch a video tutorial delivered by their food teacher, to prepare them for their practical, and then complete a Microsoft TEAMS quiz to consolidate their learning.</p>





Year 8	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Food Provenance		Food Commodities			
Key Knowledge and Understanding that, where necessary, enables skill building.	Lesson Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following: <ul style="list-style-type: none">• Food provenance and where our food comes from.• Seasonality and what food we should we and at which time of the year.• Factors contributing to food waste and how we can reduce food waste.• How to make:<ul style="list-style-type: none">○ Egg Fried Rice○ Carrot Cake Muffins○ Chicken Fajitas		Lesson Objectives in our Medium Term Plans are sequenced to ensure that students know and understand the following: <ul style="list-style-type: none">• Cereals and the nutritional value of different types of flours.• The different meat products, different cuts and how meat should be stored and cooked.• Types of fish, fish production and the health benefits of oily fish.• Forms of dairy e.g. milk, cheese, yoghurt.• Types of poultry, the nutrients within and how to prepare chicken.• Soya, tofu, beans, nuts and seeds as protein alternatives and what their nutritional value is.• Different groups of fruit and vegetables e.g. dried, fresh and the vitamins within.• How to make:<ul style="list-style-type: none">○ Scones○ Tuna Pasta Bake○ Chicken Curry○ Pizza			
Vocabulary	All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through Do Now tasks and homework's and there is a full subject glossary at the back of every students' booklet. In this subject, students also utilise a personal glossary where they record words that are new to them. These glossaries are used by the teacher to test whether students have learnt and know new words.					
Assessment	In both units, students will be assessed in 3 key areas: <ol style="list-style-type: none">1. Knowledge2. Culinary Skills, food hygiene practices and outcomes3. Evaluation, sensory analysis and adaptations At the beginning of the unit: Students will answer a series of questions through low stake quizzing to judge their knowledge (1) 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 experience.					



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At the mid-point of the unit:

Students will carry out a practical lesson in which they will be assessed on **culinary Skills, food hygiene practices and outcomes (2)**. After the practical, they will complete an **evaluation (3)**, will be assessed by the teacher, in which they are required to reflect on their performance, use sensory vocabulary to explain what their dish was like and provide suggestions of how to improve.

At the end of the unit:

Students will complete another **practical (2)**, **evaluation (3)** and a written 'end point' **knowledge (1)** test to demonstrate their skills and understanding across the unit.

In addition to this, the key terminology and skills for the course is recalled and retrieved through half termly homework in which students watch a video tutorial delivered by their food teacher, to prepare them for their practical, and then complete a Microsoft TEAMS quiz to consolidate their learning.





Year 9	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Food Choice - Cuisine		Food Choice – Labelling and Costing.			
Key Knowledge and Understanding that, where necessary, enables skill building.	<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"> • What is meant by cuisine and what British cuisine consists of. • Italian cuisine and some traditional ingredients and dishes in Italian cooking. • Other international cuisines and how a country's climate influences food. • How to carry out sensory analysis through tasting different salsas. • How to make: <ul style="list-style-type: none"> ○ Spaghetti Bolognese ○ Stained-glass window biscuits. 		<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"> • Which factors affect food choice e.g. lifestyle, religion. • What's on a food label and why labelling is important. • What traffic light labelling is and the nutritional information included. • Different allergens and understanding the difference between a food allergy and a food intolerance. • How to calculate the cost of a recipe and how to make a recipe cheaper. • How to make: <ul style="list-style-type: none"> ○ Zinger Burger ○ Cheese and Onion Pie ○ Cheesecake ○ Swiss Roll ○ Bread Buns ○ Build-a-Burger Competition. 			
Vocabulary	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through Do Now tasks and homework's and there is a full subject glossary at the back of every students' booklet.</p> <p>In this subject, students also utilise a personal glossary where they record words that are new to them. These glossaries are used by the teacher to test whether students have learnt and know new words.</p>					
Assessment	<p>In both units, students will be assessed in 3 key areas:</p> <ol style="list-style-type: none"> 1. Knowledge 2. Culinary Skills, food hygiene practices and outcomes 3. Evaluation, sensory analysis and adaptations <p>At the beginning of the unit: Students will answer a series of questions through low stake quizzing to judge their knowledge (1) 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 experience.</p>					



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At the mid-point of the unit:

Students will carry out a practical lesson in which they will be assessed on **culinary Skills, food hygiene practices and outcomes (2)**. After the practical, they will complete an **evaluation (3)**, will be assessed by the teacher, in which they are required to reflect on their performance, use sensory vocabulary to explain what their dish was like and provide suggestions of how to improve.

At the end of the unit:

Students will complete another **practical (2)**, **evaluation (3)** and a written 'end point' **knowledge (1)** test to demonstrate their skills and understanding across the unit.

In addition to this, the key terminology and skills for the course is recalled and retrieved through half termly homework in which students watch a video tutorial delivered by their food teacher, to prepare them for their practical, and then complete a Microsoft TEAMS quiz to consolidate their learning.





Year 10	WJEC Level 1/2 Award in Hospitality and Catering		
Unit Title	September- January	January - April	April - July
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> <p>Theory: Unit 1 1.3.2 HACCAP forms 1.4.1 Food related ill health:</p> <ul style="list-style-type: none"> • food labelling laws • food safety legislation • food hygiene. <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>



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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	WJEC Level 1/2 Award in 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. 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.</p>		



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Students will participate in recall quizzes for homework to recall knowledge and understanding.
The results from the end of unit tests and the skills assessments will be reported to parents when reports are sent home.

