

KS4 Long Term Plan 2020-2021

Subject: Food

Exam Board: AQA



Curriculum Statement of Intent Art

The Design and Technology Department aims to allow students to exercise their creativity through designing and making. Skills are taught and underpinned with theoretical knowledge of the subject to allow students to problem solve and take on design challenges. Skills are taught, revisited and built on as students move through the school. This approach is integral to both Product Design and Food Technology.

Problem solving, Research, Analysis, resilience, planning and innovation are all vital parts of the design and make process and key skills students can bring with them to all aspects of their lives. Giving students the opportunity to apply knowledge and skills learnt across the curriculum helps to instil a love of the subject and bring their learning to life.

Curriculum Statement of Implementation

KS3 Projects are designed to introduce students to the workshops and kitchen. Students are able to develop key skills and knowledge which will become the foundation for further study of the subject and prepare students for studying Design Technology and Food to GCSE. Students are taught in a three part rotation with 2 50 minute lessons per week.

KS4 projects build on the skills and knowledge established at KS3 these projects are taught alongside 1 theory lesson a week. The initial focus KS4 projects is to prepare students for the NEA.

KS5 students are set their NEA which brings in all of the key elements of Design and Technology; Problem solving, Research, Analysis, resilience, planning and innovation. Once again this project based work is underpinned with theory lessons which take place two lessons a week for the entirety of the course

To allow students to access all elements of Design and technology we have specific equipment over five classrooms including; two workshops, two computer rooms and a food room. Students are able to experience a range of workshop equipment alongside CAD software, laser cutting and 3D printing. The food rooms are equipped with all of the items needed for delivery of the subject.

All teaching of DT should follow the design, make and evaluate cycle. Each stage should be rooted in technical knowledge. The design process should be rooted in real life, relevant contexts to give meaning to learning. While making, children should be given choice and a range of tools to choose freely from.

Term	Topics Covered (Date completed by and number of lessons)	Skills/AOs/interleaved content	Assessment (date and nature of assessment)
Yr 10 Autumn 1	<ul style="list-style-type: none"> • Course overview, introductions and expectations • Factors influencing food choice – low cost • Breakfast, lunch and dinner – limited time • Religion and culture • Ethical and moral beliefs • Vegetarian, vegan, animal welfare, Fairtrade, local produce, organic, GM Medical conditions	Cooking methods Use of cooker General cooking skills Knife skills Equipment use Prepare, combine and shape dough	Limited budget meal Dinner for someone with limited time Adapted meals/dishes to various special diets <ul style="list-style-type: none"> • Religion • Vegan/vegetarian Lactose free meal Gluten free meal
Yr 10 Autumn 2	<ul style="list-style-type: none"> • Environmental issues and food sustainability • Seasonal foods • Fish farming • Transportation • Food waste • Packaging • Farming techniques Food labelling	Weighing and measuring Grease/oil, line, flour Temperature probe Tasting Knife Skills Use of cooker Cooking methods	Fruit crumble Seasonal meal Fish pie Lasagne Bad to good – altered store bought meal Locally sourced meal – grown/reared in UK
Yr 10 Spring 1	<ul style="list-style-type: none"> • Gluten development • Fortification of flour and types of flour • Raising agents – steam, eggs, chemical and biological • Pastry – fat, flour, gluten Setting mixtures	Pasta making Pastry making Bread Making Meringue Egg setting – quiche	Choux pastry Bread rolls, flat bread, pinwheels, pizza, calzone. Pasta – spaghetti, lasagne, tortellini, ravioli Lemon meringue pie Pastry pie Quiche
Yr 10 Spring 2	<ul style="list-style-type: none"> • Food and Nutrition • Macro-nutrients • Fat soluble vitamins • Water soluble vitamins • Minerals and antioxidants • Water hydration Portion size and diet related disease	Cooking methods Use of cooker General cooking skills Knife skills Equipment use Prepare, combine and shape dough	High-fibre meal Seasonal meal Filleting fish De-boning chicken Vitamins and minerals snacks Julienne cutting/water based cooking steaming, boiling, simmering and poaching. High iron meal
Yr 10 Summer 1	<ul style="list-style-type: none"> • British cuisine • International dish 1 • International dish 2 	Weighing and measuring Grease/oil, line, flour	Paella British dish

	<ul style="list-style-type: none"> Eating patterns, styles, traditional and modern recipes. Sensory testing, taste receptors, sensory analysis Presentation practical	Temperature probe Tasting Knife Skills Use of cooker Cooking methods Sauce Making Marinades Emulsions Preparing food	International dish 1 International dish 2 Pasta reduction sauce tasting throughout Presentation practical own dish
Yr 10 Summer 2	<ul style="list-style-type: none"> Working characteristics and the functional and chemical properties of a particular ingredient Research Investigation Analysis and evaluation	Weighing and measuring Grease/oil, line, flour Pasta making Pastry making Bread Making Meringue Egg setting	Investigation preparation
Yr 11 Autumn 1			
Yr 11 Autumn 2			
Yr 11 Spring 1			
Yr 11 Spring 2			
Yr 11 Summer 1			