

KS4 Long Term Plan 2021-2022

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.

Using lunch and afterschool to get students who are behind on coursework. Using a token system which they receive and then possible win a prize.

Year 10 LTP: Food preparation and Nutrition

Term	Topics Covered (Date completed by and number of lessons)	Skills/AOs/interleaved content	Assessment (date and nature of assessment)
Autumn 1	Basic skill development Functional properties of food Protein Carbohydrates Fats Practical's to support learning	Gelatinisation Caramelisation Dextrinization Plasticity Protein denaturation Protein Coagulation Gluten development Shortening Solidifying basic food and nutrition knowledge, addressing any misconceptions	End Autumn 1 produce a dish H/W booklet Mid topic test
Autumn 2	Factors influencing food choice – low cost Costing dishes limited time Religion and culture Ethical and moral beliefs Vegetarian, vegan, animal welfare, Fairtrade, local produce, organic, GM Medical conditions British cuisine	Developing adapting dishes for a variety of individuals Impact of food choice Functional properties Sensory analysis	H/W booklet End topic test Preparing and selected dishes
Spring 1	Environmental issues and food sustainability Seasonal foods Fish farming Transportation Food waste Packaging Farming techniques Food labelling	Using knowledge of food provenance to adapt and create different dishes Understand the impact on environment Overlap of food choice and food provenance Functional properties	H/W booklet end topic test Swiss roll understanding functional properties of ingredients
Spring 2	Food and Nutrition Macro-nutrients Fat soluble vitamins Water soluble vitamins Minerals and antioxidants Water hydration Portion size and diet related disease Nutritional analysis	Identifying key ingredients to be used for different dietary requirements Understand how nutrients impact health and wellbeing Portion size and decorations Nutritional and Sensory analysis	H/W booklet End topic test Producing a dish and explanation for particular dietary group

Summer 1	High, medium, basic skills practice Functional properties of ingredient Mini NEA 1 Revision	Identify key topic to work on revision. Running experiments Use of equipment	H/W booklet End topic test Mini NEA 1
Summer 2	What makes a high skills dish? NEA 2 practice exam Applying knowledge of food science, provenance, choice and nutrition to variety of situations Nutritional analysis Costing Revision	Applying knowledge to pick appropriate dishes and be able to analyse aspects which are appropriate for different groups Practice NEA 2 skills	H/W booklet End topic test 2 dishes in 1 double lesson

Term	Topics Covered (Date completed by and number of lessons)	Skills/AOs/interleaved content	Assessment (date and nature of assessment)
Autumn 1			
Autumn 2			
Spring 1			
Spring 2			
Summer 1			
Summer 2			