

KS3 Food Technology

What the curriculum is designed to do:

The intent of our food technology curriculum is to equip our students with the knowledge and appreciation of the importance of cooking, nutrition, and healthy eating. We aim to provide an exciting, broad, and balanced curriculum which covers a whole range of dishes, skills, and topics to instil a passion for cooking and healthy living that they can take with them long after their time at Tibshelf. We aim to motivate students through engaging theory lessons and the cooking of delicious recipes that gives them a sense of pride in their achievements every lesson. Throughout their time at Tibshelf we aim to develop crucial knowledge including economical cooking, environmental impacts, dietary differences, nutrition and an understanding of the hospitality and catering industry. While also developing crucial transferable life skills such as: creativity, time management, autonomy, dealing with pressure and working safely. This equips students with the necessary skills to prepare and cook delicious, healthy and nutritious meals that enable them to cultivate a healthy lifestyle.

How do we deliver the curriculum:

Year group	Theory	Practical
Year 7	Health and safety, Cooker safety, Hygiene, Macronutrients, Micronutrients, Energy balance, Cooking methods, Environmental effects, Dietary choice.	Couscous salad, Fruit salad, Rock Cakes, Shortbread, Jam tarts, Cookies, Savoury muffins, Sausage rolls, Flapjack Pizza toast.
Year 8	Health and hygiene, Your diet, Cooking methods, Environment continued, Catering industry, Fairtrade, Nutrition through life stages, Food science.	Bread rolls, Spaghetti Bolognese, Apple crumble, Macaroni cheese, Cheese scones, Pizza rolls, Brownies, Fajitas, Savoury rice, Cheesecake.
Year 9	Nutrition, Menu planning, Customer needs, presentation techniques, reviewing practical, scaffolded mock coursework.	Swiss roll, Flatbreads, samosas, pizza, korma, carbonara, scotch egg, toad in the hole and lots more!

How we assess students:

In KS3 Students will be assessed across food and D&T to formulate one grade. Students are given verbal feedback frequently to ensure they are continuing to improve their practical ability. Within their food theory lessons students will complete a variety of engaging theory tasks which culminates in an end of year written assessment to check their knowledge and contribute to their predicted grade. In year 9 we separate from DT and students will be assessed purely on their food lessons in both theory and practical.

Years	Description of assessment	When does the assessment take place
Year 7	56 Marks - Written exam, mix of multiple choice and short form questions covering the content covered throughout year 7. (See D&T document for other section of assessment details, which makes up their predicted grade at end of the year)	Summer term, half term 2.
Year 8	43 Marks - Written exam, mix of multiple choice and short form questions covering the content covered throughout year 8. (See D&T document for other section of assessment details which makes up their predicted grade at end of the year)	Summer term, half term 2.
Year 9	Written formative assessment on nutrition. (1) Practical assessments looking at: health and hygiene (2,4), preparation (2,4), cooking (3,5) and presentation (3,5). Written formative assessment on menu planning, time planning and cooking method	(1) October (4) April (2) November (5) June (3) January (6) July

How the curriculum aids personal development:

Learning how to cook is a skill we value very highly. Our aim is to equip students with the tools, regardless if they carry on with cooking after ks3, to be independent cooks that know how to plan and prepare healthy meals to ensure they leave Tibshelf with the necessary knowledge to live a healthy lifestyle. Through studying the food curriculum they will gain an understanding of dietary needs of others, ethical and environmental issues which may impact their futures, knowledge of the working world and so much more! Unique to other subjects in school, their practical lessons will develop their skills in working to strict time pressure, in an environment that requires multitasking, prioritising, hazard awareness, communication and creativity.

WJEC Hospitality and Catering

What the curriculum is designed to do:

KS4 Students will continue to develop their knowledge in; nutrition and healthy eating, the impacts of food on people and our environment, the importance of different cooking methods and techniques in relation to dish outcomes. They will then develop their knowledge further by planning and cooking their own choice of meals to further instil autonomy, confidence, and pride in their cooking. As they progress, they will begin to link theory and practical, through evaluation of their dishes to give them a comprehensive understanding of the full process of planning, cooking, and evaluating a meal to ensure they are constantly making progress. They will also gain a deep understanding of the inner workings of the hospitality and catering industry setting them up for a potential career in one of the biggest employment sectors in the world.

How do we deliver the curriculum:

Year group	Theory– Mixture of independent work, teacher led lessons and assessment to develop necessary knowledge for y11.	Practical— Range of practical's designed to cover the necessary skills needed for success in y11.
Year 10	Unit 1 preparation ;Hospitality and catering provisions and how they operate, Health and safety, Food safety. Unit 2 preparation: Scaffolded mock coursework.	Honeycomb, Profiteroles, soup, pasta from scratch, bread from scratch, Brandy snaps, Rough puff pastry and lots more!
Year 11	Completing Unit 1 exam, unit 2 coursework and the practical cooking assessment.	Practice of their own chosen dishes for their final practical assessment.

How we assess students:

Students will be assessed in year 10 through formative assessments covering all the content they will need to know for year 11 summative assessments. This will consist of mock coursework, practical assessments, and written papers.

Units	Description of assessment	When does the assessment take place
Unit 1—The hospitality and catering Industry	80 Marks - External. Written exam paper, 1hr 20 minutes.	Year 10 - September to April - Explore content Year 11 - June - Complete exam Paper.
Unit 2—Hospitality and catering in action	120 Marks - 12hrs - Internally marked coursework made up of the following sections. Nutrition, Cooking methods, Factors effecting choice, Time planning, Practical cook, Review or performance, Review of dishes.	Year 10 - April to July - Mock coursework Year 11 - September to April- Complete unit 2 coursework.

How the curriculum aids personal development:

Learning how to cook is a crucial skill. Through studying the food curriculum they will gain an understanding of different ethical choices, different cultures and cuisines through the knowledge of meeting the needs of all customers. Students will learn to work under time pressure, in an environment that requires multitasking, prioritising, hazard awareness, communication and creativity. Learning to apply these skills both in theory and in practical provides students with the comprehension of these skillsets to be able to apply it to other areas of their lives and education during their time at Tibshelf and beyond. Due to the multiple assessment styles in coursework, written exam papers and practical assessment, students gain the techniques needed to be successful in almost all avenues they may choose to go down with their post 16 education.