

# Food Technology at Norbury High

## Overview

The food technology department at Norbury High is part of the Technology Faculty. We aim to provide broad, challenging, balanced, culturally rich and fulfilling learning for students of all backgrounds, preferences and abilities. All students have access to our diverse programme through careful planning and scaffolded learning; this is an integral part of the faculty's attitude to delivering our part of the curriculum and an area we pride ourselves in. Students are stretched and material is pitched to a high and challenging standard so that they feel nurtured, supported and inspired in their learning and goals.

As part of their work with food, students are taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in students opens a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves, and others, affordably and well, now and in later life.

At Key Stage 3 (KS3) students will be taught to understand and apply the principles of nutrition and health. They will develop a repertoire of predominantly savoury dishes so that they are able to feed themselves and/or others a healthy and varied diet. They will become competent in a range of cooking techniques (for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients) and will adapt and use their own recipes). They will learn about the sources, seasonality and characteristics of a broad range of ingredients.

Food technology lessons also provide students with a platform on which to demonstrate independence and growing confidence through regular participation in practical lessons while, at the same time, promoting high standards of work by producing and evaluating their outcomes.

## Key Stage 3 Food Technology Year 7

**Themes: Introduction to Food Technology; Nutrition and Healthy Eating**

In year 7 food technology is studied in one lesson per week.

## **Introduction to Food Technology**

Students will focus on the basic principles of safety and hygiene within a kitchen environment. They will learn how to produce a range of dishes, sweet and savoury, with reference to nutrition and healthy eating. At the same time, they will gain an understanding of equipment; the cooker; and multiple cooking techniques and practices. Students will be able to use and apply this knowledge within lessons and outside of the classroom. Students will study the following topics: food safety and hygiene; equipment names and correct usage; how to accurately weigh and measure; how to wash up; how to follow a recipe successfully; and how to budget, shop and store food correctly. They will apply this learning to undertake a number of practicals which they will evaluate. In addition, they will investigate fruit crumble, scones, small cakes and eggs. These offer valuable skills in learning the 'rubbing in' and the 'creaming' methods.

## **Nutrition and Healthy Eating**

This module builds on skills learned in previous lessons. Students will investigate where food comes from (food provenance); seasonal foods; factors affecting food choice; allergies and intolerances; why we eat food; nutrition and the [Eatwell Guide](#); the importance of healthy eating and a balanced diet; and why fruit and vegetables are important as part of a healthy balanced diet. Students will learn how to undertake time plans to help them with their organisational and timekeeping skills when undertaking practical work. Linked to the above topics is a range of practical work demonstrating basic cooking and life skills which will continue to be built upon in years 8 and 9.

## **Year 8**

### **Theme: Healthy Lunch Box**

In year 8 food technology is studied for two hours per week, over one term on a carousel rotation. Food technology in year 8 builds on the students' prior knowledge and skills from year 7 and focuses on continuation and embedding the basic principles of healthy eating, food safety and hygiene. Topics that are touched upon briefly in year 7 such as sustainability, food provenance, food miles and food spoilage are revisited. Students develop their understanding of ingredient function within a recipe and how to adapt a recipe to create a range of savoury and sweet dishes that could form healthy lunch box foods.

Students develop their knife skills working on safety holds and preparation cuts which are widely used within the industry. This begins to prepare students for Key Stage 4. Students learn how to prepare and produce a range of more complex recipes and begin to show competence in the preparation of recipes and dishes within food technology, demonstrating a level of independence. Some of the lessons include teacher demonstrations followed by student participation (pasta salad, spring

rolls, mini fruit pies, blueberry muffins, koftas, coleslaw, pizza and quiche followed by a dish-of-choice practical). Students are encouraged to work independently and are assessed on their practice within a kitchen environment and how accurately they are able to follow a recipe, adapt a recipe and evaluate their practical outcomes.

## **Year 9**

### **Theme: International Cuisine**

In year 9 food technology is studied two hours a week, over one term on a carousel rotation.

Food technology in year 9 is studied for a term. It builds on students' knowledge and skills from year 8 and focuses on different cuisines, food provenance, food choice, the function of ingredients and nutrition; practical work is related to creating a range of savoury and sweet dishes from around the world as more technical skills are developed.

Students build on their prior knowledge of food provenance, cuisine, food miles and spoilage whilst continuing to adapt recipes. Students begin to further understand different dietary needs including different types of diet (vegetarian, vegan) and to investigate how these dietary needs are met. Students apply this knowledge to adapt a range of recipes making them suitable for individuals with special dietary needs. The module begins with a teacher demonstration that is followed by student participation in the practical lesson; students are encouraged to work independently, adapt their own recipes and look into flavour profiles, eventually producing their own international menu. Each practical requires the students to evaluate their practice. Student practicals include lasagne, fajitas, profiteroles, cottage pie, chocolate truffles and vegetable curry followed by a dish-of-choice evaluation practical.

## **Key Stage 4 Food Technology**

### **Level 1/2 Vocational Award Hospitality and Catering**

#### **Introduction**

This course enables students to gain a good foundation of the knowledge, understanding and skills required by the hospitality and catering industry, a major employer in the UK and abroad. Students are taught and guided so they can develop knowledge and understanding related to a range of hospitality and catering providers including how they operate and what they have to take into account to be successful. They learn about issues related to nutrition and food safety and how these affect the success of hospitality and catering provisions. Students are given the opportunity to develop a variety of skills including food preparation and cooking skills as well as transferable skills such as organisation; time management; planning; communication; and problem solving which enables them to become resilient learners.

The course is made up of two units which both need to be passed in order to achieve the qualification.

### **Unit 1: The Hospitality and Catering Industry (a written external exam paper)**

In this unit students will learn about:

- All the different parts of the hospitality and catering industry
- Different types of hospitality and catering establishments and job roles
- Different types of hospitality and catering provisions for particular situations
- Front of house and kitchen operations
- The needs and requirements of customers
- What makes hospitality and catering businesses successful
- Issues related to nutrition and food safety

### **Unit 2: Hospitality and Catering in Action (internal assessment)**

Students apply their learning to safely prepare, cook and present two nutritional dishes from the specification provided. They will draw on their learning of different types of provision, kitchen and front of house operations from unit 1, as well as demonstrating personal safety in their preparations. The content is relevant not only to employees within food production but to those with responsibility for food safety in the industry, nutritionists, managers and owners.

## **Year 10**

In year 10 students learn about the industry and become increasingly familiar with the job roles and opportunities the industry offers within restaurants, hotels and chains.

Unit 1: there is a focus on factors that affect food spoilage, food poisoning, bacteria and hygiene. There is also a focus on presentation skills, the fusion of flavours and being a creative and safe cook in the kitchen.

Unit 2: students plan and make many dishes which are linked to the topic at the time. They practise making pastry, desserts and main meals that would be served in a 'high end' restaurant.

## **Year 11**

Students are taught and guided so they can develop knowledge and understanding of all of unit 1, leading to an internally assessed controlled coursework element in which they write up their knowledge and plans in response to the specification. This element includes knowledge of nutrients, vitamins, specific dietary needs and

requirements. Upon completion of this coursework, students undertake a practical exam which involves cooking two dishes they've written about in their coursework.

All areas must be completed. Students are given dates and guided learning but the work must be done in a specified time allowance. Marks are awarded for the depth of knowledge, grammatical knowledge of English and secure knowledge of the product they have made. All work is completed using the PC.