

## Curriculum Map- Food Technology, Graphics and Resistance Material

### Year 7

#### Intent:

*The intent is that learners will be encouraged to explore a new and innovative subject which will widen their scope and knowledge of how different resources may be used to make creative and interesting designs. This will help them be creative and further develop their confidence/ competence. This new curriculum aims to where possible, help them to acquire the necessary skills which will help them understand the main function of different tools, equipment and ingredients. Learners will develop greater knowledge of food, resistant materials and graphic designs.*

#### Sequencing:

*We will ensure that the core skill of writing IDEA paragraphs (Identify, create, List, Describe, Demonstrate and Evaluate) is embedded throughout the year, as this is necessary for understanding Food Studies, graphics and Resistant Materials.*

#### Assessments:

*During and at the end of every term there is a formal assessment with three sections. Section A: multiple choice questions to assess knowledge. Section B; source and interpretations questions. Section C practical demonstrations where possible.*

<u>Term</u>	<u>Enquiry questions/content</u>	<u>Skills students need to master:</u>	<u>Framed task</u>
<b>Autumn 1</b>	<p><b>Food Technology:</b> <b>Introduction to food technology</b></p> <ul style="list-style-type: none"> <li>▪ know the features of the kitchen, work safely within</li> <li>▪ Tools and equipment health and safety rules.</li> <li>▪ Recognising when there is a problem relating to the above.</li> <li>▪ Understanding the different tools and equipment how they are used.</li> <li>▪ Consolidating how to use the bridge and claw method and how to use equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Safety in the kitchen</li> <li>▪ Identifying the main tools and equipment in the kitchen</li> <li>▪ Draw and label kitchen tools and equipment</li> <li>▪ Explain the reasons for specific safety rules</li> </ul>	
<b>Autumn 2</b>	<p><b>Food Technology</b></p> <ul style="list-style-type: none"> <li>▪ Developing Knife Skills</li> <li>▪ Use knife skills to make simple dishes such as coleslaw.</li> <li>▪ How to clean up and avoid cross contamination etc. as taught previously.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make model of a tool or equipment</li> <li>▪ To further develop knife skills to be able to</li> <li>▪ Select appropriate vegetables which require the use of a knife</li> <li>▪ Prepare vegetables using the brunoises and baton technique</li> <li>▪ Prepare salad items and make coleslaw</li> </ul>	Written and practical assessment 1

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<p><b>Spring 1</b></p>	<p><b>Graphic</b>  <b>Introduction to Graphics: What is Graphic Design?</b></p> <ul style="list-style-type: none"> <li>▪ Health and safety in the workshop</li> <li>▪ One point perspective</li> <li>▪ Work effectively as part of team</li> <li>▪ Presentation of ideas with reasons for choice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Safely in the workshop</li> <li>▪ Identify and use appropriately the different tools hand tools</li> <li>▪ Using a variety of hand tools to create their designs e.g. protractors and compasses</li> <li>▪ Apply finishing techniques to their design with good presentation</li> </ul>	
<p><b>Spring 2</b></p>	<p><b>Graphics</b>  <b>What knowledge and skills do I need to use hand tools in graphic design?</b></p> <ul style="list-style-type: none"> <li>▪ What key skills you have developed</li> <li>▪ Modelling of key skills</li> <li>▪ Demonstration of storage and use of equipment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop skills in the use of recycled materials</li> <li>▪ Collate a folder of work including their classwork and homework design task.</li> <li>▪ Demonstrate their knowledge of health and safety</li> <li>▪ Draft basic info/ template for toothbrush holder project</li> <li>▪</li> </ul>	<p>Written and practical assessment 2</p>
<p><b>Summer 1</b></p>	<p><b>Resistant Materials</b>  <b>What are resistant materials?</b></p> <ul style="list-style-type: none"> <li>▪ Health and safety in the workshop</li> <li>▪ Knowledge and understanding of power /hand tools.</li> <li>▪ Skills and techniques</li> <li>▪ Design Brief</li> <li>▪ Demonstrate confidence</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show an understanding of their knowledge of the name and use of the different power tools and hand tools</li> <li>▪ To know and model the different health and safety practices in the workshop</li> <li>▪ Use of hand and power tools</li> <li>▪ Label and annotate tools and equipment</li> <li>▪ Cutting out their templates using appropriate tools</li> </ul>	
<p><b>Summer 2</b></p>	<p><b>Resistant Materials</b></p> <ul style="list-style-type: none"> <li>▪ Knowledge of the sale of goods and services</li> <li>▪ Understanding the careers available within graphics and what a graphic designer does</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using graphic skills a to draw and shade drawings</li> <li>▪ Demonstrate what paper engineering is</li> <li>▪ Model using a variety of materials to test a product</li> </ul>	<p>Summative: Written and practical assessment 1</p>

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### Year 8

#### Intent:

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#### Sequencing:

*We will ensure that the core skill of writing IDEA paragraphs (Identify, create, List, Describe, Demonstrate and Evaluate) is embedded throughout the year, as this is necessary for understanding Food Studies, graphics, and Resistant Materials.*

#### Assessments:

*During and at the end of every term there is a formal assessment with three sections. Section A: multiple choice questions to assess knowledge. Section B: source and interpretations questions. Section C practical demonstrations where possible.*

<u>Term</u>	<u>Enquiry questions/content</u>	<u>Skills students need to master:</u>	<u>Framed task</u>
<b>Autumn 1</b>	<p><b>Food Technology: Health and Hygiene</b></p> <ul style="list-style-type: none"> <li>▪ Knowledge of hygiene rules and regulations in relation to food preparation, production and storage to prevent cross contamination</li> <li>▪ implement good food safety when handling, preparing, cooking and serving food, e.g. handwashing,</li> <li>▪ Keeping raw and cooked food separate to avoid cross-contamination.</li> <li>▪ understand the principles of cleaning, preventing cross</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate the principles of cleaning</li> <li>▪ Show how to prevent cross-contamination,</li> <li>▪ Apply the principles of chilling, cooking food thoroughly and reheating food until it is steaming hot.</li> </ul>	
<b>Autumn 2</b>	<p><b>Food Technology: Savoury Dishes</b></p> <ul style="list-style-type: none"> <li>▪ Cook a variety of mainly savoury dishes using a wide range of tools and equipment</li> <li>▪ Use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, and blending.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate the principles of cleaning</li> <li>▪ Show how to prevent cross-contamination,</li> <li>▪ Apply the principles of chilling, cooking food thoroughly and reheating food until it is steaming hot.</li> </ul>	<i>Written and practical assessment</i>

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	<ul style="list-style-type: none"> <li>▪ Select and use appropriate tools and equipment safely when preparing and cooking food.</li> <li>▪ Demonstrate an increasing range of food preparation skills, e.g. accurate weighing and measuring, kneading</li> </ul>		
<b>Spring 1</b>	<p><b>Graphics</b> Introduction to Graphics A graphics project which introduces the students to paper and board graphics and perspectives, what is graphics?</p> <ul style="list-style-type: none"> <li>▪ Health and safety in the workshop</li> <li>▪ Understand and demonstrate one point perspective</li> <li>▪ Learning how to work independently and as a group</li> <li>▪ Understanding two-point perspective</li> </ul>	<ul style="list-style-type: none"> <li>▪ Safety in the workshop</li> <li>▪ Learning about the design process</li> <li>▪ Understanding traditional graphic design methods using a variety of material</li> <li>▪ Demonstrating one point and two-point perspective</li> </ul>	
<b>Spring 2</b>	<p><b>Graphics</b></p> <ul style="list-style-type: none"> <li>▪ To understand computer aided design (CAD) and apply knowledge of perspective into a design programme</li> <li>▪ To be able to safely work with graphic tools and equipment</li> <li>▪ To model a 3D design using graphic materials such as card and/or foam.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding traditional graphics design methods</li> <li>▪ Demonstrate the use of specified graphics tools</li> <li>▪ Model given 3D designs.</li> <li>▪ Explain what and why specific tools were used in the design process</li> </ul>	<i>Written and practical assessment</i>
<b>Summer 1</b>	<p><b>Resistant Material: Acrylic Clock Project</b> A resistant material project developing the students' skills using machine and hand tools as well as working with plastic.</p> <ul style="list-style-type: none"> <li>▪ To demonstrate an understanding of the chosen consumer by writing a detailed specification</li> <li>▪ To create a range of original design idea</li> <li>▪ To competently use hand tools safely to shape a material</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand health and safety in the workplace</li> <li>▪ Use modern material to create a product inspired by culture</li> <li>▪ Learning how to work independently and as a group</li> </ul>	

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	<ul style="list-style-type: none"> <li>▪ To analyse and evaluate final product to reflect practical skills.</li> </ul>		
<b>Summer 2</b>	<p>Developing the students' skills using hardwoods, machines and hand tools.</p> <ul style="list-style-type: none"> <li>▪ To demonstrate an understanding of the design brief by designing creative ideas.</li> <li>▪ To competently use hand tools safely cut material</li> <li>▪ To confidently use machinery to safely cut material</li> <li>▪ To competently use hand tools safely</li> <li>▪ To evaluate and analyse their finished product</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create a product which encourages wildlife</li> <li>▪ Work independently and as a group</li> <li>▪ Working safely with tools and equipment</li> </ul>	<i>Written and practical assessment</i>

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### Year 9

#### Intent:

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#### Sequencing:

*We will ensure that the core skill of writing IDEA paragraphs (Identify, create, List, Describe, Demonstrate and Evaluate) is embedded throughout the year, as this is necessary for understanding Food Studies, graphics, and Resistant Materials.*

#### Assessments:

*During and at the end of every term there is a formal assessment with three sections. Section A: multiple choice questions to assess knowledge. Section B: source and interpretations questions. Section C practical demonstrations where possible.*

<u>Term</u>	<u>Enquiry questions/content</u>	<u>Skills students need to master:</u>	<u>Framed task</u>
<b>Autumn 1</b>	<p><b>Food technology</b></p> <p><b>Methods of Cooking</b></p> <ul style="list-style-type: none"> <li>▪ Use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, and blending.</li> <li>• Use equipment safely, being aware of others' safety.</li> <li>• Modify recipes and cook predominantly savoury dishes that are based on current healthy eating messages.</li> <li>• Understand and use good food safety practices.</li> <li>• know how to safely make use of leftovers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Safely in the workshop</li> <li>▪ Identify and use appropriately the different hand tools</li> <li>▪ Using a variety of hand tools to create their designs e.g., protractors and compasses</li> <li>▪ Apply finishing techniques to their design with good presentation</li> </ul> <ul style="list-style-type: none"> <li>• explore the factors involved in food and drink choice</li> <li>▪ how this may be influenced by availability, season, need, cost, minimal packaging</li> <li>▪ Where food is produced, culture, religion, allergy/intolerance, and peer-pressure.</li> </ul>	
<b>Autumn 2</b>	<p><b>Food Technology</b></p> <p><b>Methods of Cooking (Part 2)</b></p>	<ul style="list-style-type: none"> <li>▪ explore the factors involved in food and drink choice</li> <li>▪ how this choice of food may be influenced by availability, season, need, cost, minimal packaging,</li> <li>▪ Where the food is produced, culture, religion, allergy/intolerance, and peer-pressure.</li> </ul>	<i>Written and practical assessment</i>

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	<ul style="list-style-type: none"> <li>▪ Apply skills and understanding competently to plan, prepare and safely cook dishes and menus for a healthy, varied and balanced diet.</li> <li>▪ be able to change recipes and dishes to make them healthier and more appealing</li> <li>▪ Adapt and altering ingredients, by using different cooking methods, e.g. using herbs instead of salt, using low fat yogurt, grilling instead of frying.</li> <li>▪ apply good food safety principles when buying, storing, preparing and cooking foods</li> </ul> <p>The Key skills are categorised as below:</p> <ul style="list-style-type: none"> <li>▪ Weighing &amp; Measuring</li> <li>▪ Knife Skills</li> <li>▪ Melting</li> <li>▪ Whisking</li> <li>▪ Rubbing-in</li> <li>▪ Shaping</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be developing a design for a creative clock design. Build on any knowledge that they have learnt about materials used in resistant material.</li> <li>• Students will develop key skills in the use of acrylic and MDF materials.</li> <li>• Students will also develop key skills in using CAD CAM equipment to design and make a name plaque.</li> <li>• Explore the factors involved in food and drink choice and how this may be influenced by availability, season, need, cost, minimal packaging,</li> </ul>	<p>Using a knife to shape vegetables and fruits e.g. Pumpkin carving.</p> <p>Using a pasta machine Using a piping bag.</p> <p>Shaping pastry and bread</p>
<p><b>Spring 1</b></p> <p><b>Spring 2</b></p>	<p><b>Graphics Design</b></p> <ul style="list-style-type: none"> <li>• Mind map for planning and making pop-up book.</li> <li>• Develop design ideas: Initial, chosen and development of Final idea for pop-up book</li> <li>• Making booklets using pop up mechanisms and embedding further research on materials and equipment used for the project.</li> <li>• Test and evaluate the finish product</li> <li>• Use equipment safely, being aware of others' safety.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding traditional graphics design methods</li> <li>▪ Demonstrate the use of specified graphics tools</li> <li>▪ Model given 3D designs.</li> <li>▪ Explain what and why specific tools were used in the design process.</li> <li>▪ Understand health and safety in the workplace</li> <li>▪ Use modern material to create a product inspired by culture</li> <li>▪ Learning how to work independently and as a group</li> </ul>	<p>The final product will be evaluated on its quality and finish as well as the evaluation and written analysis by the students. Three other pillars of assessment will be given to the students covering their knowledge and skills</p>

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	<ul style="list-style-type: none"> <li>• Modify recipes and cook predominantly savoury dishes that are based on current healthy eating messages.</li> <li>• Understand and use good food safety practices.</li> <li>• know how to safely make use of leftovers</li> </ul>		
<p><b>Summer 1</b></p> <p><b>Summer 2</b></p>	<p><b>Resistant Materials</b></p> <ul style="list-style-type: none"> <li>• Introduction to workshop practice and developing skills based on joining materials together.</li> <li>• Halving joints will be a key joint used on projects over this year.</li> <li>• Development of design folder and presentation skills.</li> <li>• In the workshops students will develop in Pine and acrylic their final design.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use equipment safely, being aware of others' safety.</li> <li>▪ Demonstrating the use of specific tools and equipment used in the workshop</li> <li>▪ Name and explain the purpose of a broad range of tools and equipment.</li> <li>▪ Create a product which encourages wildlife</li> <li>▪ Work independently and as a group</li> <li>▪ Working safely with tools and equipment</li> <li>▪ Evaluation finished product against the original</li> </ul>	<p><i>Written and practical assessment</i></p> <p>Sanding, carving, filing, nailing, gluing, cutting, drawing and tracing</p>



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### Year 10

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#### Sequencing:

*We will ensure that the core skill of writing IDEA paragraphs (Identify, create, List, Describe, Demonstrate and Evaluate) is embedded throughout the year, as this is necessary for understanding Food Studies, graphics and Resistant Materials.*

#### Assessments:

*During and at the end of every term there is a formal assessment with three sections. Section A: multiple choice questions to assess knowledge. Section B; source and interpretations questions. Section C practical demonstrations where possible.*

<u>Term</u>	<u>Enquiry questions/content</u>	<u>Skills students need to master:</u>	<u>Framed task</u>
<b>Autumn 1</b>	<p><i>Hospitality and Catering</i></p> <p><i>Menu Planning and ingredients</i></p> <ul style="list-style-type: none"> <li>• <i>applying skills and understanding competently how to plan menu</i></li> <li>• <i>prepare and safely cook dishes</i></li> </ul> <p><i>Creating and adapting menus for a healthy, varied and balanced diet</i></p> <ul style="list-style-type: none"> <li>• <i>change recipes and dishes to make them healthier and more appealing by altering ingredients,</i></li> <li>• <i>using different cooking methods, e.g. using herbs instead of salt, using low fat yogurt, grilling instead of frying to alter dishes</i></li> <li>• <i>apply good food safety principles when buying</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>explore the factors involved in food and drink choice and how this may be influenced by availability, season, need, cost, minimal packaging,</i></li> <li>• <i>Discuss where the food is produced, culture, religion, allergy/intolerance and peer-pressure.</i></li> <li>• <i>examine the factors involved in food and drink choice and how this may be influenced by availability,</i></li> <li>• <i>Where the food is produced, culture, religion, allergy/intolerance and peer-pressure.</i></li> </ul>	<p>Summative assessment / Mini Assessment</p> <p>Mock Practical</p>
<b>Autumn 2</b>	<p><i>Understanding the nutritional needs of Client groups</i></p> <ul style="list-style-type: none"> <li>▪ <i>acquire knowledge of the nutritional needs of a range of client groups</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Plan a menu</i></li> <li>▪ <i>understand appropriate dishes for menu</i></li> <li>▪ <i>Consider fully customer needs</i></li> </ul>	<p>Summative assessment</p> <p>Practical</p>

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	<ul style="list-style-type: none"> <li>▪ Plan nutritional dishes to go on a menu.</li> <li>▪ To learn and develop safe and hygienic food preparation skills, in cooking and finishing skills required to produce nutritional dishes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain factors to consider when proposing dishes for menus.</li> <li>▪ Write menu for different dishes</li> <li>▪ understand different types of menus</li> <li>▪ factors that affect success in hospitality and catering</li> </ul>	
<b>Spring 1</b>	<p><i>Skills in Hospitality</i></p> <ul style="list-style-type: none"> <li>▪ know aspects of the hospitality sector</li> <li>▪ understand analyse and evaluate information clearly, and with some accuracy</li> <li>▪ demonstrate skills in processing hospitality and catering operations</li> <li>▪ state how some minor inaccuracies may occur in catering operations:</li> </ul>	<ul style="list-style-type: none"> <li>• How to plan a menu (parts)</li> <li>▪ To understand: Consider fully customer needs</li> <li>▪ Explain factors to consider when proposing dishes for menus.</li> <li>▪ To know: How to plan a menu</li> <li>▪ Understanding the different types of menus</li> </ul>	<p>Mini Assessments</p> <p>Practical Observation</p> <p>Practical 2&amp;3</p>
<b>Spring 2</b>	<p><i>Importance of Nutrients in the diet</i></p> <ul style="list-style-type: none"> <li>▪ Understand the importance of nutrition in planning menu</li> <li>▪ To know the role of nutrients, understand the effect of nutrient in the human body</li> <li>▪ outline the functions of a limited range of nutrients in the human body</li> </ul>	<ul style="list-style-type: none"> <li>▪ know the role of nutrients</li> <li>▪ understand the effect of nutrient in the human body</li> <li>▪ Describe clearly functions of a range of nutrients in the human body.</li> <li>▪ know the role of nutrients</li> <li>▪ understand the effect of nutrient in the human bod</li> <li>▪ Describe functions of a range of nutrients in the human body.</li> </ul>	<p>Practical 4&amp;5</p> <p>Course work</p> <p>Assessment</p>
<b>Summer 1</b>	<p><i>Environmental Issues</i></p> <ul style="list-style-type: none"> <li>▪ Environmental issues</li> <li>▪ Conservation of energy and water</li> <li>▪ Reduce, reuse, recycle and Sustainability</li> <li>▪ Conservation of energy and water Reduce, reuse, recycle and Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>▪ know and define environmental issues</li> <li>▪ understand: Sustainability conservation of energy &amp; water</li> <li>▪ know and identify the term reduce reuse and recycle</li> <li>▪ understand: How environmental considerations impact on the local community</li> </ul>	<p>Mock Practical/ Mock Exams and Assessments</p>

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		<ul style="list-style-type: none"> <li>▪ <i>outline how dishes on a menu address environmental issue</i></li> </ul>	
<b>Summer 2</b>	<p><i><b>Dietary Needs of Customers</b></i></p> <ul style="list-style-type: none"> <li>▪ <i>Explain how menu dishes meet customer needs</i></li> <li>▪ <i>Different dietary requirements. Recognise different allergies</i></li> <li>▪ <i>Explain how menu dishes meet needs of specified customers. Show how menu can be adapted to suit the customer's needs.</i></li> <li>▪ <i>Have a good knowledge of alternative ingredients</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Discuss how menu dishes meet needs of specified customers.</i></li> <li>▪ <i>Have a good knowledge of alternative ingredients.</i></li> <li>▪ <i>How to adapt recipes to suit different dietary</i></li> <li>▪ <i>outline how menu dishes meet customer needs</i></li> </ul>	<p style="text-align: center;">Mock Practical Exams / coursework Submission, Revisions and Final Exams</p>

## Curriculum Map- Food Technology, Graphics and Resistance Material

### Year 11

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#### Assessments:

*During and at the end of every term there is a formal assessment with three sections. Section A; multiple choice questions to assess knowledge. Section B; source and interpretations questions. Section C practical demonstrations where possible.*

<u>Term</u>	<u>Enquiry questions/content</u>	<u>Skills students need to master:</u>	<u>Framed Task</u>
<b>Autumn 1</b>	<p><i>Hospitality and Catering</i> <i>Menu Planning and ingredients</i></p> <ul style="list-style-type: none"> <li>• <i>applying skills and understanding competently how to plan menu</i></li> <li>• <i>prepare and safely cook dishes</i></li> </ul> <p><i>Creating and adapting menus for a healthy, varied and balanced diet</i></p> <ul style="list-style-type: none"> <li>• <i>change recipes and dishes to make them healthier and more appealing by altering ingredients,</i></li> <li>• <i>using different cooking methods, e.g. using herbs instead of salt, using low fat</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Explore the factors involved in food and drink choice and how this may be influenced by availability, season, need, cost, minimal packaging,</i></li> <li>• <i>Discuss where the food is produced, culture, religion, allergy/intolerance and peer-pressure.</i></li> <li>• <i>examine the factors involved in food and drink choice and how this may be influenced by availability,</i></li> <li>• <i>Where the food is produced, culture, religion, allergy/intolerance and peer-pressure.</i></li> </ul>	<p><i>Mini Assessments</i> <i>Practical Observation</i> <i>Practical 2&amp;3</i></p>

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	<p><i>yogurt, grilling instead of frying to alter dishes</i></p> <ul style="list-style-type: none"> <li>• <i>apply good food safety principles when buying</i></li> </ul>		
<b>Autumn 2</b>	<p><i>Understanding the nutritional needs of Client groups</i></p> <ul style="list-style-type: none"> <li>▪ <i>acquire knowledge of the nutritional needs of a range of client groups</i></li> <li>▪ <i>Plan nutritional dishes to go on a menu.</i></li> <li>▪ <i>To learn and develop safe and hygienic food preparation skills, in cooking and finishing skills required to produce nutritional dishes</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Plan a menu</i></li> <li>▪ <i>Understand appropriate dishes for menu</i></li> <li>▪ <i>Consider fully customer needs</i></li> <li>▪ <i>Explain factors to consider when proposing dishes for menus.</i></li> <li>▪ <i>Write menu for different dishes</i></li> <li>▪ <i>Understand different types of menus</i></li> <li>▪ <i>Factors that affect success in hospitality and catering</i></li> </ul>	<p><i>Practical 4&amp;5</i> <i>Course work Assessment</i></p>
<b>Spring 1</b>	<p><i>Skills in Hospitality</i></p> <ul style="list-style-type: none"> <li>▪ <i>know aspects of the hospitality sector</i></li> <li>▪ <i>understand analyse and evaluate information clearly, and with some accuracy</i></li> <li>▪ <i>demonstrate skills in processing hospitality and catering operations</i></li> <li>▪ <i>state how some minor inaccuracies may occur in catering operations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>How to plan a menu (parts)</i></li> <li>▪ <i>To understand: Consider fully customer needs</i></li> <li>▪ <i>Explain factors to consider when proposing dishes for menus.</i></li> <li>▪ <i>To know: How to plan a menu</i></li> <li>▪ <i>Understanding the different types of menus</i></li> </ul>	<p><i>Mock Practical/ Mock Exams and Assessments</i></p>

### Curriculum Map- Food Technology, Graphics and Resistance Material

<p><b>Spring 2</b></p>	<p><i>Importance of Nutrients in the diet</i></p> <ul style="list-style-type: none"> <li>▪ Understand the importance of nutrition in planning menu</li> <li>▪ To know the role of nutrients, understand the effect of nutrient in the human body</li> <li>▪ Outline the functions of a limited range of nutrients in the human body</li> </ul>	<ul style="list-style-type: none"> <li>▪ Know the role of nutrients</li> <li>▪ Understand the effect of nutrient in the human body</li> <li>▪ Describe clearly functions of a range of nutrients in the human body.</li> <li>▪ Know the role of nutrients</li> <li>▪ Understand the effect of nutrient in the human bod</li> <li>▪ Describe functions of a range of nutrients in the human body.</li> </ul>	<p><i>Mock Practical Exams / coursework Submission, Revisions and Mock Exams</i></p>
<p><b>Summer 1</b></p>	<p><i>Environmental Issues</i></p> <ul style="list-style-type: none"> <li>▪ Environmental issues</li> <li>▪ Conservation of energy and water</li> <li>▪ Reduce, reuse, recycle and Sustainability</li> <li>▪ Conservation of energy and water Reduce, reuse, recycle and Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>▪ Know and define environmental issues</li> <li>▪ Understand: Sustainability conservation of energy &amp; water</li> <li>▪ Know and identify the term reduce reuse and recycle</li> <li>▪ Understand: How environmental considerations impact on the local community</li> <li>▪ Outline how dishes on a menu address environmental issue</li> </ul>	<p>Final Practical Exams Final Practical.</p>
<p><b>Summer 2</b></p>	<p><i>Dietary Needs of Customers</i></p> <ul style="list-style-type: none"> <li>▪ Explain how menu dishes meet customer needs</li> <li>▪ Different dietary requirements. Recognise different allergies</li> <li>▪ Explain how menu dishes meet needs of specified customers. Show how menu can be adapted to suit the customer's needs.</li> <li>▪ Have a good knowledge of alternative ingredients</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss how menu dishes meet needs of specified customers.</li> <li>▪ Have a good knowledge of alternative ingredients.</li> <li>▪ How to adapt recipes to suit different dietary</li> <li>▪ outline how menu dishes meet customer needs</li> </ul>	

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