

# Subject: Food Technology

## Subject Leader

Danny Page

## National Curriculum

Food life skills is a combination of enrichment comprises 13 cooking modules. Pupils are challenged to make recipes, learning about food hygiene and safety, healthier eating and cooking, and budgeting whilst developing their practical skills and techniques along with time management.

Year 11 students have the opportunity to complete a Level 2 Basic Food Hygiene Qualification.

## Curriculum Intent

To offer an alternative to academic core subjects and develop real-life practical and transferable skills that will last a lifetime; these will also include soft skills such as self-esteem building, teamwork, self-control, creativity and problem solving.

This will be achieved through a wide range of teaching & nurturing styles and a variety of learning contexts.

## Curriculum Implementation

|       |             | Content/Topics   | Assessment  |
|-------|-------------|--|---|
| KS3/4 | Autumn Term | <p>Food life skills comprises of 13 cooking modules, during these lessons, students will have the opportunity to gain hands-on experiences with food. They will select and prepare a variety of ingredients to produce a range of dishes and meals, evaluate them through appearance, taste and texture. In addition, they will learn about and gain confidence in basic food hygiene and preparation skills, healthier eating through practical food work and apply simple budgeting skills to food choices they make. They will work independently and in small groups to develop understanding of wider need to become a better-informed consumer.</p> <p>Module 1; Getting to grips<br/>           Module 2; Indian Express<br/>           Module 3; Pack A lunch<br/>           Module 4; Noodle Time</p> | <p>Oral question &amp; answer,<br/>           Self-assessment,<br/>           Observation,<br/>           Differentiation of tasks,<br/>           Written evaluation sheet with verbal/<br/>           written feedback<br/>           Risk assessment</p> |
|       | Spring Term | <p>Food life skills comprises of 13 cooking modules, during these lessons, students will have the opportunity to gain hands-on experiences with food. They will select and prepare a variety of ingredients to produce a range of dishes and meals, evaluate them through appearance, taste and texture. In addition, they will learn about and gain confidence in basic food hygiene and preparation skills, healthier eating through practical food work and apply simple budgeting skills to food choices they make. They</p>   | <p>Oral question &amp; answer,<br/>           Self-assessment,<br/>           Observation,<br/>           Differentiation of tasks,<br/>           Written evaluation sheet with verbal/<br/>           written feedback<br/>           Risk assessment</p> |

|  |                    |   |   |
|--|--------------------|---|---|
|  |                    | <p>will work independently and in small groups to develop understanding of wider need to become a better-informed consumer.</p> <p>Module 5; Mama Mia<br/> Module 6; Take Out<br/> Module 7; Cook In<br/> Module 8 Back to basics</p>   |   |
|  | <p>Summer Term</p> | <p>Food life skills comprises of 13 cooking modules, during these lessons, students will have the opportunity to gain hands-on experiences with food. They will select and prepare a variety of ingredients to produce a range of dishes and meals, evaluate them through appearance, taste and texture. In addition, they will learn about and gain confidence in basic food hygiene and preparation skills, healthier eating through practical food work and apply simple budgeting skills to food choices they make. They will work independently and in small groups to develop understanding of wider need to become a better-informed consumer.</p> <p>Module 9; Simple but fun<br/> Module 10; Wakey Wakey<br/> Module 11; A Fishy Tale<br/> Module 12; BBQ frenzy<br/> Module 13; Veg Out</p> | <p>Oral question &amp; answer,<br/> Self-assessment,<br/> Observation,<br/> Differentiation of tasks,<br/> Written evaluation sheet with verbal/<br/> written feedback<br/> Risk assessment</p> |

