



Food Technology Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 10 Food Prep and Nutrition		Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans		Basic Skills & Nutrition	Food Science & Food Safety	Food Choice & Food Provenance
Key Retainable Knowledge & Skills Basic Skills (3.1) <ul style="list-style-type: none"> General Practical Skills Knife Skills Preparing fruit and vegetables Use of the cooker Use of equipment Cooking Methods Prepare/Combine/Shape Sauce making Tenderise/Marinate Dough Raising Agents Setting Mixtures Food, nutrition, health (3.2) <ul style="list-style-type: none"> Protein Fats Carbohydrates Vitamins Minerals Water Fibre Nutritional Analysis Energy Needs Food Science (3.3) <ul style="list-style-type: none"> Emulsification Gelatinisation Enzymic Browning Coagulation Denaturation Gluten Formation Shortening Fermentation Foam Formation 	<ul style="list-style-type: none"> Plasticity Dextrinization Caramelisation Food Safety (3.4) <ul style="list-style-type: none"> Microorganisms and enzymes Food Spoilage Buying and storing Food Preparing and serving Food Food Choice (3.5) <ul style="list-style-type: none"> Factors affecting food choice British and International Cuisines Sensory Analysis Food Provenance (3.6) <ul style="list-style-type: none"> Environmental impact Sustainability Food Processing Food Production Technological developments 	<ul style="list-style-type: none"> Judge and modify sensory properties Preparing fruit and vegetables Mash, shred, scissor snip, scoop, crush, grate, peel, segment, de-skin, de-seed, blanch, shape, pipe, blend, juice and prepare garnishes whilst demonstrating the technical skills of controlling enzymic browning, spoilage and preventing food poisoning (wash and dry where appropriate). Use a range of foods, such as vegetables, meat, fish or alternatives such as halloumi, seeds and nuts; char/grill or toast. Baking, roasting, casseroles and/or tagines, braising Use of blender, food processor, mixer, pasta machine, microwave oven Steaming, boiling and simmering; blanching; poaching. Roll, wrap, skewer, mix, coat, layer meat, fish and alternatives. Shape and bind wet mixtures (such as falafels, burgers, fish cakes or meatballs) whilst demonstrating the technical skill of preventing cross contamination and handling high risk foods correctly. Sauce demonstrating starch gelatinisation such as: roux, all in one, blended, infused velouté or béchamel. How starch/liquid ratios affect viscosity. Reduction sauce to show how evaporation concentrates flavour. Eg tomato pasta sauce, curry sauce, gravy, meat sauce (including meat alternatives such as mycoprotein and textured vegetable protein) to show how evaporation concentrates flavour and changes the viscosity of the sauce. Make an emulsion sauce such as a salad dressing, demonstrating an understanding of how to stabilise an emulsion. Tenderise and marinate Roll out pastry, use a pasta machine, line a flan ring, create layers (palmier) proving and resting, glazing and finishing, such as pipe choux pastry, bread rolls, pasta, flat breads, pinwheels, pizza and calzone. Create a gas-in-liquid foam, whisking egg whites, whisked sponge The use of self-raising flour, baking powder, bicarbonate of soda. Use of steam in a mixture (choux pastry, batter). Set a mixture on heating such as denatured and/or coagulated protein in eggs. <ul style="list-style-type: none"> low and high biological value proteins protein complementation protein alternatives eg textured vegetable protein (TVP), soya, mycoprotein and tofu. saturated fats unsaturated fats (monounsaturated and polyunsaturated) starch (polysaccharides) sugars (monosaccharides/ disaccharides) dietary fibre. vitamin A, D, E, K B group – B1 (thiamine), B2 (riboflavin), B3 (niacin), folic acid, B12 vitamin C (ascorbic acid) loss of water soluble vitamins when cooking (B group and Vitamin C) calcium, iron, sodium (salt), fluoride, iodine, phosphorus. The importance of hydration and the functions of water in the diet. The current guidelines for a healthy diet. Portion size and costing when meal planning. How peoples’ nutritional needs change and how to plan a balanced diet for different life stages. How to plan a balanced meal for specific dietary groups. How to maintain a healthy body weight throughout life. Basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements. 	<p>Scientific principles underlying the following processes when preparing and cooking food together with the working characteristics, functional and chemical properties of;</p> <ul style="list-style-type: none"> Emulsification Gelatinisation Enzymic Browning Coagulation Denaturation Gluten Formation Shortening Fermentation Foam Formation Plasticity Dextrinization Caramelisation <ul style="list-style-type: none"> Different sources of bacterial contamination Types of bacteria which cause food poisoning Sources and methods of control of different food poisoning bacteria types General symptoms of food poisoning Temperature control, freezing: -18°C, chilling: 0 to below 5°C, danger zone: 5 to 63°C, cooking: 75°C, reheating: 75°C, ambient storage, temperature danger zone Correct use of domestic fridges and freezers Date marks 'best before' and 'use by' dates Covering foods. Personal hygiene Temperature control including: defrosting and reheating Care with high risk foods Correct use of food temperature probes. 	<ul style="list-style-type: none"> Physical activity level (PAL) Food choice linked to the following religions and cultures: Buddhism, Christianity, Hinduism, Islam, Judaism, Rastafarianism and Sikhism Food choice linked to the following ethical and moral beliefs: animal welfare, Fairtrade, local produce, organic, Genetically Modified (GM) foods Food choice linked to food intolerances (gluten and lactose) and the following allergies: nuts, egg, milk, wheat, fish and shellfish. Mandatory information included on food packaging in accordance with current European Union and Food Standards Agency (FSA) legislation Non-mandatory information: provenance, serving suggestions How food marketing can influence food choice eg buy one get one free, special offers, meal deals, media influences, advertising, point of sales marketing. Importance of senses when making food choices: sight, taste, touch and aroma Preference tests: paired preference, hedonic. Discrimination tests: triangle. Grading tests: ranking, rating and profiling, how to set up a taste panel, controlled conditions required for sensory testing, evaluating how senses guide Evaluating a wide range of ingredients and food from Britain and other countries Grown ingredients: fruits, vegetables and cereals Reared ingredients: meat and poultry Caught ingredients: fish organic and conventional farming, free range production, intensive farming, sustainable fishing, advantages and disadvantages of local produced foods, seasonal foods and Genetically Modified (GM) foods. Primary processing related to the: rearing, fishing, growing, harvesting and cleaning of the raw food material (milling of wheat to flour, heat treatment of milk, pasteurised, UHT, sterilised and microfiltered milk) Secondary processing related to: how the raw primary processed ingredients are processed to produce a food product (flour into bread and/or pasta, milk into cheese and yoghurt, fruit into jams) Loss of vitamins through heating and drying



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		<ul style="list-style-type: none"> Recommended percentage of energy intake provided by protein, fat and carbohydrates (starch and sugar) 		
Key Technical Vocabulary	Mash, shred, scissor snip, scoop, crush, grate, peel, segment, de-skin, de-seed, blanch, shape, pipe, blend, juice, bake, roast, braise, steam, boil, simmer, roll, wrap, skewer, bind, cross contamination, gelatinisation, roux, velouté, bechamel, viscosity, emulsion, choux, denature, coagulate	Emulsification, gelatinisation, enzymic browning, coagulation, denaturation, gluten formation, shortening, fermentation, foam formation, plasticity, dextrinization, caramelisation, bacteria, contamination, ambient.	PAL, Buddhism, Christianity, Hinduism, Islam, Judaism, Rastafarianism, Sikhism, Welfare, Fairtrade, Genetically Modified, Intolerances, gluten, lactose, FSA (Food Standards Agency), influences, aroma, preference, hedonic, discriminate, Sustainable, Seasonal, Primary Processing, Secondary processing.	
Opportunities for Reading	Basics of Nutrition: The First Book You Need To Read To Begin A Healthy Lifestyle, Kirsty Miller	Science You Can Eat: Putting what we Eat Under the Microscope, Stefan Gates	Ethical Eating: A Complete Guide to Sustainable Food, Malcom Coxall	
Developing Cultural Capital			Food and Religion, broadening global and cultural awareness	
Cross Curricular Links (Authentic Connections)	Science, P.E, Sociology	Science, Maths	Science, Maths, English, DT	
Key Assessment				



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Year 11 Food Preparation and nutrition	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	NEA1 AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. • AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.	Nea2 AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation. AO3: Plan, prepare, cook and present dishes, combining appropriate techniques. AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others	External exam AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation. AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.
Key Retainable Knowledge & Skills	<ul style="list-style-type: none"> Analyse the task, explaining the background research Carry out secondary research, using different sources, focusing on the working characteristics, functional and chemical properties of the ingredients Analyse the research and use the findings to plan the practical investigation Establish a hypothesis/predict an outcome as a result of the research findings. The hypothesis should be a statement which may be proved or disproved. Investigate and evaluate how ingredients work and why through practical experimentation. Each investigation should be related to the research and have a clear aim which can then be concluded. The number of investigations will be determined by the complexity of the investigations. A range of appropriate testing methods should be identified and carried out to record the results eg annotated photographs, labelled diagrams, tables, charts, sensory testing methods, viscosity tests. Analyse and interpret the results of the investigative work. The results will be linked to the research and data explaining the working characteristics, functional and chemical properties of the ingredient(s) Evaluate the hypothesis/prediction with justification Explain how the results/findings can be applied in practical food preparation and cooking. 	<ul style="list-style-type: none"> Analyse the task by explaining the research requirements Carry out relevant research and analysis related to the: life stage, dietary group or culinary tradition • identify a range of dishes eg by mind-mapping, or using annotated images Select and justify a range of technical skills to be used in the making of different dishes. demonstrate technical skills in the preparation and cooking of three to four dishes. Refer to the Food preparation skills (page 9) section of the specification. Select and use equipment for different technical skills in the preparation and cooking of selected dishes. Food safety principles should be demonstrated when storing, preparing and cooking. Identify the technical skills within each dish. Photographic evidence will be needed to authenticate the technical skills. Students will select three dishes to make which allow them to showcase their technical skills to make for their final menu. The final dishes will relate to the task and research and be dishes that have not been made previously. Demonstrate technical skills in the preparation and cooking of three to four dishes. Refer to the Food preparation skills (page 9) section of the specification. Select and use equipment for different technical skills in the preparation and cooking of selected dishes. Food safety principles should be demonstrated when storing, preparing and cooking. Identify the technical skills within each dish. Photographic evidence will be needed to authenticate the technical skills. Students will select three dishes to make which allow them to showcase their technical skills to make for their final menu. The final dishes will relate to the task and research and be dishes that have not been made previously. selection and use of equipment for different technical skills in the preparation and cooking of the final three dishes Knowledge and application of food safety principles (including temperature control) when storing, preparing, cooking and presenting the final three dishes Selection, knowledge and use of ingredients when producing different dishes Appropriate use of the three hours to demonstrate: technical skills, processes and the use of equipment Execution of a range of technical skills with accuracy Good judgement with regard to cooking times and methods and the sensory properties of each dish Organisation and good planning using the time plan and linking tasks within the 3 hours A range of finishing techniques to produce a high standard of presentation of the final dishes Record and analyse the sensory properties (taste, texture, aroma and appearance) of the three final practical dishes Carry out nutritional analysis of the three final dishes Analyse the cost of the three final dishes. 	<ul style="list-style-type: none"> Theoretical knowledge of food preparation and nutrition . Multiple choice questions (20 marks) Five questions each with a number of sub questions (80 marks)
Key Technical Vocabulary	Analyse, characteristics, functional, chemical, investigate, hypothesis, experimentation, conclusion, annotation, viscosity, justification	Food safety, technical skills, equipment, nutrition	



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Opportunities for Reading			
Developing Cultural Capital			
Cross Curricular Links (Authentic Connections)			
Key Assessment			