

| | |
|-----------------------|-----------------|
| Subject: | Food Technology |
| Specification: | |
| Exam Board | AQA |

The aim of the Food technology Department at Open Academy is to build confidence in pupils cooking abilities.

Key Stage 3 Aims and Objectives

1. Students understand the importance of Health and Safety in cookery and learn how to prepare themselves, and prepare, cook and serve food safely.
2. Develop and understanding of the important of nutrition, with a focus on the Eatwell guide and the macro and micro nutrients.
3. Develop an understanding of dietary related health problems and the importance of health eating in the diet.
4. To learn a range of preparation and cooking skills, using a range of equipment and utensils. For students to have the confidence to apply these skills at home and apply them to different recipes.
5. Encourage pupils to try new recipe and eat a wider range of foods.

Activities and Assessment One written exam at the end of the term.

Students are assessed in lessons on their preparation skill, practical skills and final products. Students books are assessed and marked, in which next steps are given in order to improve understanding and application.

Key Stage 4

Outline of the specification

This qualification is linear. Linear means the students will sit their exams and submit all their non-exam assessment at the end of the course.

Subject content

During your theory lessons you will cover 5 different topics. Your food preparation skills will be integrated into the five sections.

1. Food Nutrition and Health
2. Food Science
3. Food Safety
4. Food Choice
5. Food Provenance

The 12 basic skills

1. General practical skills
2. Knife skills
3. Preparing fruit and vegetables
4. Use of the cooker
5. Use of equipment
6. Cooking methods
7. Prepare, combine and shape
8. Sauce making
9. Tenderise and marinade
10. Dough
11. Raising agents
12. Setting Mixtures

Outline of how the course is assessed

50% Exam

35% Food Preparation

15% Food investigation

Paper 1: Food Preparation and Nutrition

What's assessed? Theoretical knowledge of food preparation and nutrition from sections 1-5.

How is it assessed? Written exam: 1 hour 45 minutes. 100 marks, 50% of GCSE.

Questions. Multiple choice (20 marks) 5 questions with a number of sub questions (80 marks).

NEA Task 1: Food investigation (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Practical investigations are a compulsory element of this NEA task.

How is it assessed? Written or electronic report (1500-2000 words) including photographic evidence of the practical investigation.

NEA Task 2: Food Preparation (70 marks)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking presentation of food and application of nutrition relation to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

How is it assessed? Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

Links: Please click the link below to see the course specification:

[AQA | GCSE | Food Preparation and Nutrition | Specification at a glance](#)

Food Technology Curriculum Sequencing Rationale

| | |
|------------|---|
| 1a. | What are the key topics taught in Year 7? Students learn how to make a range of different dishes, predominately savoury, using a different preparation and cooking methods and skills. Students learn the function of different ingredients in dishes through practical demonstrations. We also teach the theory of health and safety, nutrition with a focus on the three macro nutrients, how to maintain a healthy life style, energy and calories, dietary related health problems with a focus on obesity healthy and cooking methods. |
| 1b. | Why is this? It is essential that students are able to prepare, cook and serve food safely and know the basic rules that must be followed in order to do this. Students must be able to use a variety of preparation and cooking techniques, try new ingredients and a variety of cuisines. Health and safety and nutrition is taught through theory but applied during practical lessons. Students must understand basic nutrition as this is the key knowledge needed in order to understand a variety of different food topics including dietary related health problems. |
| 2a. | What order is this taught in and why? Students develop their practical skills throughout the year, starting with knife skills and using the oven, and gradually moving onto more complex preparation methods such as the rubbing in method and a wider variety of cooking methods such as frying, simmering and boiling. We teach in the order listed in 1a as it is important for students to know and apply health and safety and nutrition to all of their practical's and they can use this prior knowledge to understand topics. |
| 3a. | How do we build on these topics and rationale in Year 8? Students will continue to develop their practical skills including a variety of preparation and cooking methods. Students will recap on health and safety and build on the knowledge of nutrition in year 8. Students continue to learn a range of different topics including seasonal produce, food miles, understanding food packaging and the impact of the food industry on the environment. Learning a range of topics related to food technology ensures students have broad understanding of food technology and all aspect of food. |
| 3b. | What order is this taught in and why? Similarly, to Year 7, students will start with health and safety and then move onto nutrition. These key elements of the course enable students to access the other topics we study. Students can apply this knowledge in their practical lessons to gain a deeper understanding of the subject and the theory and science behind cooking. |
| 4a. | How do we build on these topics and rationale in Year 9? The year 9 curriculum follows a more similar format to the KS4 AQA course. Students learn about a wide range of different topics throughout the year. Each lesson students' study something new linked to that week's practical lesson. Students are encouraged to use practical skills from Year 7 and 8 and apply to different dishes, make a wide range of dishes from different counties and cuisines and plan and adapt recipes. Students consistently apply their health and safety knowledge and knowledge of nutrition to each practical. |
| 4b. | What order is this taught in and why? Students cover a range of topics in year 9 including nutritional requirements for teenagers, micro nutrients, dietary related health problems, factors that affect food choice e.g. religious factors, seasonal food, environmental issues with food and finally, planning dishes for a specific brief, street/festival food. The students work through a range of different practical dishes that use a wide variety of skills throughout the year and are given lots of opportunities to pick their own dishes based on the theme for that week. For example, I will provide students with a pasta bake recipe, however, if they wish you follow their own recipe they are welcome to. The practical links strongly to the theory lesson, for example after the pasta recipe we will learn about the micro nutrients, linking ingredients in the pasta bake to the micro nutrient. This is more reflective of the KS4 curriculum so prepares students for further study of Food Technology. |
| 5a. | Select one concept/theme you teach in your subject across more than one key stage How is this taught in each year? All students learn about the macro and micro nutrients in each year across KS3 and across KS4. |

| | |
|-----|--|
| | Students learn about nutrients with a focus on protein, carbohydrates and fat. This is taught through a combination of theory lessons and then applying this learning during the practical lessons. In year 9 and at KS4 students learn about micro nutrients, vitamins and minerals, and their role in the body. |
| 5b. | How does this become progressively more challenging? Students begin by learning the function and food sources. They should use this knowledge to understand the concept of energy and calories. This then progresses to the different types, excess and deficiency. Students should be able to apply this knowledge to evaluate easily the nutritional value of different dishes, how to make dishes more nutritional, have less energy etc. At KS4 students are expected to know in detail the types, differences and be able to apply this to a variety of different topics such as dietary related health problems, dietary requirements for different groups of people and special diets. Students also must know food sources for different vitamins and minerals and their function in the body. |
| 6. | What exam boards do you use in KS4 and why? How does this link to your KS3 curriculum? KS4 students complete AQA Food Preparation and Nutrition. The course assesses students on both their practical skills as well as their theory knowledge. It has strong links to PE and to Science. The coursework is 50% coursework which is based on practical's, an area lots Open Academy students excel in. Students have the opportunity to pick their own recipes throughout the course; students start having the opportunity to do this in year 9 to prepare them for this. Students cover all topics from the course in KS3 but continue to learn them in more depth during the KS4 course. |
| 7. | What career opportunities does the study of your subject bring? Cooking healthy meals and living a healthy life style will have a positive impact on mental and physical health. Students can use this qualification to train to be a professional chef. City College offer a fantastic catering course and run the Debut restaurant. Students could also become a nutritionist, flavour developer, cook book author, food stylist, recipe creator, content creator etc. Students can also apply this knowledge whilst training to be a professional sports person or athlete or working in a care environment. |