

# Food Technology

HoD

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Year 7

## Course Outline: 1 lesson per 2 weeks (20 lessons per academic year)

### **Designing**

Students are encouraged to be creative and explore different ingredients and safe use of equipment. Healthy eating and hygiene are used in every lesson

### **Making**

All of the student's lessons are practical based, using a variety of ingredients and making different styles of dishes using the hob, oven and grill

### **Evaluating**

Students keep a record of skills learnt throughout the academic year.

Students put this skill into practice through *focussed practical tasks (FPTs)*. A great emphasis is put on both individual *students' ownership* of dishes made, and skills learnt.

Year 8

## Course Outline

### **Designing**

Students extend their knowledge from the basic cooking skills with design elements in the dishes they produce focusing on textures, flavours and appearance. Nutrition is incorporated into each lesson.

### **Making**

Students further improve their understanding of controlling heat, how different temperatures effect food and how cooking can change the nutritional value.

### **Evaluating**

Students, as in Y7, record skills learnt and also assess their own completed dishes as well as peer input.

Each student will have had the opportunity to be creative, learn new skills and have a basic understanding of food and how to prepare a range of dishes.

Year 9 & 10

*The focus in these first 2 years of the FOOD PREPERATION & NUTRITION GCSE is to cover a vast variety of food products, including preparation, planning, designing, making and evaluating. There are investigations into provenance of food which in turn looks at climate change, seasonal foods, carbon footprint and impacts on the environment. Nutrition is a major part of each dish made, investigating healthier options, how each nutrient required leads to healthier diet, how cooking effects nutritional value and safe storage of food.*

## Course Outline

### **Designing**

Students extend their knowledge of designing dishes through various projects which incorporate each of the above. Independent learning is encouraged and creative ability is emphasised and built on.

### **Making**

Students further improve their skills using many different ingredients and combinations, with the focus on textures, flavours and taste. Presentation of food is vital as is the understanding of the science that occurs in the processing of ingredients by observation and investigation.

### **Evaluating**

Students are expected to analyse and evaluate their own work through peer input as well as teacher observations. Each project is marked and the students given time to reflect on how to improve and re-enforce knowledge.

Projects are designed to parallel the course units / structure for GCSE Food and Nutrition. A great emphasis is put on individual *students' ownership* of projects.

Year 11

*The final year of this GCSE qualification is based on attaining the 9-1 grade. This formalised by the AQA exam board by 2 internally assessed exams which have a value of 50% and an externally marked exam which, the remaining 50%.*

## Course Outline

The focus from September until February is on the 2 internally assessed units (50% of the final grade):

- Food Investigation Assessment (15%)
- Food Preparation Assessment (35%)

The remainder of the year focusses on the written final exam unit in June:

- Externally marked written paper, duration of 1hr 30 mins (50%)

All three must be completed to achieve an overall grade.

## Useful learning tips

- Download “GIMP” as a free digital image manipulator
- Download “Google Sketchup” as a free 3D CAD modelling package
- Look at the world around you and ask questions – How does it work? How is it made? Could I design / make it better?
- Helpful website: <http://www.technologystudent.com>

## STEM



STEM-related subjects include Maths, Science, Design & Technology / Food and ICT:

- [www.STEMatICC.com](http://www.STEMatICC.com)
- STEM@ICC YouTube channel
- Twitter #STEMatICC
- Facebook @STEMatICC