



HAILEY HALL SCHOOL

Believe | Strive | Achieve

Hailey Hall School
Food and Cookery
Skills
Curriculum Map

Food and Cookery Skills Curriculum - Intent

The intent of our Food Technology curriculum is to apply the principles of nutrition and healthy eating, instilling a love of cooking in all pupils. Learning how to cook is a crucial life skill for pupils now and in later life. Throughout their time at Hailey Hall, we aim to encourage independent learning through individual activities. The Food Technology department ensures that our pupils have a wider understanding of environmental impacts on our choice of foods and why there should be more encouragement to buy in season. Our pupils learn about multicultural foods and experience how different cultural foods influence our everyday food choices.

The department has a strong focus and drive to develop independent learners, promote high standards of personal achievement through making and evaluating dishes. The department has a strong belief that all pupils should strive to become independent and self-motivated learners, enabling our pupils to develop personal responsibility and to consider the needs of others. This equips our pupils with the knowledge and community awareness to succeed in life.

The Food Technology department follows the National Curriculum for Food Technology programme of study. Pupils will have an understanding on how to apply the principles of a healthy and varied diet following the guidance from the Eat Well Guide. Pupils will acquire a broad range of subject knowledge and draw on disciplines such as Mathematics and Science. Pupils will be competent in a range of cooking techniques, Food Technology is the practical science of chemistry, preservation and processing of food. It allows for creativity, innovation and problem solving allowing them to make informed choices about food, diet and value for money. It also allows for pupils to work in partnership with their peers in the practical lessons and peer feedback allows for students to develop their confidence within the kitchen environment.

The curriculum aims to develop individuals holistically and so, to give them the necessary skills, qualifications and experiences to access further education, employment or training. This goal is underpinned by the need to develop resilience, tolerance and all-round personal well-being. There is an emphasis on the process of learning, developing a growth mindset and practical hands-on experience.

Year 7 Food and Cookery Skills

Why this subject is important:

- It helps you to solve problems as individuals and members of a team.
- It helps you to become creative learners.
- It helps you design and make a range of products.
- It helps you to combine and to explore a range of materials.
- It helps you to improve the quality of life.

Intent What you will learn:

Unit name	Topics	Skills and understanding	Skills & curriculum links
Term/ Unit: Autumn	Licence to cook.	<ul style="list-style-type: none"> • Health and Safety rules of the class room. • Learn the different forms of weighing and measuring ingredients. • Learn how to use kitchen equipment safely, such as knives and ovens. • Beginners' knowledge of food groups. • Be able to follow a simple recipe independently. • An introduction to subject specific words and instructions. 	<p>Year 8 onwards, to be able to work safely in all practical lessons.</p> <p>Year 8 onwards, be able to use kitchen equipment independently and correctly when preparing ingredients</p> <p>Year 8 onwards, to know the importance of a healthy diet, and be able to pick healthy options.</p> <p>Year 8 pupils will be introduced to more technical recipes</p>
Term/ Unit: Spring	Healthy Sandwiches	<ul style="list-style-type: none"> • What foods are healthy and not very good for us. • Seasoning dishes, combining different seasonings, what seasonings work well together. • Surveys, pupils will be using surveys to gather different opinions, and using star graphs to show opinions. • Pupils will be evaluating their own and each 	<p>Year8 onwards, to know how to pick healthy options for cooking.</p> <p>Year 8, will begin to adapt a recipe they are following to suit different dietary requirements.</p>

		<p>other's dishes, giving valid reasons for their findings and opinions.</p> <ul style="list-style-type: none"> • Design and make a product. 	<p>Year 8 pupils will independently taste test their dishes and season accordingly to suit their end user.</p> <p>Evaluating dishes begins in year 8, with more in-depth evaluations in year 9.</p>
<p>Term/ Unit: Summer</p>	<p>History of foods</p>	<ul style="list-style-type: none"> • Understand how food has developed over the years. • Look at how cooking styles have changed. • Follow and interpret older recipes and apply more modern techniques to the dishes. • Investigate how the storage of foods has changed. • What different countries offer to our diet. 	<p>Year 8, using the knowledge learned in the history of food to enhance the learning of Foods from around the world.</p> <p>Year 8 pupils will look how we safely and hygienically store and transport foods from around the world.</p> <p>Year 8 pupils will investigate food Air Miles, and look at the greater impact this has on lives around the world.</p>

Promoting British Values:

Pupils develop their self-knowledge, self-esteem and self-confidence.
Pupils acquire a broad general knowledge of and respect for public institutions and services in Britain.
Pupils develop respect for themselves and learn to respect other people.
Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote.

How you will be assessed:

At the end of each term, you will be assessed on that project and the practical work that has been completed.

Learning outside the classroom:

BBQ, growing and using food from allotments.

How parents / carers can help:

Provide them with a quiet place to do homework and revision.

Talk to your child about what they are learning in lessons, perhaps getting them to teach you what they have been learning.

Encourage your child to cook and make things using a range of materials at home.

Useful website and details of course books:

www.videojug.com

www.licencetocook.com

www.designandtech.com

www.techitout.com

Progression routes and career opportunities:

NCFE

BTEC Home cooking skills

Who to contact and how if you have a query regarding your child:

Name	Position	Email Address	Telephone
Mrs Shelley Long	Teacher of FT	slong@haileyhall.herts.sch.uk	01992 465208

Year 8 Food Technology

Why this subject is important:

- It helps you to solve problems as individuals and members of a team.
- It helps you to become creative learners.
- It helps you design and make a range of products.
- It helps you to combine and to explore a range of materials.
- It helps you to improve the quality of life.

Intent What you will learn:

Unit name	Topics	Skills and understanding	Skills: Curriculum Links
Term/ Unit: Autumn	V is for Vegetable	<ul style="list-style-type: none">• Understand about healthy eating and the use	Year 9, links to preparing food for different dietary

		<p>of fruit and vegetables in your recipes.</p> <ul style="list-style-type: none"> • Look to make meat based dishes vegetarian. • How to replace ingredients in recipes with vegetarian or vegan options. • Time management in a practical lesson, pupils will be expected to manage different aspects of food preparations and organise themselves to achieve a final dish. • Evaluating our adapted recipes, and offering peers constructive opinions on the dishes they have created. 	<p>needs such as vegans and pescatarians.</p> <p>Year 9, pupils will be working towards making a two-course meal in the summer term, they will use their time management skills to achieve the best results.</p> <p>Summer term year 9 pupils will begin their work on Key stage 4 Food Technology and will need to be able to evaluate the decisions they make in the recipes they follow.</p>
Term/ Unit: Spring	Benefits of Food project	<ul style="list-style-type: none"> • Working on design and how to improve different recipes. • Pupils will be looking at different finishing techniques for their final dish. • Pupils will learn about raising agents and how they work in cooking. • Pupils will work on final dish presentation; particular attention will be making dishes and ingredients similar sizes. • Pupils will focus on the times needed to prepare different ingredients and how to bring these timings together to create a final dish. 	<p>Year 9, designing a final dish for a specific client's needs.</p> <p>The finishing techniques they have learned in year 8 will be used to enhance their two-course meal they will be making in year 9.</p> <p>Pupils will need to set out the timings they need when planning their two-course meal in year 9.</p>
Term/ Unit: Summer	Food from around the world	<ul style="list-style-type: none"> • Find out about foods from different cultures. • How to preserve different foods. • Pupils will re-visit the topic of Food Air Miles and look in more dept at how 	<p>Year 9, learning about air miles and how to source locally produced seasonal ingredients for a better final dish</p>

		<p>the importing and exporting of Food impacts different communities around the world.</p> <ul style="list-style-type: none"> • Pupils will evaluate the information they have gathered and then present their findings and opinion. 	<p>Year 9 evaluations for dishes completed, show a much deeper understanding of the process of preparing food.</p>
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Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote.

How you will be assessed:

At the end of each term, you will be assessed on that project and the practical work that has been completed.

How parents / carers can help:

Provide them with a quiet place to do homework and revision.
Talk to your child about what they are learning in lessons, perhaps getting them to teach you what they have been learning.
Encourage your child to cook and make things using a range of materials at home.

Useful website and details of course books:

- www.videojug.com
- www.licencetocook.com
- www.designandtech.com
- www.techitout.com

Progression routes and career opportunities:

NCFE
BTEC Home cooking skills

Who to contact and how if you have a query regarding your child:

Name	Position	Email Address	Telephone
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Mrs Shelley Long	Teacher of FT	slong@haileyhall.herts.sch.uk	01992 465208
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Year 9 Food Technology

Why this subject is important:

- It helps you to solve problems as individuals and members of a team.
- It helps you to become creative learners.
- It helps you design and make a range of products.
- It helps you to combine and to explore a range of materials.
- It helps you to improve the quality of life.

Intent What you will learn:

Unit name	Topics	Skills and understanding	Skills: Curriculum links
Term/ Unit: Autumn Home cooking	Cooking from Home Cooking recipes	<ul style="list-style-type: none"> • Understand about foods and what makes them healthy. • Cook a wide variety of different foods from the website and evaluate them. • Follow more complex recipes independently. • Understand more complex terminology surrounding food preparation. • Adapt recipes we are following to appeal to a wider audience or a more specialist audience depending on the brief. 	<p>Key stage 4, looking at how to cook a variety of different foods and ingredients not previously used, to enhance the choices they make in years 10 & 11.</p> <p>Key stage 4, know what each individual ingredient brings to a dish and what its role is.</p> <p>Be able to back your opinion on dishes with well thought out responses and reasoning.</p> <p>Following ever more complex recipes and be able to carry out all the instructions to a high standard.</p>

<p>Term/ Unit: Spring Home cooking</p>	<p>Cooking from Home cooking recipes and adapted one of their own</p>	<ul style="list-style-type: none"> • Cook a wide variety of different foods from the website and evaluate them. • Adapt and cook a two-course meal for assessment. • Complete a timings grid to plan out exactly what needs to happen and in what order when cooking a two-course meal. • Carry out surveys to find out popular dishes for your target audience and analyse you're their findings. 	<p>Key stage 4, making simple changes to a recipe to suit your end user. Be able to adapt recipes into vegetarian or vegan recipes depending on the requirements of dietary needs.</p> <p>Key stage 4 a timings grid will be needed to complete the Food Technology grid; this shows how much they understand the importance of timings to complete a meal successfully.</p> <p>Surveys are needed at Key stage 4, to prove how well they know their target audience.</p>
<p>Term/ Unit: Level 1 Food Hygiene and Safety</p>	<p>Level 1 qualification, Food Hygiene and Safety in the Kitchen</p>	<ul style="list-style-type: none"> • Online level 1 qualification that can be used in a professional kitchen. • Healthy and safety rules and regulations used in professional kitchens. • Pupils must achieve 100% to gain a pass in each section to move onto the next section, therefore they will gain a complete understanding of health and safety. • Pupils will be given the opportunity to move on to the level 2 qualification. 	<p>Key stage 4, looking at the health and hygiene needed to complete qualification.</p> <p>Year's 10 and 11, consider food waste as part of their coursework, they look at how it can be reduced in a professional kitchen.</p>

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Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote.

How you will be assessed:

At the end of Autumn term you will be assessed on the project and the practical work that has been completed.

BTEC is assessed through all practical recipes and from the final product that they have designed and cooked.

How parents / carers can help:

Provide them with a quiet place to do homework and revision

Talk to your child about what they are learning in lessons, perhaps getting them to teach you what they have been learning.

Encourage your child to cook and make things using a range of materials at home.

Useful website and details of course books:

www.videojug.com

www.licencetocook.com

www.designandtech.com

www.techitout.com

www.jamieoliverhomecookingskills.co.uk

Progression routes and career opportunities:

NCFE

College course in Hospitality or catering.

Who to contact and how if you have a query regarding your child:

Name	Position	Email Address	Telephone
Mrs Shelley Long	Teacher of FT	slong@haileyhall.herts.sch.uk	01992 465208

Year 10 Food and Cookery Skills

Why this subject is important:

- It helps you to demonstrate your design and technology capability.
- It helps you to design and make original, creative products.

- It allows you to work with a range of materials.
- It helps you to explore and investigate different products.
- It helps you to carry out individual, original research.
- It helps you to acquire a range of practical skills.

INTENT: What you will learn:

Term	Topics	Skills and understanding	Curriculum Links
Autumn	<p>NCFE level 2 in food and cookery. Understanding different terminology and using skills that they will need to use during their controlled assessment. This includes making pasta, understanding about health and safety in more detail.</p> <p>Units covered in year 10-</p> <ol style="list-style-type: none"> 1. Preparing to Cook (D/506/5036) 2. Understanding Food (H/506/5037) 	<ul style="list-style-type: none"> • Using different electrical equipment that you can use to cook foods. • Understanding the functions of different ingredients. • Show knowledge and understanding of gluten and starch and how they are used in foods. 	<p>The NCFE Food and Cookery Level 2 is a two-year course. As such, pupils will continue year 11 from where they left off in year 10. It is expected that from 4 units, units 1 and 2 should be completed by the end of year 10 and units 3 and 4 by the end of year 11.</p> <p>Units covered in year 11.</p> <ol style="list-style-type: none"> 3. Exploring Balanced Diets (K/506/5038) 4. Plan and Produce Dishes in response to a Brief (M/506/5039)
Spring	<p>NCFE level 2 in food and cookery. Understanding different terminology and using skills that they will need to use during their controlled assessment. This includes understanding about food miles, how to do a star graph in detail and how to use appropriate terminology for skills and processes.</p>	<p>How to do a sensory analysis of different foods and show your findings on a graph.</p> <p>Understand different terms such as additive, Emulsion, Gelatinisation and Halal.</p> <p>Cultures and how this can affect the type of food they eat.</p>	<p>Units covered in year 11.</p> <ol style="list-style-type: none"> 3. Exploring Balanced Diets (K/506/5038) 4. Plan and Produce Dishes in Response to a Brief (M/506/5039) <p>Throughout all key stage 3 and 4, pupils will have developed the expertise and confidence to prepare self for cooking, be able to follow a recipe and deliver</p>

	<p>Units covered in year 10-</p> <ol style="list-style-type: none"> 1. Preparing to Cook (D/506/5036) 2. Understanding Food (H/506/5037) 		a completed dish is a safe and hygienic manner.
<p>Term: Summer/ NCFE</p>	<p>NCFE level 2 in food and cookery</p> <p>Start on one of the 3 internally assessed projects</p> <p>This will include:</p> <p>Different types of research, its function, how to analyse the information and then how to use it.</p> <p>Also customer profiling.</p> <p>Units covered in year 10-</p> <ol style="list-style-type: none"> 1. Preparing to Cook (D/506/5036) 2. Understanding Food (H/506/5037) 	<p>Understanding how to carry out relevant research and analyse it to form a product Specification.</p> <p>Understanding how to locate and target specific audiences.</p>	<p>Units covered in year 11.</p> <p>Exploring Balanced Diets (K/506/5038)</p> <p>Plan and Produce Dishes in Response to a Brief (M/506/5039)</p> <p>The culmination of the course in year 11 involves preparing a 3-course meal unaided. Pupils must then draw on key skills gained throughout their school food tech career from year 7. By year 11 they should be fully proficient in creating starters, mains and desserts of high quality using a diverse range of skills and cooking methods.</p>

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Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote.

How you will be assessed:

NCFE level 2 in food and cookery is 100% coursework. Once all 4 units are complete, they will be added together to give the pupil an overall result. The course is graded from pass, merit and distinction.

The final (NCFE level 2 in food and cookery) grade is calculated in the following way:

There are 4 mandatory units. To pass all pupils must complete all mandatory units. The final grade will be awarded by combining the grades for each unit.

This will range from Not yet achieved, Pass, Merit, Distinction and Distinction*

How parents / carers can help:

Provide them with a quiet place to do homework and revision

Useful website and details of course books:

www.ncfe.org.uk

www.bcbitesize.co.uk

Progression routes and career opportunities:

College.

Sixth form.

Who to contact and how if you have a query regarding your child:

Name	Position	Email Address	Telephone
Mrs Shelly Long	Teacher of Food Technology	slong@haileyhall.herts.sch.uk	01992 465208

Year 11 Food Technology

Why this subject is important:

- It helps you to demonstrate your design and technology capability.
- It helps you to design and make original, creative products.
- It allows you to work with a range of materials.
- It helps you to explore and investigate different products.
- It helps you to carry out individual, original research.
- It helps you to acquire a range of practical skills.

What you will learn:

Unit name	Topics	Skills and understanding	Curriculum Links/Further Study
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<p>Term/unit: Unit 3</p>	<p>Unit 3 exploring balanced diets.</p> <p>To understand what is meant by a balanced diet to an individual person. How many nutrients does the body require to function correctly. Assess a food diary and to be able to change it to make it healthier. To be able to read and change a recipe to make it healthier.</p>	<p>To understand what a balanced diet is and the nutrients that make this up. To be able to explain that different groups of people need different nutrients. To be able to understand nutritional information on food labels and healthy eating advice. To assess a food diary and understand what is healthy and what is not. To be able to assess a recipe and change it to make it healthier to eat.</p>	<p>On completion of the NCFE level 2 course, pupils will the opportunity for:</p> <p>Progression into A Levels or Level 3 FE qualifications.</p> <p>Students may also have acquired the necessary skills to gain access to apprenticeship schemes in the hospitality/catering industry.</p> <p>Students may also have gained sufficient experience to access to professional chef training. E.g.</p> <p>Level 1 Diploma in Introduction to Professional Cookery offered by West Herts college.</p>
<p>Term/ Unit: Spring/Summer Unit 4</p>	<p>Unit 4 plan and produce dishes in response to a brief. Understanding how to carry out relevant research and analyse it to form a product specification. Understanding how to locate and target specific audiences</p>	<p>1.1 assess the requirements of a set brief. 1.2 select a menu of dishes for the brief. 1.3 develop a plan of action for making the dishes. 1.4 review and revise plan from feedback. 2.1 demonstrate how to prepare themselves and environment for cooking. 2.2 apply the plan to make the dishes on the menu. 2.3 demonstrate cooking skills to make the dishes on the menu. 2.4 demonstrate safe and hygienic working practices throughout.</p>	<p>On completion of the NCFE level 2 course, pupils will the opportunity for:</p> <p>Progression into A Levels or Level 3 FE qualifications.</p> <p>Students may also have acquired the necessary skills to gain access to apprenticeship schemes in the hospitality/catering industry.</p> <p>Students may also have gained sufficient experience to access to professional chef training. E.g.</p> <p>Level 1 Diploma in Introduction to Professional Cookery offered by west Herts college.</p>

		<p>3.1 assess the strengths and weaknesses of the menu.</p> <p>3.2 assess the strengths and weaknesses of the planning and preparation process.</p> <p>3.3 assess the strengths and weaknesses of the completed dishes.</p> <p>3.4 evaluate how the brief has been met.</p>	
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The final (NCFE) grade is calculated in the following way:

There are 4 mandatory units. To pass all pupils must complete all mandatory units. The final grade will be awarded by combining the grades for each unit. This will range from Not yet achieved, Pass, Merit, Distinction and Distinction*

How parents / carers can help:

Provide them with a quiet place to do homework and revision

Useful website and details of course books

www.ncfe.co.uk

www.bbcbitessize.co.uk

Lett's revision guide – Food Technology

www.aqa.org.uk – Examination board

www.videojug.com

www.technologypupil.com

www.designandtech.com

www.dtonline.org

Progression routes and career opportunities:

College.

Sixth form.

Who to contact and how if you have a query regarding your child:

Name	Position	Email Address	Telephone
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