



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reporting Y7		CfCs		BfL & LAL			BfL & LAL					BfL & LA
Year 7	<p>DT FOOD: Students will cover this content over two thirds of the year. Identify the terms - 'nutrients', 'function' and 'sources'. Identify the sections of the Eatwell Guide and sources, in particular fruit and vegetables and milk, exploring the comparison of milk with other drinks. Identify basic hygiene rules and apply this to practical work. Explain how to use cookers efficiently and relate this to saving energy and reducing the carbon footprint. Demonstrate correct weighing and measuring skills and calculate measurements in practical situations. Explain the importance of the Red Tractor Logo relating it to the environment and the local economy. Recognise the importance of using seasonal ingredients in terms of food miles and the carbon footprint. Identify Cornish foods and ingredients. TERM 1 ASSESSMENT: BASELINE TEST, EATWELL GUIDE, ENERGY EFFICIENCY, CROQUE MONSIEUR PRACTICAL TERM 2 ASSESSMENT: RED TRACTOR LOGO AND RELATION TO CARBON FOOTPRINT/QUALITY OF PRODUCE, SEASONALITY, FAJITA PRACTICAL</p> <p>Practical skills: Weighing and measuring, use of grill, cutting techniques, peeling, frying, simmering and boiling, blending, cracking an egg, dividing, use of oven, baking, preparation of meat, assembling, grating, draining, rubbing in, use of a scone dough, cutting out shapes, glazing, kneading, rolling out, shaping. ☑</p>											Curriculum Enrichment Week
Reporting Y8		CfCs		BfL & LAL			BfL & LAL					BfL & LA
Year 8	<p>DT FOOD: Students will cover this content over two thirds of the year. Explore the term 'culture' and foods from different cultures including religious food laws. A focus on British dishes and ingredients. Identify important temperatures related to food hygiene, cooking and storage. Identify the sections of the Eatwell guide, the main functions of macro and micro nutrients and identify the 8 tips on healthy eating. Understand the sources and structure of carbohydrates and explain slow and quick release energy. Analyse and compare the nutritional value of different products. Understand the traffic light system of food labelling and the RNI related to values and percentages. Use sensory profiles to compare the taste of products and come up with new product ideas. Using the 8 tips on healthy eating and nutritional knowledge to explain the adaptations and health effects for a given recipe. Understand the term energy balance. Apply knowledge of food hygiene and temperature control to produce well executed food products TERM 1 ASSESSMENT: BASELINE ASSESSMENT, IMPORTANCE OF KEY TEMPERATURES IN RELATION TO FOOD SAFETY,FUNCTIONS OF INGREDIENTS, TRAY BAKE PRACTICAL TERM 2 ASSESSMENT: ENERGY BALANCE, ALTERNATIVE PROTEIN SELECTION, PROTEIN CASSEROLE PRACTICAL</p> <p>Practical skills: Use of yeast, kneading, shaping, glazing, proving, cutting techniques, frying, simmering, boiling, all in one method, use of electric hand mixer, lining a tin, portioning, all in one sauce method, draining, grating, preparation and cooking chicken, using food processor to make bread crumbs, baking. ☑</p>											Curriculum Enrichment Week

Reporting Y9	CfCs	BfL & LAL	BfL & LAL	BfL & LAL			
Year 9	<p>DT FOOD: Students will cover over two thirds of the year. Identify the sections of the Eatwell guide and the nutrients they provide, identify the main nutritional points of the 8 tips on healthy eating, using the information to analyse the nutritional success of a given dish. Understand the chemical structure of carbohydrates and relate this to their function in the body including the importance of dietary fibre in the diet. Identify the benefits of fruit and vegetables in the diet and how vitamin C can effect ingredients during the cooking process. Understand different presentation techniques and their importance in the food industry. Understand the structure of proteins and relate this to HBV and LBV and the use of complementary proteins in the diet. Understand the role of fat in the diet and the main food intolerances and food allergies. Understand the term energy balance and the factors affecting obesity and its detrimental effects. Identify high and low risk foods and food safety. Explain the use of standard components. Identify the structure of the back of house and the roles of waiting staff in the front of house. Identify culinary terms and techniques. Consider the use of different ingredients in a food science experiment and the changes to a products properties. Understand the classification of differnet types of fish. Understand how and why yeast works to improve qualities of bread.</p> <p>TERM 1 ASSESSMENT: BASELINE ASSESSMENT, SACHEL ONE ASSESSMENT, QUICHE PRACTICAL TERM 2 ASSESSMENT: EVALUATE NUTRITIONAL VALUE OF A DISH, SACHEL ONE ASSESSMENT, ENERGY BALANCE, SPAGHETTI BOLOGNESE PRACTICAL</p> <p>Practical skills: Higher level skills of vegetable cuts, frying, simmering, draining, roasting, use of a kettle, stir frying, blended sauce, forming fish, portioning, kneading, rolling out, grating, baking, creaming, melting, rubbing in, use of standard components, puff pastry, shortcrust pastry and filo pastry - properties and use of these.</p>					Curriculum Enrichment Week	



Reporting Y10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	CfCs	BfL & Grad	CfCs	BfL & Grades	BfL & Repor	
Year 10	<p>Content: 1.1.1-1.1.3, 1.2.1-1.2.3, 1.2.1-1.3.2</p> <p>Identify types of catering establishments including commercial and non commercial. This information will be applied for exam practice. Identify standards and ratings. Identify the job roles and personal attributes of staff within hospitality including the kitchen brigade. Identify types of contracts, working terms and training.</p> <p>Understand how hospitality and catering provision meets health and safety requirements. Identify responsibilities of employers and employees under the following Acts. HASAWA, COSSH, RIDDOR, MHOR, PPER. Identify risks and controls related to personal safety. Create risk assessments applying information from what they have learned.</p> <p>ASSESSMENT: EXAM QUESTIONS</p>	<p>Content: 1.4.4-1.4.4</p> <p>Know how food can cause ill health. Students to identify sources and types of contamination. Identify the conditions needed for microbe growth and, in particular, important temperatures in food storage and preparation. Identify high and low risk foods. Apply information to HACCP systems. Identify the main types on bacteria and explore their sources, symptoms, onset and incubation times, using this information to solve given scenarios. Identify food poisoning symptoms and those most at risk. Understand the importance and how to identify food allergies and intolerances, including visible and invisible signs.</p> <p>ASSESSMENT: EXAM QUESTIONS / PRACTICAL ASSESSMENT</p>	<p>Describe the effects of cooking methods on the nutritional value of food. Describe the nutritional needs of different lifestages and dietary needs</p> <p>Content: 2.1.1-2.1.2</p> <p>Understanding the importance of nutrition and how cooking methods impact nutritional value.</p> <p>Practical Skills: trials using the knowledge gained in the first two terms.</p> <p>Content: 2.2.1-2.2.2 Factors affecting menu planning and how to plan a menu including cost, portion control and nutritional advice.</p> <p>Explain how dishes on a menu address environmental issues. Understand the structure of the kitchen</p> <p>ASSESSMENT: Practical outcomes</p>	<p>Content 2.3.1-2.3.3</p> <p>Students need to know how to prepare and make their chosen dishes, use presentation techniques and imply food safety practices</p> <p>ASSESSMENT: Practical exams</p> <p>Content 2.4.1-2.4.1</p> <p>Evaluating Cooking Skills, students need to review their own dishes and performance.</p>	<p>Exam preparation. Revise content from 1.1.1-1.3.2</p>	<p>Continued revision and exam practice.</p>
Reporting Y11	CfCs & Grades	Rep & Grades	CfCs & Grades	BfL & Grades		

Work Experience Week

<p>Year 11</p>	<p>Introduction to UNIT 2 / Controlled Assessment: Identify the sources and functions of the main micro and macro nutrients and the government advice on healthy eating. Describe the effects of cooking methods on the nutritional value of food. Compare the nutritional needs of dietary groups. Consider different types of menus.</p> <p>Assessment criteria 2.1.1: Describe the functions of nutrients in the human body. Compare the nutritional needs of specific dietary groups and life stages. Consider special dietary needs and conditions.</p> <p>Assessment criteria 2.1.2: Explain the impact of cooking on nutritional value.</p> <p>Assessment criteria 2.2.1: Explain the factors to consider when proposing dishes for the menu.</p>	<p>Assessment criteria 2.2.1: Explain how dishes on a menu address environmental issues.</p> <p>Assessment criteria 2.2.2: Explain how dishes meet the needs of the customer.</p> <p>Assessment criteria 2.2.2: Plan production of dishes for a menu.</p> <p>Assessment criteria 2.3.1: Practice practical outcomes.</p> <p>Assessment Criteria 2.3.2: Presentation techniques</p> <p>Assessment Criteria 2.3.3: Food safety practices</p> <p>Assessment Criteria 2.4.1: Reviewing suitability of dishes</p> <p>Assessment Criteria 2.4.2: Reviewing own performance</p> <p>Practical Assessments and practice</p>	<p>Assessment criteria 2.3.1: Practice practical outcomes.</p> <p>Assessment Criteria 2.3.2 Presentation techniques</p> <p>Assessment Criteria 2.3.3 Food safety practices</p> <p>Practical assessments. Exam revision</p>	<p>Practical Assessments. Complete Assessment criteria 1 and 2. Exam Revision</p>	<p>Revision and exam practice for exam</p>
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