

Technology - Food Technology (EP) – Outline for Year 7, 8 & 9

	Core Learning	Challenge or Extension Learning	Key Assessment Tasks for KS3
Year 7 First Rotation	<p style="text-align: center;"><u>Healthy Muffins</u></p> <p>Theory:</p> <ul style="list-style-type: none"> • Hygiene and Safety • Equipment • Creating a mood board • Seasonal foods <p>Practical:</p> <ul style="list-style-type: none"> • Safe knife skills (bridge hold & claw grip) • Mixing & combining • Rubbing-in • Safe use of the oven 	<ul style="list-style-type: none"> • Produce a poster about hygiene, safety or equipment. • Collecting research from different sources. • Detailed designing • Modifying recipes 	<ul style="list-style-type: none"> • Research • Designing • Making (finished healthy muffin) • Evaluation
Year 7 Second Rotation	<p style="text-align: center;"><u>1 Star Chef Award (Active Kids Get Cooking)</u></p> <p>Theory:</p> <ul style="list-style-type: none"> • The eatwell plate • Healthy eating advice • Nutrition • Energy balance <p>Practical:</p> <ul style="list-style-type: none"> • Weighing and measuring • Food safety • Hygiene practices • Safe use of equipment 	<ul style="list-style-type: none"> • Build a dictionary of cooking terms • Evaluate a recipe, suggesting improvements • Produce a presentation of food hygiene rules 	<ul style="list-style-type: none"> • Making (final outcomes) • Evaluation of different recipes • Presentation on food hygiene
Year 8 First Rotation	<p style="text-align: center;"><u>Layered Dessert</u></p> <p>Theory:</p> <ul style="list-style-type: none"> • Using a microwave • Creating a mood board • Writing a questionnaire • Star diagrams • CAD <p>Practical:</p> <ul style="list-style-type: none"> • Safe use of a microwave • Separating eggs • Whisking egg whites • Making short crust pastry • Using a food processor • Juicing 	<ul style="list-style-type: none"> • Presenting a presentation • Collecting research from different resources. • CAD (Computer Aided Design) • Detailed designing 	<ul style="list-style-type: none"> • Research • Designing • Planning • Making (finished layered dessert) • Evaluation
Year 8 Second Rotation	<p style="text-align: center;"><u>2 Star Chef Award (Active Kids Get Cooking)</u></p> <p>Theory:</p> <ul style="list-style-type: none"> • Dietary needs • Food choices according to 	<ul style="list-style-type: none"> • Identifying and differentiating between different cookery skills. • Describe function 	<ul style="list-style-type: none"> • Making (final outcomes) • Evaluating food packaging • Investigation into

	<p>religion, culture, ethical belief, health need or personal choice.</p> <ul style="list-style-type: none"> • Understand use date-mark • Understand storage instructions <p>Practical:</p> <ul style="list-style-type: none"> • Safe use of oven, hob, grill and microwave. • Confident use of kitchen equipment. 	<p>of packaging, identifying advantages and disadvantages.</p> <ul style="list-style-type: none"> • Identify dietary needs for different stages of life. • Investigate religious food practices. 	<p>food and religion</p>
Year 9 First Rotation	<p><u>Make It With Mince</u></p> <p>Theory:</p> <ul style="list-style-type: none"> • Recipe modification • Healthy eating and recipe development <p>Practical:</p> <ul style="list-style-type: none"> • Handling high-risk foods • Safe use of the hob • Grating 	<ul style="list-style-type: none"> • Detailed designing • Research into a diet of an athlete 	<ul style="list-style-type: none"> • Designing • Making (finished minced meat dish) • Evaluation
Year 9 Second Rotation	<p><u>3 Star Chef Award (Active Kids Get Cooking)</u></p> <p>Theory:</p> <ul style="list-style-type: none"> • Current healthy eating advice • Sources and function of nutrients • International foods • Risk assessment (HACCP) <p>Practical:</p> <ul style="list-style-type: none"> • Controlling heat (sautéing, stir frying, simmering, boiling and baking) • Cooking starchy foods • Presentation of final dish • Handling high-risk foods • Modifying recipes to promote healthy eating 	<ul style="list-style-type: none"> • Research into international cuisine • Investigation into staple foods • Recipe modification for specific needs • Assemble a comprehensive set of hygiene requirements. • Plan a day's menu, identifying main nutrient sources. 	<ul style="list-style-type: none"> • Making (final outcomes) • Investigating into staple foods • Research (sources used) • Application of nutritional knowledge onto healthy menu
End of KS3			