



OVERVIEW

In the Technology faculty we develop students into independent problem solvers, by teaching the students how to independently produce bespoke products in response to a given design brief. We base all our learning and assessment around our ethos of Design, Make, Evaluate and Knowledge. In Year 9 students will be introduced to the Hospitality and Catering industry with a focus on practical skills and learning about food safety and food poisoning. Pupils will also start to understand the different roles within the kitchen (kitchen brigade). Students will learn a range of high-level skills. Students will recap on prior preparation and cooking skills as well as working on a range of more challenging skills and learn high level knife skills.

Aut

Baking savoury

1. Health & Safety Re-cap (hazards in the kitchen) – theory
2. Pizza
3. Sausage Rolls/Cheese & Potato pasty
4. Bread
5. Jam tart
6. Homemade pasta with sauce – **Assessed practical.**

This project will assess the students of their **knowledge** of health and safety and how to be safe in the kitchen focusing on hazards/risks that can happen in a kitchen. The students will **Make** recipes which will allow them to develop on skills learned in Year 7 and 8. They can now start to follow recipes fully independently with no demonstration – **Design** and will continue to **Evaluate** their own work throughout the project and identify areas which they can improve on.

Assessment:

Planning – Demonstrating understanding of equipment and ingredients required, with a focus on The 4 C's and food poisoning.
Make – Quality of practical skills, with a focus on Adding Flavour to dishes.
Evaluate – how well the student has evaluated practical work and finished product. Using sensory analysis, self and peer assessment.
Knowledge – the technical knowledge gained throughout and demonstrated in Do it Now activities with focus on Environmental Health officer and food Poisoning

Spr

Low fat dishes

1. Fat: Types, function of fat, where it comes from (Theory)
2. Healthy burgers
3. Filo Tarts
4. Carbonara
5. Healthy Meatball sub
6. Sushi – **Assessment practical**

This project will assess students' knowledge of **Design** –following recipes independently. **Make** – having full autonomy of what flavours they can put in their recipes. **Evaluate** – throughout the project and as a final evaluation. **Knowledge** – selecting the correct ingredients which all the students to produce dishes that look and taste professional. This unit will focus on healthiness and low fat. It will focus on dishes being healthy and adapted to be low in saturated fat.

Assessment:

Planning – Demonstrating understanding of equipment and ingredients required, with a focus on The 4 C's and food poisoning.
Make – Quality of practical skills, with focus on Vegetarian alternatives and Dovetailing.
Evaluate – how well the student has evaluated practical work and finished product. Using sensory analysis, self and peer assessment.
Knowledge – the technical knowledge gained throughout and demonstrated in Do it Now activities with focus on Environmental Health officer and food Poisoning.

Sum

Cooking methods:

1. Cooking methods/Preparation methods : Types, uses and dishes for each (theory)
2. scones & lemon curd
3. Singapore noodles
4. mini jaffa orange drizzle bars
5. Meringues (**assessment**)
6. Jerk chicken curry

This project will assess students' knowledge of **Design** –following recipes independently with little or no demonstration. **Make** – having full autonomy of what flavours they can put in their recipes. **Evaluate** – throughout the project and as a final evaluation. **Knowledge** – selecting the correct ingredients which all the students to produce dishes that look and taste professional.

This unit will focus on cooking and preparation methods that pupils have learnt across year 7, 8 and 9. Preparation methods include: weighing, measuring, whisking, kneading, rolling, slicing, dicing, cutting, folding, marinating. Cooking methods include: frying, baking, roasting, boiling, simmering.

Assessment:

Planning – Demonstrating understanding of equipment and ingredients required, with a focus on the 4 C's and food poisoning.
Make – Quality of practical skills, with focus on encasing foods and complete dishes.
Evaluate – how well the student has evaluated practical work and finished product. Using sensory analysis, self and peer assessment.
Knowledge – the technical knowledge gained throughout and demonstrated in Do it Now activities with focus on Environmental Health officer and food Poisoning.

Useful resources for supporting your child at home:

BBC Good Food is an excellent resource for easy-to-follow recipes.

Direct link to Focus eLearning provided to students in school.

Homework:

Homework will be set fortnightly; it will focus on key vocabulary associated with the subject.