



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 8 students are introduced to the Hospitality and Catering industry with a focus on practical skills and learning about multi-cultural foods. Each of the dishes the students produce will have a link to a different country and students will have a portfolio of dishes they will be able to produce later in life.

Aut

Baking skills

1. Health & Safety Re-cap: cross contamination (how food is contaminated)
2. Scones
3. Crumble bars
4. Ginger Bread
5. Pineapple upside down cake **Assessment practical**
6. Lemon & Blueberry Drizzle cake

This project will assess the students of their **Knowledge** of health and safety and how to be safe in the kitchen focusing on cross contamination and high risk foods. This unit will focus on baking skills in the kitchen. The students will **Make** recipes which will allow them to develop on skills learned in Year 7. They will begin to follow simple recipes independently – **Design** and will continue to **Evaluate** their own work throughout the project and identify areas which they can improve on.

They will learn a range of baking skills such as: weighing, kneading, rolling, proving, folding, whisking, baking. This unit will focus on sweet practical lessons.

Assessment:

Planning – Demonstrating understanding of equipment and ingredients required, with a focus on Food miles and sustainability.

Make – Quality of practical skills, with focus on sauce and bread making.

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 a focus on multi-cultural foods.

Spr

Nutrients: Carbohydrates

- 1 Carbohydrates: Types, function & sources (theory)
- 2 Creamy pasta
- 3 egg fried rice
- 4 meatball subs
- 5 Chicken biryani Assessed **practical**
- 6 Flatbreads

This project will assess students' knowledge of **Design** –following recipes. **Make** – Make a selection of foods that are high in starchy carbohydrates . This will introduce the students to new flavours and new recipes with the skills that they have already been developing. **Evaluate** – throughout the project and as a final evaluation. **Knowledge** – Starting to understand the function of ingredients and when they are needed in different recipes.

Pupils will get an understanding of the function of carbohydrates and why we need it in the body, where it comes from (sources) and the difference between starch & sugary carbohydrates.

Assessment:

Planning – Demonstrating understanding of equipment and ingredients required, with a focus on Food miles and sustainability.

Make – Quality of practical skills, with focus on Carbohydrate heavy 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 a focus on multi-cultural foods.

Sum

Medical diets

1. Different types of medical diets (allergies, coeliac, lactose, nuts etc) – Theory
2. Gluten free spaghetti Bolognese
3. deli couscous
4. Diabetes friendly carrot cake
5. falafel
6. Gluten free garden focaccia – **Assessment practical**

This project will assess students' knowledge of **Design** –following recipes. **Make** – Make a selection of foods that focuses on medical needs such as coeliac (gluten free) and lactose intolerance (dairy free) as well as low sugar fishes aimed at diabetics. This will introduce the students to new flavours and new recipes with the skills that they have already been developing. **Evaluate** – throughout the project and as a final evaluation. **Knowledge** – Starting to understand the function of ingredients and when they are needed in different recipes.

Assessment:

Planning – Demonstrating understanding of equipment and ingredients required, with a focus on Food miles and sustainability.

Make – Quality of practical skills, with focus on desserts and marinating.

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 a focus on multi-cultural foods.

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.