

LYNN GROVE ACADEMY

DESIGN TECHNOLOGY CURRICULUM MAP KS4

NCFE Level 2 Certificate in Food and Cookery (601/4533/X)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Timescale -7 weeks</p> <p>Learning Focus- Course Induction to include introduction to basic practical skills including the necessary organisation skills when preparing and cooking food and the implementation of safe and hygienic practices. Start Unit 1: Preparing to cook</p> <p>Skill/knowledge development: This unit aims to introduce learners to the safe and hygienic preparation of the cooking environment and ingredients. Learners will understand the importance of how to prepare and store equipment and utensils. Learners will learn to understand and follow recipes to demonstrate their cooking skills to</p>	<p>Timescale – 7 weeks</p> <p>Learning Focus- Continue with Unit 1:Preparing to cook</p> <p>Skill/knowledge development: see Autumn 1 (Lemon curd, Swiss roll, meatballs, baked scotch eggs)</p> <p>Keywords/terminology/concepts: See Autumn 1, also preservation techniques, whisking method, enrobing, healthier methods of cooking</p> <p>Summative Assessment: Pass/Merit/Distinction Assessment Criteria 1.2 Describe safe and hygienic working practices to prepare the cooking environment</p> <p>1.3 Assess potential risks and hazards in the cooking environment</p> <p>2.1 Describe the uses of cooking equipment and utensils</p>	<p>Timescale -6 weeks</p> <p>Learning Focus- Complete Unit 1: Preparing to cook, begin Unit 3: Exploring balanced diets (Externally Assessed)</p> <p>Skill/knowledge development: Learners will understand the individual requirements of a balanced diet. They will learn about reference index (RI)/guideline daily amounts (GDAs) and how food labels can inform healthy eating. Learners will understand how to change recipes to make them healthier. (Practical's to include calzone & fruit based cake)</p> <p>Keywords/terminology/concepts: balanced diets, nutrients, healthy eating advice, to include portion control, water intake and dietary fibre, RI/GDAs etc, macro (carbohydrates, fats, proteins), micro</p>	<p>Timescale- 6 weeks</p> <p>Learning Focus- Continue with Unit 3: Exploring balanced diets</p> <p>Skill/knowledge development: See Spring 2 (chilli pasta bake, lasagne for special diet, practical for own choice special diet)</p> <p>Keywords/terminology/concepts: nutritional information analysis, healthier recipe adaptations and methods of cooking, See Spring 1</p> <p>Summative Assessment: Pass/Merit/Distinction Assessment criteria</p> <p>1.5 Explain how nutritional information on food labels can inform healthy eating</p> <p>1.6 Assess a food diary and make recommendations</p> <p>2.1 Assess a recipe in terms of its contribution to healthy eating</p> <p>SMSC learning opportunities: sharing</p>	<p>Timescale- 6 weeks</p> <p>Learning Focus- Complete Unit 3: Exploring Balanced Diets Opportunity for some pupils to take Unit 3 exam early</p> <p>Skill/knowledge development: See spring 1 & 2 (practical for second own choice special diet)</p> <p>Keywords/terminology/concepts: Groups of people: age (babies and toddlers, pre-schoolers, children, teenagers, adults, older) gender, activity level, health conditions (lactose intolerance, nut allergy, coronary heart disease, vegans) Other factors: e.g. taste, texture, moisture, appeal, appearance</p> <p>Summative Assessment Pass/Merit/Distinction Assessment criteria</p>	<p>Timescale -7 weeks (4 weeks after mocks, work experience, enrichment)</p> <p>Learning Focus- Make Improvements to Unit 1, Begin Unit 2:Understanding food</p> <p>Skill/knowledge development: See Autumn 1 & 2, Unit 2: This unit aims to provide learners with an understanding of food sources and the factors that can affect food choices. Learners will be able to apply these factors when selecting and cooking dishes.</p> <p>Keywords/terminology/concepts: Main food groups, sources of foods, bread, potato, rice, pasta and other starchy foods, meat, fish, eggs, beans and other non-dairy, sources of protein, fruit and vegetables,</p>

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	<p>produce a variety of dishes. (Soup, Cacciatore chicken & pasta, Cornish pasties, crème brûlée)</p> <p>Keywords/terminology/concepts: food poisoning bacteria and prevention, 4C's, high/low risk foods, storage/cooking temperatures, EHO, regulations, veg cuts, accident prevention, rubbing in, custard making, bain marie, cross contamination, HACCP</p> <p>Summative Assessment: Assessment Criteria 1.1 Describe safe and hygienic working practices to prepare self for cooking, Pass/Merit/Distinction</p> <p>SMSC learning opportunities: sharing kitchens, peer feedback, food industry legal & moral obligations to staff & consumers, Key resources: Usual kitchen equipment, spare ingred for DP, information sheets, podcasts, herbs/spices, VLE resources, computers</p>	<p>2.2 Describe how to prepare equipment and utensils for cooking</p> <p>2.3 Describe safe cleaning and storage of equipment and utensils</p> <p>3.1 Describe the purpose of a recipe</p> <p>3.2 Identify the stages of a recipe</p> <p>3.3 Describe the purpose of different ingredients in a recipe</p> <p>3.4 Describe cooking skills</p> <p>SMSC learning opportunities: sharing kitchens, peer feedback, applying knowledge to new or unfamiliar situations such as food factories, canteen kitchens</p> <p>Key resources: Usual kitchen equipment, spare ingred for DP, information sheets, podcasts, herbs/spices, G&T challenge: See SOW for G&T challenge in individual lessons EG opportunity to choose own recipes for assessment</p> <p>National Curriculum (key competencies):</p>	<p>(vitamins A, B group, C and D), minerals (iron and calcium), source, function, deficiency, current UK government guidelines on e.g. fat, sugar, salt, fibre, and fruit and vegetables.</p> <p>Summative Assessment: Pass/Merit/Distinction Assessment criteria</p> <p>1.1 Explain what is meant by a balanced diet</p> <p>1.2 Describe the nutrients that make up a balanced diet</p> <p>1.4 Explain healthy eating advice</p> <p>SMSC learning opportunities: sharing kitchens, peer feedback, applying knowledge to new or unfamiliar situations such as food factories, canteen kitchens</p> <p>Key resources: food labels, food diaries, computers, The Nutrition Program, usual kitchen equipment, spare ingred for DP, information sheets, podcasts, herbs/spices</p> <p>G&T challenge: See SOW for G&T challenge in individual lessons EG opportunity to choose own recipes for healthier</p>	<p>kitchens, peer feedback, How to improve one's diet, healthy diets, Health & wellbeing, obesity/dieting, influences & risks</p> <p>Key resources: food diaries, computers, The Nutrition Program, usual kitchen equipment, spare ingred for DP, information sheets, podcasts, herbs/spices</p> <p>G&T challenge: See SOW for G&T challenge in individual lessons EG given challenging dietary requirements to cook for</p> <p>National Curriculum: be able to apply current healthy eating recommendations, and understanding of people's needs, to their own diet and those of others, e.g. before and during pregnancy, breastfeeding. Be able to understand how to maintain a healthy weight throughout life, understanding the relationship between diet and physical activity, as well as taking into account other factors, e.g. advertising, food</p>	<p>2.1 Assess a recipe in terms of its contribution to healthy eating</p> <p>2.2 Explain how the recipe could be changed to make the finished dish healthier</p> <p>2.3 Describe other factors that could affect the finished dish</p> <p>SMSC learning opportunities: sharing kitchens, peer feedback, How to improve other peoples diets, healthy diets, Health & wellbeing, obesity/dieting, influences & risks</p> <p>Key resources: food labels, food diaries, computers, The Nutrition Program, usual kitchen equipment, spare ingred for DP, information sheets, podcasts, herbs/spices</p> <p>G&T challenge: See SOW for G&T challenge in individual lessons EG given challenging dietary requirements to cook for</p> <p>National Curriculum Be aware of the</p>	<p>milk and dairy foods, food and drinks high in fat and/or sugar, farm-grown, reared, country of origin, processed, manufactured</p> <p>Summative Assessment: Pass/Merit/Distinction Assessment criteria See Autumn 1 & 2 for Unit 1 assessment criteria. Unit 2: Exploring food, 1.1 Describe the main food groups</p> <p>1.2 Describe sources of foods from each main food group</p> <p>SMSC learning opportunities: healthy diets, ethical treatment of animals and environment, Key resources: computers, VLE, podcasts, articles, examples of primary & secondary processing</p> <p>G&T challenge: See SOW for G&T challenge in individual lessons, EG Is there a better way to represent information on Eatwell Guide?</p> <p>National Curriculum: Consider the concept of sustainability and the</p>

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	<p>G&T challenge: See SOW for G&T challenge in individual lessons EG opportunity to modify recipes, extended w/s</p> <p>National Curriculum (key competencies): Apply skills and understanding competently to plan, prepare and safely cook dishes and menus for a healthy, varied and balanced diet. Implement good food safety when handling, preparing, cooking and serving food, e.g. hand washing, keeping raw and cooked food separate to avoid cross-contamination.</p> <p>Apply food safety information on food labels when buying, storing and consuming food.</p> <p>Know about food poisoning, its symptoms and preventative measures.</p>	<p>Apply good food safety principles when buying, storing, preparing and cooking food. Apply skills and understanding competently to plan, prepare and safely cook dishes and menus for a healthy, varied and balanced diet.</p>	<p>adaption, develop own nutrition labels with extended & in depth nutritional analysis</p> <p>National Curriculum: see Spring 2</p> <p>Be able to apply current healthy eating recommendations, and understanding of people's needs, to their own diet and those of others, e.g. before and during pregnancy, breastfeeding</p>	<p>availability. Know why, when and how to make changes to their diet. Understand that their need for water is affected by many factors, especially hot weather and levels of physical activity, and be aware of the consequences of dehydration. Be able to change recipes and dishes to make them healthier and more appealing by altering ingredients, and/or by using different cooking methods, e.g. using herbs instead of salt, using low fat yogurt, grilling instead of frying.</p>	<p>contribution of every day and opportunistic activity to energy expenditure. Ensure that they undertake sufficient activity, including structured and everyday activities. Know how to access a variety of community-based opportunities for physical activity, including sports clubs. Prepare to keep active during adulthood and be aware of the recommendations for physical activity across the life course. Understand that different types of physical activity generate different improvements in physical capacity. Stay well hydrated when being physically active.</p>	<p>impact of different choices on the environment. Make informed choices about food and drink in order to achieve a healthy, varied and balanced diet. Be able to make informed choices based on food labels, ingredients lists, nutrition information and health claims</p>

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Year 11	<p>Timescale- 7 weeks</p> <p>Learning Focus- Continue Unit 2: Understanding food, Revise Unit 3 for NOV exam</p> <p>Skill/knowledge development : see Year 10 Summer 2 (Fruit based practical)</p> <p>Keywords/terminology/concepts: Sources: e.g. farm-grown, reared, country of origin, processed, manufactured, Social factors: e.g. cultural, locality, accessibility, Fairtrade, personal, Environmental factors: e.g. food miles, carbon footprint, pesticides, weather, organic, Cost factors: e.g. availability, quality, varieties, brands, composition, Sensory factors: e.g. taste, texture, appearance, smell</p> <p>Summative Assessment Pass/Merit/Distinction Assessment criteria</p> <p>1.3 Explain how seasons affect food availability</p> <p>2.1 Describe how social factors affect food</p>	<p>Timescale- 7weeks</p> <p>Learning Focus- Revise Unit 3 for NOV exam (1 wk) Complete Unit 2: Understanding food, Skill/knowledge development: see Year 10 Summer 2 (fish, meat, eggs, dairy & pasta practical) Develop evaluation techniques</p> <p>Keywords/terminology/concepts: Evaluate: e.g. choices of ingredients and their effect, cost, taste, appearance, smell, texture, ways to improve the dish</p> <p>Summative Assessment Pass/Merit/Distinction Assessment criteria</p> <p>3.2 Apply choices of ingredients to make given dishes</p> <p>3.3 Evaluate completed dishes</p> <p>SMSC learning opportunities : Food supply ethics, social aspects to food choices, food security, food poverty, cultural/regional choices</p> <p>Key resources: Usual kitchen equipment, spare ingred for DP, information sheets,</p>	<p>Timescale- 6 weeks</p> <p>Learning Focus- Begin Unit 4: Plan and produce dishes in response to a brief</p> <p>Skill/knowledge development: Example The local chef has asked you to plan, cook and evaluate a minimum of two courses for a meal for a wedding. (2 practice practical's)</p> <p>Keywords/terminology/concepts: Set brief, Plan: to include timings, ingredients, equipment, utensils, order of work, health and safety considerations and skills used , feedback: e.g. Teacher, peer, target audience</p> <p>Summative Assessment Pass/Merit/Distinction Assessment criteria</p> <p>1.1 Assess the requirements of a set brief</p> <p>1.2 Select a menu of dishes for the brief</p> <p>1.3 Develop a plan of action for making the dishes</p> <p>1.4 Review and revise plan from feedback</p> <p>SMSC learning opportunities: apply food</p>	<p>Timescale- 6 weeks</p> <p>Learning Focus - Continue Unit 4: Plan and produce dishes in response to a brief. Unit 3 revision for retakes</p> <p>Skill/knowledge development: See Spring 1 Year 11 (2 examinable practical's)</p> <p>Keywords/terminology/concepts: Plan: to include timings, ingredients, equipment, utensils, order of work, health and safety considerations and skills used, Feedback: e.g. Teacher, peer, target audience, Evaluate: to include what the learner would change</p> <p>Summative Assessment Pass/Merit/Distinction Assessment criteria</p> <p>2.1 Demonstrate how to prepare themselves and environment for cooking</p> <p>2.2 Apply the plan to make the dishes on the menu</p> <p>2.3 Demonstrate cooking skills to make the dishes on the menu</p> <p>2.4 Demonstrate safe and hygienic working practices throughout</p> <p>3.1 Assess the strengths</p>	<p>Timescale- 6 weeks</p> <p>Learning Focus- Finish Unit 4: Plan and produce dishes in response to a brief (3wks). Unit 2 improvements (3 wks)</p> <p>Skill/knowledge development: See Spring 1 Year 11 (time allowed to complete all paperwork) Possible practical's if needed</p> <p>Keywords/terminology/concepts: See Spring 1 Year 11</p> <p>Summative Assessment Pass/Merit/Distinction Assessment criteria : See Spring 1& 2 Year 11</p> <p>: see Autumn 1 & 2 Year 11</p> <p>SMSC learning opportunities: See Spring 1 Year 11</p> <p>Key resources</p> <p>G&T challenge: : See Spring 1 Year 11- briefs cover low, middle and high ability ranges</p> <p>National Curriculum: : See Spring 1 Year 11</p>	<p>Timescale- 6 weeks</p> <p>Learning Focus Skill/knowledge development</p> <p>Keywords/terminology/concepts</p> <p>Summative Assessment</p> <p>SMSC learning opportunities</p> <p>Key resources</p> <p>G&T challenge</p> <p>National Curriculum</p>

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	<p>choices</p> <p>2.2 Describe how environmental factors affect food choices</p> <p>2.3 Describe how cost factors affect food choices</p> <p>2.4 Describe how sensory factors affect food choices</p> <p>3.1 Compare ingredients to inform choice of recipes for given dishes</p> <p>SMSC learning opportunities: Food supply ethics, social aspects to food choices, food security, food poverty, cultural/regional choices</p> <p>Key resources: Usual kitchen equipment, spare ingred for DP, information sheets, podcasts, herbs/spices, VLE resources, computers</p> <p>G&T challenge: see SOW for challenge in individual lessons EG include rise of food bank usage in AC 2.1</p> <p>National Curriculum: Apply costing skills to make good food selections for health</p>	<p>podcasts, herbs/spices, VLE resources, computers. Nutrition Program for sensory evaluation & costing</p> <p>G&T challenge: see SOW for challenge in individual lessons EG use a number of sensory testing techniques</p> <p>National Curriculum See Year 11 Summer 1</p>	<p>choices in response to brief, peer review, multicultural options</p> <p>Key resources: Usual kitchen equipment, spare ingred for DP, information sheets, podcasts, herbs/spices, cameras</p> <p>G&T challenge: see range of set briefs</p> <p>National Curriculum: Apply skills and understanding competently to plan, prepare and safely cook dishes and menus for a healthy, varied and balanced diet.</p>	<p>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> <p>SMSC learning opportunities: apply food choices in response to brief, peer review, multicultural options</p> <p>Key resources: : Usual kitchen equipment, spare ingred for DP, information sheets, podcasts, herbs/spices, cameras</p> <p>G&T challenge: briefs cover low, middle and high ability ranges</p> <p>National Curriculum See Year 11 Spring 1</p>		

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	when eating out or cooking at home. ... Consider a wider range of factors when making food choices, e.g. seasonality, local food, sustainability.					