

Sir John Cass Red Coat School Programme of Study – Key Stage 3
Subject: Food Technology

Year 7	Year 8	Year 9
<p><u>Topics Covered/ Areas of Focus:</u></p> <p>Year 7 British theme- Healthy Eating</p>	<p><u>Topics Covered/ Areas of Focus:</u></p> <p>Year 8 Chinese theme- Healthy Fast Food</p>	<p><u>Topics Covered/ Areas of Focus:</u></p> <p>Year 9: American theme- Fruit & Vegetable project, International Dish project (Mexican)</p>
<p><u>Skills Development & Expected Progress:</u></p> <ul style="list-style-type: none"> • Become familiar with (and more confident in) the cooking area; • Learn (recap) the safe use of a knife; • Use basic kitchen equipment; • Use the oven safely (grill, hob, oven); • Prepare a range of fresh ingredients, e.g. peeling, grating; weigh and measure ingredients. 	<p><u>Skills Development & Expected Progress:</u></p> <ul style="list-style-type: none"> • Use selection of fresh & suitable ingredients to make fast food more healthier • Students will be aware of alternative healthy way to cook fast food • Students will use range of equipment to enhance their cooking skills • Students will be aware of range of spices, cooking styles, chine diet and culture • Students will be able to work independently and make selection of healthy dishes • Students will research, design, plan, make and evaluate their dishes • Student will complete an end of term test and review their levels 	<p><u>Skills Development & Expected Progress:</u></p> <p>During this project pupils will be researching, designing and making selection of dishes.</p> <ul style="list-style-type: none"> • Students will investigate the importance of nutrients in the diet • Students will develop a range of interesting dishes using range of skills, techniques and ingredients • Students will plan a course of action for making a selection of dishes • Make and present the selection of dishes. • Students will evaluate the work.
<p><u>Assessment:</u></p> <p>Each unit of work is marked to National Curriculum levels. Students also evaluate their work and progress and respond to feedback. Individual pieces of work are formatively marked following the school's assessment policy to provide constant feedback and progression. Students are expected to correct their own work and respond to teacher comments using the school assessment proforma.</p>		
<p><u>Literacy:</u></p> <p>Students develop speaking and listening skills. Students provide oral and written evaluation of their work. The promotion of independent research and product design allow students to develop ideas in depth.</p>		

<p>Reading enriches their subject knowledge and technical vocabulary. Students use the correct technical language. Key terms are taught explicitly.</p>		
<p><u>Numeracy:</u></p> <p>Students deal with measurement, symmetry, proportion, scale, shape, adding, ratio, and subtracting.</p>		
<p><u>ICT:</u></p> <p>Star graph on, bar charts, pie charts, tables on excel programme, computer software Microsoft word, PowerPoint.</p>		
<p><u>Life in Modern Britain:</u></p> <ul style="list-style-type: none"> • Health and safety regulations in UK, food safety act • Rule of Law • Consideration for the Environment & Sustainability • Tolerance towards all cultures/religions/opinions • British chefs and the impact of their work. 	<p><u>Life in Modern Britain:</u></p> <ul style="list-style-type: none"> • Health and safety regulations in UK, food safety act • Rule of Law • Consideration for the Environment & Sustainability • Comparison of Japanese & British chefs and the impact of their work. 	<p><u>Life in Modern Britain:</u></p> <ul style="list-style-type: none"> • Health and safety regulations in UK, food safety act • Rule of Law • Consideration for the Environment & Sustainability • Comparison of American & British chefs and the impact of their work.
<p><u>SMSC:</u></p> <p>Students understand responsibility towards others. Collaborative and cooperative work allows students to develop respect for the abilities of each other. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding and they learn to appreciate the value of differences and similarities. In these particular projects, the understanding of the British culture is reinforced.</p>	<p><u>SMSC:</u></p> <p>Students understand responsibility towards others. Collaborative and cooperative work allows students to develop respect for the abilities of each other. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding and they learn to appreciate the value of differences and similarities. In these particular projects, the understanding of the Chinese culture is reinforced.</p>	<p><u>SMSC:</u></p> <p>Students understand responsibility towards others. Collaborative and cooperative work allows students to develop respect for the abilities of each other. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding and they learn to appreciate the value of differences and similarities. In these particular projects, the understanding of the American culture is reinforced.</p>
<p><u>Meeting the needs of individual students & Additional Support:</u></p> <p>Differentiated learning, scaffolding/targeted questioning, one-to-one support, extension tasks, and technician support.</p>		

Extra-Curricular Activities & Club:

After school D&T Club: cooking from basic, intermediate and advanced level.

Independent Study/ Homework:

Homework is set fortnightly to develop student's knowledge and understand outside of the classroom. Students expected to work for an hour on each piece of homework. Regular feedback is given to students and gaps in learning are re-visited.

Resources for Learning Support and VLE:

PowerPoint presentation. Carrying out research and recording their research on Microsoft word, excel or PowerPoint.