



Curriculum Detail: Food Technology

In Year 7, students are introduced to the basics of food technology. This encompasses health, safety and hygiene during practical tasks, the correct and safe use of equipment and how to weigh and measure accurately. This knowledge is developed as part of a mini-project on fruit and vegetables where knife skills are also learned. Students learn about nutrition and healthy eating, where our food comes from, and how to plan and organise a practical task and evaluate it using sensory analysis.

Year 8 students learn how to design and produce a range of healthy products suitable for a packed lunch that could be sold in supermarkets and retail outlets and targeted at both children and adults. This project enables students to gain further knowledge of food safety and hygiene factors along with an understanding of nutrition, what is meant by a balanced diet and the function and values of various ingredients.

In Year 9, students undertake a project in which they are asked to act as the Executive Chef for a new restaurant serving contemporary world dishes. They research the required equipment, ingredients and preparation methods and produce exciting menus. They then prepare, cook and present a range of savoury and sweet contemporary world dishes and, as part of this process, reflect on the way each dish is prepared, cooked and presented; students are encouraged to make suggestions for improvement.

Year 10 food technology students undertake theory, practical and experimental work relating to the function and nutritional properties of food, the effects of combining ingredients and the uses of acids and alkalis and standard components in food processing. They further develop their knowledge of equipment in the test kitchen along with food safety and hygiene, additives, sensory testing, food production and labelling and packaging. For their controlled assessments, students choose their own design brief from a choice of three which they go on to analyse and research; from the ten initial design ideas they are required to develop they select the six they feel are the most appropriate.

In Year 11, students continue with their controlled assessments. They work on their six design ideas in practical sessions and evaluate them before analysing the results and selecting one final idea to take forward and develop. They then undertake the disassembly of a similar product and begin development, undertaking a range of

sensory analysis testing. Students produce a product specification which will be used as the basis for their final design idea which they then go on to produce and evaluate. As part of this process they are required to examine environmental and social factors along with the labelling and packaging of the product.