

**Curriculum Intent Statement  
Department of Food, Hospitality and Catering  
De Warenne Academy**

**Transition Statement 2020**

As a Design and Technology team we have taken the decision to move towards a three year Key Stage 3 and a two year Key Stage 4 curriculum model. The intent of this is to expose pupils to a broad and ambitious Design and Technology Curriculum which is rich in skills and knowledge. This document details the transition from our current model to our new one.

Current Y8 pupils will no longer choose their options in Year 8 but rather in Year 9, allowing us to give pupils more opportunity to practice basic skills they have learnt and to create a wide level of knowledge to prepare them for any specialism they may choose into Key Stage 4

We will also endeavor to enrich the curriculum more, with opportunities including a after school activities, visiting speakers and demonstrations and hope to develop links with local businesses

**Lessons for all year groups are outlined below in the curriculum statement below**

**Intent**

**We believe that pupils deserve a broad and varied Design and Technology curriculum, throughout the Food, Hospitality and Catering strand we want students to develop their practical skills alongside relevant knowledge. Our curriculum will provide basic life skills that will hopefully foster a further interest in this area. Our Design and Technology curriculum will give pupils the opportunity to:**

- study variety of different cooking methods and learn the nutritional impact of each one
- understand a variety of nutrients and their effects on the individual
- experiment with ingredients and techniques they are unfamiliar with
- create a vast amount of dishes to demonstrate their skills in both savoury and sweet recipes
- analyse the various styles of hospitality and catering styles and establishments
- evaluate their own and others practical skills
- learn how to develop menus that take into account customer needs
- develop an understanding of how environmental issues impact his sector
- develop an understanding of a varied range of job roles and responsibilities within the sector

Pedagogy	Enrichment	Sequencing	Key Concepts/Skills
Our pedagogy is underpinned by: <ul style="list-style-type: none"> <li>• combining practical skills alongside key knowledge</li> <li>• a focus on developing pupils' basic food preparation skills for lifelong learning</li> <li>• the regular use of live modelling and exemplar dishes to demonstrate processes, standards and expectations</li> <li>• a range of strategies to deepen knowledge so that it is committed to long term memory</li> <li>• the importance of giving pupils regular opportunities to improve work</li> <li>• pupils understanding what they are doing well and how they need to improve</li> <li>• pupils developing a rich and deep subject knowledge of the various roles within this sector</li> </ul>	We will enrich our curriculum by: <ul style="list-style-type: none"> <li>• establishing cross-curricular links, for example, measurements that link to the maths curriculum, and nutrition linking to the science curriculum</li> <li>• providing opportunities for pupils to extend their skills outside the curriculum time</li> <li>• visits to professional environments</li> <li>• improve their spiritual, social, moral and cultural understanding</li> </ul>	Pupils develop basic skills and knowledge in Key Stage 3 that is then deepened into Key stage 4 as <ul style="list-style-type: none"> <li>• it allows pupils to revisit key areas and embed their knowledge as the curriculum progresses</li> <li>• it means that pupils are able to make relevant links between nutrients and the differing needs of various groups</li> <li>• there is an increasing level of challenge and complexity to food preparation tasks</li> </ul>	Key techniques developed throughout Food, Hospitality and Catering are; <ul style="list-style-type: none"> <li>• Preparation skills</li> <li>• Cooking skills</li> <li>• Presentation skills</li> <li>• Health, safety and hygiene procedures</li> <li>• Nutritional facts</li> </ul>

**Food, Hospitality and Catering Curriculum Plan 2019-24**

Key Stage 3	7.1	7.2	8.1	8.2	9.1	9.2
<b>Knowledge</b>	Safety rules Knife techniques Eatwell guide Food science investigation Designing new products	Different diets Food poisoning Food labelling 4 C's of food hygiene Tips for healthy eating Menu planning	Hygiene procedures – 4 C's of food hygiene Food storage – how to store and consequences of poor storage Where food comes from – sources processing, food miles Seasonality – seasonal foods and climate change Nutrition through the ages – different needs of different ages,	Nutrients – carbohydrates, proteins, fats Excess and deficiency – balanced diet and factors that affect it Food costings – eating at home versus eating out Food marketing – the effects	Minimise food waste and recycling Reducing food miles and growing our own produce Healthy diets and nutritional needs including water and fibre Food allergies and intolerances Case studies on different diets and nutritional needs How to modify recipes, plan and cook your own dish Food additives	HACCP Food production in industry Customer needs within a food environment Job roles within the catering industry Food presentation skills and customer needs
<b>Skills/Concepts</b>	Techniques in preparation ; Basic knife skills – bridge and claw, grating, rubbing in, peeling, enrobing, rolling and shaping, dough, measuring, creaming, evenly slicing, preparing meat Techniques in Cooking; grilling, baking, stir frying, sautéing, using a temperature probe Recipes; dippy divers, pizza toast, pasta salad, apple crumble, chicken Goujons, biscuits	Techniques in preparation ; Basic knife skills – bridge and claw, grating, rubbing in, peeling, enrobing, rolling and shaping, dough, measuring, creaming, evenly slicing, preparing meat  Techniques in Cooking; grilling, baking, stir frying, sautéing, using a temperature probe Recipes; cheese scones, savoury rice, marble cake, scone based pizza, fajitas, spaghetti bolognese	Techniques in preparation ; kneading, binding, grating, seasoning, shaping dough, rubbing in, pastry making and cutting, electric whisk, Presentation techniques, making a sauce  Techniques in Cooking; grilling, baking, stir frying, sautéing, using a temperature probe, bain-marie Recipes; Quick bread buns, mini carrot cakes, cheese straws, jam tarts, pizza with yeast dough, chicken and potato curry	Techniques in preparation ; kneading, binding, grating, seasoning, shaping dough, rubbing in, pastry making and cutting, electric whisk, Presentation techniques, making a sauce  Techniques in Cooking; grilling, baking, stir frying, sautéing, using a temperature probe, bain-marie Recipes; brownies, simple spring rolls, shepherds pies, chicken sir fry, macaroni cheese	Techniques in preparation; kneading, binding, grating, seasoning, shaping dough, rubbing in, pastry making and cutting, electric whisk, Presentation techniques, making a sauce  Techniques in Cooking; grilling, baking, stir frying, sautéing, using a temperature probe, bain-marie	Techniques in preparation; kneading, binding, grating, seasoning, shaping dough, rubbing in, pastry making and cutting, electric whisk,  Presentation techniques, making a sauce Techniques in Cooking; grilling, baking, stir frying, sautéing, using a temperature probe, bain-marie
<b>SMSC – British values</b>	<ul style="list-style-type: none"> <li>enable students to develop their self-knowledge, self-esteem and self-confidence;</li> <li>enable students to acquire a broad general knowledge of and respect for public institutions and services in England;</li> </ul>	<ul style="list-style-type: none"> <li>encourage respect for other people</li> <li>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;</li> <li>an understanding that the freedom to choose and hold other faiths and beliefs is protected in law</li> </ul>	<ul style="list-style-type: none"> <li>an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;</li> </ul>		further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures  enable students to develop their self-knowledge, self-esteem and self-confidence.	enable students to acquire a broad general knowledge of and respect for public institutions and services in England.
<b>Literacy focus</b>	Writing a practical time plan	Create a food label with correct nutritional values	Analyse and compare nutritional needs through the ages	Costing plan for various meals	Case studies on different diets	HACCP planning
<b>Links to prior learning</b>	Dependent on KS2 curriculum	7.1	7.1, 7.2	7.1 , 7.2	7.1, 7.2, 8.1, 8.2,	7.2, 8.1
<b>Preparation for future learning</b>	8.2, 10.4, 11.4	8.2,, 10.1, 10.4, 11.2	10.4, 10.1	10.5 11.4	10.1, 10.5, 11.3,	10.2, 10.4, 10.6, 10.1
<b>Assessment</b>	Self-assessment of own skills	Evaluation of finished dishes	Self-assessment of own skills	Evaluation of finished dishes	Self-assessment of own skills	Evaluation of finished dishes



**Food, Hospitality and Catering Curriculum Plan 2019-24**

Year 10	10.1	10.2	10.3	10.4	10.5	10.6
<b>Knowledge</b>	Food related causes of ill health – bacteria and chemicals, allergies and intolerances Environmental health officer – roles and responsibilities Types and symptoms of food poisoning Food safety legislation	Job roles Working conditions Factors affecting success in the industry	Hospitality and catering sectors – various styles and establishments Planning menus Suppliers within the catering industry Standards and ratings Job requirements	HACCP, RIDDOR and penalties Regulations – labelling, hygiene, food handling, risk to food safety Hazards and prevention	Nutrients, protein, fats, carbohydrates, vitamins, minerals, water and fibre Needs through the life stages and for specific groups Nutritional intake – cooking affects and unsatisfactory intake	Factors involved in menu planning – seasonality, skills of staff, type of provision, environmental issues, customer needs
<b>Skills/Concepts</b>	Knife skills, soups salads and vegetables Methods of cake making Yeast doughs Pastry making Sauces	Advantages and disadvantages of different styles and provision Cooking, preparation and presentation techniques for a range of dishes; vegetarian, vegan, dairy free, gluten free, low fat diets, healthy school meals	Cooking, preparation and presentation techniques for a range of dishes; vegetarian, vegan, dairy free, gluten free, low fat diets, healthy school meals	Preparing suitable recipes for a target group, with a specific nutritional need	Preparing suitable recipes for a target group, with a specific nutritional need	Selecting recipes using a range of different commodities dependant on season from; meat fish poultry, eggs, dairy and vegetarian alternatives
<b>SMSC</b>	<ul style="list-style-type: none"> <li>an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;</li> <li>enable students to acquire a broad general knowledge of and respect for public institutions and services in England;</li> </ul>	<ul style="list-style-type: none"> <li>an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;</li> </ul>	<ul style="list-style-type: none"> <li>an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;</li> </ul>	<ul style="list-style-type: none"> <li>an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;</li> </ul>	<ul style="list-style-type: none"> <li>encourage respect for other people</li> <li>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;</li> <li>an understanding that the freedom to choose and hold other faiths and beliefs is protected in law</li> </ul>	<ul style="list-style-type: none"> <li>encourage respect for other people</li> <li>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;</li> <li>an understanding that the freedom to choose and hold other faiths and beliefs is protected in law</li> </ul>
<b>Literacy focus</b>	Review options	Propose, justify and present ideas	Create a menu, modify recipes	Risk assessment 3 Course meal plan	Compare and evaluate excess and deficiencies in nutrition	Production plan for dishes
<b>Links to prior learning</b>	7.2, 8.1	8.1	7.1, 7.2 , 10.2	7.1, 8.1, 10.1	7.1, 7.2, 8.2	7.2 8.2, 10.3
<b>Preparation for future learning</b>	10.2, 10.4, 11.1	11.1	10.4, 10.5, 10.6, 11.2, 11.3, 11.4,	11.2	11.4	11.1, 11.2, 11.3
<b>Assessment</b>	Photograph and evaluation of finished dish against set criteria Exam questions	Photograph and evaluation of finished dish against set criteria Mock Exam	Photograph and evaluation of finished dish against set criteria Exam questions	Photograph and evaluation of finished dish against set criteria Exam questions	Photograph and evaluation of finished dish against set criteria Exam questions	Photograph and evaluation of finished dish against set criteria Exam questions Mock exam

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Year 11	11.1	11.2	11.3	11.4
Knowledge	Front of house operation How catering provision meets customer needs	Risks to personal safety and control measures How food can lead to ill health	Environmental issues – how planning can address this Meeting customer needs through menus	Nutrition – functions, needs of specific groups, characteristics of unsatisfactory nutritional intake, effects of cooking methods
Skills/Concepts	Selecting recipes using a range of different commodities dependant on season, including accompaniments from; meat fish poultry, eggs, dairy and vegetarian alternatives	Preparing suitable recipes for a target group, with a specific nutritional need	Selecting recipes using a range of different commodities dependant on season, including accompaniments from; meat fish poultry, eggs, dairy and vegetarian alternatives	Selecting recipes using a range of different commodities dependant on season, including accompaniments from; meat fish poultry, eggs, dairy, vegetarian alternatives, special dietary needs and allergies
SMSC	<ul style="list-style-type: none"> <li>encourage respect for other people</li> <li>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;</li> </ul>	<ul style="list-style-type: none"> <li>an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;</li> </ul>	<ul style="list-style-type: none"> <li>encourage respect for other people</li> <li>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;</li> </ul>	<ul style="list-style-type: none"> <li>encourage respect for other people</li> <li>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;</li> </ul>
Literacy focus	Risk assessments, Menu planning, modifying recipes	Menu Planning – taking into account nutritional needs	Menu planning, modifying recipes Explain how menu addresses environmental issues	Analysis of cooking methods
Links to prior learning	7.1, 8.1, 10.2, 10.3	7.1, 7.2, 8.1, 8.2,10.1, 10.4	7.2	7.1, 8.2, 10.5, - Eatwell Guide and nutrients
Preparation for future learning	11.3	Level 3 courses in Hops and Catering	11.4	Level 3 courses in Hops and Catering
Assessment	Mock coursework, exam questions	Assessed coursework LO1 and 2 - written	Assessed coursework LO1 and 2 – written and practical	External unit 1 exam