



Chadsgrove Curriculum Long Term Planning: Food Technology

Curriculum Intent

'As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.'

(National Curriculum, 2014)

The Food Technology curriculum at Chadsgrove aims to encourage all pupils' creativity and individuality. It aims to help pupils progress through school, following their curriculum pathway, in order to be active, creative, confident citizens in the school community and beyond.

At Chadsgrove, pupils following the Semi-Formal and Formal Pathways follow elements of the National Curriculum for Food Technology, with the main focus being to develop the skills necessary to have a healthy life. These include knowledge of a balanced diet and how to prepare ingredients to make meals, something considered particularly important for the children and young people at Chadsgrove in order to enable them to be as independent as possible in their daily lives both now and in the future, for their lives beyond school. Other activities in subjects such as Science, Art, Humanities and PSHE also support learning in this subject.

This Long Term Plan focuses upon the following content from the National Curriculum, which is also further adapted with suggested teaching ideas for classes within the Semi-Formal and Formal Curriculum Pathways, as outlined further below.

National Curriculum content:

Pupils should be taught to:

Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

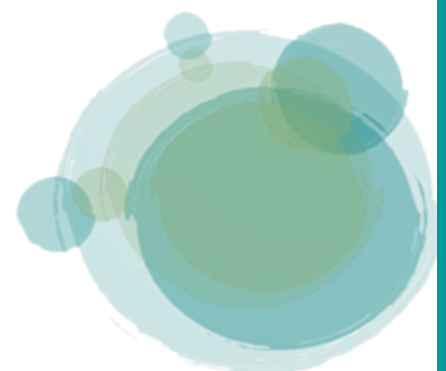
Key Stage2

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Key stage 3

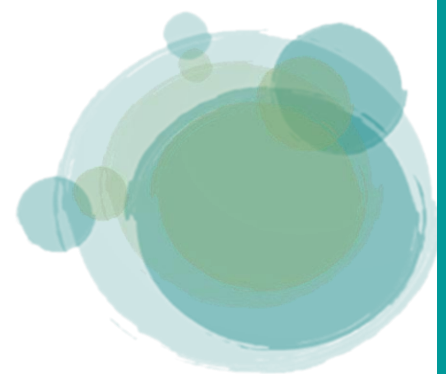
- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients

The overview below forms the basis of Teachers' Medium Term Plans for the subject, which then further detail content and activities appropriately matched to pupils' learning needs.

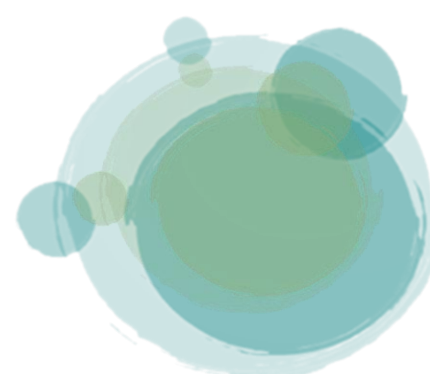


Curriculum Implementation

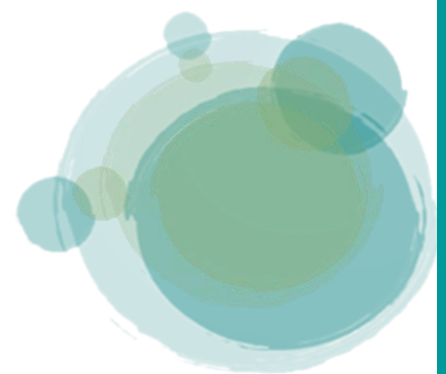
<u>5LS/6LS</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
2024 - 25	<u>Fruit & Vegetables</u>	<u>Bread, Rice & Pasta</u>	<u>Meat, Fish and Alternatives</u>
	<p>Taste a range of soups and, by indicating choices, communicate ideas for own product. Use equipment, with support for cutting (Kiddicutter knives) and joining (blending) to make soups. Taste a range of soups and begin to indicate like/dislike Compare finished products (to design criteria) and give thumbs up/down.</p> <p>Technical Knowledge Investigate how soups can have different textures because of different ingredients or how they are prepared.</p> <p>Cooking/Nutrition Explore fruits and vegetables in season. Use different pieces of equipment to prepare and make a range of savoury and sweet dishes.</p> <p>Celebration dishes - Harvest festival, Halloween, Bonfire Night and Christmas.</p>	<p>Taste a range of pizzas and, by indicating choices, communicate ideas for own product. Use equipment, with support, from a selection to construct pizzas and other products made from starchy carbohydrates. Taste & evaluate a variety of different pizzas by indicating like/dislike Compare finished products (to design criteria) and give thumbs up/down</p> <p>Technical Knowledge Investigate how pizzas can have different textures when made with different bases and toppings.</p> <p>Cooking/Nutrition Explore a variety of 'Staple Foods' from different parts of the world and discuss how these can be used in multi-cultural dishes. Make products that include a balance of nutrients using bread, rice and pasta.</p> <p>Celebration dishes - Valentine's day, Pancake day, Chinese New Year, Mothers' day and Easter.</p>	<p>Taste a range of options for a burger filling and, by indicating choices, communicate ideas for own product. Use equipment, with support, from a selection to consolidate cutting, spreading and mixing skills learnt throughout the year. Consider qualities of various options for burger fillings Evaluate burger made to design criteria and indicate thumbs up/down.</p> <p>Technical Knowledge With support, build burger and explore how to make stable construction</p> <p>Cooking/Nutrition Use meat, fish and alternatives to prepare and make balanced and varied dishes.</p> <p>Celebration dishes - May day, Fathers' day, Summer holidays and festivals</p>



<u>5LS/6LS</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
2025 -26	Dairy & Fats	Breakfast & Lunch	Snacks & Desserts
	<p>Taste a variety of cheeses and indicate choices to evaluate their properties. Indicate choices to design own product using cheese. Use equipment, with support, for cutting & mixing including electric tools such as stick blenders to consolidate and develop practical skills. Taste and evaluate different cheeses</p> <p>Technical Knowledge Consider how fat content affects texture (structure) of food.</p> <p>Cooking/Nutrition Make a variety of sweet and savoury dishes using different cheeses and other dairy products. Discuss where dairy products come from.</p> <p>Celebration dishes - Harvest festival, Halloween, Bonfire Night and Christmas.</p>	<p>Taste different egg dishes that may be served for breakfast and indicate preferences. Make choices to devise own design for egg based breakfast dish. Use equipment, with support, for cutting & mixing including electric tools such as sandwich toasters to consolidate and develop practical skills. Evaluate existing egg-based breakfast dishes</p> <p>Technical Knowledge Investigate how eggs provide structure to dishes when heated</p> <p>Cooking/Nutrition Make a variety of items suitable for breakfast or packed lunch, including using eggs. Consider where items come from.</p> <p>Celebration dishes - Valentine's day, Pancake day, Chinese New Year Mothers' day and Easter.</p>	<p>Taste a range of chilled desserts and by indicating choices, communicate ideas for own product. Use equipment, with support, for cutting and mixing including electric tools such as mixers to consolidate and develop practical skills Evaluate existing dessert products.</p> <p>Technical Knowledge Consider how different ingredients can be used to set a dessert</p> <p>Cooking/Nutrition Make a variety of items suitable for snacks or desserts. Consider where different ingredients come from.</p> <p>Celebration dishes - May day, Fathers' day, Summer holidays and festivals.</p>



<u>8LS/ 9US (KS3)</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
2024 - 25	<u>Fruit & Vegetables</u>	<u>Bread, Rice & Pasta</u>	<u>Meat, Fish and Alternatives</u>
	<p>Taste a range of fruit and vegetables in season, cooked and raw.</p> <p>Use equipment, with support for cutting (Kiddicutter knives) and chopping.</p> <p>Taste a range of fruits and vegetables and begin to indicate like/dislikes.</p> <p>Compare finished products (to design criteria) and give thumbs up/down.</p> <p>Technical Knowledge Recap food hygiene and safety in the kitchen. Investigate how fruits and vegetables can have different textures when combined with different ingredients or how they are prepared and cooked. Staple foods and the importance of breakfast. Revisit The Eatwell Guide. Weigh and measure.</p> <p>Nutrients – vitamins and minerals Food sustainability – food miles, fair trade and food provenance.</p> <p>Cooking/Nutrition Explore fruits & Vegetables in season. Use different pieces of equipment and fruits and vegetables to prepare and make a range of savoury and sweet dishes e.g. Vegetable Stir Fry, Cereal bars, Cheese and potato pie, Vegetable curry /veg Thai curry.</p> <p>Celebration dishes - Harvest festival, Halloween, Bonfire night and Christmas.</p>	<p>Taste a range of bread, rice and pasta products and, by indicating choices, communicate ideas for own product.</p> <p>Food labelling and allergies.</p> <p>Use equipment, with support, from a selection to prepare products made from starchy carbohydrates.</p> <p>Taste & evaluate a variety of different carbohydrates by indicating like/dislike.</p> <p>Compare finished products (to design criteria) and give thumbs up/down.</p> <p>Technical Knowledge Investigate the different types of pasta and how it is made.</p> <p>Nutrients – carbohydrates The importance of exercise – energy in vs energy out – calories. Revisit staple foods.</p> <p>Cooking/Nutrition Continue to explore a variety of ‘Staple Foods’ from different parts of the world & discuss how these can be used in multi-cultural dishes. Begin to make dishes that are carbohydrate based and include a balance of nutrients e.g. savoury muffins, mac and cheese, savoury rice, a variety of pasta dishes.</p> <p>Celebration dishes - Valentine’s day, Pancake day, Chinese New Year, Mothers’ day and Easter.</p>	<p>Taste a range of savoury dishes using meat, fish and alternatives and, by indicating choices, communicate ideas for own product.</p> <p>Use equipment, with support, from a selection to consolidate cutting, spreading and mixing skills learnt throughout the year. Evaluate savoury dishes made to design criteria and indicate thumbs up/down.</p> <p>Technical Knowledge Discuss new food trends and meat substitutes.</p> <p>Nutrients – The importance of protein for a healthy diet.</p> <p>Cooking/Nutrition Use meat, fish & alternatives to make balanced and varied dishes e.g. Chicken/fish goujons, meatballs, chilli con carne, fish pie, fajita.</p> <p>Celebration dishes - May day, Fathers’ day, Summer holidays and festivals.</p>

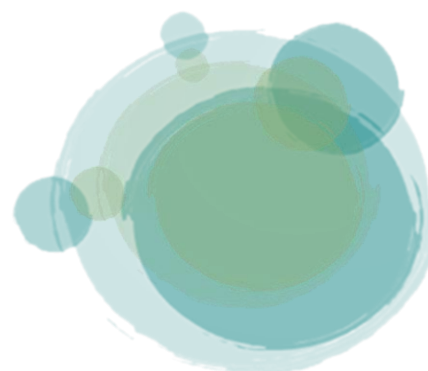


8LS/9US (KS3)	Autumn	Spring	Summer
2025 -26	Dairy & Fats	Breakfast & Lunch	Snacks & Desserts
	<p>Taste a variety of pastry dishes and indicate choices to evaluate their properties. Indicate choices to design own product using pastry. Use equipment, with support, for cutting, blending & mixing including electric tools such as food processors to consolidate and develop practical skills.</p> <p>Technical Knowledge Consider how fat content affects texture (structure) and flavour of pastry.</p> <p>Nutrients – Revisit Fats</p> <p>Cooking/Nutrition Make a variety of sweet & savoury dishes using different pastry and dairy products e.g. cheese and onion pasty, sausage rolls, cheese twists, pizza pinwheels, Portuguese tarts.</p> <p>Celebration dishes - Harvest festival, Halloween, Bonfire Night and Christmas.</p>	<p>Taste a range of different breakfast and lunch dishes and indicate preferences. Make choices to devise own breakfast and lunch dishes inspired by dishes from around the world. Use equipment, with support, for cutting & mixing including electric tools such as sandwich toasters, toasters and smoothie makers to consolidate and develop practical skills. The importance of breakfast. Evaluate breakfast and lunch dishes.</p> <p>Technical Knowledge Revisit how eggs provide structure to dishes when heated.</p> <p>Nutrients – Revisit carbohydrates and proteins</p> <p>Cooking/Nutrition Make a variety of items suitable for breakfast or packed lunches e.g. breakfast muffins, frittata, homemade granola, overnight oats, Healthy breakfast quesadilla, healthy sandwich fillers, lunchbox pasta salad, Chorizo and bean baked potato</p> <p>Celebration dishes - Valentine’s day, Pancake day, Chinese New Year, Mothers’ day and Easter.</p>	<p>Taste a range of snacks and desserts and by indicating choices, communicate ideas for own product. Use equipment, with support, for cutting, blending & mixing including electric tools such as mixers to consolidate and develop practical skills. Evaluate existing snacks and dessert products.</p> <p>Technical Knowledge Consider how to add sweetness to a recipe using alternative ingredients and flavours.</p> <p>Nutrients – sugars and calories</p> <p>Cooking/Nutrition Make a variety of snacks and desserts suitable for picnics and summer festivals e.g. fruit scones, mini carrot cakes,</p> <p>Celebration dishes - May day, Fathers’ day, Summer holidays and festivals.</p>

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Pupils will follow an accredited course that meets their needs and abilities and, where possible, prepares them for independent living by helping them develop the skills needed to plan, budget for and prepare meals for themselves and their families.

Pupils may follow the relevant units in OCR Life and Living Skills Entry Levels 1, 2 and 3



Curriculum Impact

The following National Curriculum End Points are taken into consideration when assessing pupils' progress:

Key Stage 1:

Pupils should be taught to:

- Use the principles of a healthy and varied diet to prepare dishes
- Understand where food comes from

Key Stage 2:

Pupils should be taught to:

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Key Stage 3:

Pupil should be taught to:

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients

Key Stage 4:

Pupils will be assessed according to the Accreditations they are following as detailed in the MTP's of each group and teacher.

Pupils work will be assessed via observation, photographic and video evidence and marking of work in accordance with SOLAR Chadsgrove P Steps and exam board specification and criteria. Feedback is given to the pupils during lessons which will allow them to develop and progress in future lessons. Pupils build upon skills through recap and re-visiting key curriculum themes.

