

Duamasa	0
Progress	Overview

Year 7 Food Technology

Create a presentation showing the provenance of food from one of the food groups. Improve presentation skills following feedback from first rotation home learning. Develop independent practical skills. Develop independent practical skills. Create a range of savoury & healthy sweet products suitable to be made again at home. Protomend persuade interpret inter				
Develop independent safety and hygiene skills for use in practical lessons. Develop independent safety and hygiene skills for use in practical lessons. Create a range of savoury & healthy sweet products suitable to be made again at home. Determine which utensils should be used for certain practical tasks e.g. tablespoon for folding. Justify their choice of equipment, e.g. wooden spoon for hot food as it does not conduct heat. Justify their choice of equipment, e.g. wooden spoon for hot food as it does not conduct heat. Determine when food is cooked by using visual testing. Analyse Analyse a variety of different foods using the four senses – appearance, aroma, taste and texture. Research a famous chef to write a short presentation. Organise themselves independently for practical lessons. Use ICT to investigate and find out where food comes from Organise a sequence of instructions to make an edible product. Organise a sequence of instructions to make an edible product. Justify their choice of equipment used to make specific dishes. Use a variety of basic utensils and equipment to make savoury and sweet dishes. Lise a variety of basic utensils and equipment to make savoury and sweet dishes. Practise weighing and measuring ingredients. Practise shaping, mixing, folding. Calculate the right time on the clock for cooking times. Understand Illustrate the food groups to show how to follow a balanced diet. Explain why personal safety and hygiene are so important. Give examples of foods that are healthy and belong in the Eatwell Guide. Explain the reason for having personal safety rule in a kitchen environment. Estimate cooking times. Libit a range of basic cooking equipment and utensils.	hypothesise formulate			
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r		- Recall previous knowledge from food lessons in Filmary School.		



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Year 8 Food Technology

Create hypothesise formulate design imagine compose develop improve	 Create a design for a new product using the food groups from the Eatwell Guide. Design a piece of food packaging suitable for industry that includes details in line with current legislation. Independently apply a range of hygiene and safety rules throughout practical lessons. 	
Evaluate recommend persuade debate justify assess conclude determine	 Evaluate existing products to assess the nutritional content. Assess their own eating habits to determine if they eat a balanced diet. Justify the using the correct equipment and utensils, e.g. the correct size knife. Assess the risks when using electrical and hazardous equipment. Recommend the use of alternative healthier ingredients in sweet products. 	
Analyse infer research investigate question appraise examine prioritise organise	 Use TATA (taste, appearance, texture and aroma) to analyse dishes made. Research a range of commodities and recipes for home learning projects. Prioritise to be able to follow a sequence of instructions. Independently and quickly organise themselves for practical lessons. Investigate readymade products by using the senses. 	
Apply demonstrate manipulate calculate practise identify use	 Demonstrate a range of preparation and cooking skills (with some help). Use digital scales/measuring jugs/spoons to accurately weigh and measure ingreed lidentify the food groups on the Eatwell Guide. Practise safe knife skills – bridge hold and claw grip. Use the correct equipment and utensils. 	edients.
Understand explain interpret give examples estimate illustrate	 Explain why they have chosen certain ingredients in their design work. Draw a range of designs showing modified ingredients. Understand the functions of ingredients in dishes made. Understand the nutrients in a range of ingredients. 	
Remember list recognise define recall label	 Listen to and follow simple instructions. Label a range of cooking utensils and electrical equipment. Annotate designs of dishes with types of ingredients. Recall cooking methods from demonstrations. 	



Year 9 Hospitality and Catering

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Create hypothesise formulate design imagine compose develop improve	 Independently follow recipes to make at least 10 products by the end of Year 9. Create new products by adapting and modifying base recipes. Develop a wide range of technical skills – using knives and electrical equipment safely.
Evaluate recommend persuade debate justify assess conclude determine	 Evaluate existing products to analyse the ingredients and organoleptic properties— pastry, cake and bread products. Assess recipes for customer needs – nutrition, taste and appearance. Justify choice of ingredients in designs for pasties, calzone, stir fry and gateau.
Analyse infer research investigate question appraise examine prioritise organise	 Use TATA (taste, appearance, texture and aroma) to analyse dishes made and identify how to improve. Research different types of fruits and vegetables. Organise themselves to be able to follow a sequence of instructions in practical lessons. Investigate – using the internet – facilities and services provided by H & C providers.
Apply demonstrate manipulate calculate practise identify use	 Apply a range of preparation and cooking skills to make at least 15 different products throughout the year. Use digital scales/measuring jugs/spoons to accurately weigh and measure ingredients. Identify problems in making products and apply solutions. Demonstrate team working skills in a variety of situations – theory and practical based. Practise making products at home to increase confidence.
Understand explain interpret give examples estimate illustrate	 Explain the reasons for applying hygiene and safety rules in a catering kitchen. Draw and label a range of designs for products incorporating a range of ingredients. Understand and apply the functions of ingredients used in baking (bread, pastry & cake making).
Remember list recognise define recall label	 Listen carefully and follow instructions. Identify a range of different ingredients used in baking. List personal/kitchen hygiene and safety rules. Recall a range of methods used in baking and cooking. Recognise the range of commercial and non-commercial businesses operating in the H & C industry.



Progress O	verview
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Year 10 Hospitality and Catering

Create hypothesise formulate design imagine compose develop improve	 Create a dovetailed and correctly sequenced time plan to make 2 dishes. Design menus for a range of customers. Develop high level practical skills. Improve organisation in cleaning as you go in practical lessons.
Evaluate recommend persuade debate justify assess conclude determine	 Assess recipes using nutritional software. Evaluate nutritional values of recipes for specific customers. Justify choice of recipes to make dishes for dietary needs.
Analyse infer research investigate question appraise examine prioritise organise	Research hospitality and catering provision to identify services provided.
Apply demonstrate manipulate calculate practise identify use	 Apply a wider variety of medium and high skills to create restaurant quality dishes. Calculate recipes to increase or decrease the amount made.
Understand explain interpret give examples estimate illustrate	 Understand the need to be prepared for practical lessons. Estimate the time taken to prepare and cook dishes to add into time plans.
Remember list recognise define recall label	 List a range of hospitality and catering providers. Recognise the variety of customers who use catering provision – life stages/ nutritional needs and dietary needs.





Year 11 Hospitality and Catering

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Create	Create a detailed and dovetailed time plan for Unit 2 assessment.		
hypothesise formulate design	 Design a menu for a specific provision, client groups and nutritional needs. 	Design a menu for a specific provision, client groups and nutritional needs.	
imagine	 Be able to propose a new hospitality and catering provision to meet specific require 	ments.	
compose develop	 Formulate a plan of action to include all assessment criteria for Unit 2. 		
improve	 Develop skills to improve how to answer Unit 1 exam questions. 		
Evaluate	Evaluate dishes made against nutritional requirements of client groups.		
recommend persuade debate	Justify how dishes on a menu meet client needs.		
justify	Assess hazards and apply critical control points.		
assess	 Recommend methods of cooking to preserve nutrients in food. 		
conclude determine	 Determine factors to consider when proposing dishes for a new menu. 		
Analyse	Analyse job requirements within the hospitality and catering industry.		
infer research	Research the structures within the hospitality and catering industry.		
investigate	 Compare the nutritional needs of specific groups of clients. 		
question	 Be independent in organising self for practical tasks. 		
appraise examine	Examine the causes of how food causes ill health/ unsatisfactory nutrition.		
prioritise	 Consider the environmental issues caused by the hospitality and catering industry. 	Consider the environmental issues caused by the hospitality and catering industry.	
organise	 Review factors that affect the success of hospitality and catering providers. 		
Apply	 Apply food, kitchen and personal hygiene rules whilst preparing and cooking. 		
demonstrate manipulate	 Practise a wide range of skills in practical lessons and use a variety of electrical equipment 	pment in a safe manner.	
calculate	Identify dishes suitable for nutritional needs of clients.		
practise identify	Calculate how to upscale/downscale recipes for portion requirement.		
use	 Demonstrate a wide range of cooking methods in practical lessons. 		
Understand	Give examples of a wide range of job roles of front of house and back of house in a v	variety of establishments.	
explain interpret	Explain why certain dishes and techniques are high, medium or basic.		
give examples	• Illustrate the workflow and operation of a commercial kitchen and understand the need to apply hygiene and safety rules.		
estimate	 Estimate the time it will take to make dishes to be able to dovetail a time plan. 		
illustrate	 Give reasons for suitability of dishes for type of establishment and provision. 		
Remember	 List jobs within the hospitality and catering sector. 		
list recognise	 Recognise the difference between high, medium and basic skills. 		
define	Recall correct order of the kitchen brigade.		
recall	 Remember all hygiene and safety rules in the catering industry. 		
label	 Label time plans and lists with the correct headings. 		