

Forensic Learning Points in DT and Food at Kineton High School

<table border="1"> <tr><td>PRODUCT DESIGN</td><td></td></tr> <tr><td>GRAPHICS</td><td></td></tr> <tr><td>FOOD</td><td align="center">x</td></tr> <tr><td>TEXTILES</td><td></td></tr> </table>		PRODUCT DESIGN		GRAPHICS		FOOD	x	TEXTILES		KEY STAGE 3			KEY STAGE 4	
PRODUCT DESIGN														
GRAPHICS														
FOOD	x													
TEXTILES														
WHEN/TIME	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11									
<p>YEAR 7 AND 8</p> <p>ROTATION – 9 – 12 WEEKS</p>	<p>TOPICS</p> <ul style="list-style-type: none"> • HYGIENE AND SAFETY • EVALUATION • HEALTHY EATING • Basic practical skills knife skills (fruit salad) (coleslaw), rubbing in method (fruit crumble), using the oven safely <p>Curriculum end points: Practical skills (knife skills, chopping, slicing peeling, can</p>	<p>TOPICS</p> <ul style="list-style-type: none"> • HYGIENE AND SAFETY • CEREALS • BASIC NUTRITION <p>Curriculum end points: Knowledge and understanding of cereals products and use, practical skills, planning practical abilities, including baking processes and functions, planning practical activities,</p>	<p>TOPICS</p> <ul style="list-style-type: none"> • EGGS – functions, uses, anatomy, production. • Nutritional/Individual needs of individuals • World Food Project • Food Hygiene assessment. • Street Food project (to include sustainability issues) • Eggs. <p>Curriculum end points: Practical skills, whisking, rolling, folding, using pastry, making decisions on flavour and fillings, choosing, preparing and experimenting with dishes for the 3 projects. Time</p>	<p>TOPICS</p> <ul style="list-style-type: none"> • NUTRITION AND HEALTHY EATING <p>Curriculum end points: Knowledge and understanding of the needs for food, micro and macro nutrients. Water, Balanced diet, Eatwell plate. Diet analysis. Practical skills, development of through a variety of dishes, knife skills, methods of cooking, sauces, dough, etc</p>	<p>TOPICS</p> <ul style="list-style-type: none"> • NEA1 – FOOD INVESTIGATION <p>Curriculum end points: Completion of NEA 1 – food investigation. Using the brief set by the exam board. Choice of 3, published on September 1st each year.</p> <p>Vocab.: Food science vocab will depend on the topic of the projects set.</p> <p>Examples are, foams, coagulation, gluten, caramelisation, protein, functions, properties.</p>									

	<p>opening, washing up, rubbing in method, weighing and measuring etc) Hygiene and safety knowledge/facts including temperatures, understanding of healthy eating and a balanced diet (Eatwell plate), evaluation and analysis skills, understanding of food choice. Fairtrade understanding.</p> <p>Vocab.: Hygiene, safety, temperature, bacteria, Eatwell plate, evaluation and analysis, equipment vocabulary, Fairtrade,</p> <p>Main assessments: ILT – Fairtrade Evaluation of Fruit Salad</p>	<p>functions of ingredients, furthering evaluation and analysis skills, knowledge and understanding of basic nutrition and application to products and nutrition analysis of foods.</p> <p>Vocab.: Cereals, grains, gluten, yeast, hygiene and safety vocab including bacteria, pathogenic, bacteria temperatures, equipment vocabulary, Nutrients, analysis words including examples, reasons, functions of ingredients such as emulsion.</p>	<p>management, choosing ingredients and skills.</p> <p>Vocab.: Functions of eggs vocabulary, Hygiene and safety Vocabulary associated with more understanding of food safety, Nutrients and needs of individuals vocabulary, vitamins, minerals macro and micronutrients. Egg production words such as organic, enriched, analysis vocabulary/conclusions formed.</p> <p>Main assessments:</p> <ul style="list-style-type: none"> • Swiss roll evaluation • Egg production project • Needs of Individuals Project • Food Hygiene Test • World Food Project • Self-Evaluation of practical Skill progress. <ul style="list-style-type: none"> • Swiss Roll Evaluation • W D S P + 	<p>Vocab.: Nutrients, functions, sources, deficiency, excess, food preparation technical terminology</p> <p>Main assessments: Test. (Using GCSE question) GCSE grades awarded. Standardised using applicable standards from previous years. Some homework's graded using GCSE grades, eg 'Daves Diet. Energy needs. Exam preparation and practice questions (Self-assessment). Nutrition Bible - FAR</p> <ul style="list-style-type: none"> • FOOD SCIENCE <p>Curriculum end points: Cooking methods, heat transfer, functional and chemical properties of protein, fat and carbohydrates, raising</p>	<p>Main assessments: GCSE formal assessment of the NEA. Feedback guidance must be generic. Marked using GCSE criteria set by the exam board.</p> <ul style="list-style-type: none"> • NEA 2 – FOOD PREPARATION ASSESSMENT <p>Curriculum end points: Definite start immediately after October half term. Project briefs published by exam board on November 1st every year.</p> <p>Vocab.: Analysis, research, nutrition, techniques, organisation and timings, Hygiene and safety vocabulary, costings, target groups, needs. Words and vocab will depend upon the titles issued by AQA and the choices of</p>
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	<p>Diet Analysis Self-evaluation</p>	<p>Main assessments: Muffin evaluation, ILT – dietary Fibre, self-analysis of practical ability, nutritional analysis of foods</p>	<p>Curriculum end points: To evaluate products made, to include functions of ingredients and improvements and modifications. Sensory evaluation to include a radar graph.</p> <p>Vocab.: Sensory analysis, modifications, radar graph, functions of ingredients, denaturation etc</p> <p>Assessment: W D S P +</p> <ul style="list-style-type: none"> MEAL PLANNING AND INDIVIDUAL NEED <p>Curriculum end points: To identify the nutritional needs of an individual, plan a menu for them, choose and prepare food.</p> <p>Vocab.: Nutrients, healthy eating. Ingredients. Sensory analysis.</p>	<p>agents and food safety.</p> <p>Vocab.: Cooking methods and heat transfer words such as conduction, convection and radiation, properties and functions words such as caramelisation, gelatinisation, gluten, denaturation, plasticity. Etc.</p> <p>Main assessments: Food Science test. GCSE grades. Homework, Food Science Booklet. FAR Exam practice questions (self-assessment)</p> <ul style="list-style-type: none"> MOCK NEA2 <p>Curriculum end points: Learning the process of completing NEA 2 Learning to work to deadlines</p>	<p>project made by individual students</p> <p>Main assessments: Project divided into 5 sections.</p> <ul style="list-style-type: none"> Research and analysis Demonstrating the technical skills (trials) Planning the final menu (including the time plan) Practical assessment Evaluation (sensory analysis, modifications and improvements, costings, nutritional analysis) <p>GCSE formal assessment of the NEA. Feedback guidance must be generic. Marked using GCSE criteria set by the exam board.</p>
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			<p>from other countries with the class.</p> <p>Vocab.: Cultural words, vocabulary of dishes/equipment from other countries/cultural words.</p> <p>Main assessments: Assessed using ideas linked to GCSE researching criteria for NEA. Using W D S P +pathways.</p> <ul style="list-style-type: none"> • STREET FOOD <p>Curriculum end points: Food Identifying target groups, needs, researching street food stalls, associated sustainability issues, applying relevant food safety considerations, planning, cooking, evaluation of suitability, van design. A single, templated A3 designed sheets containing the information.</p>	<p>feedback of section 1 – as in line with exam board rules</p> <p>Formal assessment of the practical exam using AQA NEA criteria</p> <p>Assessment of Mock NEA 2 – GCSE grades – AQA criteria</p>	
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			<p>Vocab.: Sustainability vocab, cultural food words, target group's needs, sensory analysis words,</p> <p>Main assessments: W D S P + Practical skills, understanding of ingredients and techniques.</p>		
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