

St. Dominic's School KS2 – KS4 Subject Overview: Food Technology

Curriculum Intent: For students to learn key basic kitchen skills, to enable young people to go on to live independent fulfilling lives in the wider community. Learning how to work in a safe and hygienic kitchen, to have the basic home cooking skills to be able to prepare and deliver simple dishes, Breakfast, Lunch and Dinner.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Values	Myself		My Context		The Wider World	
	I Am Me	I Matter	I Am Unique	I Belong	I Am Safe	I Am Prepared
FBV Focus	Individual Liberty Democracy		Mutual Respect and Tolerance Democracy		Rule of Law Democracy	
Skills for Independence	Self-Care	Functional Motor	Sensory Modulation	Independent Living	Personal Safety and Welfare	Organisation and Preparation for Work
Skills for Learning	Self-Managers	Independent Enquirers	Reflective Learners	Team Workers	Effective Participators	Creative Thinkers
Skills for Communication	Attention & Listening	Understanding	Narrative Skills	Vocabulary	Relationships	Play and Social Interaction
Skills for Self-Development	Positive Attitudes	Emotional Resilience	Ambitious Goals	Leadership and presentation of self	Staying Safe	Decision making and planning for the future
Skill for Enrichment	Spirituality	Morality	Social Understanding	Citizenship	Cultural Understanding	World of Work
Number						
Year 7 Carousel 6 week blocks	Carousel 6 week blocks Pupils to be able to develop taste, and texture of different foods, to describe taste and texture to enable pupils to complete a practical-based evaluation sheet	Carousel 6 week blocks Pupils to be able to develop taste, and texture of different foods, to describe taste and texture to enable pupils to complete a practical-based evaluation sheet	Carousel 6 week blocks Pupils to be able to develop taste, and texture of different foods, to describe taste and texture to enable pupils to complete a practical-based evaluation sheet	Carousel 6 week blocks Pupils to be able to develop taste, and texture of different foods, to describe taste and texture to enable pupils to complete a practical-based evaluation sheet	Carousel 6 week blocks Pupils to be able to develop taste, and texture of different foods, to describe taste and texture to enable pupils to complete a practical-based evaluation sheet	Carousel 6 week blocks Pupils to be able to develop taste, and texture of different foods, to describe taste and texture to enable pupils to complete a practical-based evaluation sheet
Reading	For pupils to be able to predict the next steps following a recipe to learn how a sequence of instructions to make a successful dish with support	For pupils to be able to predict the next steps following a recipe to learn how a sequence of instructions to make a successful dish with support	For pupils to be able to predict the next steps following a recipe to learn how a sequence of instructions to make a successful dish with support	For pupils to be able to predict the next steps following a recipe to learn how a sequence of instructions to make a successful dish with support	For pupils to be able to predict the next steps following a recipe to learn how a sequence of instructions to make a successful dish with support	For pupils to be able to predict the next steps following a recipe to learn how a sequence of instructions to make a successful dish with support
Writing	Using WWW EBI INT using descriptive language and key terminology to complete evaluation of the product made.	Using WWW EBI INT using descriptive language and key terminology to complete evaluation of the product made.	Using WWW EBI INT using descriptive language and key terminology to complete evaluation of the product made.	Using WWW EBI INT using descriptive language and key terminology to complete evaluation of the product made.	Using WWW EBI INT using descriptive language and key terminology to complete evaluation of the product made.	Using WWW EBI INT using descriptive language and key terminology to complete evaluation of the product made.
Number	Using maths when developing, recipes, using multiplication to make more of the chosen dish, or division to scale down a recipe for different numbers of people	Using maths when developing, recipes, using multiplication to make more of the chosen dish, or division to scale down a recipe for different numbers of people	Using maths when developing, recipes, using multiplication to make more of the chosen dish, or division to scale down a recipe for different numbers of people	Using maths when developing, recipes, using multiplication to make more of the chosen dish, or division to scale down a recipe for different numbers of people	Using maths when developing, recipes, using multiplication to make more of the chosen dish, or division to scale down a recipe for different numbers of people	Using maths when developing, recipes, using multiplication to make more of the chosen dish, or division to scale down a recipe for different numbers of people
Year 8 Carousel 6 week blocks	Pupils to be able to develop taste, and texture of different foods, to describe taste and texture to enable pupils to complete a practical-based evaluation sheet to show some independent working	Pupils to be able to develop taste, and texture of different foods, to describe taste and texture to enable pupils to complete a practical-based evaluation sheet to show some independent working	Pupils to be able to develop taste, and texture of different foods, to describe taste and texture to enable pupils to complete a practical-based evaluation sheet to show some independent working	Pupils to be able to develop taste, and texture of different foods, to describe taste and texture to enable pupils to complete a practical-based evaluation sheet to show some independent working	Pupils to be able to develop taste, and texture of different foods, to describe taste and texture to enable pupils to complete a practical-based evaluation sheet to show some independent working	Pupils to be able to develop taste, and texture of different foods, to describe taste and texture to enable pupils to complete a practical-based evaluation sheet to show some independent working
Reading	For pupils to be able to predict the next steps following a recipe to learn how a sequence of	For pupils to be able to predict the next steps following a recipe to learn how a sequence of	For pupils to be able to predict the next steps following a recipe to learn how a sequence of	For pupils to be able to predict the next steps following a recipe to learn how a sequence of instructions to	For pupils to be able to predict the next steps following a recipe to learn how a sequence of	For pupils to be able to predict the next steps following a recipe to learn how a sequence of

	instructions to make a successful dish showing some independent learning.	instructions to make a successful dish showing some independent learning.	instructions to make a successful dish showing some independent learning.	make a successful dish showing some independent learning.	instructions to make a successful dish showing some independent learning.	instructions to make a successful dish showing some independent learning.
Writing	Using WWW EBI INT using descriptive language and key terminology to complete evaluation of the product made. Showing some independent learning.	Using WWW EBI INT using descriptive language and key terminology to complete evaluation of the product made. Showing some independent learning.	Using WWW EBI INT using descriptive language and key terminology to complete evaluation of the product made. Showing some independent learning.	Using WWW EBI INT using descriptive language and key terminology to complete evaluation of the product made. Showing some independent learning.	Using WWW EBI INT using descriptive language and key terminology to complete evaluation of the product made. Showing some independent learning.	Using WWW EBI INT using descriptive language and key terminology to complete evaluation of the product made. Showing some independent learning.
Number	Using maths when developing recipes, using multiplication to make more of the chosen dish, or division to scale down a recipe for different numbers of people. Showing some independent learning.	Using maths when developing recipes, using multiplication to make more of the chosen dish, or division to scale down a recipe for different numbers of people. Showing some independent learning.	Using maths when developing recipes, using multiplication to make more of the chosen dish, or division to scale down a recipe for different numbers of people. Showing some independent learning.	Using maths when developing recipes, using multiplication to make more of the chosen dish, or division to scale down a recipe for different numbers of people. Showing some independent learning.	Using maths when developing recipes, using multiplication to make more of the chosen dish, or division to scale down a recipe for different numbers of people. Showing some independent learning.	Using maths when developing recipes, using multiplication to make more of the chosen dish, or division to scale down a recipe for different numbers of people. Showing some independent learning.
Year 10	BTEC Home Cooking Skills Following BTEC Home Skills to develop independent living skills to be able to prepare simple dishes, broken down into categories of Breakfast, Lunch and Dinner, to peer teach the class their chosen recipes. Starting Dinner choices, with support	BTEC Home Cooking Skills Following BTEC Home Skills to develop independent living skills to be able to prepare simple dishes, broken down into categories of Breakfast, Lunch and Dinner, to peer teach the class their chosen recipes. Continuing with Dinner Choices, with support	BTEC Home Cooking Skills Following BTEC Home Skills to develop independent living skills to be able to prepare simple dishes, broken down into categories of Breakfast, Lunch and Dinner, to peer teach the class their chosen recipes. Starting with Breakfast choices, with support	BTEC Home Cooking Skills Following BTEC Home Skills to develop independent living skills to be able to prepare simple dishes, broken down into categories of Breakfast, Lunch and Dinner, to peer teach the class their chosen recipes. Continuing with breakfast choices, with support	BTEC Home Cooking Skills Following BTEC Home Skills to develop independent living skills to be able to prepare simple dishes, broken down into categories of Breakfast, Lunch and Dinner, to peer teach the class their chosen recipes. Starting lunch choices, with support	BTEC Home Cooking Skills Following BTEC Home Skills to develop independent living skills to be able to prepare simple dishes, broken down into categories of Breakfast, Lunch and Dinner, to peer teach the class their chosen recipes. Continuing with lunch choices, with support
Reading	For pupils to be able to predict the outcome from using or adding ingredients, following step-by-step instructions, created by peers., with support	For pupils to be able to predict the outcome from using or adding ingredients, following step-by-step instructions, created by peers.	For pupils to be able to predict the outcome from using or adding ingredients, following step-by-step instructions, created by peers.	For pupils to be able to predict the outcome from using or adding ingredients, following step-by-step instructions, created by peers.	For pupils to be able to predict the outcome from using or adding ingredients, following step-by-step instructions, created by peers.	For pupils to be able to predict the outcome from using or adding ingredients, following step-by-step instructions, created by peers, with support
Writing	Pupils to be able to use descriptive language in evaluating completed dishes, to use key terminology, in analysing dishes made to be able to write, with support.	Pupils to be able to use descriptive language in evaluating completed dishes, to use key terminology, in analysing dishes made to be able to write, with support.	Pupils to be able to use descriptive language in evaluating completed dishes, to use key terminology, in analysing dishes made, to be able to write, with support.	Pupils to be able to use descriptive language in evaluating completed dishes, to use key terminology, in analysing dishes made to be able to write, with support.	Pupils to be able to use descriptive language in evaluating completed dishes, to use key terminology, in analysing dishes made to be able to write with support.	Pupils to be able to use descriptive language in evaluating completed dishes, to use key terminology, in analysing dishes made, to be able to write with support.
Number	Pupils to use Multiplication and division to work out quantities in recipes, to be able to increase or decrease, the amount of ingredients needed to be able to peer teach the lesson, with support.	Pupils to use Multiplication and division to work out quantities in recipes, to be able to increase or decrease, the amount of ingredients needed to be able to peer teach the lesson, with support.	Pupils to use Multiplication and division to work out quantities in recipes, to be able to increase or decrease, the amount of ingredients needed to be able to peer teach the lesson, with support.	Pupils to use Multiplication and division to work out quantities in recipes, to be able to increase or decrease, the amount of ingredients needed to be able to peer teach the lesson, with support.	Pupils to use Multiplication and division to work out quantities in recipes, to be able to increase or decrease, the amount of ingredients needed to be able to peer teach the lesson, with support	Pupils to use Multiplication and division to work out quantities in recipes, to be able to increase or decrease, the amount of ingredients needed to be able to peer teach the lesson, with support
Year 11	V Certs NCFE Making recipe books, choosing own recipes, making practical dishes, to further independent living skills and employability.	V Certs NCFE Making recipe books, choosing own recipes, making practical dishes, to further independent living skills and employability.	V Certs NCFE Revision for exam module 3, balanced diets. Practising Exam-style questions, doing sample question papers.	V Certs NCFE Revision for exam module 3, balanced diets Practising Exam-style questions, doing sample question papers.	V Certs NCFE Checking portfolio content, ready for moderation. Completing any outstanding theory.	V Certs NCFE Checking portfolio content, ready for moderation. Completing any outstanding theory.

Reading	For pupils to be able to predict the outcome from using or adding ingredients, following step-by-step instructions, created by themselves. Creating the dishes independently without support.	For pupils to be able to predict the outcome from using or adding ingredients, following step-by-step instructions, created by themselves. Creating the dishes independently without support.	To able to understand text and questioning	To able to understand text and questioning.	Reading previous work, checking for grammatical errors.	Reading previous work, checking for grammatical errors.
Writing	Pupils to be able to use descriptive language in evaluating completed dishes, when writing recipes	Pupils to be able to use descriptive language in evaluating completed dishes, when writing recipes	Exam style question writing, sentence starters.	Exam style question writing, sentence starters.	Re-writing to improve work	Re writing to improve work
Number	Using maths when developing, recipes, using multiplication to make more of the chosen dish, or division to scale down a recipe for different numbers of people. Showing some independent learning.	Using maths when developing, recipes, using multiplication to make more of the chosen dish, or division to scale down a recipe for different numbers of people. Showing some independent learning.	Timing skills, timing practise papers. Time spent on questions.	Timing skills, timing practise papers. Time spent on questions.	Page number referencing	Page number referencing
Year 12-13	BTEC Home Cooking Skills Following BTEC Home Skills to develop independent living skills to be able to prepare simple dishes, broken down into categories of Breakfast, Lunch and Dinner, to peer teach the class their chosen recipes. Starting dinner choices, showing independent learning.	BTEC Home Cooking Skills Following BTEC Home Skills to develop independent living skills to be able to prepare simple dishes, broken down into categories of Breakfast, Lunch and Dinner, to peer teach the class their chosen recipes. Starting dinner choices, showing independent learning.	BTEC Home Cooking Skills Following BTEC Home Skills to develop independent living skills to be able to prepare simple dishes, broken down into categories of Breakfast, Lunch and Dinner, to peer teach the class their chosen recipes. Starting with breakfast choices showing some independent learning skills.	BTEC Home Cooking Skills Following BTEC Home Skills to develop independent living skills to be able to prepare simple dishes, broken down into categories of Breakfast, Lunch and Dinner, to peer teach the class their chosen recipes. Continuing with breakfast choices, showing some independent learning skills.	BTEC Home Cooking Skills Following BTEC Home Skills to develop independent living skills to be able to prepare simple dishes, broken down into categories of Breakfast, Lunch and Dinner, to peer teach the class their chosen recipes. Continuing with Lunch choices, showing some independent learning skills.	BTEC Home Cooking Skills Following BTEC Home Skills to develop independent living skills to be able to prepare simple dishes, broken down into categories of Breakfast, Lunch and Dinner, to peer teach the class their chosen recipes. Continuing with Lunch choices, showing some independent learning skills.
Reading	For pupils to be able to predict the outcome from using or adding ingredients, following step-by-step instructions, created by peers, with limited support.	For pupils to be able to predict the outcome from using or adding ingredients, following step-by-step instructions, created by peers, with limited support.	For pupils to be able to predict the outcome from using or adding ingredients, following step-by-step instructions, created by peers showing some independent learning skills.	For pupils to be able to predict the outcome from using or adding ingredients, following step-by-step instructions, created by peers showing some independent learning skills.	For pupils to be able to predict the outcome from using or adding ingredients, following step-by-step instructions created by peers. With limited support given.	For pupils to be able to predict the outcome from using or adding ingredients, following step-by-step instructions created by peers. With limited support given
Writing	Pupils to be able to use descriptive language in evaluating completed dishes. To use key terminology in analysing dishes made. To be able to write with limited support.	Pupils to be able to use descriptive language in evaluating completed dishes. To use key terminology in analysing dishes made. To be able to write with limited support.	Pupils to be able to use descriptive language in evaluating completed dishes. To use key terminology in analysing dishes made. To be able to write showing some independent learning skills.	Pupils to be able to use descriptive language in evaluating completed dishes. To use key terminology in analysing dishes made. To be able to write showing some independent learning skills.	Pupils to be able to use descriptive language in evaluating completed dishes. To use key terminology in analysing dishes made. To be able to write with limited support.	Pupils to be able to use descriptive language in evaluating completed dishes. To use key terminology in analysing dishes made. To be able to write with limited support.
Number	Pupils to use Multiplication and division to work out quantities in recipes, to be able to increase or decrease the amount of ingredients needed to be able to peer teach the lesson with limited support.	Pupils to use Multiplication and division to work out quantities in recipes, to be able to increase or decrease the amount of ingredients needed to be able to peer teach the lesson with limited support.	Pupils to use Multiplication and division to work out quantities in recipes, to be able to increase or decrease the amount of ingredients needed to be able to peer teach the lesson showing some independent learning skills.	Pupils to use Multiplication and division to work out quantities in recipes, to be able to increase or decrease the amount of ingredients needed to be able to peer teach the lesson showing some independent learning skills.	Pupils to use Multiplication and division to work out quantities in recipes, to be able to increase or decrease the amount of ingredients needed to be able to peer teach the lesson with limited support.	Pupils to use Multiplication and division to work out quantities in recipes, to be able to increase or decrease the amount of ingredients needed to be able to peer teach the lesson with limited support.