

Greenfields Academy (Secondary) - Long Term Planning – TECHNOLOGY

Academic Year Overview 2020/21 – YEAR 10

Term ➔	Autumn		Spring		Summer	
	1	2	3	4	5	6
TRANSITION FROM... ➔	Unit 1 – Preparing to cook	Unit 1 – Preparing to cook	Unit1 – Preparing to cook	Unit 2 – Understanding Foods	Unit 2 – Understanding Foods	Unit 2 – Understanding Foods
Weekly Sequence	KEY: N – New Learning & Knowledge, KQ – Key Question, WSF – Whole School Focus (eg. Computing Week, Language Day)					
1	N – To identify potential personal safety hazards and risks in the cooking environment KQ – Why is this important?	N – To summarise practical plans of recipes completed. KQ – Did you follow the recipe exactly? What tools did you work?	N – To make cheese straws KQ – Why do you fold the butter in to make puff pastry?	N – To identify the main food groups. KQ – What are the 5 groups? How is a balanced diet created?	N – to make cottage pie KQ – What else can be added to make the basic recipe healthier/more interesting?	N – To create a cheesecake KQ – What differences can we add to the base/toppings
2	N – To make a Victoria sponge KQ – How do we test eggs are fresh?	N – To make sausage rolls KQ – why do you cook pork thoroughly?	N – To prepare a review of recipes completed KQ – Compare your food to your peers	N – To make fruit salad KQ – Which fruits are superfoods?	N – To explore factors effecting food choices. KQ – vegetarian, allergies	N – Plan a range of dishes which could be added to the lunchtime menu. KQ – What makes these dishes suitable for a school lunchtime? WSF –

3	N – To identify potential food safety hazards and risks in the cooking environment KQ – How to store food correctly? WSF – Report on laptop/research	N – To make scones, choice fruit or cheese KQ – WSF – Review write up	N – To make tomato and red pepper soup KQ – How can you make the soup as smooth as possible. WSF – Write a summary of your recipe.	N – To identify food and how it is sourced. Make a poster for the school kitchen wall to remind the kitchen staff about food groups. KQ – Can food come from multiple sources WSF – research online	N – To prepare an information leaflet on food choices. KQ – Designed on the Laptop WSF – research/designed on computer	N – To make a chicken based dish. KQ – WWW/EBI WSF – Summary on ICT
4	N – To make spag bol KQ – Why do we need to brown the mince?	N – To make stir fry KQ – Why do you cook it quickly?	N – To make pancakes? Savoury and sweet KQ –	N – To make fish goujons KQ – Compare taste to normal fish fingers, which do you prefer?	N – To make carrot cake KQ –	N – To make the pasta based dish. KQ – WWW/EBI
5	N – To produce a useful guide which identifies a range of cooking skills KQ – what different tools are needed for each? Which are healthier?	N – To make a Christmas cake KQ – What spices are added?	N – To write recipe review KQ – Did you like the food? Would you make it again?	N – To understand how seasons affects the availability of food. KQ – Which foods are seasonal in the UK? Summer/Winter? KQ –	N - To review the completed dishes KQ – What did you like about the dish? How could it be improved?	N – To make a cake of your choice? KQ – WWW/EBI
6	N – To make chicken curry KQ – What spices do you add to make?	N – To make mince pies KQ – What is in mincemeat? Why egg glaze?	N – To make Easter Nest KQ –	N – To produce a reference guide for the school kitchen staff to tell them about how seasons affect the availability of fresh foods/make fruit smoothie KQ – How can we make this information accessible to everyone?	N – To make lasagne KQ – Compare shop bought white sauce to homemade, which do you prefer?	N -To record your review findings in a report for the kitchen staff. KQ – Were your meals successful? Cost effective?

7	N – To make chicken curry KQ – What H & S must we follow with raw chicken?	N – To plan and decorate the xmas cake KQ –			N – KQ –	N -To record your review findings in a report for the kitchen staff. KQ – Were your meals successful? Cost effective?
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