

## Greenfields Academy (Secondary) - Long Term Planning – TECHNOLOGY

### Academic Year Overview 2020/21 – YEAR 11



### NCFE Food and Cookery Skills Level 1

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
TRANSITION FROM....	Unit 2 – Understanding Foods	Unit 2/3 – Exploring balanced diets	Unit 3 - Balanced Diets	Unit 4 – Plan and produce recipes from a brief	Unit 4 + consolidation of course	Study Leave
Weekly Sequence	<b>KEY:</b> <b>N – New Learning &amp; Knowledge, KQ – Key Question, WSF – Whole School Focus (e.g. Computing Week, Language Day)</b>					
1	N – To identify the main food groups. KQ – What are the 5 food groups? How is a balanced diet created?	N – To create a fish pie KQ- how can you make sure the mash isn't lumpy?	N – To define and identify what a balanced diet is. KQ – what is a balanced diet and how do we get it	N – To make their chosen healthier recipe. KQ – Which ingredients have you changed? Why?	N – To cook dish 1 from their menu KQ – How are you ensuring food hygiene? WSF –	
2	N – To identify food and how it is sourced. KQ – Can food come from multiple sources?	N – To make a curry/rice dish KQ – Why is it important to cook chicken thoroughly?	N – to identify nutrients that make up a balanced diet and give examples of those nutrients	N – To make their chosen healthier recipe. KQ – Which ingredients have you changed? Why?	N – To cook dish 2 from their menu KQ – How are you ensuring persona safety?	

			KQ – What is a nutrient? Which foods are high/low in certain nutrients.			
<b>3</b>	N – To understand how seasons affects the availability of food. KQ – Which foods are seasonal in the UK? Summer/Winter? WSF – ICT	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 –	N – To identify ways a balanced diet can help you stay healthy KQ – What happens when we have too much or not enough sugar/salt in our diet?	N – To evaluate the success of the ‘healthier’ recipe in a report format. KQ – Where they successful? Would you make them again? How could they be improved?	N – To identify strengths and weakness from their menu and planning. KQ – WWW/EBI	
<b>4</b>	N – To outline factors affecting food choices. KQ – vegetarian, allergies, cost	N – To make a chicken based dish.  KQ – WWW/EBI  WSF – Summary on ICT	N – To explain the Traffic light food label system. KQ – What does RI/GDA mean? What is the difference?	N – To plan a meal for a special event. – 3 courses KQ – what type of food is needed?	N – To complete a written report on their menu. KQ – What would you change if you cooked it again?	
<b>5</b>	N – To select the ingredients for given dishes KQ – Why did you choose the ingredients you did?	N – To make the pasta based dish. KQ – WWW/EBI	N – To examine food labels and their taste. KQ – How do different shops label? Which is the easiest to understand? Why?	N – To design a plan for making the dishes. KQ – Key ingredients/equipment needed?	N – To complete individualised lessons based on different portfolio requirements for each pupil.	
<b>6</b>	N – To use the ingredients for given dishes KQ – What techniques did you use?	N – To make a cake of your choice? KQ – WWW/EBI	N – To explore different recipes and compare their healthiness. KQ – What do the healthier recipes have in common?	N – To Identify and any new skills required for their dishes KQ – Individually based	N – To complete individualised lessons based on different portfolio requirements for each pupil.	

7	N – To review the completed dishes KQ – What did you like about the dish? How could it be improved?	N -To record your review findings in a report for the kitchen staff. KQ – Were your meals successful? Cost effective			N – To complete individualised lessons based on different portfolio requirements for each pupil.	
---	--	---	--	--	--	--

