

The North Gosforth Academy **Food Technology** Learning Journey

	Preparing	Making	Organising	Knowing and Understanding
	<i>Students are taught the importance of planning and preparation in order to ensure a safe and successful cooked end product. This is known as mise en place.</i>	<i>Students are taught a range of cooking processes and methods including: knife skills, hob, grill and oven skills, frying, boiling, creaming and rubbing in methods, eggs and other raising agents, pastry and food safety.</i>	<i>Students are taught to clean efficiently and effectively after they have cooked, in order to maintain a safe kitchen environment with no risks.</i>	<i>This is the subject knowledge students will have following both the theory and the practical lesson.</i>
Emerging	Needs help collecting ingredients and equipment or collects each item as they go along. Rarely remembers to preheat oven.	Typically asks what to do at each step. Misses steps out or tends to add inappropriate or incorrect ingredients or omits ingredients.	Takes a long time to complete the practical. Typically needs to be reminded to wash and dry up, and to dry up before putting away. Unaware of the necessity to clean sinks and working surfaces after use, and/or to place dirty linen in a washing basket.	Not yet aware of why we use the specified ingredients in recipes. Not yet aware of why we use the equipment specified (for example, struggling to mix in a small plastic bowl or using a teaspoon to fold in flour).
Developing	Beginning to collect ingredients and/or equipment but not necessarily everything needed for the cook.	Typically follows the recipe step by step and rarely omits an ingredient. Will still ask what to do next rather than following the recipe.	Understands that washing, drying and putting away is an essential part of cooking. May still not dry items like chopping boards or baking trays thoroughly and may have to be directed to clean working surfaces and sinks.	Beginning to understand that different cooking processes will require different ingredients and produce different effects. Beginning to understand the different groups of nutrients.
Achieving	Collects most equipment and ingredients together before the cook starts. Understands the importance of organisation.	Follows a recipe confidently and rarely makes a mistake.	Washes equipment and dries it thoroughly then puts it away in the correct place. Typically cleans sinks and work surfaces but may leave them wet.	Can, with scaffolding, evaluate their own product, explaining how the techniques they used produced the effects they did. Understands and is confident to explain the different nutrient groups. Can, for example, explain why, horticulturally, a potato is a vegetable when nutritionally it is not.
Exceeding	Beginning to show confidence with mise en place (concept of being fully prepared before cooking starts) but might not weigh/measure all ingredients before starting.	Follows the recipe efficiently in order to produce a product which is appetising and balanced in terms of flavour. Beginning to understand the different flavours of spices and herbs.	Washes equipment efficiently and dries it thoroughly then puts it away in the correct place. Cleans and dries sinks, draining boards and work surfaces.	Can independently evaluate their own product, explaining how the techniques they used produced the effects they did and suggesting alternative methods to produce the same or better results. Beginning to understand seasonality and provenance – why certain dishes are associated with certain seasons, eg strawberries and cream in the summer or pumpkin soup in autumn.
Excelling	Full mise en place done which includes all equipment and ingredients	Produces food which is of high quality in a highly efficient manner. Will make tweaks to seasoning as appropriate, to taste.	Washes and dries up with care and attention to detail, then puts equipment	Knows a range of cooking techniques and why they are used.

	<p>correctly assembled and weighed out in an efficient and timely manner.</p>		<p>away. Cleans workspace and sink leaving it hygienically clean.</p>	<p>Understands the science of nutrition and the different effects the five macronutrients have on the body, as well as the role and function of micronutrients. Can explain seasonality and provenance and suggest alternative ingredients for unseasonal produce or produce which is unavailable locally.</p> <p>Knows the properties of ingredients and how different combinations of ingredients produce different reactions when cooked or eaten together raw. Knows the provenance of ingredients and understands seasonality.</p> <p>Knows which equipment to use in order to produce the best results.</p>
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In Year 9, the students' knowledge journey...

In Year 8, students' knowledge journey...

In Year 7, students' knowledge journey includes...

Assessment 1:
Use of techniques
(rubbing) and oven skills
– Cheese Scones

Assessment 2:
Design Technology
Assessment (subject to
rotation)

Assessment 1:
Bread processes and
raising agents– soda
bread or flatbreads

Assessment 2:
Design Technology
Assessment (subject to
rotation)

Assessment 1:
Hob and sauce
making skills – Mac
and Cheese

Assessment 2:
Preparation of
nutritious meal on a
budget – tba.

Food Technology
curriculum for Y9 is
being rewritten now
that Year 9 will study
Food Technology
throughout Year 9.