

SCHEME OF ASSESSMENT – FOOD TECHNOLOGY - YEAR 7

Common Assessment Title and Assessment Method	Completed by	Standardisation / Moderation	Scheme of Learning Reference / Matrix Reference	Teacher feedback method / Student response method
Health and safety Design skills: students design and make a sculpture from fruit and vegetables Knife skills: Students produce a fruit sculpture using the bridge and claw method following on from the fruit salad lesson.	Autumn 1 Spring 2	Lesson observation and learning walks. Fruit Sculpture practical- how accurately and safely have they been produced. Design lesson: Teacher to show an example of a 'good' design, discuss as a class what makes it good. Quality of design and design skills. Teacher to assess the quality of design in relation to finish product.	L4 – Fruit Sculpture design sheet – 1.1 L5 – Fruit sculpture Practical – 1.2 & 2.3	Verbal feedback given Class feedback for sculptures Feedback given in OneNote & Teams (Quality of evaluations looked at group feedback via OneNote)
Literacy: students answer question from watching a demo on cheese scones. Practical – making cheese scones	Autumn 2 Summer 1	Questions demonstrate students understanding and knowledge of ingredients, methods and processes. Working to a design brief: How does the finished product match the brief? Practical – rubbing in method	L2 – Practical cheese scones – 3.1 & whole of 2.	Verbal feedback given Feedback given on OneNote/Teams
Research skills: Eat well guide and 5 a day looking at presentation and knowledge and understanding. Eat well guide underpins a lot of FT and covered in every year group starting with year 7.	Spring 1 Summer 2	Quality of research and presentation skills lesson observation and learning walks using appropriate questioning.	L1 – Eat well guide – 2.2 & 4.2	Student's feedback to class a fact from their research Teacher gives verbal feedback when and where appropriate. Feedback given on OneNote/Teams.

FT: Year 7

All students are on a rotation for half the year divided with DT. During this year students will contribute to a Showbie file to demonstrate coverage of the four assessment objectives. Students are joining the school with a very varied experience of Food Technology and often without practical experience in a professional kitchen environment.

Our aim is to build their confidence within this environment whilst looking at a variety of basic skills. The initial lessons are based on how to work within the area whilst considering safety and hygiene in a practical room and working with food. Hygiene is related to personal, environmental, preparing, cooking, clearing and storing. This is related to each practical and built up in complexity throughout the term. The chosen practical tasks are given to the students so that they improve this awareness and are able to understand basic cooking methods such as hob, oven and grill. There will be a strong emphasis on preparing students to be able to follow a given recipe understanding the use of timings and temperature control. The latter half of the rotation is given over to applying these skills to Foods Around the World and being able to consider other recipes on a given theme.

We aim to bridge the gap of students with a wealth of experience and those with none at the start of their secondary school career. All of the above is delivered through a combination of practical and theory lessons. Students are expected to use the structure of the each task as an opportunity to fully engage with these tasks and should be at beginning and developing levels therefore covering the assessment objectives. Year 7 is the first of the building blocks of the subject so that they can work confidently and safely in Years 8 and 9.