

HEALTH AND FOOD TECHNOLOGY CURRICULUM OVERVIEW

S1 COURSE RATIONALE

This Course enables learners to develop a basic knowledge about safe and hygienic practices in the preparation of food products in different contexts. Learners gain an understanding of the relationships between nutrition, food and health. Learners then use these practical skills to apply their knowledge and skills in relation to food, health and nutrition in practical contexts. Learners will develop routine problem-solving skills through a practical and experiential approach to learning and assessment.

SIGNIFICANT ASPECTS OF LEARNING	UNIT/CONTENT	SKILLS	FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT	PROGRESSION	IDL	LINKS TO: <ul style="list-style-type: none"> LITERACY NUMERACY HEALTH AND WELLBEING EMPLOYABILITY, ENTERPRISE AND CITIZENSHIP THINKING SKILLS
Keeping Safe and Hygienic	Introduction to Cookery <ul style="list-style-type: none"> Safety Hygiene Weighing and measuring Equipment 	This unit will introduce basic practical food preparation skills and techniques using appropriate tools and equipment. It will demonstrate application of safe and hygienic practices during food preparation and encourage basic organisational skills.	<ul style="list-style-type: none"> Group activity - chocolate truffles 	<ul style="list-style-type: none"> End of unit practical assessment (fairy cakes) End of unit theory assessment 	S2 - Individual needs S2 - Dietary Diseases		1 Literacy 1.3 Listening and talking 2 Numeracy 2.2 Money, time and measurement 3 Health and wellbeing 3.3 Physical wellbeing 4 Employability, enterprise and citizenship 4.6 Citizenship 5 Thinking skills 5.3 Applying
Food and Textiles Technologies	Introduction to Textiles <ul style="list-style-type: none"> Safety Equipment Weighing and measuring Design and manufacture Recycling 	The unit, with its focus on practical textiles, will develop the following technological skills: identifying ideas for fashion/textile items; preparing to make fashion/textile items by choosing appropriate textiles, construction techniques and equipment; using equipment and tools safely; making		<ul style="list-style-type: none"> End of unit practical assessment (cushion) End of unit theory assessment 	<ul style="list-style-type: none"> Malawi - design and make pencil case 		2 Numeracy 2.2 Money, time and measurement 3 Health and wellbeing 3.1 Personal learning 5 Thinking skills 5.3 Applying

		<p>fashion/textile items; and reviewing completed fashion/textile items. Learners will also have the opportunity to develop skills of problem-solving, making informed choices and taking responsibility for the development of an idea through to a completed item. They will also continue to acquire the attributes and capabilities of the four capacities as well as: an enthusiasm and a willingness to learn; perseverance, resilience and independence; responsibility and reliability; and confidence and enterprise.</p>					
<p>The Food Experience</p> <p>Keeping Safe and Hygienic</p> <p>Food and Textile Technologies</p>	<p>Pizza Challenge</p> <p>Stages of product development</p> <p>Market research</p> <p>Advertising</p> <p>Costing</p>			<p>Group presentations</p>		<p>ICT</p> <ul style="list-style-type: none"> Advertising 	<p>1 Literacy</p> <p>1.3 Listening and talking</p> <p>2 Numeracy</p> <p>2.2 Money, time and measurement</p> <p>4 Employability, enterprise and citizenship</p> <p>4.6 Citizenship</p> <p>5 Thinking skills</p> <p>5.3 Applying</p>
<p>Nutritional Needs</p> <p>Keeping Safe and Hygienic</p>	<p>Nutrients</p> <p>Basic knowledge of function and sources of:</p> <ul style="list-style-type: none"> Protein Carbohydrates Fat Vitamin A/B/C/D Calcium Iron 	<p>The general aim of this Unit is to encourage learners to develop awareness of the relationship between food, health and nutrition. Learners will gain an understanding of micro and macro nutrients. Through practical activities, learners develop practical skills for preparing basic food products,</p>		<ul style="list-style-type: none"> End of unit practical assessment (courgette soup) End of unit theory assessment 	<p>S2 - Individual needs</p> <p>S2 - Dietary Diseases</p>		<p>1 Literacy</p> <p>1.3 Listening and talking</p> <p>2 Numeracy</p> <p>2.2 Money, time and measurement</p> <p>3 Health and wellbeing</p> <p>3.3 Physical wellbeing</p> <p>4 Employability, enterprise and citizenship</p> <p>4.6 Citizenship</p> <p>5 Thinking skills</p>

	<ul style="list-style-type: none"> Fibre Water 	using safe and hygienic practices, and develop an understanding of recipe analysis.					5.3 Applying
The Food Experience Developing Healthy Choices Nutritional Needs Keeping Safe and Hygienic Food and Textile Technologies	Dietary Goals <ul style="list-style-type: none"> Basic understanding of healthy diet Dietary goals - how to meet the dietary goals and the importance of meeting them. 	The general aim of this Unit is to encourage learners to develop awareness of the relationship between food, health and nutrition. Learners will gain an understanding of current dietary advice. Through practical activities, learners develop practical skills for preparing basic food products, using safe and hygienic practices, which meet the dietary goals.		<ul style="list-style-type: none"> In groups pupils will research a suitable dish to encourage dietary goals. Pupils will prepare and evaluate the suitability of the dish. 	S2 - Individual needs S2 - Dietary Diseases		1 Literacy 1.3 Listening and talking 2 Numeracy 2.2 Money, time and measurement 3 Health and wellbeing 3.3 Physical wellbeing 4 Employability, enterprise and citizenship 4.6 Citizenship 5 Thinking skills 5.3 Applying

S2 COURSE RATIONALE

This Course enables learners to develop a basic knowledge about safe and hygienic practices in the preparation of food products in different contexts. Learners gain an understanding of the relationships between nutrition, food and health. Learners then use these practical skills to apply their knowledge and skills in relation to food, health and nutrition in practical contexts. Learners will develop routine problem-solving skills through a practical and experiential approach to learning and assessment.

SIGNIFICANT ASPECTS OF LEARNING	UNIT/CONTENT	SKILLS	FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT	PROGRESSION	IDL	LINKS TO: <ul style="list-style-type: none"> LITERACY NUMERACY HEALTH AND WELLBEING EMPLOYABILITY, ENTERPRISE AND CITIZENSHIP THINKING SKILLS
<u>Food fact of life</u>	An introduction to the link between Nutrients/ Functions & their	This unit introduces the links that food, nutrients, their	Weekly practical &	End of unit Practical	3 rd Year Broad-based		1 Literacy 1.3 Listening and talking 2 Numeracy

	sources. And the dietary requirements of different groups of people	<p>functions and the dietary requirements of the following groups of people:</p> <ul style="list-style-type: none"> • Babies/toddlers and young children. • Teenagers • Pregnant women • Elderly • Vegetarians • Invalids <p>This is completed through theory and practical lessons.</p>	Homework	<p>Assessment (Spicy Chicken Pasta).</p> <p>End of Unit project incorporating the dietary requirements for the 6 groups of people</p>	<p>Curriculum for:</p> <p>Health & Food Technology.</p> <p>Hospitality.</p> <p>Early Education & childcare.</p> <p>Fashion & Textile Technology.</p>	<p>2.2 Money, time and measurement</p> <p>3 Health and wellbeing</p> <p>3.3 Physical wellbeing</p> <p>4 Employability, enterprise and citizenship</p> <p>4.6 Citizenship</p> <p>5 Thinking skills</p> <p>5.3 Applying</p>
<u>Fit for life</u>	An introduction to a variety of Dietary Conditions and their links with food/diet for contributory and preventative measures.	<p>This unit introduces some of the main dietary conditions and the links to food/diet. Outlining the contributory and preventative measures for the following conditions:</p> <ul style="list-style-type: none"> • Obesity • Dental Decay • Heart Disease • Cancer • Diabetes • High Blood Pressure <p>This is completed through theory and practical lessons.</p>	<p>Weekly practical & Homework</p> <p>Peer assessment Comment Sheet.</p>	<p>Practical Assessment (Chicken Noodle Soup)</p> <p>Written Assessment - Multiple Choice</p> <p>Group Peer Assessed Presentation.</p>		<p>1 Literacy</p> <p>1.3 Listening and talking</p> <p>2 Numeracy</p> <p>2.2 Money, time and measurement</p> <p>3 Health and wellbeing</p> <p>3.1 Personal learning</p> <p>5 Thinking skills</p> <p>5.3 Applying</p>
<u>Taster Session</u>	An overview of the	This unit provides pupils with	Weekly			<p>1 Literacy</p> <p>1.3 Listening and talking</p>

	subjects available in third year within the HFT department.	<p>an overview of the following subjects in the department that is available in third year.</p> <ul style="list-style-type: none"> • Health and Food Technology • Hospitality • Early Education & childcare • Fashion & Textile Technology <p>This is completed through theory and practical work,</p>	practical & Homework				<p>2 Numeracy 2.2 Money, time and measurement 4 Employability, enterprise and citizenship 4.6 Citizenship 5 Thinking skills 5.3 Applying</p>
<u>Malawi</u>	This unit is to provide pupils with an overview about Malawi the country and including it's food, history & culture, This unit will also involve the manufacture of a item to be gifted to the school they are visiting.	This unit provides pupils with information about the country of Malawi. They are able to make foods which follow the Malawi recipes and will produce a pencil case with letter to be given to the school in Malawi.	Weekly practical & Homework			Link with the trip to Malawi	<p>1 Literacy 1.3 Listening and talking 2 Numeracy 2.2 Money, time and measurement 3 Health and wellbeing 3.3 Physical wellbeing 4 Employability, enterprise and citizenship 4.6 Citizenship 5 Thinking skills 5.3 Applying</p>
<u>Heath and Wellbeing Award</u>	An SQA Award which is undertaken both in the Health Food and Technology Department and PE Department aimed at	The Health and wellbeing award is undertaken both in the Health Food and Technology Department and PE Department aiming to improve pupil's well-being.	Weekly practical & Homework	Health & Wellbeing: Level 4 Award Exploring Wellbeing		Award Shared with PE.	<p>1 Literacy 1.3 Listening and talking 2 Numeracy 2.2 Money, time and measurement 3 Health and wellbeing 3.3 Physical wellbeing 4 Employability, enterprise and</p>

	improving own well-being.	<p>In order to achieve this unit pupil's will have to investigate what well-being means in different contexts:</p> <ul style="list-style-type: none">• Physical• Cognitive• Emotional• Social <p>This is completed through theory and practical work,</p>					<p>citizenship 4.6 Citizenship 5 Thinking skills 5.3 Applying</p>
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