



Design & Food Technology Policy September 2023

This Policy was reviewed

September 2023

Next review date September 2024

Intent

Design and Food Technology is a foundation subject within the National Curriculum. The aims of teaching Design and Food Technology are to give all of the children the opportunity to use their creative minds. We hope this will develop potential careers in Engineering and Design as well as a lifelong love of healthy eating.

Aims

In line with the National Curriculum, through the teaching of Design and Food technology, we aim to ensure all Folville pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

Policy and statutory guidance

Prior Learning (Key Stage 1) <ul style="list-style-type: none">• Design and make• Build structures• Explore and use mechanisms• Understanding where food comes from and the principles of healthy and varied diet.
Year 3 <ul style="list-style-type: none">• Design, make and evaluate products• Focussing on skills – selecting and carefully using tools and equipment, cutting, shaping, joining and finishing, and organisation.• Structures – apply their understanding of how to strengthen, stiffen and reinforce to make strong and stable free-standing structures – e.g. photo frame• Textiles - Sewing a bookmark / puppet• Food Technology – make a healthy sandwich / wrap
Year 4 <ul style="list-style-type: none">• Design, make and evaluate products against design criteria• Understand and use electrical systems in their products e.g. building Iron Men with lighting up eyes / torch / night light / light box / steady hand game.• Understand and use mechanical systems in their products (levers and linkages) e.g. make a moving picture / marble run / cause and effect run with various mechanisms making things happen.• Food Technology – Design and make a cake / cupcakes – sponge, filling, topping

Year 5

- Design, make and evaluate products against design criteria focusing on prototypes and pattern pieces
- Understand and use mechanical systems in their products (cams / crank). Make a cam toy.
- Sewing a money container with a button / press stud fastening and practicing a variety of sewing stitches and with greater precision
- Food Technology — Cooking lessons - Understand Healthy Eating and seasonality and know where and how ingredients are grown, reared, caught and processed and learning how to make meals from the major food groups – frittata / vegetable soup / spaghetti bolognese / cake / pizza

Year 6

- Design and make innovative, functional and appealing products that are fit for purpose; make and evaluate products against design criteria.
- Cooking and nutrition; Healthy Lives – food - principles of varied diet; prepare and cook range of dishes using different skills; understand seasonality and know where and how ingredients are grown, reared, caught and processed – Come dine with me - To design a 3-course seasonal / locally sourced / gluten free / vegetarian or vegan meal / dishes from the war – rationing
- Structure, mechanisms, electrical systems – make a lighthouse / an amusement theme park.
- Enterprise project.
- Digital world – Design and print a 3D CAD designed model

Appendix 1 Risk Assessment - Food Technology September 2024

Hazard observed	Who may be harmed?	Control measures	
Fire / explosion	Staff, pupils	<ul style="list-style-type: none"> • Ensure fire blankets and extinguishers are present in all cooking rooms. • Ensure annual inspections are carried out on gas and electric cookers. • Ensure all rooms have emergency shut off devices which are easily accessible at all times. • Ensure oils are not allowed to overheat. • School to ensure emergency evacuation procedures are in place. • Pupils briefed on action to take in case of a fire. 	
Cuts from sharp knives	Staff Pupils	<ul style="list-style-type: none"> • Ensure there is good supervision at all times when sharp knives are being used. • Ensure any accidents that do occur are recorded in minor injuries book with more serious injuries being recorded on SO2 form with SI in school office. • Ensure all knives are counted out and all returned and accounted for at the end of the lesson. 	
Slips, trips and falls	Staff, pupils	<ul style="list-style-type: none"> • Due to nature of activities undertaken in subject, ensure all classroom floors are in good condition and free from tripping hazards. • Ensure all spills are cleaned up immediately. 	
Food Hygiene	Staff, Pupils and members of the public.	<ul style="list-style-type: none"> • Perishable foods are to be stored under refrigeration at 5 C or less, if likely to be longer than four hours before being used in a lesson and/or finished item taken home. • Hands to be washed before handling foodstuffs, after eating, after going to the toilet, after handling raw meats, fish and eggs, after contact with hair, noses, mouth, ears etc... • Long hair to be tied back. • Cuts, grazes and rings to be covered with blue plasters. • Items of jewellery removed during lesson or covered. • Aprons to be worn. • Separate chopping boards and utensils to be used for handling raw and cooked foods, and foods like vegetables and fruit. • Hot food to be thoroughly cooked to at least 63 C at the centre. Visually meat should not be pink and juices should run clear. • Hot foods to be fully cooled before placing under refrigeration. • Raw vegetables and fruit to be washed if to be eaten raw. • Food handling surfaces/ areas to be thoroughly cleaned using hot soapy water as necessary. 	
Hazardous substances	Staff, pupils	<ul style="list-style-type: none"> • Avoid oven cleaners if possible e.g. by regular cleaning with detergents and abrasive pads etc. • If use of oven cleaners cannot be avoided, select products with lowest concentration of sodium hydroxide that is effective and preferably those which are applied directly rather than spraying. • Oven cleaning with corrosive cleaners should not be undertaken by pupils. 	

		<ul style="list-style-type: none"> • Follow manufacturer instructions. • Wear long gloves and ensure all exposed skin is protected. Wear a face shield. • Store oven cleaners where they are inaccessible to pupils. • Ensure staff are aware of first aid procedures. 	
Burns and scalds	Staff, pupils	<ul style="list-style-type: none"> • Ensure cookers are safely located away from traffic routes. • Instruct pupils in the safe use of cookers. • Limit number of pupils around cookers to ensure safe movement. • Instruct pupils about positioning panhandles on hobs and ensure regular checks are made by staff. • Provide pupils and staff with heatproof gloves, cloths etc... • Ensure that oil does not overheat, avoid deep fat frying on hob by using thermostatically controlled electric fryers. • Ensure staff are aware of first aid procedures 	

Appendix 2 Risk Assessment - Technology September 2024

Hazard observed	Who may be harmed?	Control measures	
Cuts from sharp saws / drills	Staff, pupils	<ul style="list-style-type: none">• Instruct pupils in the safe use of saws and drills.• Ensure there is good supervision at all times when saws and drills are being used.• Ensure any accidents that do occur are recorded in minor injuries book with more serious injuries being recorded on SO2 form with SI in school office.• Ensure all saws and drills are counted out and all returned and accounted for at the end of the lesson.	
Burns and scalds	Staff, pupils	<ul style="list-style-type: none">• Instruct pupils in the safe use of glue guns.• Limit number of pupils around glue guns to ensure safe movement.• Instruct pupils about positioning glue guns safely and ensure regular checks are made by staff.• Ensure staff are aware of first aid procedures	