



# CURRICULUM – FOOD TECHNOLOGY

Intent, Curriculum Map & Age Related Expectations

## Abstract

Students are carefully provided with feedback on their learning to enable them to improve. They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

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## Whole School INTENT

**Southchurch students embrace learning opportunities.**

### INTENT, IMPLEMENTATION & IMPACT

#### Intent

- Southchurch Students can develop a love for cooking through creating and designing healthy meals and dishes.

#### Implementation

- Sequencing of the curriculum
- Adaptive teaching (to take into account of what the learners know and don't know)
- Extending opportunities for extracurricular

#### Impact

- All students will achieve their potential with altered trajectories

## KS2 Links

### National Curriculum in England - design and technology

Cooking and nutrition as part of their work with food - should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

#### Key stage 1

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

#### Key stage 2

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

# CURRICULUM MAP

After each topic students will sit an 'End of Topic Assessment' to assess their learning. Students will also sit Summative Assessments in the form of Assessment Point Tests (AP's) that will happen at specific points in the year varying on the year group. All subjects will be assessed during the Assessment Point window.

- Year 7-9 will have 1 end of year Assessment Point (**food technology will assess the practical work during the second rotation**). <http://www.foodfactoflife.org.uk/>
- Year 10 will have 2 Assessment Points.
- Year 11 will have 2 Assessment Point in the form of examination rehearsals

	Autumn Term														Spring Term											Summer Term													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Yr 7	<b>Rotation 1.1 –</b> Introduction into the world of Food <b>4 Practical lessons</b> <b>Feedforward assessment:</b> <ul style="list-style-type: none"> <li>• <b>Technical skills test</b></li> </ul>							<b>Rotation 1.2</b> <i>Students in classes rotate between DT, Food Technology &amp; Textiles/Graphics</i>							<b>Rotation 1.3</b> <i>Students in classes rotate between DT, Food Technology &amp; Textiles/Graphics</i>					<b>Rotation 2.1</b> Eating the rainbow <b>4 Practical lessons</b> <b>Feedforwards assessment:</b> <ul style="list-style-type: none"> <li>• <b>Independent Skill test</b></li> </ul>						AP	<b>Rotation 2.2</b> <i>Students in classes rotate between DT, Food Technology &amp; Textiles/Graphics</i>					AP	<b>Rotation 2.3</b> <i>Students in classes rotate between DT, Food Technology &amp; Textiles/Graphics</i>						AP
Yr 8	<b>Rotation 1.1 –</b> Safety First <b>4 Practical lessons</b> <b>Feedforwards assessment:</b> <ul style="list-style-type: none"> <li>• <b>Technical skills test</b></li> </ul>							<b>Rotation 1.2</b> <i>Students in classes rotate between DT, Food Technology &amp; Textiles/Graphics</i>							<b>Rotation 1.3</b> <i>Students in classes rotate between DT, Food Technology &amp; Textiles/Graphics</i>					<b>Rotation 2.1 -</b> Food Unwrapped <b>4 Practical lessons</b> <b>Feedforward assessment:</b> <ul style="list-style-type: none"> <li>• <b>Independent skills test</b></li> </ul>						AP	<b>Rotation 2.2</b> <i>Students in classes rotate between DT, Food Technology &amp; Textiles/Graphics</i>					AP	<b>Rotation 2.3</b> <i>Students in classes rotate between DT, Food Technology &amp; Textiles/Graphics</i>						AP
Yr 9	<b>Rotation 1.1 –</b> The Final table – Food for all <b>4 Practical lessons</b> <b>Feedforward assessment:</b> <ul style="list-style-type: none"> <li>• <b>Technical skills test</b></li> </ul>							<b>Rotation 1.2</b> <i>Students in classes rotate between DT, Food Technology &amp; Textiles/Graphics</i>							<b>Rotation 1.3</b> <i>Students in classes rotate between DT, Food Technology &amp; Textiles/Graphics</i>					<b>Rotation 2.1 –</b> The great Southchurch menu <b>4 Practical lessons</b> <b>Feedforward assessment:</b> <ul style="list-style-type: none"> <li>• <b>Independent skills test</b></li> </ul>						AP	<b>Rotation 2.2</b> <i>Students in classes rotate between DT, Food Technology &amp; Textiles/Graphics</i>					AP	<b>Rotation 2.3</b> <i>Students in classes rotate between DT, Food Technology &amp; Textiles/Graphics</i>						AP
Yr 10	<b>1.1 Hospitality and catering provisions</b> 1.1.1 Hospitality and catering provisions 1.1.2 Working in the hospitality and catering industry 1.1.3 Working conditions 1.1.4 contributing factors to success of a hospitality and catering industry <b>Feedforwards assessment:</b> <ul style="list-style-type: none"> <li>• <b>End of Topic Assessment</b></li> </ul> <b>1.2 How hospitality and catering provisions operate</b> 1.2.1 the operation of front and back of house 1.2.2 Customer requirements 1.2.3 Provisions to meet specific requirements <b>Feedforwards assessment:</b> <ul style="list-style-type: none"> <li>• <b>End of Topic Assessment</b></li> </ul> <b>1.3 Health and safety in hospitality and catering</b> 1.3.1 Health and safety 1.3.2 Food Safety <b>Feedforwards assessment:</b> <ul style="list-style-type: none"> <li>• <b>End of Topic Assessment</b></li> </ul> <b>1.4 Food Safety in hospitality and catering</b> 1.4.1 Food related causes of ill health 1.4.2 Symptoms and signs of food-induced ill health 1.4.3 Preventative control measures of food-induced ill health 1.4.4 The environmental health officer (EHO) <b>Feedforwards assessment:</b> <ul style="list-style-type: none"> <li>• <b>End of Topic Assessment</b></li> </ul> Practical lessons once a week (focus on mise en place, timekeeping, knife skills etc)														AP	<b>Unit 2 – Component Skills</b>  <b>2.1.1 Different Life stages (1), Nutrition and Special Dietary Needs</b> <b>Feedforwards assessment:</b> <ul style="list-style-type: none"> <li>• <b>End of Topic Assessment</b></li> <li>• <b>Accreditation on nutritional factors</b></li> </ul> <b>2.1.2 Cooking Method</b> <b>Feedforwards assessment:</b> <ul style="list-style-type: none"> <li>• <b>Practical Assessment</b></li> </ul> <b>2.2.1 What goes into planning a menu</b> <b>Feedforwards assessment:</b> <ul style="list-style-type: none"> <li>• <b>End of Topic Assessment</b></li> </ul> <b>2.4.1 Evaluation</b> <b>Feedforwards assessment:</b> <ul style="list-style-type: none"> <li>• <b>End of Topic Assessment</b></li> </ul>											<b>Unit 2 Mock Coursework</b> 2.1.1 - Task 1a - Brief analysis 2.1.1 - Task 1b - Impact on cooking methods <b>Feedforwards assessment:</b> <ul style="list-style-type: none"> <li>• <b>Feedback &amp; Improvements</b></li> </ul> 2.2.1 - Task 2a - Menu Planning 2.2.2 - Task 2b - Producing a Time plan <b>Feedforwards assessment:</b> <ul style="list-style-type: none"> <li>• <b>Feedback &amp; Improvements</b></li> </ul> 2.3.1 - Task 3 Practical Assessment 2.4 - Task 4a&b - Evaluation of cooking skills <b>Feedforwards assessment:</b> <ul style="list-style-type: none"> <li>• <b>Feedback &amp; Improvements</b></li> </ul> <b>Revision of Unit 1</b>											End of Year Mocks	

Yr 11	<b>Non Exam Assessment</b> 2.1.1 - Task 1a - Brief analysis 2.1.2 - Task 1b - Impact on cooking methods <b>Feedforwards assessment:</b> <ul style="list-style-type: none"> <li><b>Feedback &amp; Improvements</b></li> </ul> 2.2.1 - Task 2a - Menu Planning 2.2.2 - Task 2b - Producing a Time plan <b>Feedforwards assessment:</b> <ul style="list-style-type: none"> <li><b>Feedback &amp; Improvements</b></li> </ul> 2.3.1 - Task 3 - Practical Assessment 2.4.1 - Task 4a - Evaluation of cooking skills 2.4.2 - Task 4b - Evaluation of performance <b>Feedforwards assessment:</b> <ul style="list-style-type: none"> <li><b>Feedback &amp; Improvements</b></li> </ul>	<b>Revision</b> 1.1 Hospitality and catering provisions 1.2 How hospitality and catering provisions operate 1.3 Health and safety in hospitality and catering 1.4 Food Safety in hospitality and catering	<b>Revision (Continued)</b>	<b>Exams</b>	
	Examination Rehearsal 1 - (December)				

## KS5 Links

Students at Southchurch High School may take the opportunity to study Catering or similar at KS5 – below are examples of courses available to them.

<https://www.tlevels.gov.uk/students/subjects/catering>

<https://www.instituteforapprenticeships.org/qualifications/t-levels/t-level-information-hub/t-level-in-catering/>

<https://www.southessex.ac.uk/hospitality-catering>

# AGE RELATED EXPECTATIONS

## YEAR 7

	Topics / Units	Investigation and Context	Design, Development and Planning	Making	Testing and Evaluating	Technical Knowledge
4	<b>EXPERT</b>	<ul style="list-style-type: none"> <li>• I can write a specification independently. All the feature points are identified</li> <li>• I can give basic justification to a few points.</li> <li>• I can use my research to influence my designing/ planning</li> </ul>	<ul style="list-style-type: none"> <li>• I can say how suitable my ideas are for my user.</li> <li>• My designs meet a few of my specification points.</li> <li>• My plan of making considers basic Health and Safety points.</li> </ul>	<ul style="list-style-type: none"> <li>• I have started to include some high level skills/processes and I have clearly mastered use of techniques and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare my dish with the main points of my specification/plan and suggest how the specification/product/plan could be changed to improve the final outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the properties and performance of the techniques/ingredients I have used and how this can affect social/moral/cultural situations.</li> <li>• I understand the how to use health and Safety / Mise en Place successfully</li> </ul>
3	<b>ADVANCED</b>	<ul style="list-style-type: none"> <li>• I can write a thorough specification with some guidance.</li> <li>• I can verbalise some of the features of a dish</li> <li>• I can research from a range of sources and analyse it.</li> </ul>	<ul style="list-style-type: none"> <li>• My creations meet at least two of my specification points.</li> <li>• My plan of making includes information about techniques and ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>• I rarely needed help while making my dish.</li> <li>• My finished dish was made with a range different materials/ingredients and skills/processes.</li> </ul>	<ul style="list-style-type: none"> <li>• I can reflect on my own work and suggest ways to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name and explain the health and safety issues related to the tools/equipment/processes I have used.</li> <li>• I can explain what Meis en place has been used</li> </ul>
2	<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>• I need guidance to write a simple list of criteria for my specification.</li> <li>• A couple of points are explained/justified.</li> <li>• I collect accurate information that considers the context given.</li> </ul>	<ul style="list-style-type: none"> <li>• My ideas consider at least one point of my specification.</li> <li>• I have adapted a version of the plan of making.</li> </ul>	<ul style="list-style-type: none"> <li>• In my dish I have successfully completed one basic skill.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make accurate simple suggestions about how to improve my work.</li> </ul>	<ul style="list-style-type: none"> <li>• I can list some of the health and safety implications of the tools/equipment/processes I have used.</li> <li>• I know some of Meis en place and can list when it should be used</li> </ul>
1	<b>POTENTIAL</b>	<ul style="list-style-type: none"> <li>• I have used an existing specification.</li> <li>• I have collected some research with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• I can sketch a few ideas some of which are original. I have used an existing plan of making.</li> </ul>	<ul style="list-style-type: none"> <li>• I needed a lot of help making my product.</li> <li>• My dish has some imperfections.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make simple suggestions on how to improve my work.</li> <li>• I can make a single judgment on the final product/outcome</li> </ul>	<ul style="list-style-type: none"> <li>• I can recall key information from the project as well as names of some of the materials/ingredients/Meis en place and equipment I have used.</li> </ul>

## YEAR 8

	Topics / Units	Investigation and Context	Design, Development and Planning	Making	Testing and Evaluating	Technical Knowledge
4	<b>EXPERT</b>	<ul style="list-style-type: none"> <li>• I can write a detailed specification independently.</li> <li>• I can justify a few of my points in detail.</li> <li>• I can independently research and explain how this relates to the context/dish I am going to make.</li> </ul>	<ul style="list-style-type: none"> <li>• I have considered the social, moral, spiritual and cultural impacts my ideas.</li> <li>• My plan of making considers timings for each stage.</li> </ul>	<ul style="list-style-type: none"> <li>• My product is accurately made giving it a high quality finish and includes a variety of materials/ingredients and complex skills/processes.</li> </ul>	<ul style="list-style-type: none"> <li>• I can accurately evaluate aspects of my ideas/finished product and refine them against needs of the user/specification considering the views of my target market.</li> <li>• I can use feedback to suggest changes.</li> </ul>	<ul style="list-style-type: none"> <li>• I have a broad knowledge of different skills, components, ingredients and techniques</li> </ul>
3	<b>ADVANCED</b>	<ul style="list-style-type: none"> <li>• I can write a specification independently.</li> <li>• Most points are feature points. My research relates closely to the context or user needs.</li> </ul>	<ul style="list-style-type: none"> <li>• I can label materials and justify why I have chosen these, based on their properties.</li> <li>• My plan of making refers to equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• I worked mostly independently.</li> <li>• Parts of the product are accurately made giving a good overall finish.</li> </ul>	<ul style="list-style-type: none"> <li>• I can evaluate most aspects of my ideas/finished dish and adapt future feedback</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply some aspects of my knowledge and understanding to the context.</li> </ul>
2	<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>• My specification is detailed with most points relating to my research.</li> <li>• I have some measurable points.</li> <li>• I collect accurate information that considers the context given.</li> <li>• I can briefly explain what I have found out and say how useful this information is.</li> </ul>	<ul style="list-style-type: none"> <li>• I can label my ideas to show how the different parts of my dish will be made.</li> <li>• I have explained how the plans work.</li> <li>• I can independently produce a basic plan of making.</li> </ul>	<ul style="list-style-type: none"> <li>• During the making of my product, I have used a few basic skills with growing independence.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say or write www/EBI for both practical and written work.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name and describe most of the key information, skills, techniques, equipment and ingredients I have used.</li> </ul>
1	<b>POTENTIAL</b>	<ul style="list-style-type: none"> <li>• I need guidance to write a simple list of criteria for my specification. A couple of points are explained/justified.</li> <li>• I collect accurate information that considers the context given.</li> </ul>	<ul style="list-style-type: none"> <li>• My ideas consider at least one point of my specification.</li> <li>• I have adapted a version of the plan of making.</li> </ul>	<ul style="list-style-type: none"> <li>• In my product I have successfully completed one basic skill.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make accurate simple suggestions about how to improve my work.</li> </ul>	<ul style="list-style-type: none"> <li>• I can list some of the health and safety implications of the equipment/processes/ Meis en place I have used.</li> </ul>

## YEAR 9

	Topics / Units	Investigation and Context	Design, Development and Planning	Making	Testing and Evaluating	Technical Knowledge
4	<b>EXPERT</b>	<ul style="list-style-type: none"> <li>• My specification is linked to the findings of my research.</li> <li>• I can analyse my research independently and explain how the information will influence my final product.</li> </ul>	<ul style="list-style-type: none"> <li>• My ideas are based on my feedback.</li> <li>• I have used a time plan to model the plan</li> <li>• My plan of making considers contingencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Highly skillful and creative product covering a range of materials/ingredients and skills/processes.</li> </ul>	<ul style="list-style-type: none"> <li>• My evaluation clearly considers how my product is influenced/effects social, moral, cultural and environmental issues.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my knowledge to plan/create a product that accurately fits the user needs.</li> <li>• I can use Mies en Place accurately</li> </ul>
3	<b>ADVANCED</b>	<ul style="list-style-type: none"> <li>• I can write a detailed specification independently and verbally with most of the feature points.</li> <li>• I can give basic justification to a few points.</li> <li>• I can independently collect a range of relevant information closely relating to the context.</li> </ul>	<ul style="list-style-type: none"> <li>• I can create a wide variety of creative and innovative ideas.</li> <li>• I have used my model to help me develop my design to a final solution.</li> <li>• My plan of making considers basic Quality Control Checks.</li> </ul>	<ul style="list-style-type: none"> <li>• My dish is accurately made and meets the demands of the method.</li> <li>• Overall, I have achieved a good level of presentation</li> </ul>	<ul style="list-style-type: none"> <li>• I can discuss how I have solved problems during my planning/development/ making.</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply my knowledge and understanding by responding to several aspects of the context.</li> </ul>
2	<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>• I can write a specification independently with some feature points</li> <li>• I can begin to independently choose the types of research I will gather.</li> </ul>	<ul style="list-style-type: none"> <li>• I can sketch a range of original ideas.</li> <li>• I have modelled my idea with a degree of accuracy.</li> <li>• My detailed plan of making refers to quantities.</li> </ul>	<ul style="list-style-type: none"> <li>• I worked mostly independently. My product works effectively and has a few imperfections.</li> </ul>	<ul style="list-style-type: none"> <li>• I can test some aspects of my product and use the results to write evaluative comments.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name and describe all of the key information, skills, technique, equipment and meis en place I have used.</li> </ul>
1	<b>POTENTIAL</b>	<ul style="list-style-type: none"> <li>• My specification is detailed with most points relating to my research.</li> <li>• I have some feature points.</li> <li>• I collect accurate information that considers the context given.</li> <li>• I can briefly explain what I have found out and say how useful this information is.</li> </ul>	<ul style="list-style-type: none"> <li>• I can label my ideas to show how the different parts of my dish will be made. I have explained how the plans work.</li> <li>• I can independently produce a basic plan of making.</li> </ul>	<ul style="list-style-type: none"> <li>• During the making of my product, I have used a few basic skills with growing independence.</li> </ul>	<ul style="list-style-type: none"> <li>• I can say or write www/EBI for both practical and written work.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name and describe most of the key information, skills, techniques and equipment I have used.</li> </ul>



## KS4 END OF COURSE EXPECTATIONS

### BTEC Tech Award Performing Arts

<b>Aims and learning outcomes</b>	<p><b>Unit 1</b></p> <ul style="list-style-type: none"><li>• In this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.</li></ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"><li>• In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. This unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment:<ul style="list-style-type: none"><li>○ The operation of the front and back of house</li><li>○ Hospitality and catering provision to meet specific requirements</li><li>○ Health and safety in hospitality and catering provision</li><li>○ Food safety</li><li>○ Preventative control measures of food-induced ill health.</li></ul></li></ul>
<b>Assessment objectives</b>	<p><b>The Components focus on:</b></p> <ul style="list-style-type: none"><li>• AO1 Demonstrate knowledge and understanding from across the specification.</li><li>• Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.</li><li>• Analyses and evaluate information, making reasoned judgements and presenting conclusions.</li></ul>

# DEPARTMENT FEEDBACK POLICY

## Formative Feedback

The department will provide continuous formative feedback to students every lesson and track progress each lesson using a holistic 1-4 age related expectation grade.

The department will set topic / unit summative assessments at the end of the topic / unit at set points throughout the year. These will be marked in green pen and improvements fed back to students. These marks will go towards the holistic 1-4 age related expectations formative assessment grade.

A formative assessment data drop will be completed once per half term.

## Assessment Feedback Frequency

KS3 will sit a Summative end of year assessment where the percentage achieved in the assessment will be reported to parents/carers as well as a holistic 1-4 formative assessment grade.

In KS4 Year 10 will sit two summative assessments during the year and the percentage mark of the first Assessment Point (AP1) will be reported and shared with parents/carers as well as a working at 1-9 grade. The second will be an end of year assessment mock style exam. Predictive 1-9 grades will then be calculated at the end of the year.

Year 11 will sit one examination rehearsal halfway through the year in preparation for their actual exams again providing a more accurate working at grade and prediction for end of year results.

## Planning for Feedback

- Feedback must be planned for using the **FEEDFORWARD ASSESSMENT** planning sheets
- This needs to be completed on a specific independent learning activity undertaken in the students' books which should happen every 6-10 lessons.
- Books should be checked at the same time for presentation with an acknowledgement to the student that you have seen their work.
- Feedback should be provided in the following lesson using DIRT (Dedicated Improvement and Reflection Time) activities.
- Red pen by the students should be used to highlight any work done during DIRT activities.

## Feedback Expectations

- **Verbal feedback** - Either one to one or as a class. Misconceptions can be addressed easily.
- **Live Feedback** - The teacher gives feedback as they circulate the room. This feedback is then acted on immediately.
- **Questioning** - The teacher uses a range of questioning techniques (cold call, no opt out, say it again better etc) or mini whiteboards to check understanding.
- **Modelling** - The teacher demonstrates what success looks like and scaffolds how to get there. This can be done verbally or in a written format.
- **Visualiser** - This can be used to do a "we write" model answer, to showcase good work or to address misconceptions.
- **Whole class feedback** - After reading all the books and making notes, the teacher gives feedback on strengths, areas for improvement and misconceptions. Time is given to act on improvements.
- **Written feedback** - Teachers use individual written feedback on a specific piece of work and give students time to act on it (DIRT). The time cost here should be carefully considered.

## Presentation in Books

- Books should be able to be used as **revision aids** by the students.
- Look for **common misconceptions** in all books; assessing the **quality** of the books; ensuring that **high expectations** for **presentation** are upheld and **SPAG** is addressed.
- Selective independent work will be checked using the **FEEDFORWARD ASSESSMENT** Planning sheet

# **NATIONAL CURRICULUM LINKS**

## **Food Technology National Curriculum**

### **Purpose of study**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

### **Aims**

- **Understand and apply the principles of nutrition and health**
- **Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet**
- **Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]**
- **Understand the source, seasonality and characteristics of a broad range of ingredients**

## **Computer science National Curriculum links**

### **Computing National Curriculum**

All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career

In hospitality students are taught to:

- Develop their capability, creativity and knowledge using computers and information technology
- Develop and apply their analytic, problem-solving, design, and computational thinking skills
- Understand how changes in food technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

## **Religious Education National Curriculum Links**

### **Agreed Syllabus for Religious Education**

### **Religious Education in English Schools: Non-Statutory Guidance**

Within the food technology curriculum, we focus on developing an understanding of 'worldwide' views through discussion around how religions, cultures and ethics, restricts and influences food choices.

The demographic of our students influences how we develop our students' understanding of worldwide religious views to ensure that students have a balanced interpretation of different religions.

All pupils receive RE as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural development.

# PERSONAL DEVELOPMENT CURRICULUM

## Aims

The food technology and hospitality and catering curriculum is designed to support and promote the vision of Southchurch High School, “A community of Opportunity, Learning and Aspiration”. The curriculum recognises not only the importance of allowing students to flourish academically but also our wider role in preparing our students for their adult life beyond school. Our Personal Development programme is underpinned by five core pillars;

- **Equality and Diversity**
- **Cultural Capital**
- **Community and Wellbeing**
- **Careers and Employability**
- **Character Development.**

**Character Development:** All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration.

- **Community of Opportunity** – All students are supported and encouraged to perform skills in front of their peers and watched with mutual respect. Students are provided with various, collaborative group tasks each lesson in which all learners are supported on engaging equally and are able to freely share their ideas and opinions.
- **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access. All students are invited to an array of enrichment opportunities including; clubs, trips and visits and workshops.
- **Aspiration** – Students are encouraged to develop their love of creation through careers talks, trips and external speakers. They take every opportunity within lesson to learn and take control over their own personal development.

**Equality & Diversity:** The food technology curriculum aims to develop an understanding through the creation process of showing how people of different faiths, convictions, ability, gender, heritage and ethnicity can form a successful, cohesive and happy community that draws from the best in each of us.

- Students will explore how the designing of dishes needs to consider the needs of different users taking into consideration the cultural, ethical, and religious factors within the designing of new dishes and menu.

**Wellbeing & Community** – The food technology curriculum recognises the importance of our students knowing how to care for themselves both mentally and physically, whilst they also develop personal traits and virtues that will motivate and guide students with confidence and resilience.

**Cultural Capital** – The food technology curriculum supports the school’s vision in ensuring that all students gain the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum.

- **Trips & Visits:**
  - **Y7 - Pizza Express, pizza making morning** <https://www.pizzaexpress.com/kids/school-visits/what-will-your-morning-look-like>
  - **Y8 – Diet and Health Trip**
  - **Y9 – Cooking class with a professional**
  - **Y10 - Design and food technology education visit to Cadbury World** <https://www.cadburyworld.co.uk/schools-and-groups/schools/keystage-3-4-5-secondary/design-food-technology/>
- **Extra-Curricular:**
  - Cooking Club
- **British Values:**
  - **Individual Liberty:** students, within the classroom, have choice over how they learn in certain aspects of the course.
  - **Mutual Respect:** Students are respectful when listening to the opinions and views of other students.
  - **The Rule of Law:** The classroom rules enable all students to develop their skills in an environment where equipment and each other’s feelings are respected.
  - The classroom rules ensure students are all responsible for the learning environment.

- **Tolerance:** Students are tolerant of the opinions and creative ideas of each other. Students value the wide variety of cultures that we explore from all over the world and are tolerant of different faiths and beliefs in the styles we study.
- **Democracy:** Students are all part of the learning experience and are listened to. Students assess each other's work and celebrate each other's successes. All students are granted autonomy and have the opportunity to make choices on how to develop their own creativity.

**Careers & Employability** – The food technology curriculum is designed to ensure students have a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. Through the food technology curriculum, our students are supported to develop the following skills;

- Communication
- Confidence
- Teamwork and Leadership
- Listening and Responding
- Creativity
- Critical thinking and problem solving
- Time management
- Research

### Events

- Industry spotlight with Cadbury
- Webinars on careers within food technology

## SMSC CURRICULUM LINK

### **Spiritual development**

Through the projects we offer and the curriculum we deliver at both key stages, the pupils are taught how to create dishes for a specific clientele. This includes presentation, specificity to the person and the analysis of how food affect our daily lives. Pupils are encouraged to develop their thinking skills and explore the wider natural world around them. They are taught to reflect upon what they see and develop ideas and solutions to problems which are both creative and innovative

### **Moral development**

Pupils are faced with moral decisions throughout the creation process. This includes selecting foods and ways of identifying and meeting the needs of others, sustainability & environmental impact. They must also begin to understand the impact of new techniques and how these can often be implemented to solve existing problems but sometimes also create their own moral dilemmas. The 6 Rs are routinely discussed and referred to throughout the create & make process. Within the classroom and the wider community, the pupils are expected to show respect to others and take responsibility for their own actions and of those around them, taking into consideration the consequences.

### **Social development**

Pupils are often asked to create and present products to meet the needs of users or clients by receiving valuable feedback from others. For this to be successful pupils must show mutual respect when working collaboratively. Peer evaluation of a dish and using a star evaluation tool plays a big part in Food Technology work as this is a vital mechanism for progress. Pupils learn to articulate their thoughts and feelings about their own and other's' work. To do this they need to take criticism without offence and provide feedback which is carefully considered and constructive.

**Cultural development** Pupils are taught that all their planning work should be sensitive to needs and beliefs of different backgrounds, ensuring all presentation, ingredients and final dishes won't cause offence. Pupils must consider how their ideas and dishes can impact the world around them. Pupils are encouraged to use the work of chefs and cooks from a wide range of cultures and historical contexts to influence and support the development of their work.

## Equality, Diversity and Inclusivity Links

### **Aims**

Within the different projects we look to ensure that there is a broad range emphasising equality, diversity and inclusivity. We ensure that all students work together within pairs, groups and teams to strengthen professional relationships within the classroom and promote an acceptance for all students and the wider world around them.