

1. Longer Term Plan - Overall Rationale 3I's

SUBJECT KS3 & 4 Curriculum: Intent, Implementation & Impact

The aim of Food Technology is to provide each and every student the opportunity to develop a knowledge and understanding of a broad range of practical skills, techniques and recipes. Food Technology is a popular subject and students are provided with an opportunity to be creative and independent. Students can explore their creativity in cooking and preparing a variety of dishes.

Curriculum Area	Intent	Implementation	Impact on attainment/progress				
<p>KS3 Curriculum</p>	<p>Cooking and healthy eating is an important life skill and Food Technology is focused on preparing healthy dishes safely and hygienically. Students will explore healthy eating and balanced diets and will learn about the nutritional needs of different groups in society.</p> <p>Students we concentrate on teaching students practical cookery skills in order to help them understand the characteristics of ingredients and about their diet and nutritional needs. This helps students to develop the skills and knowledge they need to make and implement healthy food choices and to be comfortable and confident in a kitchen.</p> <p>Food and nutrition serves vital goals – learning and understanding the use of kitchen equipment, being able to successfully feed themselves and their family a healthy diet and follow a healthy lifestyle, understand the nutritional information about different age and target groups, to be able to understand the moral and ethical issues within the food industry</p> <p>Key stage 3 allows students to demonstrate knowledge, re-visit and consolidate skills throughout all topics. In KS3 Students will have 20 – 24 hours curriculum time</p>	<p>Examples of how LTP sequences knowledge and skills cumulatively and how topics / concepts / texts build challenge</p> <table border="1" data-bbox="1039 632 1798 1460"> <thead> <tr> <th data-bbox="1039 632 1133 746">Year</th> <th data-bbox="1133 632 1798 1460"></th> </tr> </thead> <tbody> <tr> <td data-bbox="1039 667 1133 746">7</td> <td data-bbox="1133 632 1798 1460"> <p>Pupils will learn how to follow a healthy diet and lifestyle</p> <p>Pupils will learn how to use a range of small and large basic kitchen equipment.</p> <p>Pupils will build on their ability to follow a written method.</p> <p>Pupils will build on their food preparation skills and presentation skills</p> <p>Pupils will be able to adapt a recipe to meet the needs of their family.</p> <p>Pupils will learn how to work safely and hygienically – using the 4C's.</p> <p>Pupils will learn basic skills and techniques</p> <p>Pupils will build on their planning skills and evaluation skills by creating a time plan for their final unique dish.</p> </td> </tr> </tbody> </table>	Year		7	<p>Pupils will learn how to follow a healthy diet and lifestyle</p> <p>Pupils will learn how to use a range of small and large basic kitchen equipment.</p> <p>Pupils will build on their ability to follow a written method.</p> <p>Pupils will build on their food preparation skills and presentation skills</p> <p>Pupils will be able to adapt a recipe to meet the needs of their family.</p> <p>Pupils will learn how to work safely and hygienically – using the 4C's.</p> <p>Pupils will learn basic skills and techniques</p> <p>Pupils will build on their planning skills and evaluation skills by creating a time plan for their final unique dish.</p>	<p>In Food and Nutrition the curriculum will make a profound, positive impact to the outcomes of every child. We will know that this is true as we are delivering a high standard of education, quality assured through qualitative and quantitative measures such as:</p> <ul data-bbox="1832 997 2116 1417" style="list-style-type: none"> • Attainment and Achievement outcomes • Observing lessons and scrutinising planning • Standards of learning in books • Student voice • Attendance data • Behaviour data
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	<p>allocated for the year, this is divided between theory and practical lessons.</p> <p>The curriculum sequences knowledge and practical skills and techniques, focussing on a spiral of understanding gathering depth and detail of concepts and then putting into context to cement understanding for the 'real world'</p> <p>Differentiation, particularly for SEND, helps access to the same curriculum, lessons include differentiated questions by end of key stage target, and resources are adapted to HAP/LAP to take into account reading ages. SEN scaffolds/ writing frames and sentence starters are in place.</p> <p>The curriculum is appropriately and continuously challenging, all student will complete a piece of extended writing at the end of their topic and students will recall information by completing an end of unit assessment. This will prepare students for the assessment challenges of non-examination assessments and the GCSE written exam which is showing more high mark questions resulting in students needing a sound literacy knowledge and understanding.</p>	<p>Year 8</p>	<p>Pupils will gain an understanding of ingredients that are used around the world.</p> <p>Pupils will build of their knowledge and understanding of the Eatwell Guide and the sources and functions of key nutrients.</p> <p>Pupils will build on their ability to follow a written method.</p> <p>Pupils will build on their food preparation skills and presentation skills learning about the use of garnishes.</p> <p>Pupils will be able to adapt a recipe to suit a variety of different dietary requirements</p> <p>Pupils will understand why raw meat is considered high risk. They will be able to store handle and cook meat safely.</p> <p>Pupils will learn new words used to describe food. They will know that these words are called sensory descriptors.</p> <p>Pupils will build on their ability to use a range of equipment independently. They will be able to use this equipment safely and accurately.</p> <p>Pupils will be able to build on their evaluation skills and evaluate their finished product.</p> <p>Pupils will build on their planning skills by creating a time plan for their final unique dish.</p>	<ul style="list-style-type: none"> Evidence of wider cultural and intellectual enrichment
		<p>Year 9</p>	<p>Pupils will extend their knowledge and understanding of food, diet and health</p>	

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		<p>Pupils will extend food preparation and cooking techniques;</p> <p>Pupils will extend their knowledge of consumer food and drink choice</p> <p>Pupils will be able to apply their knowledge to make informed choices: looking at the social, moral and ethical issues within the food industry.</p> <p>Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently</p> <p>Pupils will build an apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users;</p> <p>Pupils will evaluate and test their ideas and products and the work of others</p>	
		<p>Written assessment are completed at the end of each topic with a focus of literacy and understanding of subject knowledge.</p> <p>At KS3 students will complete an end of unit test/assessment before moving onto the next rotation.</p> <p>All SoL show examples of differentiation for SEND, HAP through resources and questioning.</p>	

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<p>KS4 Curriculum</p> <p>The curriculum prepares for next stages and employment/study and the Eduqas Food Preparation and Nutrition syllabus.</p> <p>The curriculum builds on prior learning from KS3 through a variety of different topics - All theoretical concepts are introduced in context throughout years 7/8/9.</p> <p>This course is based on a balanced framework of nutrition, diet and health, food science, food spoilage, food provenance and the moral and ethical issues within the food industry, food from around the world, factors affecting food choice and technological developments. It allows students to learn and investigate the link between science and the domestic and industrial food world.</p> <p>Non examination assessments are started in year 11 (NEA 1 – Sept and NEA 2 - Dec) and follows on from food science topics which is covered in term 3 of year 10 and the practical skills and understanding learnt over the whole of year 10.</p> <p>Differentiation, particularly for SEND, helps access to the same curriculum resources and scaffolds are differentiated to learners target. As the exam is a single tier all content is covered by all students although exam skill focus shifts from knowledge to application as we move up through the grade boundaries</p> <p>The curriculum is appropriately and continuously challenging in line with the exam board specification - There is a real focus on covering the content of the</p>	<p>Year 10</p> <p>Pupils recap and extend their core knowledge and understanding of the principles of nutrition and diet and good health.</p> <p>Pupils look at the scientific functions and properties of foods</p> <p>Pupils recap and extend their knowledge and understanding of food spoilage, hazards, hygiene and food poisoning and relate to domestic and industrial food.</p> <p>Pupils will look at where food comes from and the environmental issues surrounding this.</p> <p>Pupils continue to build on their practical skills by understanding commodities and nutritional and scientific make up of these.</p> <p>Pupils learn how to test their products using sensory analysis.</p> <p>Pupils will undertake a formal mock exam in June.</p>	<p>Results</p> <p>Pupil voice</p> <p>Evidence of booklooks, learning walks, moderation</p> <p>Evidence of wider cultural and intellectual enrichment</p> <p>NEA tasks</p>
	<p>Year 11</p> <p>Pupils will undertake both NEA 1 and 2 tasks – 50% of GCSE grade</p> <p>NEA 1 will focus on food science</p> <p>NEA 2 will focus on researching methods and practical skills and techniques learnt throughout year 10</p> <p>Pupils will undertake a formal mock exam in December.</p>	

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	<p>specification in preparation for Exams and life after school</p>	<p>Written assessment are completed at the end of each topic with a focus of literacy and understanding of subject knowledge.</p> <p>In year 10 students will complete an exam style assessment at the end of each module, this prepares students for the GCSE written exam.</p> <p>All SoL show examples of differentiation for SEND, HAP through resources and questioning.</p>	
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