



Dedicated to delivering inspiration learning experiences.

Subject Philosophy: Food Technology

Intent

Through a variety of creative and practical activities, students will be taught the knowledge, understanding and skills needed to plan and make. Students will acquire a broad range of subject knowledge and practical skills. As part of their work with food, students will be taught how to cook and apply the principles of nutrition and healthy eating, instilling a love cooking and developing a range of life skills.

Where possible, we draw on real-world experiences to provide an engaging context for developing, designing and making skills and knowledge. Every student should have the opportunity to make use of their designing and making skills and knowledge and, through this, develop personal achievement. We provide opportunities for students to be creative and solve problems by developing their own solutions to real-world contexts and offer (where possible and applicable) various methods to communicate their ideas and understanding.

Content has been selected for this curriculum that develops coordination, spatial awareness, creative thinking, problem-solving and incorporates and utilises skills and knowledge from other subject areas. Whilst other subject areas are intrinsically linked, i.e. mathematics, science etc. there is a conscious recognition and understanding that this cannot be a barrier to learning as every pupil is likely to have different experiences and starting points. There is a purposely strong emphasis on encouraging reflection and iteration, with a student-led approach. Rather than a 'designing-by-numbers' approach, students will be encouraged to creatively explore briefs and opportunities.

The suggested curriculum sequence builds through the key stages so that as students move forward in their education, they are equipped with the prior knowledge that they need to succeed in the next phase.

The units are pitched so that students with different starting points can access them. Lessons within a unit are sequenced so that each one builds on prior learning. The activities are scaffolded so all students can succeed, and they provide scope for all to be challenged.

Teachers can add any festivals and cultural events to the plan however it needs to be in synchronisation with the sequence within their delivery and matching the planned sequences.

All Food Technology lessons underpin food safety and hygiene practices through The 4C's – cooking, chilling, cleaning, cross-contamination and knife safety.

Programme of Study

Pathway: The Investigators

By the end of Key Stage 3, most students are expected to know how to choose food wisely and eat healthily in accordance with Government guidelines and be able to prepare a range of dishes having learnt a variety of food preparation skills (life skills).

- Hygiene and health and safety
- Cooking and nutrition: Preparing fruit and vegetables
- Cooking and nutrition: health and varied diets

By the end of Key Stage 4, most students have learnt practical cooking skills whilst developing a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

- Hygiene and health and safety
- Cooking and nutrition: celebrating culture and seasonality
- Catering for needs
- Future food and the application of science
- Chilled ready meals

Literacy Opportunities



Numeracy Opportunities

- Converting temperature from Celsius to Fahrenheit (and vice versa)
- changing the quantities of ingredients provided by a recipe and working out cooking times based on weight. develop basic counting skills
- read a variety of numbers
- measure out quantities
- learn mathematics vocabulary such as units of measurement for both solids and liquids
- learn both imperial and metric measurements
- practise telling the time
- estimate how long things might take to cook. Does the cake need an extra couple of minutes in the oven?
- learn how to get to grips with reading a recipe, which will, in turn, help them with word problems in mathematics
- solve calculations such as halving or doubling amounts of ingredients.

Personal Development

All students will develop their creative, technical and practical expertise needed to perform everyday tasks confidently and will build and apply a repertoire of knowledge, understanding and skills in order to create recipes and make high quality products for a wide range of consumers. All students are also using their time management skills, build confidence in their own making abilities, are being independent, are developing practical problem-solving skills and are learning about food sustainability and associated environmental issues.

Student Outcomes

We will know we are operating successfully when it becomes apparent that most of our students:

- apply a wide range of practical cooking skills and techniques and the use of different equipment;
- exercise food safety and hygiene practices: The 4C's – cooking, chilling, cleaning, cross-contamination and knife safety;
- understand the main nutrients, the jobs they do and the main food sources;
- know how to adapt recipes to fit in with the dietary guidelines ;
- appreciate the source, seasonality and characteristics of a broad range of ingredients;
- aware of how the food industry develops new products;
- taste and compare food products using sensory evaluation;
- know how to design and develop new products;
- apply creative design skills;
- recognise the functions of ingredients in food products;
- acknowledge how to analyse and evaluate food products.

Substantive Knowledge:

- experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.
- know some ways to prepare ingredients safely and hygienically.
- have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet.

Disciplinary Knowledge:

- experience of cutting soft fruit and vegetables using appropriate utensils.
- have some basic knowledge and understanding about healthy eating and the 'Eatwell Guide'.
- be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients

Development Strategies

In order to achieve our goals and bring about these outcomes we will endeavour to:

- Dedicate two periods of Food Technology a week for the Investigators,
- Practise Pathway teamwork,
- Acknowledge students' interest in food and diet in the planning,
- Implement Learning Outside the Classroom where possible,
- Sequence knowledge, understanding and skills to ensure that they are established and sustain growth for each learner,
- Review learning and provide intervention,
- Reflect and review content regularly to meet the needs of our students.