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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.

Curriculum – Food Technology

Intent, Curriculum Map & Curriculum



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# Whole School INTENT

**Southchurch students embrace learning opportunities.**

# INTENT, IMPLEMENTATION & IMPACT

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| **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](https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study/national-curriculum-in-england-design-and-technology-programmes-of-study)

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
  + Gain the basic to complex cooking technique needed to be a comis chef

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

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| **Year Group** | **Half-term 1** | **Half-term 2** | **Half-term 3** | **Half-term 4** | **Half-term 5** | **Half-term 6** |
| **Year 7** | Essential culinary methods  Assessment: Practical Skills test | Rotation with DT and Textiles | Rotation with DT and Textiles | Essential culinary methods  Assessment: Practical Skills test | Rotation with DT and Textiles | Rotation with DT and Textiles |
| **Year 8** | Intermediate culinary methods  Assessment: Practical Skills test | Rotation with DT and Textiles | Rotation with DT and Textiles | Intermediate culinary methods  Assessment: Practical Skills test | Rotation with DT and Textiles | Rotation with DT and Textiles |
| **Year 9** | Advanced culinary techniques  Assessment: Practical Skills test | Rotation with DT and Textiles | Rotation with DT and Textiles | Advanced culinary techniques  Assessment: Practical Skills test | Rotation with DT and Textiles | Rotation with DT and Textiles |
| **Year 10** | Topic: 1.1 – 1.2  Operations and Management of Hospitality and Catering Provisions  Assessment: ​  Exam style question ​  Exam style question | Topic: 1.3-1.4​  Food, Health, and Safety Practices in Hospitality and Catering  Assessment: ​  Exam style question ​  Exam style question | Topic: 2.1-2.2​  Nutrition, Special Dietary Needs, and Cooking Methods in Hospitality and Catering  Assessment:​  Analysis project​  Cooking method project | Topic: 2.3-2.4​  Menu Planning and Evaluation in Hospitality and Catering  Assessment:​  Menu planning project ​  Evaluation | Topic: 2.1-2.2​  Brief Analysis, Impact of cooking and cooking methods  Assessment:​  Mock Coursework ​  Mock Coursework | Topic: 2.3-2.4​  Producing a Time plan ​  Practical Assessment ​  Evaluation of cooking skills  Assessment:​  Mock Coursework ​  Mock Coursework |
| **Year 11** | Topic: 2.1-2.2​  Internal assessment ​  Brief Analysis, Impact of cooking and cooking method  Assessment:​  Brief analysis​  Cooking methods | Topic: 2.3-2.4​  Internal assessment ​  Producing a Time plan ​  Practical Assessment ​  Evaluation of cooking skills  Assessment: ​  Time plan and evaluation | Topic: 1.1-1.2​  Effective Management of Hospitality and Catering Services  Assessment:​  Exam Style questions  Exam Style question | Topic: 1.3-1.4​  Health, Safety, and Food Standards in Hospitality and Catering  Assessment: ​  Exam Style question | Topic:​  Exam technique  Assessment:​  Past paper​  Past paper |  |

# 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>

**KS4 END OF COURSE EXPECTATIONS**

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| **Aims and learning outcomes** | **Unit 1**   * 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.   **Unit 2**   * 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:   + The operation of the front and back of house   + Hospitality and catering provision to meet specific requirements   + Health and safety in hospitality and catering provision   + Food safety   + Preventative control measures of food-induced ill health. |
| **Assessment objectives** | **The Components focus on:**   * AO1 Demonstrate knowledge and understanding from across the specification. * Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks. * Analyses and evaluate information, making reasoned judgements and presenting conclusions. |

# NATIONAL CURRICULUM LINKS

[Food Technology National Curriculum](https://assets.publishing.service.gov.uk/media/5a7c99ebed915d6969f46087/SECONDARY_national_curriculum_-_Design_and_technology.pdf)

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| **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** |

# PERSONAL DEVELOPMENT CURRICULUM

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| **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 Infront 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 - Farm visit**   + **Y8 – London food market**   + **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/**](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

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| **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 tour 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

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| **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. |