St Joseph
Catholic Multi Academy Trust

Food Technology

Curriculum Rationale

Food Technology Rationale

ST AUGUSTINE OF CANTERBURY CATHOLIC ACADEMY

Intent		Implementation		Impact	
Alignment to National Curriculum	To understand and apply the principles of nutrition and health, cook a range of dishes to be able to have a healthy and varied diet, to become competent in a range of cooking techniques, sensory awareness of foods, understand the source, seasonality, and characteristics of a broad range of ingredients.	Pedagogical Approaches	Practical activities are planned in KS3 to allow students to practice skills and techniques that do not vary much but gives them a chance to practice and perfect them. Modelling is carried out to show key skills and broken down into sections to enable structured tasks to be developed and done independently from KS3, developing into more complex skills in KS4.	Approach to Assessment	In KS3, assessments are carried out at the end of each half term with a practical assessment at the end of the rotation. In KS4, assessment is done through topic related exam style questions (during units of work) and a series of mock exams. Practical assessment is carried out once a year. 50% of the course is coursework and 50% is theory exam. The coursework also carries out practical work.
End Points	To make sure students leave with a bank of knowledge and practical skills, to enable them to be able to create healthy, nutritious, and varied dishes at home. To be able to encourage a love of food and cooking and to develop awareness of the world around them and how food is inspired by our global	Teachers' Expert Knowledge	Department training is carried out. HoD meetings are attended and online training courses (National College and online independent courses are undertaken to keep up-to-date with knowledge.	Performance Data	In KS3 data will be collected through end of unit/topic assessment and a final written and practical assessment at the end of the rotation. In KS4 a series of mock exams will contribute to performance data, indicating where there is a lack of knowledge and understanding and will allow time to be built in to rectify any misunderstandings. Practical assessment is also carried out, to allow students to benefit from working under practical conditions.
Sequencing	The curriculum is planned to be interleaved. Topics are introduced at KS3, and new information is given each year (7,8 and 9) by introducing new information within the topics. Theory lessons work alongside practical ones where possible. In KS4 topics are learnt to a greater depth, building on prior knowledge.	Promoting Discussion and Understanding	The food curriculum supports oracy through using tier 3 keywords and definitions in lessons. There are reading activities built into lessons that are topic related and specific to reading age for students.	Pupils' Work	In KS3, pupils work in workbooks which follow the curriculum and shows how oracy and literacy are included as a key part of the curriculum. Students have a glossary of keywords in their workbooks which are added to in theory lessons. In KS4, pupils work in books, completing topic based theory lessons, with exam questioning where appropriate. Links

					can be seen within all KS3 booklets and leads into units of work at KS4.
 Addressing Social Disadvantage	Where ingredients are required by students, PP money is used to provide them with ingredients to allow them to access the same lessons as other students. Hospitality and catering careers are discussed through the course.	 Knowing More and Remembering More	Retrieval practice is carried out with starter activities, plenary activities, knowledge re-caps and questioning in lessons. Schema is developed through expanding on basic information and giving building blocks, to develop knowledge, elaborate, give examples, and link to topics. Class discussion also helps consolidate understanding of what they are learning.	 Talking to Pupils	Students will be able to discuss practical skills that they have learnt, what thy have made in lessons and how this links to the theory lessons that they are taught. They should be able to discuss topics and have knowledge of nutrition, healthy eating and where food comes from.
 Local Context	When learning about Food Commodities, lessons are linked to local farms and businesses, to show what is available in the area and how as communities, we can support these businesses.	 Teacher Assessment	This is carried out through self or peer assessment during topics. Questioning in class and live marking is carried out to check on students understanding in theory and practical lessons. End of topic assessment is carried out, including multiple choice questions and some extended questions. Online quizzes are also carried out where appropriate. Practical assessment is carried out at the end of the rotation.	Links/References	
				Food teaching in secondary schools: knowledge and skills framework - GOV.UK (www.gov.uk) GCSE Food Preparation and Nutrition | Eduqas Free education resources for teaching young people aged 3-16 years about where food comes from, cooking and healthy eating, and teacher training. - Food A Fact Of Life	