

FOOD TECH CURRICULUM STRATEGY

2022-
2023



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Introduction

Food Tech at Forest Moor

At Forest Moor, we recognise the importance of Food Technology in supporting our young people and improving their chances and purpose in life. Due to the importance of this, we have a specialist instructor who teaches Food Technology in order to support their awareness of food in their local area and from around the world.

Food technology is an essential subject for any student because they gain cooking as an essential life skill. As well as understanding of personal hygiene and a knowledge of different beliefs and cultures surrounding foods. The aim of Food Tech at Forest Moor is to help develop their SEMH skills and improve their life chances. Food Tech is a great lever in developing both of these aspects. Forest Moor's Students will be exposed to contemporary issues around food and a working knowledge of nutrition and how it contributes to a person's health and wellbeing. Students are inspired and challenged to imagine and create a range of dishes by being exposed to a variety of cultural and celebratory dishes.

Students will develop their reading skills when following a recipe, culinary skills when preparing and making their food and their critical thinking skills to develop their own recipes and menus for a varied audience. Food technology develops student's literacy, numeracy, communication and emotional literacy skills as students embark on teamwork in a kitchen. These skills are key to further education, in working life and living, fulfilling and healthy lifestyles.



Curriculum Overview

Primary Phase

In the primary phase we place a high emphasis on children developing the basic skills that underpin the KS3 curriculum with a focus on simple and sustainable meal plans being created in a practical and enriching environment. These link to Entry Level AQA wards which support the development of skills in a sequential manner.

KS2 Food Tech includes, but is not exclusive to, the following themes:

Making and Trying Different Foods
Cooking Using a Range of Methods
Sensory Cooking
Cooking a Healthy Meal
Experiencing and Preparing Food from Other Cultures

Curriculum Overview

Secondary Phase
(KS3)

At Key Stage 3, pupils study topics relating to key skills or themes which repeat on a yearly cycle from Y7-9. This helps the pupils build on their already developing prior knowledge and allows us to introduce more complex skills each year.

Our aim is to adequately prepare students to study a qualification or prepare them with the cooking skills which will improve their life chances beyond Forest Moor.

KS3 Food Tech includes, but is not exclusive to, the following themes:

Making and Trying Different Foods
Cooking Using a Range of Methods
Sensory Cooking
Cooking a Healthy Meal
Experiencing and Preparing Food from Other Cultures

These themes are a development from KS2 where they are tasked with making foods which are more complex. This is supported by the addition and completion of AQA Unit Award Level 1 and 2 tasks to support this progression.

Qualification Overview

Secondary Phase

Entry Level

AQA Unit Awards

Level 1

ASDAN Food Cooking Skills

BTEC L1 Home Cooking Skills

Level 2

BTEC L2 Home Cooking Skills

GCSE Food Technology



TEACHING AND LEARNING STRATEGY

1

Establishing starting points

Pupils, with the support of staff, choose appropriate qualifications that align with their possible career pathway.

2

I do

The intended learning objectives and remember to's (success criteria) is shared to enable students to know what curriculum content is being taught. WAGOLLs may be used to demonstrate learning objectives and remember to's.

3

We do

We model the learning to our students as modelling can support the structure of new knowledge and concepts, reducing misconceptions. New material is broken down into accessible chunks.

6

Assessment and Retrieval Practice

All work undergoes to an internal or external verification process in order to ensure that work meets the required standard for the qualification.

5

Academic Intervention

Student's will receive additional support in areas where they may be struggling with required level of work in order to help them best succeed.

4

You Do

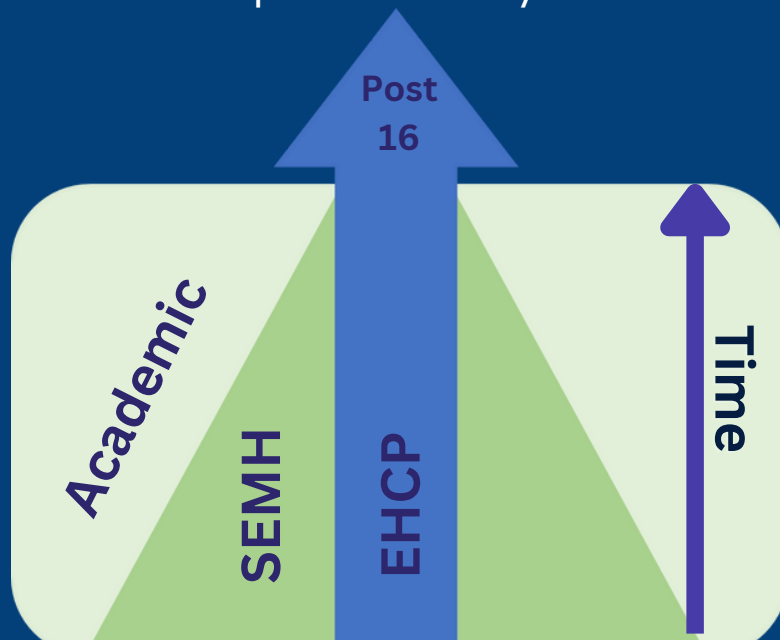
Questioning and formative assessment informs teaching staff whether pupils are ready to independently use newly acquired knowledge and skills. Scaffolding and modelling may be used to establish confidence, however students should be given minimal support at this stage.

Curriculum Personalisation

The curriculum at Forest Moor aims to allow for the flexibility and personalisation of any young person in any key stage as we look to respond to each of their individualised needs. All curriculum areas aim to support every student's SEMH needs by providing them with opportunities to develop their 'Threads of SEMH development' through highly engaging, creative and knowledge-rich lessons. Through this framework, we provide a broad, balanced and personalised curriculum that supports every child's SEMH and academic development; whether that be through traditional or vocational lessons. In turn, the moral, spiritual, cultural, psychological and physical development are all a key facet of learning which is embedded in the ethos of our curriculum chronosystem.

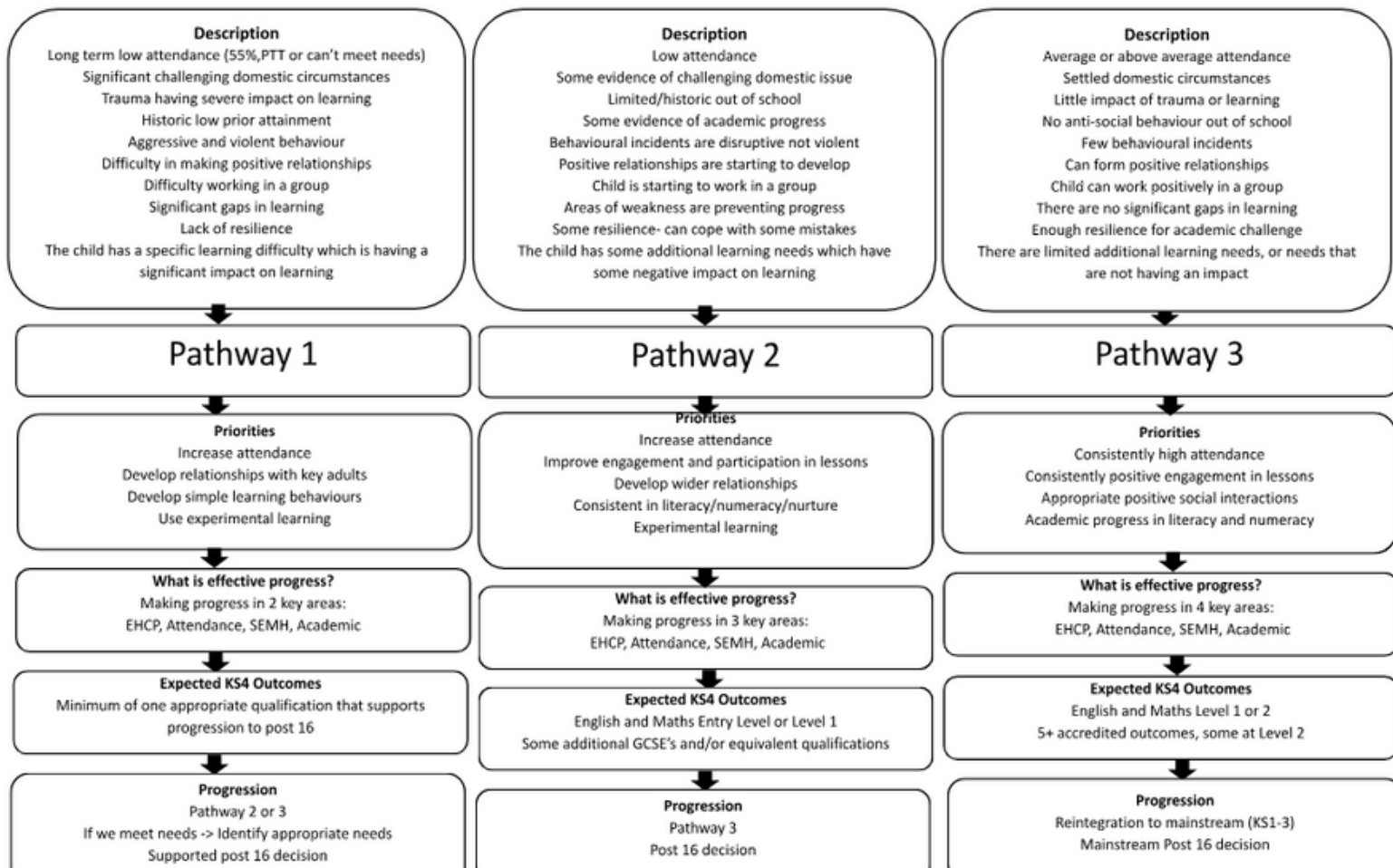
We use key information about students' needs identified in their EHCP to develop personalised targets. In addition, each child has SEMH targets which focus on their EHCP and threads of development as well as academic targets for English (reading and writing) and Maths. The three SEMH targets which are set in alignment with the explore curriculum supports the development of their Threads of SEMH Development and their EHCP targets through a variety of experiences and class-based tasks.

As alluded to earlier, the curriculum chronosystem is a basis for learning which helps personalise planning. At the core of everything we do is the development of their EHCP and SEMH targets. As we develop those, our young people are more likely to be able to access more academic learning whether this be on or off-site. This helps us Pathway each young person effectively.



Planning for Personalisation

Staff should use the following diagram to make a professional judgement about which pathway is best fit for a student. A student does not need to tick all the descriptions to fall into a particular pathway.



Assessment Framework

The aim for assessment at Forest Moor is to support the SEMH and EHCP targets alongside the academic development in order to improve the life chances of everyone in our care. In order to do this, a range of formative assessments which help support the summative judgements in English, Maths and SEMH development are continually completed alongside a robust Quality Assurance plan and low stakes testing.

The structures for assessment are then used to inform planning and progress. A central curriculum tracker is used to monitor progress in English, Maths and SEMH Development, and teachers update this regularly as young people work through skills in order to achieve personal successes.

Similar to English and Maths, in SEMH development, foundation and vocational subjects mastery is something to be achieved. This is measured qualitatively and quantitatively in order to show the best possible progress for our young people and to support their EHCP and SEMH development. In Food Tech, we offer a range of qualifications such as AQA Unit Awards, ASDAN and BTEC L1 and L2 (KS4 option groups only). For more information around the ASDAN and AQA Awards, please see this supporting document.