

Alderwood Academy

KS3 Traded Food Technology Curriculum Policy

Origins of the curriculum:

The KS3 Design and Technology Curriculum is derived from the objectives set out in the Secondary National Curriculum. Key skills, focusing primarily on Food and Nutrition, have been identified and progression mapped through Lower Key Stage 3 through to the end of Key Stage 3. The Food Technology curriculum is linked into Life Skill learning using a concentric curriculum which ensures objectives can be revisited to build on learning, making knowledge acquisition long term. Within Alternative Provision, pupils across all key stages consistently engage positively with cooking lessons. As such, we teach cooking as an additional discreet subject in addition to being embedded within the wider curriculum. Teacher judgement is used to decide whether earlier Key Stage 2 objectives need to be revisited before extending into the Key Stage 3 programme of study. Successful engagement with the Key Stage 3 programme of study may help pupils with selection of Key Stage 4 programmes of study in Food Preparation and Cooking and/or BTEC Level 1 and 2 Awards in Home Cooking Skills.

The fundamental areas in our Design and Technology curriculum are;

- Making
- Evaluating
- Technical Knowledge
- Cooking and nutrition

These key areas are addressed through delivery of weekly 1 hour lessons within our two day NSM pathway. This seeks to develop and embed these skills for pupils and provide the range of contexts required for the national curriculum. Other DT elements covering design, making and evaluating are also covered within the Health and Wellbeing curriculum (Making).

The programme of study is written as a full-time offer. As we offer short term (1 – 3 or 4 term) education, it is not possible to cover the full breadth of the D&T curriculum, therefore taught components are consciously chosen and incorporated into topics and/or core curriculum. These decisions are based on our programme of study in place to support curriculum intent. All teaching will be adapted to support pupil's individual needs, according to their starting point and teachers will use their assessment to identify if earlier objectives need to be achieved. Due to potential gaps in learning some core fine motor skills might need to be practised and reinforced, e.g. cutting.

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KEY STAGE 3 Traded: Design and Technology / Food Technology– Programmes of Study / Overview				
Cooking and Nutrition		Year 7	Year 8	Year 9
	<i>Where food comes from</i>			<ul style="list-style-type: none"> • Know how to compare the cost of food when planning to eat out or cook at home • Know about the influence of food marketing, advertising and promotion on their own diet and purchasing behaviour
		<ul style="list-style-type: none"> • Know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade • Know that people choose different types of food and that this may be influenced by availability, season, need, cost, where the food is produced, culture and religion 		
	<i>Food preparation, cooking and nutrition</i>	<ul style="list-style-type: none"> • Know the importance of a healthy and varied diet as depicted in The eatwell plate and Eight tips for healthy eating • Know that food provides energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life • Know how to taste and cook a broader range of ingredients and healthy recipes, accounting for a range of needs, wants and values • Know how to actively minimise food waste such as composting fruit and vegetable peelings and recycling food packaging 		<ul style="list-style-type: none"> • Know the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight • Know how to use nutrition information and allergy advice panels on food labels to help make informed food choices • Know how to use a broader range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending • Know how to modify recipes and cook dishes that promote current healthy eating messages • Know the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is steaming hot
		<ul style="list-style-type: none"> • Know how to store, prepare and cook food safely and hygienically • Know how to use date-mark and storage instructions when storing and using food and drinks • Know how to select and prepare ingredients • Know how to use utensils and electrical equipment • Know how to apply heat in different ways • Know how to use taste, texture and smell to decide how to season dishes and combine ingredients • Know how to adapt and use their own recipes 		

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| | <ul style="list-style-type: none">• Cook a repertoire of predominantly savoury dishes to feed themselves and others a healthy and varied diet |
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Assessment and Outcomes

Teachers will assess learning objectives taught through the use of learning objectives (Knows/Dos) and success criteria for each session. These will then support identification of pupil need and success. Pupil outcomes will be recorded through our progress tracker assessment tool and used to inform future planning. Gaps in learning and misconceptions are addressed rapidly and can be re-visited.

Food Technology; DT and the Wider Curriculum

The principal focus of our Design and Technology/Food Technology curriculum is to develop the creative, technical and practical expertise of pupils that is needed to perform everyday tasks and life skills confidently and participate in an increasingly technological world. It seeks to support pupils in designing and making food and some products which they can feel proud of whilst providing them with the experience that will help them choose career paths for the future. Reading skills will be developed as pupils are supported to evaluate, engage and follow written instructions. Product evaluation and sampling will also be taught to ensure that pupils develop healthy awareness and understanding that things can be improved/developed. Pupils will also have increasing awareness through our food technology and Health and Wellbeing sessions which will help them to look after their bodies and function well. These skills will make an essential contribution to their knowledge and understanding of life beyond education.