

Origins of the Curriculum

The Parkside Academy Food Technology Curriculum is derived from the objectives set out in the Secondary National Curriculum. Key skills have been identified and progression mapped through Lower Key Stage 3 through to the end of Key Stage 3. The Food Technology curriculum is a concentric curriculum which ensures objectives can be revisited to build on learning, making knowledge acquisition long term. The purpose of study and intent of the Food Technology programme of study is to teach the knowledge, understanding and skills needed to engage in designing and making as well as provide key life skills that will support pupils outside of school and into the future. Within Alternative Provision, pupils across all key stages consistently engage positively with cooking lessons. As such, settings will teach cooking as an additional discreet subject. Teacher judgement is used to decide whether earlier Key Stage 2 objectives need to be re-visited 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 Design and Technology, Food Preparation and Cooking and/or BTEC Level 1 and 2 Awards in Home Cooking Skills.

Content and Sequencing

The fundamental areas in our Food Technology curriculum are;

- Cooking and nutrition:
 - Where food comes from
 - Food preparation, cooking, and nutrition

The programme of study is written as a full-time offer and will be made bespoke for pupils on a fractional placement. Therefore, it is not always possible to cover the full breadth of the D&T curriculum - taught components are consciously chosen based on the needs and interests of the cohort. All teaching will be adapted to support pupils' 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 practiced and reinforced, e.g., cutting.

Assessment and Outcomes

Teachers will assess learning objectives taught using learning objectives (Knows/Dos) and success criteria for each session. These will then support identification of pupil needs and success. Pupil outcomes will be recorded through visual representations of their finished products and used to inform future planning. Gaps in learning and misconceptions are addressed rapidly and can be revisited.

Food Technology and the Wider Curriculum

The principal focus of our Food Technology curriculum is to develop the creative, technical, and practical expertise of pupils that are needed to perform everyday tasks confidently and participate in our world. It seeks to support pupils in preparing and making products of which they can feel proud 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 testing will also be taught to ensure that pupils develop healthy awareness and understanding that things can be improved/developed. Pupils will also have increased awareness through cooking and nutrition sessions, which will help them to look after their bodies and function well.