

CLAYTON HALL ACADEMY

Faculty and Department Curriculum and Assessment Handbook

Name of Faculty/Department: 21st Century Technology/ Food

Our Curriculum Intent

The Technology team aim to develop resilient, independent and confident students who have practical and evaluative skills and analytical knowledge in our wide range of vocational subjects.

Students are encouraged to foster globally responsible attitudes through investigating materials, technological developments and an understanding of sustainability on a local, national and international level.

All our subjects include an understanding of how the world works and going forward to anticipate jobs that have not yet even been created. Technology is an ever-expanding discipline that has problem solving at its core, is academic as well as practical, involves learning through doing and we hope above all, enjoyable.

Gold Standard Teaching and Learning in Food

Goal Orientated (Planning for Progress)

- Data driven Seating plans (highlighting DP, HAPs, MAPs, LAP, SEN)
- Students will engage in a Starter Task in every lesson (this can be a written or an oracy task).
- Differentiated Blooms, learning objectives displayed clearly.
- Students understand the Big Picture, what they are learning and why: links to prior learning made clear.
- Clearly identified links to Personal Development (RIC).
- Highly effective questioning to identify and address misconceptions.
- Formative and Summative Assessment to diagnose and inform next steps.
- Model excellence and how to achieve it.
- Revisit and 'low stakes' testing e.g. Starter and Plenary quizzes to make connections and support recall.

Open dialogue (Feedback for improvement)

- High quality feedback is given in response to specific pieces of work.
- Progress tracked on student's assessment maps.
- Regular formative assessment will be varied and impactful e.g. framed as a question as opposed to a comment.
- Live marking is encouraged to manage workload and teachers are encouraged to have 'purple pen in hand' when they are intervening with students during the lesson.
- Literacy corrections in line with stickers.
- Student response to feedback (DIRT) using green pen.
- Self and peer-assessment used to develop independence.

Learning Environment

- Positive Learning Environment created by mutually respectful relationships (staff/pupil + pupil/pupil).
- Adults consistently model the values of the school and support curriculum intent.
- Engaged, enthused and independent learners- Lighting Fires Curriculum.

- Reward effort and resilience by providing opportunities for students to speculate, investigate, and make mistakes.
- Consistent application of the Consequence and Achievement system.
- Students show pride in their learning through the presentation of their work:
 - o Neat organised books/folders with Assessment maps and Target stickers
 - o Date and title underlined with a ruler- classwork and home study clearly identified
 - o Support should be provided for students who miss lessons, either through Teams or via email.

Differentiation for Challenge and support

- Use of data and student information to plan for individual needs. (Prior Attainment, FFT 20/5 Target data, SEND)
- Differentiated learning outcomes (these can be verbalised or displayed in the classroom)
- Stretch and challenge- upholding high expectations for HAPs (Over 50% of our cohort)
- Targeted questioning- include all students and make students think, using open and follow up questions to expand understanding. No hands up.
- Improve oracy in the classroom; students respond to questions or contributions in full sentences (talk for writing).
- Additional intervention for disadvantaged, Vulnerable, VIP, with a particular focus on Narrowing the Word Gap.

Long Term Curriculum and Assessment Plan – Key Stage 3

Year 7

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	Food is within a rotation with Design and Technology and students study Food for 1 full term during year 7 Introduction to Food preparation and Nutrition. We cover a range of theoretical topics such as Hygiene & Safety, identifying and uses of Equipment Practical tasks include Knife skills, Using the cooker & hob, judging when foods are cooked. Practical tasks this half term include fruit salad, potato wedges and French bread pizza.	A broad-based Design & Technology baseline test is sat in the first ½ term of year 7. Practical skills are assessed each time of cooking, through sensory analysis, self-assessment and photos of final products.	Students rarely have regular food lessons at KS2 so for many this will be the first time of learning these new skills. We build on some knowledge and understanding from student's home lives of cooking, preparation and cleaning skills. Preparing for more complex skills in year 8. Preparing for KS4 Food Preparation and Nutrition
Autumn 2	We look at the importance of eating well, how diet and health are linked together. We also study how some people need special diets to keep them well and how we might adapt recipes for them. Practical tasks this half term include pasta salad, scones and fruit crumble	Practical skills continue to be assessed each time of cooking, through sensory analysis, self-assessment and photos of final products. We complete a Skill Record / diary of what has been made and learnt along the course End of course assessment	Build on knowledge and understanding of healthy Eating using the principles of the Eatwell Guide. Continue to build more complex practical skills. Preparing for more complex skills in year 8. Preparing for KS4 Food Preparation and Nutrition

Year 8

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	Food is within a rotation with Design and Technology and students study Food for 1 full term during year 8 Theory work: we study the importance of the 4 C's, Sources and functions of nutrients. We look at some food science with coagulation of eggs Practical work includes omelette, toasties and soup	Practical skills are assessed each time of cooking, through sensory analysis, self-assessment and photos of final products.	Hygiene & Safety is recapped each new rotation, with ongoing checks each lesson. Practical dishes build on skills from year 7 and add more complex skills and equipment Preparing for KS4 Food Preparation and Nutrition.
Autumn 2	We build further skills such as costing recipes and how to calculate nutritional value. Practical tasks include pasta bake, bread and upside-down cake.	Practical skills are assessed each time of cooking, through sensory analysis, self-assessment and photos of final products. Skill Record / diary of what has been made End of rotation test	Building on KS2/3 maths, science and ICT Skills. Practical dishes are designed prepare students for if they do not opt for KS4 Food Preparation and Nutrition. They will have good skills to prepare and cook for themselves healthy, budget friendly dishes in later life and the knowledge of how to stay healthy and well. Preparing for KS4 Food Preparation and Nutrition.

Long Term Curriculum and Assessment Plan – Key Stage 4

Year 9

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	Introduction to OCR Food Preparation and Nutrition Food hygiene & food Safety Eatwell guide Macro and micronutrients Practical skills look at improving knife skills, timing, use of hob and oven. Dishes covered-'Family Favourites'- curry, cottage pie, pasty, Soup Knife skills – veg preparation / terms / safety	Building a portfolio of photographs of dishes completed including evaluating sensory properties, skills and performance Sample exam questions End of test	Building on knowledge from KS3 of basic principles of Food and Nutrition Introducing new equipment such as small electrical equipment and professional knives. Preparing for KS4 exam and Non-Examination tasks
Autumn 2	Nutritional needs of different groups of people and the relationship between diet and health. We look in more depth at the macronutrients – protein, fats and Carbohydrates and the function of vitamins. Food science we cover why we cook food and the different methods of cooking food. Practical dishes are- chicken enchiladas, lasagne, fish pie, enriched dough	Building a portfolio of photographs of dishes completed including evaluating sensory properties, skills and performance Sample exam questions End of term test	Building on knowledge of food Preparation and Nutrition. Introduction to new equipment and skills such as pasta maker. Preparing for KS4 written exam and Non-Examination tasks. Building on Knowledge of science and maths from KS3
Spring 1	Health-The importance of a healthy diet and diet related diseases Nutrients- Energy balance Provenance- Locally produced food, primary processes of food Food Science- Aeration, Plasticity and Emulsification Practical dishes=fish cakes with a hollandaise sauce Mayonnaise, quiche, Danish pinwheels	Building a portfolio of photographs of dishes completed including evaluating sensory properties, skills and performance Sample exam questions End of term test	Building on knowledge of Food Preparation and Nutrition. Increasing skills and moving towards producing a complete meal in a lesson Preparing for NEA1 and NEA2 Preparing for written exam
Spring 2	Food processing and preserving methods Sensory properties Food Science- raising agents, gelatinisation and dextrinization Practical dishes- scones, swiss roll, lemon meringue Pie, chicken kiev	Building a portfolio of photographs of dishes completed including evaluating sensory properties, skills and performance Sample exam questions End of term test	Building on knowledge of Food Preparation and Nutrition. Increasing complexity of practical skills Preparing for NEA1 and NEA2 Preparing for written exam
Summer 1	Health- protein – animal and alternative sources Nutrients- Foods which supply minerals Provenance- classification of meat, poultry and game	Building a portfolio of photographs of dishes completed including evaluating sensory properties, skills and performance	Building on knowledge of Food Preparation and Nutrition. Increasing complexity of practical skills Preparing for NEA1 and NEA2

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
	Food Science- gluten formation, coagulation, acid denature Practical dishes- baked custard, cheesecake, tempura	Sample exam questions End of term test	Preparing for written exam
Summer 2	Technological Developments- fortification, preservatives, probiotics Food safety- signs of food spoilage Food safety- labelling and date marks Food security- environmental issues- food waste Food Science- Preservation Practical dishes=chilli con carne, samosas Dishes which use food leftover food	Building a portfolio of photographs of dishes completed including evaluating sensory properties, skills and performance Sample exam questions End of term test	Building on knowledge of Food Preparation and Nutrition. Increasing complexity of practical skills Preparing for NEA1 and NEA2 Preparing for written exam

Year 10

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	Preparing Food and Food safety Practical skills look at improving knife skills, timing, use of hob and oven. Dishes covered-'Family Favourites'- curry, cottage pie, pasty, Soup, pasta making Knife skills – veg preparation / terms / safety	Building a portfolio of photographs of dishes completed including evaluating sensory properties, skills and performance Sample exam questions End of term test	Building on knowledge from KS3 of basic principles of Food and Nutrition Introduction to new equipment and skills such as pasta maker Introducing new equipment such as small electrical equipment and professional knives. Preparing for KS4 exam and Non-Examination tasks
Autumn 2	Food choice- dietary needs for different life stages and religious beliefs. Health and Nutrients- diet related diseases Food Science- Enzymic browning Practical dishes- choux pastry, lasagne, cottage pie, enchiladas,	Building a portfolio of photographs of dishes completed including evaluating sensory properties, skills and performance Sample exam questions End of term test	Building on knowledge of food Preparation and Nutrition. . Preparing for KS4 written exam and Non-Examination tasks. Building on Knowledge of science from KS3
Spring 1	Food security- moral issues- fair trade Food safety- buying, storing and cooking. Food science- Micro organisms in food production- making yoghurt and cheese. Provenance- classification of fish Practical dishes- millionaires shortbread, fish pie, thai fish cakes	Building a portfolio of photographs of dishes completed including evaluating sensory properties, skills and performance Sample exam questions End of term test	Building on knowledge of food Preparation and Nutrition. . Preparing for KS4 written exam and Non-Examination tasks. Building on Knowledge of science from KS3
Spring 2	Food security- The availability of food, ethical issues, GM food Food Science- preservation Revision of key topic areas	Building a portfolio of photographs of dishes completed including evaluating sensory properties, skills and performance Sample exam questions End of term test	Building on knowledge of food Preparation and Nutrition. . Preparing for KS4 written exam and Non-Examination tasks. Building on Knowledge of science from KS3
Summer 1	Practice assignment –Food science investigation Planning a food science task, investigating the functional and chemical properties of a specified food. Producing a detailed analysis	This is a project based task which is assessed as each section progresses and given an overall final grade The investigation is done as a practical experiment	Building on Food Science understanding, building skills needed for NEA1 Builds independent skills and analytical skills

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Summer 2	Practice assignment – practical task Planning a food preparation task, researching a theme and justifying reasons for choosing dishes. Identifying skills and techniques. Writing a time plan. Costing dishes. Calculating nutritional values. Practical- producing dishes based on the theme	This is a project based task which is assessed as each section progresses and given an overall final grade The practical element is completed as a practical mock examination	Building on independent research skills Building on writing and analytical skills Preparation for NEA2

Year 11

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
Autumn 1	Board set task 1 st September Scientific investigation task Students produce a 2000 word report based on their research and findings of an investigation into the functional and chemical properties of a food	2000 word report Teacher marked and moderated by exam board PPE Exam	All food science study culminates in this project, students show their knowledge and understanding both as a written project and as an experimental practical task Preparation for written exam
Autumn 2	Complete Scientific Investigation Board set task 1 st November – Food Preparation task Students produce a report no longer than 20 A4 sides which outlines their research and understanding of the given theme.	Food Preparation task includes; Mind map Research Planning Practical – 3 hours Recording Calculating and Analysing nutritional value Costing Evaluation	Students show their knowledge and understanding of food across the topics covered. They demonstrate their cooking skills and abilities during a 3 hour practical exam where they produce 3 complete dishes. Preparation for written exam
Spring 1	Continue Board set task Revision of topics	Practical dishes produced through a 3 hour practical exam Teacher marked and moderated by the exam board	Preparation for written exam
Spring 2	Revision of all topics	Practise Exam questions	Preparation for written exam
Summer 1	Revision of all topics	Practise exam questions	Preparation for written exam

Key Stage 4 Examination Overview

Exam Board Details: OCR

2 non-examination assessments 50%

1 externally set exam paper 1 ½ hours 50%

What resources could I buy or borrow that will help my child?

OCR Food Preparation and Nutrition Revision Guide

What are the key websites or Apps that my child could use?

Food a fact of life

What can I do to encourage my child to take a further interest in Food?

Cook at home

Watch relevant cooking programmes

What after school or other extracurricular activities are available in Food and when are they?

Planning a KS3 cooking skills after school club later in the year