

Kingfisher Curriculum Offer

Curriculum Offer
(SLT)



Progression Map and National Curriculum Aims and Expectations
(Curriculum Lead)



Progression Map and Proposed Timescale with Core Curriculum Aims, Qualification Mapping and Teaching Schedule
(Subject Lead)



Lesson plans and Resources including Displays and Assessment
(Classroom Teacher)

Progression Map

Level Expected at the end of key stage 2 overview:

Key stage 2 Expectations

- Name, taste and prepare a broad range of ingredients and healthy recipes, reflecting cultural diversity
 - Exhibit a high level of competence in a wide range of food skills and demonstrate these for effective learning
 - Select and use an appropriate range of small equipment, safely and efficiently.
 - Show awareness of their own safety and of those around them when handling food and equipment. Ensure safe practices are always followed when using hot or sharp equipment e.g. oven gloves
 - Choose ingredients, considering their nutritional, functional and sensory properties, in addition to other factors (such as cost, seasonally, sustainability)
 - Apply skills and understanding to plan, prepare and cook simple dishes/menus safely and hygienically for a healthy, varied diet. Appreciate the value of eating together
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Key Stage 3 Expectations	Key Stage 4 Expectations
<ul style="list-style-type: none">• Pupils will extend their knowledge and understanding of food, diet and health.• Pupils will extend food preparation and cooking techniques.• Pupils will extend their knowledge of food provenance and consumer information.• Pupils will extend and apply their knowledge of consumer food and drink choice.• Pupils will secure the creative, technical and practical expertise needed to perform everyday tasks confidently.• Pupils will build and apply an expanding repertoire of knowledge, understanding and skills in order to create and make high quality dishes for a wide range of people.• Pupils will evaluate and test their ideas and the work of others, and make recommendations for improvements.	<ul style="list-style-type: none">• Pupils will build on previous knowledge and experience gained throughout key stage 3.• Pupils will learn with increasing depth about the science of food.• Pupils will learn about the catering industry.• Pupils will create and develop their own recipe ideas and present dishes for non-examination assessment at GCSE.• Pupils will complete investigations into specific foods, involving generation, and testing of hypotheses.• Pupils will develop their examination technique through the use of practise papers GCSE Theory.

Intent

Food Technology within Kingfisher school has three main goals:

- To educate students in healthy eating, nutrition and hygiene, enabling them to make good decisions around food and to maintain a healthy lifestyle.
- To give students the skills and range of experiences necessary to put this knowledge into practise, allowing them to plan and prepare a range of foods throughout, and after their time at Kingfisher School.
- Offering qualifications, providing access to further education in the area of food and catering should they wish to pursue this as a vocation.

Implementation

Our Learning is sequenced into coherent and cumulative lessons that build and connect on previous content. Specific skills are discreetly taught and practised so that they become transferrable. Carefully sequenced units activate prior learning, build on skills and deepen knowledge and understanding. Learning, vocabulary and content is cumulative; content is learned, retrieved and built upon.

Subject content is broken down as new topics are introduced and teaching is paused regularly to check understanding, giving feedback throughout. High quality resources are carefully chosen to support the learning journey. Our pupils are then able to apply learned knowledge and practiced skills confidently during independent application.

During lessons, pupils will:

- Experience foods from different countries and cultures, expanding their dietary horizons.
- Learn experientially, both following and developing recipes involving a wide range of flavours, textures and techniques.
- Have assistance from staff with specific areas of need.
- Learn how to manage personal safety in the kitchen environment.
- Learn how to maintain a hygienic workspace/kitchen environment.
- Work as part of a team, as well as an individual
- Build on skills previously learnt in the school to develop more complex techniques and a greater depth of knowledge

Impact

A judgement on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.

The impact of the school's curriculum can be seen through the rising quality of work pupils produce and the in-year progress demonstrated by all groups of pupils.

We have high aspirations for all expecting:

- All children will make good progress from their individual starting points academically, emotionally, creatively and socially.
- Children will take pride in all that they do, motivated to do their best and with confidence in their own abilities and their work across the curriculum is of high quality
- Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared their next steps

Proposed Timescale for Study of Content

- 39 weeks of study
- 2 lessons per week

Core Curriculum Areas

Qualification Mapping

Suggested Modules	ASDAN throughout Key Stage 3 and 4	Key Stage 4 – GCSE/Level1 and 2 vocational in hospitality and catering or continued ASDAN (where appropriate)
<p>Healthy Eating</p> <ul style="list-style-type: none"> • Eat Well • Energy and nutrients • Diet and Health <p>Practical Cooking -</p> <ul style="list-style-type: none"> • Planning what to cook • Ingredients • Cooking for health • Hygiene and safety <p>Where food come from</p> <ul style="list-style-type: none"> • Food origins • Farming and processing • Food availability <p>Food Commodities</p> <ul style="list-style-type: none"> • Cereals • Dairy • Eggs • Fish and shellfish • Fruit and vegetables • Meat • Potatoes • Poultry • Rice • Sugar <p>The structure of Hospitality and catering industry</p> <ul style="list-style-type: none"> • Hospitality at non catering venues • Job roles • Working conditions across the hospitality and catering industry • Kitchen layout • Job roles • Customer rights 	<p>Key stage 3</p> <p>Foodwise</p> <p>Healthy Eating</p> <ul style="list-style-type: none"> • Develop understanding of healthy eating • Opportunity to make healthy meals • Understand food groups and nutrition <p>Basic food safety</p> <ul style="list-style-type: none"> • Develop understanding of food safety • Take responsibility for food safety and health and safety when cooking <p>Food preparation and presentation</p> <ul style="list-style-type: none"> • Develop an understanding of the preparation of different foods • Learn about different kitchen skills <p>Cooking on a budget</p> <ul style="list-style-type: none"> • Develop understanding of budgeting skills and how meals can be planned effectively • Demonstrate cooking on a budget <p>Entertaining</p> <ul style="list-style-type: none"> • Develop understanding of the practicalities involved with planning an event <p>The food industry</p> <ul style="list-style-type: none"> • Develop understanding of how the food industry works and learn about changes within the food industry 	<p>Target areas for revision based on assessment</p> <p>Revision Books and Study guides</p> <p>Past papers</p> <p>Mock Exams</p> <p>Non-examination Assessments (NEAs)</p>

<ul style="list-style-type: none"> • health and safety at work • Food related causes of ill health • COSHH • RIDDOR • Personal safety and hygiene 	<p>Key stage 4 Hospitality</p> <ul style="list-style-type: none"> • Hospitality services • Food and Beverage service • Housekeeping and front office services • Events • Food safety and Health and safety in Hospitality • Careers in hospitality 	
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Key Stage 3 Teaching Schedule

Year 7

Assessment Objective	Curriculum Area/Teaching Content
AO1 Principles of nutrition and health	State how many portions of fruit and vegetables should be eaten each day, giving a variety of examples. Talks about exercise, eating, sleeping and hygiene and how they contribute to good health. State two important nutrients we get from fruit and vegetables. Recalls what they are eating and identify the need for variety and different food groups.
AO2 Planning and preparation	Prepare simple food products for themselves and others. Talks about preparing themselves for food work by washing their hands, putting an apron on and putting hair back etc. Make a range of simple food products. Combine different ingredients. Can prepare ingredients of a simple recipe using limited techniques. Chooses the correct ingredients.
AO3 Competence in a range of cooking techniques	Combine a number of cold ingredients to make a food product e.g. sandwich, fruit kebab. Use the hob and oven to make a hot food product e.g. Panini, pasta salad, simple stew
AO4 Understand the source, seasonality and characteristics of a broad range of ingredients	Talk about the different places food comes from. Give examples of several different foods from different areas of the world Recall the different places food comes from. Identify different diets e.g vegetarian, vegan etc.
AO5	Begin to offer responses to making activities.

Evaluating your work	Talk about what is good about their end product. Respond to simple questions about what could be improved.
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Year 8	
Assessment Objective	Curriculum Area/Teaching Content
AO1 Principles of nutrition and health	Identify (label) the different sections of the Eatwell plate. Identify foods that fit into each category. Describe why each section of the Eatwell plate is important. Discuss the 8 guidelines of healthy living.
AO2 Planning and preparation	Produce well-flavoured and balanced food. Pupils work with a range of ingredients confidently. Communicate ideas with labelled sketches. Thinks about the order of their cooking (plan).
AO3 Competence in a range of cooking techniques	Work with tools and equipment with some guidance and help. Peel, chop, slice, grate, mix spread, knead and bake, working towards independence. Work with a range of equipment and ingredients confidently.
AO4 Understand the source, seasonality and characteristics of a broad range of ingredients	Identify and explain the different places food comes from, giving simple suggestions as to why (environment/local availability etc.) Describe how different seasons affect the food bought and eaten throughout the year. State the differences between grown, reared, caught and processed in terms of the food eaten. Be able to describe and discuss different diets e.g. Kosher, Vegan,
AO5 Evaluating your work	Be able to evaluate own work and process, identifying areas for improvement and positive points Be able to give and receive feedback on work – referring to taste, presentation and texture

Year 9

Assessment Objective	Curriculum Area/Teaching Content
AO1 Principles of nutrition and health	<p>Explain why each section of the Eatwell plate is important e.g. what nutrients we get from each section and how our bodies use them.</p> <p>Make suggestions how I could improve my lifestyle and eating habits.</p> <p>Analyse a meal or menu. Make suggestions for how to improve its nutrition.</p>
AO2 Planning and preparation	<p>Explain their ideas.</p> <p>Make a step by step recipe and time plan.</p> <p>Think about constraints (things they may not be able to do in time/seasonal foods etc.).</p> <p>Produce plans that outline making progress.</p> <p>Works from detailed recipes, modifying them when needed.</p> <p>Respond creatively to briefs, exploring and testing their ideas (both theoretically and practically).</p> <p>Applies knowledge and understanding as they make recipes.</p>
AO3 Competence in a range of cooking techniques	<p>Prepare dishes using a wide variety of ingredients.</p> <p>Prepare dishes to a high standard, taking taste, smell, texture and presentation into account.</p> <p>Use a broad range of equipment safely e.g. blender, electric whisk and grill.</p> <p>Modify a given recipe to make a more successful product.</p>
AO4 Understand the source, seasonality and characteristics of a broad range of ingredients	<p>Prepare dishes using ingredients that complement each other.</p> <p>Explain where a range of different foods originate e.g. cereals, fruits, vegetables, meat, fish, eggs, fats/oils and dairy.</p> <p>Explain in detail where a range of different foods are processed e.g. cereals, fruits, vegetables, meat, fish, eggs, fats/oils and dairy.</p> <p>Analyse the function, nutritional contribution and sensory attributes of a range of ingredients.</p>
AO5 Evaluating your work	<p>Check work as it develops and solve problems as they occur.</p> <p>Taste and evaluate products, showing understanding of situations in which recipes would work best.</p> <p>Check work and solve problems independently, identifying ways to improve.</p> <p>Evaluate finished products and identify ways of improving them.</p> <p>Evaluate how effectively information sources have been used</p>

KS4

Assessment Objective	Curriculum Area/Teaching Content
AO1	<p>Analyse a meal or menu making suggestions for how to improve its nutrition.</p> <p>Design a meal that fits the Eatwell plate and the Guidelines for healthy living.</p>

<p>Principles of nutrition and health</p>	<p>Discuss my choices. Produce a detailed or analytical assessment of a menu, highlighting nutritional elements and energy components. Make clear recommendations for its improvements.</p>
<p>A02 Planning and preparation</p>	<p>Respond creatively to briefs, exploring and testing ideas (both theoretically and practically). Produce accurate time plans to predict the time needed to carry out practical work. Apply knowledge and understanding whilst planning recipes. Produce plans for alternative methods of producing the same dish.</p>
<p>A03 Competence in a range of cooking techniques</p>	<p>Modify given recipes to make a more successful product. Adapt and use developed recipes to make improvements to specific aspects of dishes. Demonstrate a broad range of practical skills confidently and with skill. Uses a range of different recipes and techniques independently</p>
<p>A04 Understand the source, seasonality and characteristics of a broad range of ingredients</p>	<p>Analyse the function, nutritional contribution and sensory attributes of a range of ingredients. Select appropriate ingredients to use in a wide range of products. Improve a product's nutritional profile, Take seasonal and sensory attributes into account when using ingredients. Competently select ingredients that are appropriate for a range of dishes. Takes into account a broad range of characteristics and issues. Show understanding of different diets by substituting ingredients where appropriate e.g. Vegetarian, gluten free etc.</p>
<p>A05 Evaluating your work</p>	<p>Evaluate their finished product and identify ways of improving it. Evaluate how effectively they have used information sources. Adjust their finished product to improve it following evaluation. Pupils will use a range of strategies to develop and improve appropriate ideas, responding to information I have identified. Complete investigations on specific recipes or processes, evaluating as appropriate. Complete written analysis of recipes and products highlighting strengths and weaknesses</p>