

Food Technology

Curriculum Principles

By the end of their education a student of Food Technology at Dixons Brooklands academy will be able to;

- Develop a range of food preparation skills and cooking methods which can be utilised to produce a far broader variety of recipes.
- This combined with a thorough understanding of kitchen safety and hygienic processes will foster a clear sense of confidence in students and promote independence when cooking both in class and beyond school.
- Develop knowledge of nutrition, special dietary needs and food provenance to allow them to understand their own and others dietary needs.

It is the vision of the Food Technology department to allow all students to make informed healthy choices and feel confident, safe and ambitious in the kitchen.

In order to achieve a true understanding of Food Technology topics have been intelligently sequenced based on the following rationale:

- Students need to understand how to cook hygienically and safely before starting to prepare and cook foods, but this knowledge must be developed and deepened continually as students learn more advanced methods and start to work with higher risk ingredients. This is the first of many examples of the substantive knowledge students acquire in their theory lessons supporting and developing the procedural knowledge built in practical lessons.
- Nutrition is a vital piece of substantive knowledge which is introduced in year 7 and revisited as part of our spiral curriculum each year. Beginning with the Eatwell guide and developing into a thorough understanding of the nutrients we require, their role in our bodies and foods each is found in. Students can then understand how our nutritional needs change during the life stages and why. This again allows students to make informed choices regarding foods they eat and the nutritional benefits of cooking food from raw ingredients.
- Understanding Special Dietary Requirements is another vital domain of the curriculum frequently revisited as part of the spiral curriculum. Through Key Stage 3 we look at a range of moral, religious and medical special dietary needs and how this links to nutritional needs. The reason for delivering specific religious dietary needs is to align with when students will be learning about that topic in Religious Studies. For example, as students will develop substantive knowledge about Islam in Religious Studies Cycle 2, they will learn about a Halal diet in year 7. In Key Stage 4 this knowledge is applied as part of the internal assessment students complete but it is also a vital life skill to understand a range of Special Dietary Requirements for those not opting for study at KS4.
- Procedural knowledge of cooking methods is taught and developed as part of the practical component of Food Technology but also developed in Year 9 to look at the impact a range of cooking methods have on the nutritional content and sensory properties of food. The Food Technology department aims for all students by the end of year 9 to have knowledge and ability to apply a range of cooking methods to meet overall ambition of them being safe, competent and confident cooks. This knowledge can be applied both as part of the internal assessments in year 11 but through students' own food preparation beyond school too.

The Food Technology curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- All practical lessons are fully accessible regardless of economic background as ingredients are provided for students by school.
- Literacy gaps which are common for disadvantaged pupils are addressed through tracked reading in the subject. All students are given the opportunity to read in both theory and practical lessons. They are supported to develop their understanding and use of tier 3 vocabulary through the explicit teaching of the definitions and use of these words and the high expectations we have to use tier 3 vocabulary regularly and appropriately in both their written work and through oracy.
- Building cultural capital by exposing students to ingredients, dishes and cooking techniques they have not encountered before and allowing them to talk with confidence about these subjects.

We fully believe Food Technology can contribute to the personal development of students at DBK:

- By learning about a range of religious special dietary needs and cooking a range of dishes from other cultures. This greater understanding of cultural habits different to their own fosters acceptance and embracing of ED&I.
- Students are given the opportunity to demonstrate leadership in the practical lessons through peer lead learning. This not build self esteem but allows more able students an opportunity to problem solve as a key focus of cooking at KS4 is contingencies and rectifying issues during cooking.
- Food technology supports the acquisition of cultural capital through our trips such as to The Good Food Show live and Blue Planet aquarium. Where students are exposed to a range of produce and opportunities to learn about its origins. This allows students to speak confidently about their own experiences and develops their oracy as well as self-assurance.
- Students will be provided with the opportunity to develop these skills and knowledge through an optional vocational course at Key Stage 4; WJEC Hospitality and Catering. By the end of year 11 these students will be able to demonstrate improved independence as they plan production and manufacture a variety of increasingly complex dishes with speed, precision and consistency. They will demonstrate wider skills e.g. knife skills needed for the professional kitchen.



Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- Whilst one aim at KS4 is to develop highly accomplished chefs, we consider the broad range of careers in Hospitality and Catering beyond the assumed roles of being a chef, nutritionist or restaurant manager. We want to prepare students for the range of opportunities that exist, not only in Food preparation and the hospitality industry but in a much wider landscape of careers.
- To develop students understanding of this broad range of careers we have a range of guest speakers who inspire students by in person and via remote delivery. Educational trips such as the Good Food Show live also allow students to meet entrepreneurs who have developed their own food business These all help to provide students with career goals and further supplements their aspirations to work hard to achieve these. These opportunities given whilst studying the course help to improve student's employability skills.