

## Curriculum Information for the School Website

**Subject:** Design & Technology

### **List of TLR Holders and their responsibilities:**

Mr Phil Cain                      Head of Technology  
Mrs Sue Tindle                  Teacher in charge of FT

### **Department aim:**

The Technology Department at Robert Mays believes that every student should have the opportunity to learn through the experience of hands-on making. More recently this has come to include CAD/CAM. This is a diverse department with many specialist subjects being taught.

### **Approaches to teaching and learning:**

Our curriculum aims to teach students the skills they need to fully engage with the work they do and develop their problem solving and making skills on all levels. Students study a broad range of disciplines (e.g. CAD/CAM, WMP, Testing, Electronics, Engineering, Materials, Design, Food Technology, Pnu/Hydro, etc.) They develop their practical and problem solving skills, ensuring they learn and apply the formal elements of the subject, whilst developing their own skill range. Students are encouraged to develop their technical and creative skills. The current syllabus includes aspects of science and mathematics.

### **Why the department has adopted this curriculum plan: (Curriculum Intent):**

During their time at Robert Mays students will have been given the opportunity to design, make and create in a variety of media and explore a wide range of processes. Students are encouraged to become independent learners, being able to understand their strengths as well as their weaknesses, allowing them to develop their abilities further.

### **Principles of sequencing learning in this subject: (e.g how does the KS3 Curriculum build upon KS2 and then prepare students for GCSE; why do we teach topics/skills in this order)**

Our KS3 curriculum builds upon the limited practical skills and knowledge that students bring from their KS2. We develop their skills over time with an emphasis on skillful and accurate manufacture. These skills become more established and progressively complex over the KS3 course enabling students to become more independent, free thinking and prepared if they wish to continue to a GCSE level. Y9 is seen as a precursor to GCSE and BTEC and the courses are written as such.

### **Curriculum Outline: KS3 Design & Technology and Engineering**

<b>Year 7</b>	<b>Rotation 1 (Engineering)</b>	<b>Rotation 2 (Design &amp; Technology)</b>
<b>Knowledge taught</b>	Basic workshop and manufacturing skills  Animal Project, Clinometer HW	Casting including CAD/CAM and the iterative design process. Pendant/Keyring/Fidget Spinner project

	assignment	
<b>Skills taught</b>	Materials (metals), Prototyping, basic manipulation (folding), cutting, filing, finishing, basic electronics Problem Solving (homework assignment)	Fusion 360 CAD (Parametric), Casting Metal Finishing Design and development Problem Solving (homework assignment)
<b>Assessments</b>	Interim assessment Verbal feedback in lesson (constant) Homework assignment mark/grade Final product feedback	Interim assessment Verbal feedback in lesson (constant) Homework assignment mark/grade Final product feedback

<b>Year 8</b>	<b>Rotation 1 (Engineering) Box</b>	<b>Rotation 2 (Design &amp; Technology) F1</b>
<b>Knowledge taught</b>	Further workshop and manufacturing skills  Box Project, TBC HW assignment	Teamwork project involving designing, testing, analysing and CAD/CAM leading to assembly and interview  F1 in Schools module
<b>Skills taught</b>	Materials (metals), Riveting, Accuracy and measurement, manipulation (folding to fit), cutting, filing, finishing, production planning Problem Solving (homework assignment)	Fusion 360 (Freeform), Assembly, teamwork, modelling, testing and iterative development, marketing, interviewing and presentation skills, competition. Problem Solving (homework assignment)
<b>Assessments</b>	Interim assessment Verbal feedback in lesson (constant) Homework assignment mark/grade Final product feedback	Interim assessment Verbal feedback in lesson (constant) Homework assignment mark/grade Final team feedback and score/position

<b>Year 9</b>	<b>Rotation 1 (Engineering)</b>	<b>Rotation 2 (Design &amp; Technology)</b>
<b>Knowledge taught</b>	GCSE understanding of NEA Advanced technical skills including materials and mechanical metal processes  Hammer Project, including HW assignment	GCSE understanding of NEA Advanced CAD and micro-electronics skills as well as problem solving and assembly.  Flashing Lamp Project, including HW assignment
<b>Skills taught</b>	Materials (metals), Technical Drawing including	Programming PIC chips and applying to a working circuit. CAD modelling as part of

	line, angles, blending arcs, etc. Turning, heat manipulation, tapping, etc. (GCSE skills) Testing Portfolio management (quality, evidence and time)	an assembly / multimedia project. Trebuchet and team projects. Assembly, CAD design modelling. (GCSE skills) Portfolio management (quality, evidence and time)
<b>Assessments</b>	Interim assessment Verbal feedback/support in lesson (constant) Homework assignment feedback through practical demonstration Final product/portfolio feedback/mark (1-9)	Interim assessment Verbal feedback/support in lesson (constant) Homework assignment feedback through practical demonstration contest Final product/portfolio feedback/mark (1- 9)

### GCSE Syllabus Information: GCSE Engineering

Year 10	Autumn Term 1 Engineering GCSE	Spring Term 1	Summer Term 1
<b>Knowledge taught</b>	Technical Drawing Testing Modelling a prototype	NEA Dummy Project (Hammer)	NEA (Released June 1st 2020)
<b>Skills taught</b>	Technical Drawing Prototyping and modelling (through Pnu/Hydro project) Various workshop skills including tapping, sand blasting, arc welding, etc.	Project management Working to time/pressure Working with limited guidance Metals, chining (turning), hardening/tempering, tapping, finishing and assembly, testing Y10 exam preparation/revision	Project management Working to time Problem Solving Ideas Modelling and Prototyping

<b>Assessments</b>	This unit is marked using the AQA assessment objectives and a GCSE level is awarded. Technical Drawing is marked individually and feedback given	This unit is marked using the AQA assessment objectives and a GCSE level is awarded.	This unit is marked using the AQA assessment objectives and a GCSE level is awarded.
<b>Year 11</b>	<b>Autumn Term 2</b>	<b>Spring Term 2</b>	<b>Summer Term 2</b>
<b>Knowledge taught</b>	Continuation of NEA	Completion of NEA Revision Programme	Completion of Revision Programme
<b>Skills taught</b>	Finishing all pages to expectation and beyond	SPG for an engineering exam Answering questions clearly and correctly	Ability to answer the exam paper
<b>Assessments</b>	This unit is marked using the AQA assessment objectives and a GCSE level is awarded.	This unit is marked using the AQA assessment objectives. Marks are give accordingly.	

### GCSE Syllabus Information: BTEC Engineering

<b>Year 10</b>	<b>Autumn Term 1</b>	<b>Spring Term 1</b>	<b>Summer Term 1</b>
<b>Knowledge taught</b>	Practical Skills Accuracy Production Planning	Working with Industry Module	TBC
<b>Skills taught</b>	Technical Drawing Various workshop skills including: hand and machine skills.	Project management Working to time/pressure Working with limited guidance  Y10 exam preparation/revision	TBC
<b>Assessments</b>	This unit is marked using the AQA assessment objectives and a BTEC Level 1 or 2 is awarded.	This unit is marked using the AQA assessment objectives and a BTEC Level 1 or 2 is awarded.	This unit is marked using the AQA assessment objectives and a BTEC Level 1 or 2 is awarded.

<b>Year 11</b>	<b>Autumn Term 2</b>	<b>Spring Term 2</b>	<b>Summer Term 2</b>
<b>Knowledge taught</b>	Not taught until September 2020	Not taught until September 2020	Not taught until September 2020
<b>Skills taught</b>	Not taught until September 2020	Not taught until September 2020	Not taught until September 2020
<b>Assessments</b>	This unit is marked using the AQA assessment objectives and a BTEC Level 1 or 2 is awarded.	This unit is marked using the AQA assessment objectives and a BTEC Level 1 or 2 is awarded.	This unit is marked using the AQA assessment objectives and a BTEC Level 1 or 2 is awarded.

### GCSE Syllabus Information: GCSE Design and Technology

<b>Year 10</b>	<b>Autumn Term 1 D&amp;T GCSE</b>	<b>Spring Term 1</b>	<b>Summer Term 1</b>
<b>Knowledge taught</b>	Practical Skills Accuracy Production Planning	Pen in a Box project (Dummy NEA project)	NEA (Released June 1st 2020)
<b>Skills taught</b>	CAD CAM 2D Visualisation Techniques Various workshop skills including: Fusion; Graphic Identity.	Advanced CAD/CAM skills (parametric modelling) Understanding NEA structure (e.g. evidencing)	Project management Working to time Problem Solving Ideas Modelling and Prototyping
<b>Assessments</b>	This unit is marked using the AQA assessment objectives and a GSCE level is awarded.	This unit is marked using the AQA assessment objectives and a GSCE level is awarded.	This unit is marked using the AQA assessment objectives and a GSCE level is awarded.
<b>Year 11</b>	<b>Autumn Term 2</b>	<b>Spring Term 2</b>	<b>Summer Term 2</b>
<b>Knowledge taught</b>	Continuation of NEA	Completion of NEA Revision Programme	Completion of Revision Programme
<b>Skills taught</b>	Finishing all pages to expectation and beyond	SPG for an engineering exam Answering questions	Ability to answer the exam paper

		clearly and correctly	
<b>Assessments</b>	This unit is marked using the AQA assessment objectives and a GCSE level is awarded.	This unit is marked using the AQA assessment objectives and a GCSE level is awarded.	This unit is marked using the AQA assessment objectives and a GCSE level is awarded.

**How students will receive feedback to enhance their knowledge and skills:**

During practise NEA and controlled assessments students are given checklists of the work that are required including dates to allow completion of the work within the suggested examination timeframes. Expectations are modelled through shared 'non specific' exemplar materials. Students are given regular feedback on their progress towards their target grade. Students receive verbal feedback during practical/design lessons relating to materials/concepts, structure of the response, H&S, ethical considerations, security of their work

**Reading List (Key Stage 3):**

There is no reading list but students are encouraged to explore the design work of well known designers and engineers

**Reading List (GCSE):**

AQA GCSE (9-1) Design & Technology 8552

New Grade 9-1 GCSE Design & Technology AQA Revision Guide (CGP GCSE D&T 9-1 Revision)

New Grade 9-1 Design & Technology AQA Complete Revision & Practice (with Online Edition) (CGP GCSE D&T 9-1 Revision)

AQA GCSE (9-1) Engineering, Anderson

Technologystudent.com (inc app.)

**Extracurricular and enrichment:**

After School Catch-up sessions for all practical work. Revision Drop in Sessions (when possible), Various trips. All staff run an after school club. In 2019-20 a new RC club will replace the 4x4 club.

**Spiritual, Moral, Social and Cultural opportunities:**

All projects are linked to society and the recognition of real life problems. Sustainability issues are regularly visited in lessons.

**Character development and British Values opportunities:**

Various topics across the curriculum in key stage three and four provide opportunities for this. Lessons are often group or team activities. Students are encouraged to support each other especially during practical sessions. Asking for help is normal and expected.

**Subject: Food Technology / Child Development**

**Aims:** Food Technology

The Food Technology department at Robert May’s aims to help students develop their knowledge and the wide range of practical and organisation skills needed to prepare, cook and present high-quality food products which meet nutritional targets and promote good health, to feed themselves and others. Students will also acquire an understanding of the importance of food safety, food hygiene and food science.

**Approaches to teaching and learning:**

Food Technology is a practical based subject: most lessons allow students to develop their practical skills through hands-on food preparation. Theoretical knowledge is taught alongside and through practical experiences. Practical skills become more complex as the students’ progress through the years building up their core skills and competences.

**Curriculum Intent:**

All students arrive at Robert May’s showing a variety of different levels of Food preparation skills. Our aim is to ensure that by the end of Year 8 all students are confident and capable of preparing a variety of dishes that they could use to feed themselves and their family which are nutritious, cost effective and reflect current Government guidelines regarding healthy eating. At the end of Year 8 students can opt to continue studying Food Technology in Year 9 and as an option at GCSE in Years 10 and 11.

**Curriculum Outline: Year 7**

Students in Year 7 will receive per academic year approximately one term (One Module) of Food Technology teaching as part of a rotation system within the overall DT Department. The rotation system means that students can have their Food Module delivered in the Autumn, Spring or Summer term.

In Year 7 Module students will engage in a range of practical and theory lessons. The theory lessons will ensure students are prepared for future practicals, allow them to evaluate previously cooked dishes and enable them to gain an in-depth and secure knowledge of the principles of nutrition, food choices, food hygiene and basic food science.

<b>Year 7</b>	<b>Module One</b>
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<p>Knowledge taught</p>	<ul style="list-style-type: none"> <li>• The Eatwell Guide and how to make practical choices to meet Healthy Eating Guidelines</li> <li>• The function and nutritional importance of fruit and vegetables in the diet</li> <li>• Enzymic Browning in relation to fruit and vegetable preparation</li> <li>• Kitchen routines with consideration to planning and timekeeping</li> <li>• The names and functions of Macro and Micronutrients</li> <li>• Knowledge and function of flour, fat, liquid and raising agent in a scone mix</li> <li>• Principles of accurate weighing and measuring.</li> </ul>
<p><b>Skills taught</b></p>	<ul style="list-style-type: none"> <li>• How to work safely and hygienically in a food preparation area</li> <li>• How to evaluate food products</li> <li>• Safe knife skills for food preparation</li> <li>• Safe and confident use of the oven, hob and grill</li> <li>• Rubbing in method to make crumble and scones</li> <li>• How to cook pasta</li> <li>• How to work cooperatively in a partnership</li> <li>• How to present food attractively.</li> </ul>
<p><b>Assessments</b></p>	<p>At the end of each practical lesson students are offered individual, group or whole class feedback on how they have worked and their finished product. This will include the overall quality of the finished product, with suggestions as to how they could improve or reasons for their high-quality outcome.</p> <p>Practical Assessment: Scone Assessment:</p> <p>A written booklet accompanies this module and the final module level will include a judgement of the quality of the theory and completed homework within this booklet combined with the student's practical achievements.</p> <p>At the end of the academic year students sit an exam based on all the 3 areas they have studied within the DT rotations.</p>

### **Curriculum Outline: Year 8**

Students in Year 8 will receive per academic year, approximately one term (One Module) of Food Technology teaching as part of a rotation system within the overall DT department. The rotation system means that students can have their Food Module delivered in the Autumn, Spring or Summer Term.

In Year 8 students will engage in a range of practical and theory lessons, building upon and developing competences, knowledge and skills taught in Year 7. The theory lessons will ensure students are prepared for future practicals, allow them to evaluate previously cooked dishes and enable them to gain a more in-depth and secure knowledge of the principles of nutrition, food choices, food hygiene and basic food science.



Year 8	Module One
<b>Knowledge taught</b>	<ul style="list-style-type: none"> <li>• The function of starch in sauce making (Gelatinisation)</li> <li>• Function and qualities of a good sauce</li> <li>• The 4 C's and the importance of good food hygiene in the kitchen for the preparation and storage of food</li> <li>• Food poisoning signs and symptoms</li> <li>• How bacteria, yeasts and moulds can spoil foods</li> <li>• Why stir-frying is a healthy method of cooking</li> <li>• The ability to understand the wide range of cultural influences that shape British food heritage</li> <li>• How to adapt and develop skills to make new or alternative dishes</li> <li>• A more in-depth knowledge and function of Macro and Micronutrients and their sources related to the food products made.</li> </ul>
<b>Skills Taught</b>	<ul style="list-style-type: none"> <li>• How to cook staple foods such as rice and pasta successfully</li> <li>• How to make a good quality sauce</li> <li>• How to prepare high risk foods such as chicken to prevent cross contamination</li> <li>• How to make a blended sauce</li> <li>• How to make an all in one sauce</li> <li>• How to make a reduced sauce</li> <li>• How to stir fry safely and effectively using the "wok clock"</li> <li>• How to make a successful Muffin and adapt recipes to make healthier.</li> </ul>
<b>Assessments</b>	<p>At the end of each practical lesson students are given individual, group and whole class feedback on how they have worked. This will include the overall quality of the finished product, with suggestions as to how they could improve or reasons for their high-quality outcome.</p> <p>Practical assessment: At the end of the module students will make a dish based on a development from a dish previously made in the module.</p> <p>Written theory and homework are assessed as completed and form part of the end of module level. These are marked in accordance with Robert May's marking policy. At the end of the module students will be given a level for their combined practical and written achievements based on their overall results.</p> <p>At the end of the academic year students sit an exam based on all the areas they have studied within the DT module rotations.</p>

### Curriculum Outline: Year 9

In Year 9 students can opt to study Food Technology for one double lesson per week for a whole year or one double lesson per week for half a year. The whole year course will enable students to easily and successfully transition to GCSE Food Preparation and Nutrition with lessons taught using a similar structure and assessment to that used for the GCSE course. For both the half and full year courses students will engage in a range of practical and theory lessons.

Year 9	Autumn Term	Spring Term	Summer Term

<p><b>Knowledge taught</b></p>	<p>The function of flour, salt, fat, yeast and liquid in bread products.  Function of fat, sugar, egg and flour in cake products.  Different cake making methods and examples of each.  How to plan an NEA Food science investigation.  Chemical, biological and mechanical raising agents and how they are used in baked products.</p>	<p>Different types of pastries and their uses.  The function of flour, fat types and liquid in pastry.  Tolerance levels in relation to quality control of baked products.</p>	<p>Food Miles.  Importance of Food Seasonality.  Food choices.  Functions and uses of eggs.  The meaning of terms coagulation and emulsification.  Importance of using locally sourced ingredients.  Conduction, convection and radiation as a method of heat transference in food.  Chemical, biological and mechanical raising agents and how they are used in food products.</p>
<p><b>Skills taught</b></p>	<p>How to make a successful plain yeast dough.  How to make a successful enriched yeast dough.  How to shape products to give a quality finish.  The importance of correct sized and preparation of tins for cake making.  Practical outcomes to show the cake making methods of whisking, creaming and melting.  Piping techniques.  How to carry out an NEA Food Science investigation.</p>	<p>How to make successful shortcrust pastry.  How to line and bake blind a pastry case.  How to roll, shape and form high quality pastry products.  Advanced finishing and presentation techniques for baked products.  More advanced piping and decorating techniques.  How to use a food processor safely and independently.  The necessity for good time- management and preparation before practical lessons.  How to carry out an NEA Food Science evaluation.</p>	<p>How the different functions of eggs can be used to make high quality dishes.  How to make a good quality soup  How to write a time plan as per GCSE requirements.  How to assess the safety and quality points as per GCSE requirements.  How to write an equipment and ingredient list as per GCSE requirements.</p>

<b>Assessments</b>		Practical Assessment: At the end of the module students will make 2 dishes based on a development from a dish previously made in the module.	Practical Assessment: At the end of the module students will prepare one complex dish following a time plan to show their technical skills.  At the end of the academic year students will also sit a written exam.
<b>Feedback</b>	At the end of each practical lesson students are given individual, group, peer and whole class feedback about how they have worked. This will include the overall quality of the finished product, with suggestions as to how they could improve or reasons for their high-quality outcome. Written theory and homework are assessed as completed and form part of the end of module level. These are marked in accordance with Robert May's marking policy. At the end of the module students will be given a level for their combined practical and written achievements based on their overall results.		

### **GCSE Syllabus Information: Food Preparation and Nutrition (Eduqas)**

At Robert May's we offer Eduqas GCSE in Food Preparation and Nutrition.

Food Preparation and Nutrition will equip students with the knowledge, understanding, skills and encouragement they need to be able to cook confidently. At the end of the course they will be able to carry out an array of complex culinary techniques and apply the principles of food science, nutrition and healthy eating. The course will also include principles of kitchen and food hygiene.

The five main areas of study will include:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

Practical work will be linked to the five theoretical areas of study.

The course is split: a 1 hour 45-minute examination (50% of the overall assessment) which is taken at the end of Year 11, and 2 forms of non-examined assessment (50% of the overall assessment). Non-examined assessment work begins in Year 11, after the content of the course has been taught in Year 10.

#### **Written Examination**

The FPN exam will be sat at the end of Year 11 and lasts for 1 hour 45 minutes. It is worth 50% of the GCSE,

#### **Non - Examined Assessment**

There are two Non-Examined Assessment tasks, (NEA is a classroom-based exam): both NEA's take place in Year 11 and are worth 50% of GCSE. New titles for each task are set by the exam board each year. Students are expected to work independently in developing their responses.

**Task 1: Food Investigation 8 hours**

A practical /science investigation to show an understanding of the working characteristics, functional and chemical properties of ingredients.

Students produce a report of between 1500 – 2000 words. The report will include research into 'how ingredients work and why', document their practical investigation and draw conclusions. The report should include charts, graphs, diagrams and photographic evidence which supports the investigation.

**Task 2: A Practical Food Assessment 12-15 hours (to include 3hrs for the final Practical Assessment)**

Students will produce a portfolio to include:

- Evidence of research and analysis of the task
- Evidence of trialling dishes, including demonstration of different technical skills.
- Evidence of planning, preparing, cooking and presenting a menu of three dishes within a single period of up to 3 hours (The Practical examination)
- Analysis and evaluation of the nutritional, cost and sensory properties of the three dishes.

Year 10	Autumn Term 1	Spring Term 1	Summer Term 1
Knowledge taught	Fruit and Vegetable/ Dairy Foods Food Provenance in relation to fruit and vegetables. How fruit and vegetables are classified. Primary and secondary processing of fruit and vegetables. Science of preserving fruit and vegetables. Detailed reasons for eating fruit and vegetables relating to diet and nutrition. Types of milk Processing including pasteurisation and homogenization Importance of milk in the diet Detailed Nutritional differences of milks and	Cereals/Protein Foods Nutritional content of cereals Primary and secondary processing of cereals Scientific principles of bread making and faults in bread making. Alternative Protein Foods Types and safe use of rice Nutritional content /properties of fish, meat, poultry & eggs. Names of cuts of meats and suitable cooking methods Types of sugars and different uses	Cuisines from around the world Food packaging and labelling Food Security Cooking Methods

	milk alternatives		
Skills taught	<p>How to make a successful jam.</p> <p>Precision vegetable cuts.</p> <p>Making a layered fruit dessert.</p> <p>Making an enriched shortcrust pastry.</p> <p>How to complete a full practise NEA 1.</p> <p>Revision of cake making methods.</p> <p>How to make a roux sauce</p>	<p>How to make choux pastry.</p> <p>How to make an enriched savoury yeast dough.</p> <p>How to make fresh pasta.</p> <p>How to prepare, skin and fillet fresh fish.</p> <p>How to joint whole fresh chicken.</p> <p>How to make macarons and meringues</p>	A full practise NEA2 is completed including a 3-hour practical exam.
Assessments	End of term tests on commodities studied	End of term tests on commodities studied	End of Year written examination.
<b>Year 11</b>	<b>Autumn Term 2</b>	<b>Spring Term 2</b>	<b>Summer Term 2</b>
Knowledge taught	NEA 1 (Science Investigation) final practice	This term is spent completing NEA2	Revision of 5 core study areas
Skills taught	This term is spent completing NEA1 Presentation skills for NEA2	This term is spent completing NEA2	Preparation for written examination.

Assessments	NEA 1 Examination 15%	NEA 2 Examination 35%	Written Examination 50%
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### How students will receive feedback to enhance their knowledge and skills:

#### KS3

At the end of each practical lesson students are offered individual, group or whole class feedback on how they have worked and their finished product. This will include the overall quality of the finished product, suggestions as to how they may improve the outcome, their working practises or why they have been so successful.

#### KS4

During practise NEA and controlled assessments students are given:

- Clear checklists of the work that is required including schedules of planned work and dates to allow completion of all work within the suggested examination timeframes.
- Expectations are modelled through shared exemplar materials.
- Students are given regular feedback on their progress towards their target grade and targets for improvement through individual feedback.
- Students are made aware of their homework/written record through whole class shared progress charts.
- Students receive verbal feedback constantly during practical lessons relating to improving skill, working practises or presentation of their dish.

#### Reading List (Key Stage 3):

How Food Works (The facts Visually explained) ISBN:978-0-2412-8939-6

The Science of Cooking ISBN: 978- 0-2412-2978-1

#### Reading List (GCSE):

Food Preparation and Nutrition ISBN: 978-1-908682-85-7 (Available digitally via RMS VLE)

Food Preparation and Nutrition Revision Guide ISBN: 978-1-908682-87-1

How Food Works (The facts Visually explained) ISBN:978-0-2412-8939-6

The Science of Cooking ISBN: 978- 0-2412-2978-1

#### Useful web links:

<https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/>

<http://www.foodafactoflife.org.uk/>

<http://www.food.gov.uk/>

<https://www.senecalearning.com/blog/gcse-food-preparation-nutrition-revision/>

#### Extracurricular and enrichment:

Food for Fun Club KS3

RMS Great Britisg Bake Off, Year 9

Weekly Revision/Support after school sessions for GCSE students

#### Spiritual, Moral, Social and Cultural opportunities:

There are many oppotunities at Robert May's for students within Food Technology to develop spiritually, morally, socially and culturally.

**Spiritually:** This can be shown through:

- Students can reflect about their own beliefs, religions and traditions around food, whilst being able to consider opinions of others.
- How different food choices are linked to different faiths and feelings and how this affects others.
- The sense of enjoyment of learning how to make food to share or for others.

**Morally:** This can be evidenced through:

- The ability to recognise right from wrong and how this can affect their lives whilst applying this knowledge to views such as vegetarianism, food miles, or the importance of recycling.
- How students' own views on food are considered regarding food sustainability.
- How students can consider consequences in relation to their own actions, for example with recycling.

**Socially:** This is evidenced through:

- The ability to understand that religion, ethnicity, allergies and socio-economic background can influence the foods that are eaten by different families.
- Sitting together to eat/share food together as a class.

**Culturally:** This is evidenced through:

- The ability to understand the wide range of cultural influences that shape British food heritage.
- Understanding the importance of traditional British and multicultural recipes and foods that reflect the diverse range of foods available in Britain today.
- The ability to understand and appreciate the views of others in relation to food choices based on their culture, religion, faith or ethnicity,

**Character development and British Values opportunities:**

Within Food Technology at Robert May's students are always listened to and are taught to listen carefully and with concern for each other, respecting the right of every individual to have their opinions and voices heard. Students know and understand that it is expected that respect is shown to everyone, whatever differences we may have related to our food choices. Students in Food Tech are given the opportunity to show resilience, and to become good self-managers.