



The Food Technology Curriculum at Nova is Ambitious, Sequenced Carefully, Principled, Inclusive, Research-informed and Enriching.

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| <p>AMBITIOUS</p> <p>This Learning Journey includes the use of a broad range of knowledge, skills, and understanding, and prompts engagement in a wide variety of activities. Students make food products that meet relevant criteria within a variety of contexts and themes such as Healthy Eating, Food Nutrition, Health & Safety, Sustainability and the Environment. In Food, we particularly stretch and challenge the students with a very wide range of knowledge-backed skills to allow them to excel at KS4 and beyond.</p> | <p>SEQUENCED</p> <p>The aim is for all students to;</p> <ul style="list-style-type: none"> Understand and apply the principles of nutrition and health Cook, in KS3, a repertoire of predominately savoury dishes so that they are able to feed themselves and others a healthy and varied diet Become competent in a range of cooking techniques which are extended in KS4 to 'industry standard' Understand the source, seasonality and characteristics of a broad range of ingredients. | <p>PRINCIPLED</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> | <p>INCLUSIVE</p> <p>All students should have been taught to use the basic principles of a healthy and varied diet; to prepare dishes; and to understand where food comes from. They are also supported and assisted if gaps are evident in this understanding of and application of the principles of a healthy and varied diet. Common misconceptions may appear in their knowledge and understanding of where and how a variety of ingredients are grown, reared, caught and processed- if this has not been previously taught. This is addressed through the teaching of food provenance in both Y7 and Y9.</p> | <p>RESEARCH INFORMED</p> <p>We use a variety of research, including Rosenshine's Principles, Teach Like a Champion strategies and subject specific aspects of pedagogy to enhance the implementation of our curriculum and to ensure that students become effective scholars in our subject. These strategies can be used in a variety of ways, such as:</p> <ul style="list-style-type: none"> In the planning of lessons across the curriculum. As the criteria for lesson observations. To address whole-school priorities. To set meaningful targets for CPD and appraisal. <p>Data Driven Instruction is used to respond quickly and accurately to students' current understanding, accelerating progress.</p> | <p>ENRICHING</p> <p>Competitions play a large part in the Catering industry and were try to replicate this within the school environment. These form challenges for students, encouraging resilience, perseverance and the development of a range of high-level skills. We look optimistically to the future with the planning of international food trips, external chefs and local trips to markets, fairs, shows and industry visits.</p> |
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