The Key stage 3 food technology curriculum is for pupils to learn about healthy eating and have the understanding to create dishes. This is building on Key stage 2 knowledge of the basic skills covered. This will be done using skills focus so pupils build on each skill learnt and grow with confidence.

Food Technology Curriculum: 5 Year plan 2023-24

Long term Memory/ Retrieval of Knowledge:

✓ All starters are linked to core skills and include topics from previous lessons. This is long term recall and is linked to the memory model and the science of learning.
✓ Low- stakes testing is used to check student understanding and address misconceptions.
✓ Teachers use targeted questioning to checking understanding.
✓ Progress pit stops allow for retrieval of knowledge and teachers use this technique to collect data based on the needs of their class.
✓ Responsive teaching is used as immediate intervention and teachers provide prompt for students during retrieval tasks.

Pedagogy within the Classroom:

✓ Clear instructions given to reduce cognitive overload.
✓ Use of 'I,WE,YOU' modelling to break down skill and create resilient and independent learners.
✓ Regular, low-stakes testing used to create strong bonds with the long-term memory.
✓ Provide every opportunity for students to engage in purposeful discussion and develop their use of vocabulary.
✓ Provide links to students' past learning, across faculties and in the outside wider world allowing students to have a broader understanding of the subject.

Food Technology Lessons at Birkenhead Park School

DO NOW activity.

Thery: Retrieval task will build on prior learning. Students complete this on a post-it note that is stick it into their booklets. Students will think hard and complete the task in silence. Key words will be given half termly, students will write the new key word on their Frayer model sheet, kept in the front of their booklets.

Practical: Retrieval task will built on the start of the practical starting rotation.

Modelling a worked example. (I, WE)

The teacher models a new concept to the class using 'I, We, You' , this is complete without input from the students. Modelling will continue with the teacher (We) asking students for help in drawing the correct conclusions and also introducing mis-conceptions where appropriate. Students will be encouraged to take part and cold calling used to engage all students. Modelling will be used for a variety of tasks including listening, performing and composition.

(YOU)

Students can practice the modelled skill by answering the listening questions, performing the section of music on the keyboard or creating an improvised composition. Practical tasks are often done in small ensembles and promote group activity and creative music making. Students are always encouraged to break tasks down, build up their creative ideas and be ambitious.

A safe and respectful working environment is created for students to perform their work in front of their peers and to gain valuable feedback, they are encourages to reflect and refine their own work and to act on immediate feedback to understand mis-conceptions and gaps of knowledge.

Review of practical activity (progress check) The teacher will see firsthand the skills pupils are demonstrating in each practical based on the product pupils will be making.

Responsive Teaching (Practice questions). Students must be given opportunities to practice the skill if they are not secure in the progress pit stop. It allows for immediate intervention. Here the teacher will circulate and provide personalised verbal feedback.

Challenge Questions/ Purple Problems/ Group Tasks. If students have secured their skill they can be given a 'PS', 'FS' or 'MR' to stretch and deeper their understanding. Challenge questions link to other areas of Mathematics and are framed using GCSE Language and Terminology. These can be in the form of purple problems or group tasks.

Think tasks and Questioning. These are used during the lesson to promote deeper level thinking skills linked to Bloom's Taxonomy.

Enrichment Tasks. These tasks are given regularly to students (typically during the revision lesson) and are designed to consolidate, stretch and challenge and enrich students' capital culture of Mathematics. These may be in the form of investigations, codebreakers, treasure hunts, Murder Mysteries or exploring different careers. They could also include exam questions in problem solving contexts. Students will develop their knowledge of the 'Word of the Week' during this time and also check their 'COPS'.

Plenary techniques. A range of techniques can be such as 'Exit tickets', '3, 2, 1', WWW EBI and 'Tweets' are used to check student understanding and contribute to low stakes testing where applicable.

Build-up of Skills:

✓ The skills identified for success at GCSE is outlined and planned backwards from Year 11- 7.
✓ These skills are built upon each year from year 7.
✓ They are age appropriate for each Year group and allow students to fully access assessments and low stakes testing.
✓ The language is similar to allow students to become familiar and build up a layer of skills each year- to review and refine these at regular intervals to become independent and resilient learners.

Assessment:

✓ Assessment takes place regularly. 'APP end of topic tests' are used to allow teachers to test student performance but are clear this does not show 'learning' from the long -term memory.
✓ End of unit assessments are completed at the end of each LP and are planned to test current and prior knowledge.
✓ Assessment QLA is used to address student's misconceptions and re-test rather than re-teach.
✓ Topic Response lessons following low stakes tests are built into the curriculum to allow students to plug gaps in their knowledge.