

Food & Nutrition

Curriculum Intent:

The ambitious curriculum is relevant, provides breadth and equips students with the skills and knowledge to progress to aspirational pathways at each transition point. It is inclusive, accessible and challenging for each child, catering for individual need. High quality specialist teaching promotes high cultural literacy and ensures students develop a life-long love of learning. The curriculum will be adaptable to the needs of all learners in order that all students feel a connection to their learning. The co-curriculum provides enrichment opportunities for all students as well as building their resilience in and beyond the classroom. Students will leave school with the confidence to tackle the challenges of life as a result of the high quality PSHE, careers and guidance education. We will know we are being successful in all aspects of our intent due to a robust quality assurance programme.

The curriculum provides students with the knowledge and skills to enable them to become healthy and informed citizens. Students will be taught to how food can affect their bodies, minds and planet.

The FABRIC

Focused

The National curriculum states that students should be taught to “instil a love of cooking” of predominately savoury foods and understand the source, seasonality and characteristics of a broad range of ingredients. The curriculum meets and exceeds these requirements, exploring the wider context of each topic complemented by a practical approach to learning the skills and techniques of cooking that enables students to apply their theoretical knowledge.

Appropriate

Our curriculum is cumulative in its teaching of knowledge and skills by teaching all students not only how food affects their body but how their food choices link with the environment, culture and overall wellbeing. The focus is on teaching practical savoury cooking skills and focuses on a holistic model of teaching students the impact of their food choices. This approach is taken through a research informed curriculum as current nutritional research now points to the importance of an individual’s diet and a focus on unprocessed whole foods. Students are taught the science of nutrition in KS3 Biology, and the Food curriculum complements this.

Broad and balanced

The curriculum recognises that students' experience from KS2 is variable and social economic factors have a huge impact on students' prior experience. Therefore, the curriculum is flexible and allows it to be tailored to their needs. The skills and knowledge the students learn enables them to confidently cook independently which will increase their chance of being happy, healthy and informed individuals.

Rigorous

All students are challenged and able to access the curriculum through quality teaching, scaffolding, retrieval practice, all students can access the learning as all ingredients is provided for them.

Integrated

Students take the basic skills and nutritional knowledge to complete a project on cultural street foods from around the world. This will enable them to become more culturally aware citizens. The nutritional focus look towards other cultures and focuses on the role of snacks in maintaining a healthy diet and comparing international foods to processed UK snack products.

Practical skills will focus on 5 key areas that will be repeated and embedded into all practical areas where possible. These skills will be repeated across a cyclical model that enables students to master the following skills:

- Knife skills
- Rolling and shaping
- Control of heat
- Seasoning
- Presentation

These skills will prepare students for adult life and/or further studying of the subject. Students will be challenged to consider their own snack choices and the impact this has on their wellbeing. Knowledge will be intertwined with practical skills so students can link skills and knowledge together.

The knowledge taught in this unit will be:

- Further rules of food hygiene focusing on high-risk foods
- Other food cultures/diets
- Impact of processed foods

- Role of protein in diets
- Role of wholegrain foods
- Impact of eating meat on the environment.

As students' progress through the curriculum, these skills and knowledge are revisited and developed further, in preparation for KS4 and continuing to GCSE examinations whilst maintaining a broad experience that goes beyond the exam specification.

Coherent

As students' experiences are varied, year 7 focuses on providing basic skills, knowledge and routines to enable cooking at home and further study, whilst building in opportunities to extend skills for those who are more accomplished and experienced. Over time the curriculum is structured to build on learning so that students can make links between the skills and knowledge across the units, recognising how their learning supports the next stages of their learning journey.

How we assess learning	Key Vocabulary
<p>Assessment: Assessment will be used to assess both knowledge and skills throughout and will be used to inform planning and teaching. Knowledge tests will be used during and the end of rotations to assess knowledge progression. Lesson will use a mixture of teacher self-assessment to assess practical skills every 3 lessons and complete two assessed practical during the rotation will give them clear area for improvement and the opportunity to do so. There will be no set order of lessons but instead teachers will decide next lesson based on whole class observation and feedback and choose from a bank of lessons.</p>	<p>Tier 3 words are commonly defined as low-frequency, subject-specific words. It is common practice to teach these words as part of content-specific lessons. For example:</p> <ul style="list-style-type: none"> • Coeliac. No Gluten. • Lactose Intolerant. No Dairy. • Diabetic. Reduced amount of sugar/fat. • HACCP: Hazard Analysis Critical Control Point. • Coagulation. When something sets. • Gelatinisation. Thickening sauces. • Natural Additives.

<p>Subject knowledge will be assessed using knowledge tests at the start, middle and end of rotations. These will enable us to use more responsive planning and teaching. KS3 targets are created by using scores from Y7 SAT and CAT scores. This gives unbiased data that supports an holistic understanding of the students' ability combined with the baseline data.</p>	<ul style="list-style-type: none"> • Artificial Additives.
<p>Enrichment</p>	<p>Careers Education prepares our students to make informed choices about their futures</p>
<ul style="list-style-type: none"> • The Armed Forces visiting school for a cooking session with GCSE students. • Visiting local restaurants so students can understand the 'bigger picture'. • Wymondham Life: Bake club • Baking with the boarders. 	<ul style="list-style-type: none"> • Students go on to study at 'The City College Catering School at a higher level'. • Apprenticeships at local restaurants. • A Levels in sports and biology to support a career in nutrition
<p>Our curriculum is underpinned by our values and are expressed through our curriculum</p>	
<p>Pride - have pride in the subject learning skills for life, become an independent learner. Passion – have the passion to be creative and innovative pushing your skill level. Positivity – if it goes wrong try again, we learn from our mistakes.</p>	