



Statement of Intent

Every subject maximises the potential of each student, enabling them to become successful learners, confident learners and responsible citizens. We will ensure that all students are well prepared for life and work and keen to make a positive difference to the world they live in.

Food

Intent *Explain what is distinct about Food and why it is important for our students to study it.*

The Food department are committed to equipping our students with lifelong skills to help them lead a successful, healthy and balanced life after school. We aim for them to be resourceful and self-reliant, and to gain practical skills in order to live an independent lifestyle, being able to prepare nutritious meals for themselves and others.

The department aims to develop students' cultural capital, by inspiring and instilling a love of key skills to be able to draw upon their prior knowledge, to provide for themselves and others affordably and well, now and later in life. The curriculum aims to develop the creative, technical and practical expertise needed, to carry out a number of skills confidently and to participate successfully in an increasingly technological world. Students will build upon and apply a repertoire of knowledge, understanding and skills in order to produce a range of excellent products, using a variety of ingredients. Understanding and applying the principles of nutrition and learning how to cook using different methods and techniques through a range of practical lessons, whilst learning key information, which will allow for them to be self-sufficient and sustainable, both now and in later life.

Skills *Detail the wider skills that Food can deliver to our students, helping to prepare them for leaving RLS*

The food curriculum will provide learners with the toolkit needed to be able to become informed and confident individuals. Through their food lessons students will study the Eatwell guide, food safety, provenance and sustainability, nutrition - including how to identify macro and micro nutrients and how to incorporate them into the food we eat. Furthermore, understanding world culture and food provenance, helps them to consider the wider world around them. These topics provide a platform on which students are able to execute different cooking methods and practices and challenge themselves to work independently to produce excellent outcomes. They will learn how to evaluate these outcomes and identify how to improve the quality next time. Ensuring that students leave with a repertoire of knowledge and skills, allows them to become fully equipped in the wider world, in order to provide healthy, nutritious meals for themselves and others and working with other key departments across the school, allows them to practice budgeting, weighing ratios of ingredients and recipe reading skills for example.

Purpose of study *Look at the Food programmes of study in the National Curriculum and define what this means for our students and their future*

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.

Aims *Look at the Food programmes of study in the National Curriculum and define what this means for our students and their future*

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly 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 [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]

- understand the source, seasonality and characteristics of a broad range of ingredients

Assessment *Explain how students are assessed at Key Stage 3 and 4 and what impact this has on their future learning.*

Assessment is used consistently throughout the department by using results from assessment both carried out throughout the year at entry points and in lessons. In lessons we use a variety of assessment techniques from in class tests, satchel quizzes and skills assessments. We then use the results of this to inform our future planning, starter activities and scheme of work adaptation. This enables us to fill any missing gaps in knowledge or common errors, in order to ensure students have a secure knowledge on each topic area or mark band. In KS4 we also use exam builder and analysis tools to ensure weaker areas on exam papers are covered and all students are aware of topic areas that need further revision and work in class.

Rationale *Explain Food's rationale for the sequencing of the Food curriculum. Why are KS3 and KS4 taught in the order that they are eg use of interleaving etc*

During KS3 it is important for students to start to develop their knowledge and skill set. Whether this be to understand new equipment and cooking processes, or finding their way around a kitchen, the basis of this knowledge is fundamental to underpinning the wider curriculum.

We start our KS3 journey in year 7, by learning about key processes in the food industry to create a range of food products, this is supported by understanding where the food we eat comes from and how we can be more sustainable when growing and buying food ingredients, and by looking at the function and sources of key nutritional inputs, in particular micro and macro nutrients.

When students reach year 8 they start to look at the world around us and understand how culture and religion can affect food choices, both on a British and Global scale. They look at food hygiene and safety principles, and begin to look in detail at the sources and structure of carbohydrates, fats and proteins in order to understand why macronutrients need to make up a greater proportion of the diet. In sequencing the lessons this way, students firstly understand where to find a macronutrient and then can begin to look at the chemical structure in more detail, once they know where it originates.

During year 9 we look forward to more of the KS4 curriculum, understanding and identifying the structure of the back of house and the roles of waiting staff in the front of house. They look at key culinary terms and techniques including presentation of dishes and have an introduction to careers and educational pathways in the hospitality and catering industry, and we cover the 3 R's - reduce, reuse, recycle to incorporate environmental issues before moving into the KS4 options process and focusing more on the hospitality and catering sector as a whole.

During the final two years of their food journey, students will focus heavily on the wider hospitality industry looking at the environment in which hospitality and catering providers operate, how these provisions meet current health and safety guidance and putting into practice all of the skills they have previously built up, in order to create menus and dishes of their own choice and research.

This helps lead to a well-rounded student, who is ready for their next steps in the industry at further education or in the world of work.