

## Food – Aims/Intent

Our academy curriculum has been designed paying close attention to families and children we serve in the local community. Our aim is to ensure all students have the opportunity to leave the academy with the necessary skills and attributes to succeed in life. To instill a love of cooking that leads to self-sufficiency and independence. We focus throughout on understanding and applying the principles of health and nutrition.

### In Food Preparation and Nutrition pupils will be taught:

1. To learn and use a range of skills through practical applications as well as written.
2. To increase their proficiency in the handling of different essential pieces of equipment in the kitchen.
3. To understand the economic, environmental, ethical, religious and socio-cultural influences on food availability, production processes and diet and health choices.
4. To explore a range of ingredients and processes from different culinary traditions.
5. To instill a love of cooking that enables students to feed themselves and others.
6. To achieve their expectations in a creative and innovative way.
7. To demonstrate knowledge of functional chemical and nutritional properties, the sensory qualities and the microbiological considerations leading to food preparation.
8. To critique, evaluate and test their food and the food of others.
9. To apply the principles of nutrition and healthy eating beyond the classroom as understanding and applying better nutrition ultimately fuels better academic success across the curriculum.
10. To understand the career pathways that could be followed by studying Food Preparation and Nutrition.

### Our intent is to provide opportunities for students to:

1. To provide a varied and wide range of recipes, predominantly savoury, to demonstrate how nutrition can be used in practice, skills and the science behind food.
2. To explore as many cultures and different skills in the area of food preparation.
3. To compare and contrast skills and make informed decisions about the most effective methods.
4. Develop the ability to evaluate and critique a dish, then be able to use those skills to improve or change their work.
5. Encourage students to work independently and in teams
6. To provide opportunities for students to explore career paths connected to food and nutrition.

## Implementation

### Key stage 3:

1. Skills and knowledge, making nutrition and cooking relevant to them.
2. Introduce a range of key skills that can be used as building blocks for KS4.
3. Understanding food and nutrition and cooking techniques of different cultures to provide a broad base to develop.
4. Tailor the SOW to ensure all students have the opportunity to be creative and develop their presentations skills.
5. Ensuring that SOW stay current and fresh, incorporating new trends in food and nutrition.
6. Demonstrate an understanding of the need for good nutrition and the problems caused if things go wrong.
7. All SOW to incorporate Chiltern Hills Values.
8. Students to learn the differences in command and key words so exam questions become easily accessible
9. To ensure skills can be consolidated and pupils can show their skill progression in the final practical exam.
10. PP and SEN students considered in terms of resources, trips and educational needs.
11. Lessons focus on developing organisational and practical skills.
12. Well-formed feedback to ensure students understand how to progress
13. Stretch and challenge for all.

## EDUQAS Specification

### Key Stage 4

1. Develop independent skills through techniques learnt at KS3
2. Educational trips to broaden and enrich their learning.
3. Broadens horizons, opening minds to new and interesting opportunities in the food industry.
4. Stretch and challenge for all
5. Provide opportunity days for visiting speakers
6. Work with local communities on food and nutrition based projects.
7. Develop and embed key skills required for GCSE Food and Nutrition
8. Create intervention opportunities for underachieving students and throughout the course.
9. To be able to demonstrate analytical skills in written responses and have a secure knowledge of investigative skills.
10. Provide students with quality feedback to ensure progress.
11. Focus on disadvantaged students through bespoke interventions.
12. Create comprehensive workbooks that aid revision
13. Food and Nutrition language embedded and used in practical and theory lessons.
14. To consolidate all their knowledge over the course to enable them to complete their coursework requirement.

#### **Non Examined Assessment 1**

Students are required to complete a science based investigation and this forms 15% of their total grade.

#### **Non Examined Assessment 2**

Students are required to complete the planning of 3 dishes for a 3 hour practical exam. This forms 35% of their total grade.

#### **Exam**

Students are required to complete an exam that will cover all the theory, science and skills gained over the 3 years. This forms 50% of their total grade.

## **Impact**

We want all of our students to achieve their full potential and become well rounded individuals. We do this by developing a range of skills and knowledge as well as to apply those to everyday life and indeed take them through into adulthood and independence.

We ensure students have the knowledge of what it means to have a career in Food.

#### **Enrichment opportunities-**

We hope to provide opportunities for students to work with local chefs as well as a visit to London's oldest culinary college. Working with local feeder schools to better link work completed in primary schools and to support the transition to secondary school.