



## Curriculum Statement: Food Studies Department

“Give a man a fish, and he will be hungry again tomorrow; teach him to catch a fish, and he will be richer all his life.”

The following statement captures many aspects of what Food Studies at St Pauls will be setting out as our intent:

Food Studies at St Pauls will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Our curriculum will encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

Through food and nutrition, students at St Pauls will

Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment

Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks

Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health

Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices

Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food

Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

The Curriculum intent of the Food Studies department is outlined below. These are the principles that shape our intent, implementation and intended impact of our subject area on the school Curriculum. We believe that every pupil, regardless of ability or background, should expect the same quality education in every lesson taught by every teacher across our curriculum team.

<p>Our vision and values for our Subject are:</p>	<p>The Food curriculum in both KS3 and KS4 is aimed at developing pupils so that they become inquisitive and creative, capable of being able to cook and apply principles of nutrition and healthy eating.</p> <p>The curriculum should develop an awareness and clear understanding of a range of ingredients, practical skills and kitchen equipment, all crucial life skills.</p>
<p>Our rationale for teaching what we teach is as follows:</p>	<p>We use a hands on practical approach to learn in an environment that provides opportunities for experiential learning that provides access to a wide range of skills. This enable pupils to succeed in creating a range of dishes, developing confidence in a kitchen environment, using a variety of utensils and electrical equipment.</p>
<p>The principles that shape our Key Stage Three Curriculum is:</p>	<p>Pupils have little opportunity to experience Food Technology at KS2 due to the lack of experience, skills and equipment. From Year 7 we aim to develop competent pupils in the kitchen environment, developing a range of cooking skills and allow pupils to use their senses to analyse foods, understand hygiene &amp; safety principles, Food provenance and Healthy Eating. These topics will also aid development of students reading, writing and communication skills by using a range of techniques and media to support this. Tier 3 vocabulary will be core throughout each topic.</p>
<p>The principles that shape our Key Stage Four Curriculum is :</p>	<p>This course enables pupils to develop the skills and knowledge gained at key stage 3 and develop an in depth understanding that will enable them to successfully continue onto a range chosen careers.</p> <p>In KS4 the GCSE Food Preparation &amp; Nutrition course allows pupils to continue to develop their food preparation and cooking skills and build on their principles of nutrition and healthy eating, Food Provenance, Food Safety, Economic, environmental, ethical, and socio-cultural influences. Also on food availability, production processes, explore a range of ingredients and processes from different culinary traditions to inspire new ideas or modify existing recipes. There are many links and connections within the whole school curriculum where the students can use transferable skills in GCSE Food preparation &amp; Nutrition.</p> <p>During KS4 pupils will also discover their investigative techniques through Food Science investigations and these have many links and connections with the science curriculum. These topics will also aid development of students reading, writing and communication skills by using a range of techniques and media to support this. Tier 3 vocabulary will be core throughout each topic.</p> <p>Pupils will discover opportunities in this vast careers sector for many employment opportunities.</p>
<p>Our Pupil Promise: You will see the following in our lessons:</p>	<p>We promise that all pupils will be provided with the best quality delivery and assessment available at all times. Pupils will be fully engaged in challenging activates both theory based and practical that will ensure a good understanding of the skills and knowledge relating to the context of the subject.</p> <p>Any pupil that is driven to succeed will progress and gain the highest grades available.</p>

Recovery Curriculum	<p>Year 10 – Students will assess gaps in their learning by taking an ‘end of year 9 exam’ assess gaps in learning from there. They will also do a RAG evaluation where the students RAG their learning of what they confidently know to what they know nothing about. Students will also start with a lesson ‘A year in a day’ where the students mind map what they know. All of this can then be used to track gaps in the knowledge.</p> <p>Year 11 - Assess gaps in learning by completing year 10 mock exam and RAG their learning for each topic. This is then followed up with a programme of study written to focus on core theory for the first half term covering all the topics from year 10.</p> <p>November will then be the start of NEA 2 (NEA 1 cancelled this year).</p> <p>After this is when we focus back on theory and revision. Whilst the students are in the process of completing the NEA’s I do set homework using the CGP exam work book practise and revision guides as well as Seneca learning. This keeps the theory work continually fresh in the students minds even though we are not covering theory in the classroom during NEA 2</p>
Blended Learning	<p>Use of Food Teachers centre to collaborate resources.</p> <p>Home learning activities written on Food a Fact of life aimed at KS3</p> <p>Seneca learning to be used for KS4.</p> <p>Remote learning will include the use of the AQA Food Preparation &amp; Nutrition digital bundle to support students learning. Where possible the lesson that is being delivered in the classroom will be set on Satchel One for students isolating, if this is not possible use of the above resources will be used to deliver the same topic electronically.</p>

Our intent is based on the most credible research and international views about why we teach food and its role in the curriculum of all young people.

1. Teaching food is MUCH BIGGER than the national curriculum – globally there is clear agenda from United Nations and the Rights of every Child that you can reference and use as your starting point for why food and nutrition is essential for every child in your school. <http://www.fao.org/nutrition/education/en/>. Out of the 17 Sustainable Development Goals – Food Education plays a pivotal role in Goal 2 on Hunger, Goal 3 on Good Health, Goal 4 on Education and Goal 6 on Water. Our government is signed up to this agenda.

2. We have used key documents to explain the purpose and aims and adapted these for the specific focus, for example:

- a. National Curriculum based on the Core competencies for 5-16 year olds.
- b. GCSE aims set out by DfE
- c. School Food Plan Chap 2 Cooking in the Curriculum and the National Food Strategy.

Implementation – that teachers present all aspects of this broad and balanced curriculum (not just English and maths) and are visibly encouraging discussion and the whole-hearted engagement of pupils, without an over-concentration on outcomes and with a far greater emphasis on processes.

Impact – that learners develop detailed knowledge and skills across the whole curriculum. It follows that there will be a greater emphasis on the behaviour and attitudes of pupils and a much less single-lens approach to data.

This is great news for food teaching that contributes to a wide range of curriculum outcomes including those focused on health and well-being and those focused on cooking and nutrition with links into humanities subjects with topics such as sustainability and provenance, or global food culture; with links to science with food chemistry and properties, microbiology and nutrition, and food technology and future food and with links to religious studies with food beliefs and choices, with links to history on changes to eating patterns and food availability