



Let your light shine before others (Matthew 5)

Food & Nutrition Department Handbook & Curriculum Intent

“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 and Nutrition in our school 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.

Our mission statement for quality education in our Department is:

The Food curriculum is aimed at developing pupils so that they become inquisitive and creative citizens capable of being able to prepare and cook a wide range of dishes and apply principles of nutrition and healthy eating.

Our learners will be inquisitive and creative, whilst taking the opportunity to learn crucial life skills so they have the ability to feed themselves and others affordably and well.

<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.</p> <p>Link to all Year 7 resources Year 7 2021 2022</p> <p>Link to all Year 8 resources Year 8 2021 2022</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 AQA GCSE Food Preparation & 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 on food availability, production processes, food science, food choice and explore a range of ingredients and processes from different culinary inspire new ideas or modify existing recipes.</p> <p>During KS4 pupils will also discover their investigative techniques through Food Science investigations</p> <p>Pupils will discover opportunities in this vast careers sector for many employment opportunities. Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.</p> <p>Link to AQA website AQA Food preparation and Nutrition GCSE GCSE Food preparation and nutrition</p> <p>Link to all resources year 9,10 , 11 GCSE Food Prep and Nutrition 2016</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>

The New (Consultation) refers to Three 'I's: intent, implementation and impact

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 Purpose of Study section and Cooking and Nutrition Section

b. GCSE aims set out by DfE

c. School Food Plan Chap 2 Cooking in the Curriculum

3. Public Health Local Authority – Health and Well Being programmes – with growing rates on obesity Food Education should be at the centre of St Pauls.

a. General <https://www.healthyschools.org.uk/>

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

with links to religious studies with food beliefs and choices, with links to history on changes to eating patterns and food availability

Head of Department – Nicola Orton

Technician – Jane Breen

Current Food Teaching staff – K Knapp, E Coggins, H Patel

Food & Nutrition classrooms – Room 125 & 126

Teaching and Learning

Home learning

Year 7:

Weekly spelling tests posted on Satchel One to consolidate tier 2 subject specific terminology.

Quizzes set on Satchel One as retrieval practice and spaced learning practice.

Watch and learn practical's (filmed on YouTube by Mrs Orton) prior to the practical lesson taken place (flipped learning)

Homework set in the students Food Studies workbook based on the learning taken place in the classroom

Year 8:

Watch and learn practical's (filmed on YouTube by Mrs Orton) prior to the practical lesson taken place (flipped learning)

Regularly read through knowledge organisers posted on Satchel One in preparation for a 'POP' up test as part of spaced learning/retrieval practice

Homework set based on the learning taken place in the classroom

Year 9:

Extended homework tasks based on Special diets, Food safety & contamination, Food Provenance.

Exam style questions set from Daydream education GCSE Food preparation & nutrition revision guide & exam practice work book.

Weekly spelling tests posted on Satchel One to consolidate tier 2 subject specific terminology.

Quizzes set on Satchel One as retrieval practice and spaced learning practice.

Tasks set based on a set of CGP revision cards that are purchased by the students

Year 10:

Weekly spelling tests posted on Satchel One to consolidate tier 2 subject specific terminology.

Quizzes set on Satchel One as retrieval practice and spaced learning practice.

Exam style questions set from CGP GCSE Food preparation & nutrition exam practice work book & revision guide.

Year 11:

As students do not have traditional 'theory lessons' due to NEA's taking up all of year 11 students are set work from Collins AQA GCSE 9-1 Food preparation & Nutrition complete revision & practice books including past exam papers.

How does our Food Studies curriculum accommodate HAP's & MAP's by stretch & Challenge?

1. Give students an image and an ingredient list get them to plan how time make it, use the or plan to made the product
2. A step missing from the recipe

3. Cook-a-long live - Student independently follows the demo same time as the teacher helps with pace
4. Using own notes from live demo from a previous lesson
5. Technical challenges – Simple method given before the lesson with ingredients lists. Student can modify the recipe to challenge skills and techniques (e.g portion own chicken or buy ready prepared). Student must decide how to accurately cook the product based on a simple method
6. Additional ingredients available to adapt the basic product being made, students have to work out how to prepare and cook those additional ingredients
7. Advanced shaping, piping, decoration, garnishes, sauces, accompaniments, more dishes,
8. Higher level dishes look at the list of dishes that are basic, medium or complex dishes. HAPS to be selecting complex dishes.
9. Less step-by-step direction more independent learning,
10. Use of detailed time plans,
11. Use of specific specialist equipment
12. Teach to the highest level at all times. Embed this into every lesson. Whether its theory or practical.
13. Insist on correct use of subject terminology for all students especially HAP's
14. Attempting all homework and past exam papers
15. Preparing complex dishes at home and e mailing in photos.

Vocabulary

Every unit of work has a knowledge organiser outlining key terminology and definitions, then test questions and answers – used for home works throughout to improve recall.

Each unit of work has an student booklet , an information booklet and a completed booklet for checking answers. This forms a revision resource.

Lesson slides have key learning question , key vocabulary.

Weekly spelling tests on satchel

These key terms are tested in lessons as quizzes as well as for activates.

Link to Mrs Orton's Youtube cooking channel

<https://www.youtube.com/playlist?list=PLibJH-H9eut3XYppiusXky7qmBFB6G6Qm>

Enrichment with Food & Nutrition

Enrichment in **Food & Nutrition** lessons goes beyond the core curriculum to deepen students' understanding, spark curiosity, and build practical, cultural, and life skills. Below are several effective enrichment strategies that we try and use and implement for this subject:

Masterclasses with Guest Chefs

- We like to invite professionals to demonstrate advanced techniques – Royal Navy providing a chef masterclass within the Royal Navy. Waitrose demonstrating fish preparation.

Food Science Investigations

- Practical experiments exploring emulsification, fermentation, or caramelisation.
- Example: Comparing how different types of flour affect bread texture.

Themed Cuisine Days

- Deep dives into world cuisines to explore global food culture, ethics, sustainability, and traditions – Sushi masterclass, 'A taste of India', Food styling with Tunnocks Teacakes, Garden Focaccia bread design

Cooking Competitions (Christmas cake Bake off)

- Builds creativity, time management, teamwork, and resilience. Peer-assessed to encourage reflection.
- Planning balanced meals on a budget, or adapting recipes for specific dietary needs.

Links with STEM

- Explore the chemistry of baking or the role of microorganisms in yogurt making and cheese making.

Other enrichment ideas yet to implement but possible ideas to research:

- **Seasonal cookery** – recipes using ingredients in season grown from the sustainability group
- **Food passport** – track new skills/recipes tried each term
- **More Food science investigations** – Many of these are done in lesson but possible cross curricula link with science
- **Food careers fair** – invite more local chefs, dietitians, food scientists
- **Food hygiene workshop** – basic certification but this would be budget pending
- **Fairtrade focus week** – explore ethics and sourcing of ingredients
- **GCSE food blog** – students post about revision topics or cooking tips
- **Digital recipe cards** – create and share successful recipes
- **Student Time-lapse cooking videos** – showcase preparation and final outcomes

Planning for Differentiation in Food Studies at St Pauls'

PP, EAL, LPA, MPA, HPA

There are several strategies that we embed into our teaching practice so that we can alleviate teacher workload and naturally embed differentiation. These are some strategies that we use in Food Studies provide support for the students, feedback, planning, teaching and marking.

1. Seating Plans. Every student is seated in a specific location in the room that works best for their learning.
2. Marking books paying attention to specific feedback of www and ebw.
3. Using data. Keeping a close and careful eye on student data and communicate the information via formative feedback to the students. This is an excellent differentiation strategy.
4. Verbal feedback. Our feedback is meaningful and tailored to the individual student. Praise comments are extended with specific formative assessment.
5. Classroom displays - Build up a bank of resources on display and use as learning resources.
6. Scaffolding writing frame/differentiated booklets. Provide students with a scaffolding writing frame.
7. Choice of task. Offer a choice of resources that vary in difficulty.
- 8 . Forming and framing questioning. E.g Pose, Pause, Pounce, Bounce, no hands, etc
9. Students taking the lead. Micro teaching activities.
10. Students teaching their peers. Challenging students to teach others what they have learnt. Students can begin to self-regulate one another.
11. PP support through finance of ingredients and resources.

Support

Scaffolding of tasks

Exemplar levelled work

Sentence starters/writing frames

Key word boxes/walls

Re-visit topics & themes

Nurture group/Technician support

Repetition and reinforcement

Testing and recall for starter activities.

Quizzes , Quizziz and Kahoot used to engage and challenge students at the end of topics



LEARNING JOURNEY

Food and Nutrition



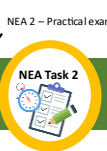
Mission – Attend the Year 11 Leavers' Prom



Your Future!

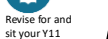
Revise for and sit your actual GCSEs to give yourself a competitive edge in life

NEA2 – Hand in



NEA Task 2

Revise for and sit your Y11 mock exams.



NEA1 – Hand in

AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.

AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.

AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation

Yr 10 Example of Practical dishes
Lemon Meringue Pie
Portion chicken, chicken fricassee
Pastry making
Jambalaya
Pork Pie
Technical challenge – star bread
Christmas cake
Moussaka
Chelsea buns
Profiteroles
Bakewell Tart

Knowledge: Embedding and enhancing knowledge based around scientific principles and nutrition

Non EXAM ASSESSMENT 1
MOCK: Food Investigation Task
Research Investigate
Analyse and Evaluate

Consider the format of GCSE AQA exam and refine revision techniques

Complete Y10 mock exam



Mock Exams

NEA 1 - Mock Trial 1

3.5 Food choice
3.6 Food Provenance

3.4 Food safety

3.2 Food, nutrition & health
3.3 Food Science

Preparation: Develop and refine high level making skills

GCSE KS4

Demonstrate and Apply Knowledge: Consequences of good and bad hygiene

Demonstrate Skills and Techniques: Scones

Demonstrate Skills and Techniques: Tomato & Mozzarella pasta bake

Sensory Analysis Using senses to describe food

Where does your food come from Food miles

Organic Practical challenge All wrapped up

Analyse and Evaluate: Reflect on what you have made applying next steps where possible

Practical Assessment Cheese Whirls Independent focused practical

Demonstrate Skills and Techniques: Carrot cakes

Sausage rolls – Handling raw meat

Cross contamination Applying knowledge of bacterial growth

KS3

Links to Scheme of work.
https://stpaulsleicester-my.sharepoint.com/:f/p/personal/norton_st_pauls_leicester_sch_uk/En-a2hVgk7ZFame784nl9Exc-BU9mb174kqsl1y18j4xTg2e=GWX6BK

Yr 9 Example of Practical dishes
Stir fry
Pizza
Pastry making, Quiche
Joint a chicken, Jerk chicken
Bread
Food styling
Fishcakes
Lasagne
Pavlova
Chicken pie
Risotto, Fresh pasta
Chilli

Introduction to AQA Food preparation and Start your GCSE Food and Nutrition course

Special diets

Food Safety

Food Science Building tech skills

Commodities Food Provenance

Nutrition Diet & Health Food Choices

YEAR 10

Use SENACA as a revision tool

3.5 Food choice
3.6 Food Provenance

3.4 Food safety

3.2 Food, nutrition & health
3.3 Food Science

Preparation: Develop and refine high level making skills

GCSE KS4

Demonstrate and Apply Knowledge: Consequences of good and bad hygiene

Demonstrate Skills and Techniques: Scones

Demonstrate Skills and Techniques: Tomato & Mozzarella pasta bake

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Year 9 Projects
Demonstrate your knowledge of Nutrition and Food Preparation throughout six different projects.
Apply your knowledge of Nutrition and Food preparation through designing and adapting recipes.
Demonstrate skills and techniques in a range of different dishes and cuisines.
Analyse and evaluate results from a range of experiments carried out and through evaluation of dishes.

Identify critical temperatures linked to food poisoning bacteria, e.g. the 'Danger Zone'. Describe how bacteria multiplies.

Demonstrate Skills and Techniques: Shortbread

Demonstrate and Apply Knowledge: Food safety. Link prevention of contamination to prior knowledge of personal hygiene

Demonstrate and Apply Knowledge: Identify hazards and risks in the kitchen

Demonstrate Skills and Techniques: Scones

Demonstrate Skills and Techniques: Tomato & Mozzarella pasta bake

Sensory Analysis Using senses to describe food

Where does your food come from Food miles

Organic Practical challenge All wrapped up

Analyse and Evaluate: Reflect on what you have made applying next steps where possible

Practical Assessment Cheese Whirls Independent focused practical

Demonstrate Skills and Techniques: Carrot cakes

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Demonstrate and Apply Knowledge: The Eatwell Guide

Assessment week: Healthy Eating & The Eatwell Guide

Hand of Nutrition introduction to Food and Nutrition Main nutrients and their function

Demonstrate Skills and Techniques: Pizza buns

Safe use of a grill Dextrinisation Team work

Analyse and Evaluate: Reflect on what you have made applying next steps where possible

Demonstrate Skills and Techniques: Rock cakes

Function of ingredients Rubbing in method

Demonstrate Skills and Techniques: Carrot cakes

Sausage rolls – Handling raw meat

Cross contamination Applying knowledge of bacterial growth

KS3

Links to Scheme of work.
https://stpaulsleicester-my.sharepoint.com/:f/p/personal/norton_st_pauls_leicester_sch_uk/En-a2hVgk7ZFame784nl9Exc-BU9mb174kqsl1y18j4xTg2e=GWX6BK

Hygiene & Safety: Washing up Using cooker safety Cooker assessment

Demonstrate Skills and Techniques: Knife safety

Bridge & claw Knife safety assessment Weighing & measuring

Hygiene & Safety Good conduct Units & equipment Hygiene & Safety Risk assessment 4 Cs

Introduction to the Food Room: Contract Nosey sheets

Baseline Assessment: what do you already know? What is the best food experience you have ever had?

Yr 7 food lesson:

KS3

Links to Scheme of work.
https://stpaulsleicester-my.sharepoint.com/:f/p/personal/norton_st_pauls_leicester_sch_uk/En-a2hVgk7ZFame784nl9Exc-BU9mb174kqsl1y18j4xTg2e=GWX6BK

Curriculum Implementation

KS3

year 7 one hour per week

Year -8 One hour per week

We have built a KS3 curriculum map from our new KS4 specification.

Practical activities to 'hook' and excite.

Develops literacy and numeracy.

Compliments & supports KS4 (e.g. knowledge and skills needed)

Assessment

KS3

A baseline assessment is carried out at the beginning of Y7 to establish skills and knowledge from KS1 & 2 and from home experience.

End of topic assessments

Peer marking and self marking is used within the modules to consolidate expectations and skills levels.

Formative Practical assessments.

KS4

Baseline assessment for practical and theory.

End of topic assessments and practical assessment each half term.

Mock exams

Whole exam papers- using mark schemes and grade boundaries.

Learning Profiles

1	Highly motivated, consistently excellent attitude and demonstrates exceptional effort. Meeting all expectations.
2	Well motivated, regularly demonstrating effort above average and meets most expectations.
3	Average effort, improvement needed in some aspects to meet expectations.
4	Below average, significant improvement needed to meet expectations. There are causes for concern.

Consequences



Choice-Chance Consequence

- C0:** Verbal warning
no name on board

- C1:** Verbal warning
name on board
recorded on G4S

- C2:** Second warning
tick beside name
30 min detention issued
2 negative points on G4S

- C3:** Final warning
second tick
1 hour detention issued
3 negative points on G4S

- C4:** On-call with removal
Isolation set
4 negative points on G4S

Low level poor behaviour	Repeated C1 offences	Further repeat of C1/C2 offences-	Serious incidents- will result in on-call if in class may be a fixed term exclusion	Extremely serious incidents likely to result in a fixed term or permanent exclusion
C1	C2	C3	C4	C5
Calling out	Poor response to getting a C1 e.g.: shrugging, comments, smirking	Foul/sexualized language	Persistent defiance over school rules	Drugs-taking/dealing in school or arriving to school under the influence
Off task	Not being properly equipped	Disturbing an exam/poor behaviour in an exam	Defiance-walking away from staff when being spoken to	Alcohol taking/sharing in school or arriving to school under the influence
Distracting others	Eating in lesson	Failure to complete homework after a brief extended deadline	Truancy	Refusal to comply with confiscation of mobile phone being out in school (SLT)
Poor effort	Breaking uniform rules including wearing of excessive make-up/ false eyelashes or false nails	Homework not being of an acceptable standard even after a brief extended deadline	Bullying including cyber bullying	Offensive weapons in school
Not listening	Being late to lessons x2 in a week per subject or x2 in a fortnight where lessons are once per week	Persistent lateness to school/lessons	Threatening behaviour	Threatening a member of staff or student
	Late to school without an adequate reason	Mobile phone used in school	Verbal abuse to staff or students	Using racist/sexist/homophobic language
			Vandalism/damage to property/theft	Sexual harassment violence
			Smoking incl. E-Cigarettes	Actions before during or after school which brings the school into disrepute
			Dangerous behaviour	
			3 confiscations of a phone in one term	

SCHOOL OBJECTIVES FOR 2025-26

Objective 1	1. All forms of Collective worship are and reflective; providing quality spiritual experiences for all; students and staff. Students have the opportunity to be prayerful in a variety of places including in a church school mission lies at the centre of all experiences
Objective 2	2. QA evidences: CPD, teaching, and designed assessment all leading to a positive learning experiences for all, especially those with SEND needs and those identified as Pupil Premium.
Objective 3	3. QA evidences: The curriculum is designed and adapted to meet the needs of all particularly those with SEND needs and those who are identified as Pupil premium.
Objective 4	4. QA evidences: School behaviour being managed consistently by all ensuring that no student or staff member is disadvantaged by poor behaviour.
Objective 5	5. QA and data analysis evidences the enrichment offer, particularly in the sixth form. Enrichment is wide and varied giving all students opportunities to broaden their experiences beyond the classroom.

Food & Nutrition Strategic Priorities 2024-25

Department Priority 1

Links to Objective 3 - Assessment and the analysis of data informs curriculum design and implementation leading to quality first teaching affecting positive outcomes for all groups

To implement/continue with strategies across the curriculum using the research of 'making it stick' and retrieval practice to ensure that students can retain the necessary knowledge required to succeed in assessment

- To review curriculum regularly to ensure quality first teaching.

Success will look like when:

To improve upon strong existing results at GCSE

- To continue with the strong uptake of GCSE students in year 9
- To have a positive reputation with students in KS3 so that they consider GCSE Food in year 9
- Students will be able to independently assess the subject knowledge areas which they feel need further development in order to further secure their knowledge and understanding to make further progress in year 11.
- During year 11 students mainly focus on NEA work which is worth 50% of their overall grade. All theory work is taught in year 10 and not revisited until revision lessons once all NEA work is submitted in April of year 11. To implement regular theory review sessions through independent learning during year 11.

Plan and deliver appropriate resources and lessons that aim to get students to independently reflect and evaluate areas of knowledge and understanding that they feel confident with or decide that they need to take further action with.

- To ensure theory knowledge is at the forefront of student's minds all the time and learning is reinforced, weekly homework (year 10 and 11) will be set using the revision guides and revision work books.

- Use spaced learning activities/retrieval practice with year with all year groups when setting homework from revision guides, quizzes on Satchel, assessments.
- Share vocabulary with learners and make it clear to them that the strategy we are using in a lesson can also be used at home.
- Actively incorporate activities into our lessons that encourage students to use these techniques to transfer knowledge into the long term memory.
- To further research the strategies useful in relation to the subject.
- Use of whole class feedback assessment
- To create resources which are embedded into SOW
- To improve upon assessments which will demonstrate the success of the implementation of strategies above.
- Use exam board country wide data and reports to identify where improvements are required
- To enforce and embed the new Choice Chance Consequence behaviour protocols ensuring consistency. This also links to school priority (4)
- Use Exampro to focus on areas students are not performing in so well during assessments. E.g micronutrients

Department Priority 2:

Links to Objective 2 - All staff are provided are with the skills, CPD and support to ensure teaching and learning across the school is of consistently high quality and all students are making progress

- Allergy awareness training
- CPD through Food Teachers Centre – Food Science tutorials, NEA 1 and 2 training
- AQA CPD Webinar to further analyse the exam paper and teaching and learning strategies
- Cyber security training

Success will look like when:

- All Food teachers (specialist and no specialist) will be confident in their knowledge of First aid and allergy awareness training.
- Continued CPD reviewed throughout the year to establish where training/CPD is required.
- Support of exam preparation to help students prepare for the written exam
- First aid training through the main provider of the school
- On line Food Standards Agency training of Allergen awareness and also in association with Food Teachers Centre to keep up to date of changes of the law (e.g Natashas law).
- AQA

KS3 and KS4 Subject Overall Intent for Food and Nutrition:

As part of their work with food, students will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking that will open the door to one of the great expressions of human creativity. Learning how to cook being a crucial life skill that enables students to feed themselves and others affordably and well, now and in later life. Students become inquisitive and creative, capable of being able to cook and apply principles of nutrition and healthy eating.

The curriculum should develop an awareness and clear understanding of a range of ingredients, practical skills and kitchen equipment, all crucial life skills.

We aim to develop competent pupils in the kitchen environment, developing a range of cooking skills. **In Red are areas of Cross curricula links where if a student does not choose this subject at KS4 where else they are receiving this subject content. But as you can see there are many areas that are specific to the curriculum of Food Studies at GCSE**

	Intent	Implementation
Personal Development – To develop healthy individuals	<ul style="list-style-type: none"> • Understand and apply the principles of nutrition and health • Understand how nutritional needs Vary with age and health conditions • Understand the source, seasonality and characteristics of a broad range of ingredients • Demonstrate a repertoire of predominantly savoury dishes as part of a healthy and varied affordable diet • Instilling a love of cooking that leads self-sufficiency and independence 	<ul style="list-style-type: none"> • Students will learn and develop an understanding about energy, nutrients, water and fibre, diet and health and nutritional needs throughout life Some areas maybe taught in Science • Students will consider issues around nutrition and physical, intellectual wellbeing • Students are encouraged to use all the ingredients to make healthy nutritious predominately savoury dishes for their families in line with the principles of The Eatwell Guide • Students are encouraged to use ingredients which may appear to be beyond shelf life but are still useable in sauces, soups, in order to make healthy nutritious dishes and reduce food waste in the home. • Students at KS4 will consider how to make several healthy nutritious dishes from one ingredient. For example, deboning a chicken to make several dishes • Students are encouraged to use fresh, seasonal, local ingredients where possible to make healthy nutritious dishes • Students will consider ‘Food Provenance’ and ‘Food Origins’ to include where and how foods are grown, reared, or caught and what is ‘Fairtrade’ and ‘Organic’ when purchasing foods Food provenance at some level maybe taught in Humanities • Students will learn and develop an understanding about food safety, including the preparation and safe storage of food, and sound microbiological food safety principles when buying, storing, and preparing food and how to use equipment safely; health and safety at work

	Intent	Implementation
<p>Caring Attitudes – To make a positive contribution to the community</p>	<ul style="list-style-type: none"> • Understand the economic, environmental, ethical, religious and socio-cultural influences on food availability, production processes, and diet and health choices • Understand how food contributes to various religious and spiritual events and celebrations • Explore a range of ingredients and processes from different culinary Traditions • Instilling a love of cooking that enable students to feed themselves and others 	<ul style="list-style-type: none"> • Students will learn and develop an understanding of individuals with specific lifestyle needs to include vegetarians: lacto-ovo, lacto, vegan, and those with religious beliefs that affect choice of diet, to include Sikh, Hindu, Muslim, Jewish. Some areas maybe taught in RE- Food and religion • Students at KS3 will use recipes to develop cooking skills but these can be adapted to suit personal tastes, family dietary/religious needs • Students at KS4 students will be encouraged to be more creative showing their understanding of individuals with specific dietary needs through planning their recipes, demonstrating appropriate skills and evaluating their dishes according to the needs of the target group • Students are encouraged to have a sense of pride and self-fulfilment in their work. Student practical work will be teacher/self and peer assessed. Examples of excellent work will be displayed on the school website, e mailed home or screens around the school. • Students are encouraged to know how their food is transported, developing an understanding of 'Food Miles' and the impact food transportation has on our local and global community. Some areas maybe taught in Humanities. • Students are encouraged to consider the environmental and economic benefit of buying locally • Students will be encouraged to reuse food packaging when appropriate to reduce wider waste. Some areas maybe taught in Product design if packaging design is covered. • Students will be encouraged to think about the impact of food waste on the environment, to consider the effects on our local and global community. Some areas maybe be taught in Humanities

- Students at KS4 will consider the effects of food poverty and how this causes malnutrition and will assess why there has been a rise in food banks in the UK providing assistance to people facing hardship.

	Intent	Implementation
<p>Academic Achievement - To make, at least, the expected academic progress</p>	<ul style="list-style-type: none"> ● Ensuring that students achieve their expectations in a creative and innovative way ● Demonstrate knowledge of functional chemical and nutritional properties, the sensory qualities and the microbiological considerations leading to the food preparation ● Critique, evaluate and test food and the food of others ● Apply the principles of nutrition and healthy eating in learning between subjects and beyond the classroom as understanding of nutrition and food ultimately fuels better academic success across the curriculum 	<ul style="list-style-type: none"> ● The subject will promote opportunities for students to engage further and develop skills with food preparation. ● The subject will encourage other subjects in school to promote opportunities for students to engage further and develop skills in food with food preparation related lessons and homework activities ● The subject will develop understanding of the different aspirational career opportunities available in the food sector. Displays of possible careers and career opportunities are promoted at options evening and open evenings.

Year 7 Subject Intent Food and Nutrition:

Students will learn how to apply the principles of nutrition and healthy eating. Students will be introduced to the eat well guide, food and its nutritional value and health and safety preparing and making food. Students will learn the importance of hygiene and the potential hazards when working in the technical area. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge. Pizza buns, small cakes, fruit salad, rock cakes, carrot cake muffins, sausage rolls, whirls

When	Topic	Department Intent (What we intend our students to have learnt?) <i>Differentiated:</i> Key words/writing frames/ Build vocab. using literacy sheet/Chunked information instructional worksheets/Exemplar work displayed/Peer assessment and support/Seating plan/Working in groups <i>Extension:</i> Working independently/Explore potential to adapt recipes/Propose various alternatives to suit different dietary requirements/Produced high-quality finished products	Cross-curricula practical application
Year 7	Preparing for practical work Hygiene & safety Washing up Using an oven safely Weighing & Measuring Knife skills, Fruit and vegetable preparation skills Introduction to the Eatwell Guide Nutrition, Evaluating diets Food provenance – where does our food come from and how is it grown? Food provenance – food miles and transportation Sensory analysis Hygiene & safety assessment Nutrition Assessment Practical assessment Practicals demonstrate a range of practical skills. Pizza buns, Small cakes Fruit salad, Rock cakes Carrot cake muffins Sausage rolls, Cheese whirls, pasta salad	Safety & Hygiene: Identify hazards that occur in a kitchen Describe how to reduce hazards Explain how to prepare for a practical including weighing & measuring List the correct order for washing up Explain how to use a knife safely Food Preparation: Use a sharp knife, demonstrating either the claw or bridge technique Demonstrate how to use the cooker safely Describe the sensory characteristics using the correct sensory descriptors Nutrition: Give a definition of diet Identify reasons why we need food Identify the names of the nutrients and the function of each nutrient Explore how the Eatwell Guide can help follow a healthy balanced diet. Give a definition of food provenance Identify foods that are grown in the UK Explain what organic farming is List reasons why buying local produce and reducing food Miles. Creaming, enzymic browning, rubbing in, all in one, handling raw meat	Science: Functional and chemical properties of <i>fats and oils</i> , raising agents, dextrinisation English: Descriptive adjectives of sensory analysis Maths: Measurement Ratio Fractions Geography: Foods are grown and harvested PE: Eatwell Guide Art and Design: Presentation and Decoration Humanities: Food provenance

Year 8 Subject Intent Food and Nutrition:

Students will learn how to apply the principles of nutrition and healthy eating. Students will be using the eat well guide, food and its nutritional value and health and safety preparing and making food. Students will learn the importance of hygiene and the potential hazards when working in the technical area. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge: Pasta bake, Scones, Chicken Curry, Breads, Cookies, Tom & Basil tart, pasta sauce

When	Topic	Department Intent (What we intend our students to have learnt?) <i>Differentiated:</i> Key words/writing frames/ Build vocab. using literacy sheet/Chunked information instructional worksheets/Exemplar work displayed/Peer assessment and support/Seating plan/Working in groups <i>Extension:</i> Working independently/Explore potential to adapt recipes/Propose various alternatives to suit different dietary requirements/Produced high-quality finishes	Curriculum links
Year 8	Preparing for practical work Recap Hygiene & safety Recap Washing up Recap Using an oven safely Intermediate Knife skills – Apple swan Macronutrients – functions Micronutrients – functions Food choice & ethical beliefs Food labelling and understanding nutritional content. Function of ingredients Food & Religion Practical skills demonstrate a wide Range of techniques. Assessments promote independent working using the knowledge gained in the lessons. X 3	Safety & Hygiene: Reinforce rules on kitchen safety Recap and recall how to set up a practical lesson Food Preparation: Use the hob, grill and oven safely Use of electrical equipment safely Demonstrate knife skills Preparing fruit and vegetables Prepare, combine and shape ingredients Functions of ingredients in <i>bread</i> Creating different bread dough Shape a bread dough Nutrition: Name the three macronutrients and state at least one function and source of each Explain why vegetables are an important part of our diet Knowing what information needs to on a food label and why List the characteristics we judge food on when we eat Describe the sensory characteristics of a variety of different foods using the correct sensory descriptors Explain why sensory evaluation is carried out Examine a traffic light label and analyse how the information helps the consumer make an informed choice Describe how sugar tax may help with obesity crisis Understand different food religion laws and values, understand how moral issues can change food choices	Science: Functional and chemical properties of <i>proteins</i> -gluten formation, raising agents. English: descriptive adjectives of sensory analysis Maths: Measurement Ratio Fractions Geography: Foods are grown and harvested PE: Diets Macronutrients Micronutrients Art and Design: Presentation and decoration RE: Food & Religion

Year 9 Subject Intent Food and Nutrition:

Students will learn how to apply the principles of nutrition and healthy eating. Students will be using the eat well guide, food and its nutritional value and health and safety preparing and making food. Students will learn the importance of hygiene and the potential hazards when working in the technical area. Students will prepare and

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Year 10 Subject Intent Food and Nutrition:

Students will learn how to apply the principles of nutrition and healthy eating. Students will be using the eat well guide, food and its nutritional value and health and safety preparing and making food. Students will learn the importance of hygiene and the potential hazards when working in the technical area. Students will prepare and

Year 11 Subject Intent Food and Nutrition:

Students will learn how to apply the principles of nutrition and healthy eating. Students will be using the eat well guide, food and its nutritional value and health and safety preparing and making food. Students will learn the importance of hygiene and the potential hazards when working in the technical area. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge:

When	Topic	Department Intent (What we intend our students to have learnt?) <i>Differentiated:</i> Key words/writing frames/ Build vocab. using literacy sheet/Chunked information instructional worksheets/Exemplar work displayed/Peer assessment and support/Seating plan/Working in groups <i>Extension:</i> Working independently/Explore potential to adapt recipes/Propose various alternatives to suit different dietary requirements/Produced high-quality finishes	Curriculum links
Year 9	Special diets Food safety, Preparing for practical work, Where do bacteria come from? Special diets Food science Food commodities Food nutrition & health, Applying the Eatwell Guide Micronutrients & Macro nutrients– nutrients in food, their sources and functions Yr 9 Example of Practical dishes Stir fry Pizza Pastry making, Quiche Joint a chicken, Jerk chicken Bread Food styling Fishcakes Lasagne Pavlova Chicken pie Risotto, Fresh pasta Chilli	Safety & Hygiene: Recap and recall how to set up a practical lesson <i>adding food hygiene of meat preparation</i> . Name the places bacteria come from State how and why food may become contaminated with bacteria Food Preparation: Use the hob, grill and oven safely Use of electrical and kitchen equipment safely Demonstrate knife skills Preparing fruit and vegetables Preparing <i>meat and vegetarian alternatives</i> Prepare, combine and shape ingredients Creating <i>advanced pastries</i> – choux, enriched Functions of ingredients in <i>sauces</i> and <i>pasta</i> Creating different sauces and pasta Nutrition: Name the micronutrients – vitamins A, B group, C and D, and minerals calcium, iron and sodium State at least one function and source of each micronutrient Explain fortification and reasons Understanding diet through life and special diets Explaining scientific process such as dextrinization, mallard reaction, enzymic browning. Explain the term food provenance and links to this topic Understanding all the commodities and knowledge related to each of these.	Science: Functional and chemical properties of <i>carbohydrates</i> – starch/gelatinisation /gelation <i>Biological</i> raising – fermentation. Diet & Health English: descriptive adjectives of sensory analysis and evaluation Maths: Measurement Ratio/Fractions Geography: Foods are grown and harvested PE: PAL/BMR Art and Design: Presentation and decoration

Year 12 Subject Intent Food and Nutrition:

Students will learn how to apply the principles of nutrition and healthy eating. Students will be using the eat well guide, food and its nutritional value and health and safety preparing and making food. Students will learn the importance of hygiene and the potential hazards when working in the technical area. Students will prepare and

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Year 10 Subject Intent Food, Preparation and Nutrition GCSE:

Students will demonstrate effective and safe high-level cooking skills by planning, preparing dishes using a variety of cooking techniques and equipment.

Students will develop knowledge and understanding of the functional properties, chemical processes and nutritional content of foods.

Students will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of different diets and health

When	Topic	Department Intent (What we intend our students to have learnt?) <i>Differentiated:</i> Key words/writing frames/ Build vocab. using literacy sheet/Chunked information instructional worksheets/Exemplar work displayed/Peer assessment and support/Seating plan/Working in groups <i>Extension:</i> Working independently/Explore potential to adapt recipes/Propose various alternatives to suit different dietary requirements/Produced high-quality Finishes	Curriculum links
Year 10	3.3 Food Science 3.3.1 <i>Cooking of food and Heat transfer</i> 3.3.2 Functional and chemical properties of food - 3.3.2.2 <i>Carbohydrates</i> 3.3.2 Functional and chemical properties of food - 3.3.2.1 <i>Proteins</i> 3.3.2 Functional and chemical properties of food - 3.3.2.3 <i>Fats and oils</i> 3.3.2 Functional and chemical properties of food - 3.3.2.5 <i>Raising agents</i> 3.2 Food, nutrition and health 3.2.1 Macronutrients – 3.2.1.3 Carbohydrates 3.2.1.1 Protein 3.2.1.2 Fats 3.2.2 Micronutrients – 3.2.2.1 Vitamins 3.2.2.1 Antioxidant Vitamins 3.2.2.3 Water 3.2.3 Nutritional needs and health 3.2.3.1 Making informed choices for a varied and balanced diet 3.5 Food choice 3.5.1 Factors affecting food choice 3.5.2 British and international cuisine 3.5.3 Sensory evaluation	Food Science: Why food is cooked and how heat is transferred to food, Selecting appropriate cooking methods caramelisation/dextrinization/gelatinisation gluten formation/denaturation/coagulation/foam formation/plasticity/shortening/aeration/creaming/emulsification/chemical/biological/mechanical raising agents Food, nutrition and health: sugars, starches and fibre, HBV and LBV proteins, protein complementation, saturated, monounsaturated and polyunsaturated fats, fat soluble and water-soluble vitamins Food choice Factors which influence food choice – cost/ religious, cultural and ethical reasons Food labelling and marketing influences British food choices International cuisine/Culinary traditions Food Skills General practical skills/knife skills/preparing fruit and vegetables/use of cooker/cooking and equipment/sauces/dough/raising agents/setting Mixtures	Science: Functional and chemical properties of <i>carbohydrates, proteins, fats, oils, acids, alkalis, enzymes, heat transfer</i> English: descriptive adjectives of sensory analysis and evaluation Maths: Measurement Ratio/Fractions Geography: Foods are grown and harvested PE: PAL/BMR Art and Design: Presentation and decoration

Year 10 Subject Intent Food, Preparation and Nutrition GCSE:

Students will demonstrate effective and safe high-level cooking skills by planning, preparing dishes using a variety of cooking techniques and equipment.

Students will develop knowledge and understanding of the functional properties, chemical processes and nutritional content of foods.

~~Students will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of different diets and health~~

When	Topic	<p>Department Intent (What we intend our students to have learnt?)</p> <p><i>Differentiated:</i> Key words/writing frames/ Build vocab. using literacy sheet/Chunked information instructional worksheets/Exemplar work displayed/Peer assessment and support/Seating plan/Working in groups <i>Extension:</i> Working independently/Explore potential to adapt recipes/Propose various alternatives to suit different dietary requirements/Produced high-quality Finishes</p>	Curriculum links
Year 10	<p>3.6 Food provenance</p> <p>3.6.1 Environmental impact and sustainability</p> <p>3.6.1.1 Food sources</p> <p>3.6.1.2 Food and the environment</p> <p>3.6.1.3 Sustainability of food</p> <p>3.4 Food safety</p> <p>3.4.1 Food spoilage and contamination –</p> <p>3.4.1.1 Micro-organisms and enzymes</p> <p>3.4.1.2 The signs of food spoilage (also covers Revision 3.3 <i>Food science</i> – 3.3.2 <i>Functional and chemical properties of food</i> – 3.3.2.4 <i>Fruit and vegetables</i>) /</p> <p>3.4.1.3 Micro-organisms in food production</p> <p>3.4.1.4 Bacterial contamination</p> <p>3.4.2.1 Buying and storing food</p> <p>3.4.2.2 Preparing, cooking and serving food (also covers Revision 3.3.1 <i>Cooking of food</i>)</p>	<p>Food provenance:</p> <p>Environmental issues associated with food Explain how each environmental issue may influence food choice, including: seasonal foods/ sustainable methods of farming / transportation of food and food miles / organic food / local produce / packaging / carbon footprint / food wastage How ingredients are grown, reared and caught, including: free range/ genetically modified Explain the food security</p> <p>Food safety:</p> <p>Micro-organisms: yeasts, moulds, bacteria and their growth conditions/enzymes in food spoilage/ enzymic browning/control the different types of food poisoning bacteria/symptoms of food poisoning</p> <p>Food Skills</p> <p>General practical skills/knife skills/preparing fruit and vegetables/use of cooker/cooking and equipment/sauces/dough/raising agents/setting mixtures</p>	<p>Science:</p> <p>Functional and chemical properties of <i>carbohydrates, proteins, fats, oils, acids, alkalis, enzymes, heat transfer. Micro organisms</i></p> <p>English: descriptive adjectives of sensory analysis and evaluation</p> <p>Maths: Measurement Ratio/Fractions</p> <p>Geography: Foods are grown and harvested</p>

Year 10 Subject Intent Food, Preparation and Nutrition GCSE:

Students will demonstrate effective and safe high-level cooking skills by planning, preparing dishes using a variety of cooking techniques and equipment.

Students will develop knowledge and understanding of the functional properties, chemical processes and nutritional content of foods.

Yr 11	NEA	<p>There are 2 NEA's. The first will start in September which is a Food Science Investigation. Food science experiments are carried out and the student must write a 2000 word report showing their understanding of the working characteristics, functional and chemical properties of ingredients. The title of the investigation is released by the exam board in September.</p> <p>The second NEA will commence in November which is a Food preparation assessment. This is to assess the student's knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition. The student will cook dishes based on a title published by the exam board. This will lead onto a 3 hour practical exam where the students will prepare, cook and present a final menu of three dishes. The student must write a 20-page document showing research, recipe justification, time plans, analysis and evaluation as part of this NEA.</p>	<p>Science:</p> <ul style="list-style-type: none">HypothesisReport writingFunctional and chemical properties of ingredients <p>English:</p> <ul style="list-style-type: none">Report writingSensory descriptions
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