

Statement of Intent – Food

"Cooking is all about people. Food is maybe the only universal thing that really has the power to bring everyone together. No matter what culture, everywhere around the world, people eat together." Guy Fieri, restaurateur, author and tv personality

We want our students to develop their basic preparation and cooking skills taught at KS2 and learn how to cook and to feed themselves affordably and healthily, now and in later life. We aim to provide a curriculum that gives young people the opportunity to *'Live well with dignity, faith and hope'* through making informed choices over nutrition and diet. We want pupils to live with dignity when making key choices about food and understanding how they can feed large families, with limited resources, in a healthy and nutritious way. They will put their faith in a range of recipes and skills to produce outcomes for a range of contexts such as festivals, international cuisines, allergies, intolerances and dietary preferences.

Our pupil premium students will never be without an opportunity to cook, as we provide ingredients and containers for them to be able to participate fully. Engaging with a range of strategies in the UK that bring foods such as organic vegetables and fresh sustainable fish to the classroom will provide our SEND, PP and socially vulnerable students opportunities to trial new skills and foods that would not yet have experienced. Across the schemes of work learners will be culturally enriched by experiencing a range of international cuisines and skills whilst making a variety of courses and dishes. Specialised vocabulary and explanations are provided in writing frames and guided reading tasks are set to support all students, underpin their new knowledge, and ensure that every pupil is able to access the learning in this course.

Research informed practice in the Arts:

In the Arts faculty the department has used research by Dianne Minicucci (*Decolonising and diversifying the art curriculum*) and the NSEAD website (*National Society for Education in Art and Design*) to inform changes in the curriculum maps. It has allowed the lessons to incorporate more cultural capital and to broaden the focus away from traditional the canon of white, male, western artists. This has also made lessons more varied and added an extra dimension of interest to our students' work. In textiles and graphics the team have read work by Sarah Graham, Lucy Sparrow, Lekwena Mciver and Yinka Shonibare to improve aspects of planning, sequencing and subject specific knowledge. Finally, subjects have been more focused on knowledge rather than skills. This has helped student's analysis of art and design, and their understanding of context and cultural capital. This approach is advocated by authors such as Myatt in her book, *The Curriculum*.

Specific support planned for SEND students:

All students work towards the same outcomes. Support and differentiation occurs through the level and variety of skill used to reach a specific outcome. This makes each outcome achievable to a greater or lesser extent. This is highlighted in pink font on lesson slides. At specific parts of the lesson students receive 1:1 support; this is also signposted in pink pen in students' sketchbooks. Learning mats are used to remind students of key words and processes. Teachers model answers to all, and use insightful questioning to check understanding and progress. Sometimes, students support each other in this process too.

Year 7

Substantive Knowledge

We want our students to develop their basic preparation and cooking skills taught at KS2 and learn how to cook and to feed themselves affordably and well, now and in later life. Students learn how to cook and apply the principles of nutrition and healthy eating. The key principles of health and safety are taught from the start of Year 7 to enable students to adopt good food hygiene practices and be aware of potential hazards in the food room. They will study macronutrients and make traditional food from different cultural backgrounds such as Italian pizza toast and Mediterranean fish based meals.

Disciplinary Knowledge

They will understand and apply the principles of nutrition and health and begin with making fruit smoothies and pasta salads as they develop their knife skills. These dishes will further build upon their knife skills as well as teaching students invaluable knowledge of handling raw and cooked meat safely. They will become competent in a range of cooking techniques: selecting and preparing ingredients; using utensils and electrical equipment and applying heat in different ways such as use of the hob and grill. We want our students to be aware of the food choices they make and encourage them to create healthy dessert dishes. They will make healthy muffins and apple crumble which will develop their ability to combine, shape and present dishes to a high standard.

Year 8

Substantive Knowledge

In Year 8, we will continue to instil a love of cooking and healthy choices in our pupils as they learn to plan and cook a range of dishes from many cultures. This will build on the skills they learned in Year 7 ensuring that students understand how to feed themselves and others with an exciting, healthy and varied diet. We want our students to develop an appreciation of food from other cultures. As society and culture changes, people's diets, intolerances and allergies are more universally referenced in menus, hence we want our

students to be aware of people's dietary choices or limitations. They will study alternative diets such as vegetarian and vegan, food intolerances, as well as explore issues such as fair trade and organic diets.

Disciplinary Knowledge

Students will make a vegetable curry in which they will develop their knife skills from Year 7 by using a range of cutting holds and techniques. They will make chicken fajitas, which will enable them to use a wider range of kitchen tools and equipment, and will develop their knowledge of handling raw and cooked meat safely as well as using the correct cutting boards and knives for meat and vegetables. They will learn how to recognise when meat is cooked and safe to eat and how to adapt recipes to suit their tastes. Students will build their knowledge of how to adapt recipes to suit alternative diets. They will explore the food science aspect of the subject through learning how to write a hypothesis and conducting food experiments. They will consider the results and analyse the sensory properties of their dishes. This will be further built upon at Key Stage 4 as our students conduct investigations for their non-examined assessment

Year 9

Substantive Knowledge

Our students will become competent and confident in their ability to use a range of cooking techniques and a variety of cooking utensils and electrical equipment. They will develop the ability to be able to use more than one cooking technique in a single dish. Students will develop their awareness of taste, texture and smell through deciding how to season their dishes. We want our students to develop their skills of selecting and preparing ingredients by adapting a soup recipe to suit both their budget and taste. To encourage a cultural awareness of the food industry and its impact on the world around us, students will study and develop an understanding of the effect that the food industry has on the environment, climate change, source and seasonality of ingredients, all from an ethical and food miles perspective. They are then set the challenge of creating a dish using locally sourced ingredients.

Disciplinary Knowledge

In Year 9, students will cook a repertoire of predominantly savoury dishes, building on their learning from Years 7 and 8 where they develop the skills to be able to feed themselves and others a healthy and varied diet. They will begin with making a dish to feed a family using a small selection of ingredients to make a vegetable and bean soup. They can practise more advanced level skills whilst making pizza dough and toppings, combining these and cooking a homemade pizza. A high level of challenge and ambition will be evident as students explore pastry dishes. They will make puff pastry and sausage rolls, as well as filo pastry for samosas. Students will continue to study traditional foods from different cultures, exploring traditional Japanese cuisine by planning and making a variety of sushi rolls and Caribbean cuisine through cooking Caribbean chicken.