

Food KS4 – Statement of Intent

"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 food preparation and cooking skills taught at KS3 by learning 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 continue *'Living Well Together 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 follow a range of recipes and skills to produce outcomes for a range of religious 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 they would not yet have experienced. Across the schemes of learning students 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 Mcover 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 10

Substantive Knowledge

In Year 10, we build the substantive knowledge of our students by encouraging them to become enquiring, confident and enthusiastic when designing exciting menus, and to be knowledgeable about the origins and nutritious values of food. Our knowledge based curriculum builds upon material taught in KS3 in food preparation, health and nutrition. In the first term students study towards their NEA by attempting a variety of cooking skills in preparation for presenting a menu that responds to a specified brief. We challenge students to think about environmental and economic factors and the role of sustainability and ethics in the food industry. In term two, students will have opportunities to develop their technical cooking and preparation skills through practical lessons guided by their teacher. These lessons are designed to build their substantive knowledge of preparing and making a healthy, balanced menu. In term three, students will plan and prepare an outcome for Year 10 which draws upon all of the skills and knowledge they have developed throughout the year.

Disciplinary Knowledge

Students will further develop the disciplinary skills learnt in KS3 with a focus on food preparation, nutritious values and understanding a wide range of cooking methods and techniques such as baking, simmering and marinating. They will learn how to work safely in a kitchen using equipment and utensils carefully; and handling raw and cooked meat safely. They will also understand the importance of storing ingredients properly. They will discover how to prepare food with skills such as deboning fish and butchering whole chickens. Students will also learn how to clean their workspace and wash-up, developing their understanding of the importance of working hygienically in a home or industry kitchen environment.

Year 11

Substantive Knowledge

In year 11, our knowledge and skill based food and nutrition curriculum builds upon what has been taught in Year 10 by giving our students the opportunity to further develop their skills in a practical context. In Term one, students study their NEA by attempting a variety of cooking skills in preparation for presenting a menu that responds to a specified brief. Year 11 students will have opportunities to research a specific culture, including understanding the development of cuisine, locality-specific dishes and the origins of nutrition and diet from that country. In term two and three, Year 11 students will consolidate their learning from KS3 and KS4 food studies and nutrition as they explore health and safety, healthy diets, food biology and skills to prepare for their exam. Students will use their knowledge and skills from their NEA to add depth and breadth to their examination responses, as they will be able to talk about their own creative skills.

Disciplinary Skills

Students build on the disciplinary skills learned in Year 10 through planning and preparing a menu that pulls on a range of skills. Students will complete a sensory exploration of taste, smell, texture and appearance to complete their coursework. They will attempt some smaller, more condensed recipes and practical experimentations to help understand how the theoretical content delivered in lessons can be seen in the catering and hospitality worlds. Students will attempt more complex skills in designing, cooking and presenting their dishes in an aesthetically pleasing way.