

## **Food and Nutrition KS3 –Statement of Intent**

*"It's all about nutrition. You can train, train, train all you want, but I always say you can't out-train a bad diet." - Joe Wicks*

At All Saints Academy the Food and Nutrition curriculum is designed alongside the Academy vision of *'Living well together with dignity, faith and hope.'* We want our learners to explore the disciplines of food and nutrition through bespoke and individualised curriculums tailored for each students interests and career aspirations. The focus on different cultural, ethnic and diversity needs surrounding food helps students to explore ways to improve their world and help us all live well together.

We use the AQA GCSE food and nutrition course at GCSE as it enables learners to use creativity and imagination to develop culinary skills and food science understanding which solves real and relevant problems within a variety of contexts. The course develops key knowledge of and skills in the use of kitchen equipment alongside the theory of food science and knowledge of good nutrition. The course uses active learning, practical activities and structured evaluation to plan, cook and evaluate meals using all the key macro nutrient groups. The course adapts to students interests and needs by selecting food groups and processes which support and foster students understanding alongside their career aspirations.

At Keystage 3 we develop the foundations for all students to be able to succeed at keystage 4. We use support materials including writing frames, materials analysis, and peer support activities to ensure students develop the knowledge and manual skills they need. During lessons there is mix of theory and practical skill acquisition to marry the 50:50 split between theory and make tasks required at KS4.

We will ensure all our learners have access to the ingredients and equipment required for production, and our pupil premium grant will be used to provide these students with access to a range of materials and resources.

SEND students have further differentiation of tasks, resources, and outcomes according to their individual needs and abilities, and offering alternative or modified materials and methods if needed. Themed workbooks and support materials are provided through targeted assessments which identify areas of strength and weakness which students are supported to develop.

Students are motivated to enjoy and value food and nutrition, and to recognise their achievements and progress. We encourage peer collaboration and sharing of ideas and feedback and creating an inclusive and supportive learning environment all students, including send students, have access to multi-sensory approaches, including ICT, to enhance their learning experience and engagement.

All staff communicate clearly and effectively with the students, using key words, visual aids, and simple instructions and support with practical skill development. Providing feedback and assessment for learning and helping all students to set and achieve their learning goals.

## **Substantive Knowledge**

We build the substantive knowledge of our students through encouraging them to become enquiring, confident, and enthusiastic learners. The students have the opportunity to study over a 3 half-term project. We break the theoretical knowledge into 3 key areas, macro nutrients, ethical and cultural food and sustainability to match the national curriculum and GCSE model of assessment.

**Half term 1** looks at basic macro nutrients focusing on carbohydrates. Students develop key understanding of this food group and its importance in a balanced diet. Students will complete a cook using carbohydrates and reflect on the theory they have learnt in the half term.

**Half term 2** looks at ethics and cultural foods. Students will look at religious and cultural diets alongside diets for those with medical conditions such as allergens. At the end of the half term students will complete an assessment on their theory acquisition and look at baking through a cookie bake.

**Half term 3** looks at sustainability and food waste alongside ways of reducing this. During the half term students will reflect on the impact of poor diet and look at cooking a healthy pizza.

Knowledge developed at keystage 3 is crucial to the work completed in year 10. Students use their knowledge of macro nutrients, sustainability and ethics developed at keystage 3 to build more complex coursework projects and link their own cultural food traditions to developing healthy meals.

### **Disciplinary Knowledge**

By the end of the course, students are expected to have developed a broad and coherent basic grasp of disciplinary knowledge in food science and food theory. Students will have developed basic knowledge of 3 key cooking skills, cutting and chopping, baking and mixing and meal preparation.

The focus of each half term is to look at one criteria from the GCSE food and nutrition course.

**Half Term 1** – students will develop understanding of macro nutrients, healthy diet and food hygiene.

**Half Term 2** – students will develop understanding of cultural, religious and ethical considerations around menu and meal planning. Students will look at Vegan, Vegetarian, Halal and Kosher food and understand the different allergies which may impact diet choices.

**Half Term 3** – students will develop understanding of meal planning, food waste and sustainability through healthy diets. Students will look at how sugar and fat impact health and understand how food waste can be reduced through meal planning and dietary choices.