

# FOOD – CURRICULUM INTENT

## ASPIRE – CHALLENGE – ACHIEVE

The philosophy of the Food department is that this subject combines creativity and skills to develop confident, healthy and independent individuals. Students follow an inspiring curriculum with a clear direction to effectively encourage success at the next level. The focus being on skills that are useful in all aspects of our lives, whether it be socially or professionally. This subject is totally inclusive. The emphasis is placed on independence and resilience to follow a recipe and become self-sufficient. Our students develop an appreciation that eating can be an enjoyable activity and understand the role of food within society and culture.

Through studying and carrying out a range of activities the subject promotes the use of numeracy and literacy in a practical and accessible way. Students develop confidence in reading and following a recipe, comprehension of instructions to produce a final dish. Accurate numeracy skills are essential when creating high quality food items. Students develop knowledge and understanding of social, moral, ethical and environmental issues, whilst creating mouth-watering dishes that can be shared at home.

This subject at GCSE is 50% coursework which means that students need to be organised and self-motivated learners, to plan and create exciting practical solutions to specific design briefs. Intervention support is available to all irrespective of their ability to achieve success. We believe that the knowledge and skills gained from studying food will be invaluable in the future.

## FOOD – CURRICULUM MAP

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

**Key =** Matching colours denote links between topics either in content or skills across Key Stages

	<b>Food Science, cooking methods</b>		<b>Food Practical Skills</b>
	<b>Food safety and Hygiene</b>		<b>Food and the Environment</b>
	<b>Food Provenance</b>		<b>Nutrition and diet</b>
	<b>Non-Exam Assessment</b>		<b>Revision and Exams</b>

<b>KEY STAGE 3</b>	<b>9</b>	<b>Food Commodities – Eggs / Milk</b>	<b>Food Commodities – Meat / Offal / Fish</b>	<b>Food Commodities – Nuts / Pulses / Fats</b>	<b>Bourne Academy Bake Off – Cooking methods</b>	<b>Bourne Academy Bake Off – Advance baking skills</b>	<b>Nutrition / Eat well guide</b>
		<b>Practical lessons focused on Commodities</b>	<b>Practical lessons focused on Commodities</b>	<b>Practical lessons focused on Baking techniques</b>	<b>Practical lessons focused on Baking techniques</b>	<b>Practical lesson focused on Nutrition</b>	<b>Practical lesson focused on Nutrition</b>
<i>By the end of Key stage 3 students be able to understand and apply the principles of nutrition and health, cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]. They will also have a understand the source, seasonality and characteristics of a broad range of ingredients.</i>							

## FOOD: SKILLS / KNOWLEDGE PROGRESSION BY THEMES

		Diet (food and drink)			Food origins Consumer Awareness:	<b>Skills Development over Time</b>
		<i>Use current healthy eating advice to choose a varied balanced diet for their needs &amp; those of others.</i>	<i>Know that food &amp; drinks provide energy &amp; nutrients in different amounts; that they have important functions in the body; &amp; that people require different amounts during their life, e.g. infant feeding, teenage years.</i>	<i>Understand the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.</i>	<i>Know that their bodies contain water and that they need fluid from food and drinks to keep the body working properly.</i>	
<b>9</b>	Students plan their own recipes to follow using the guidelines	Nutrient booklet. Adding detail to the basic knowledge.	Nutrition work and dietary problems.	Detailed look at 6 – 8 glasses of liquid a day as part of the Eat Well guide.	Conventional and organic farming	Knife skills Prep of ingredients and equipment Dry heat/Stir/ shallow frying Use of raising agents Testing for readiness – temperature probe Prepare, combine & shape Weighing & measuring Boiling/simmering/poaching/blanching Oven/Baking/roasting/braising Prepare fruit & vegetables Use of equipment Using the grill Sauce making Tenderise & marinate Select & adjust a cooking process Set a mixture coagulation Shaping and finishing a dough Pastry