**Curriculum Intent on a Page**

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| **Subject** | Food |
| **Subject Teacher** | Mr P Bodger |

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| **Intent statement – Our Curriculum Objectives** |
| The aim of the food curriculum is to introduce our learners to a wide range of different foods and cooking methods, and so help them gain the skills and confidence to prepare and cook their own meals in the future. Through this curriculum we also aim to improve their understanding of what a healthy lifestyle looks like, and how home cooking can help them to have a balanced and varied diet as a part of that healthy lifestyle.  For some students the course will hopefully inspire them to consider a career in the catering sector, and provide them with a starting point to study the subject further when they leave. |
| **Curriculum Sequencing** |
| Throughout Ks3 students are taught the basic skills of food preparation and cooking. As they progress through years 7, 8 and 9 they are given the opportunity to practice, improve and build on the skills that they learn, gaining confidence and independence along the way.  In years 10 and 11 students further build on the skills that they have already, and work towards being more confident and independent in the kitchen. |
| **Our Long-Term Plan** |
| The curriculum is divided into 6 sections, one of which is delivered each half term. Each week there is a practical task which allows pupils to learn and demonstrate some area of the current topic. |
| **Assessment Opportunities** |
| Ongoing Assessment for learning in every lesson, with verbal feedback and 1 to 1 support to help students improve their skills. This, along with the use of the Academy’s assessment policy, gives the students the opportunity to identify weaknesses and work towards individual targets.  . |

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| **Pine Green Curriculum** | |
| **Our Curriculum** | **Department Opportunities** |
| **Confidence, Independence & Resilience** | The practical nature of the subject, and the way the curriculum is planned, encourages students to be progressively more independent as their confidence grows, following recipes and solving problems by themselves. |
| **Be Kind: Empathy & Compassion whilst valuing diversity** | The practical nature of the subject, and the need for students to share the cooking facilities, requires students to share and collaborate, and encourages them to help and support each other in lessons. |
| **Cultural Awareness** | The use of dishes from many diverse cultures introduces students to a wide range of foods, allowing them to see and appreciate the similarities, and differences, between different cultures from around the world. |
| **Aspirations** | For most students food tech lessons will give them the skills to be able to prepare their own meals, and the confidence to try and follow a recipe to make something new.  For some, it will hopefully inspire them to pursue a future in the hospitality sector. |
| **Preparedness for the future** | The curriculum should provide all learners with the opportunity to leave the school with the skills and knowledge to be able to work safely, follow a recipe and to prepare food in their own home. |

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| **Vulnerable Students checklist** | |
| **SEND** | **PP** |
| * Recipes broken down into simple steps to help everyone follow them * Information / recipes presented in a variety of ways to aid different learning styles * Individual students supported in line with their IEP | * Ingredients supplied for all |

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| **Covid Catch Up** | |
| Skills Gaps | Knowledge Gaps |
| Skills are built on through the year, with pupils gaining confidence through repetition of similar skills for different dishes. Expectations are raised of the students as they move up the years, and more complex skills introduced. | Knowledge is reinforced through practical sessions, and related theory work. All topics are revisited each year throughout KS3 to consolidate knowledge, and build on it. |

**Pine Green Curriculum**

The key principles behind the design of our curriculum are for our pupils to:

• Become confident, independent and resilient

• Be kind; showing empathy and compassion whilst valuing diversity

• Make good progress in all areas of the curriculum from their starting points when they initially join us

• Become more culturally aware about their local area as well as nationally and internationally.

• Develop and enhance their aspirations for the future and know that these can be reached through hard work and determination

• Be well prepared for the challenges that awaits them in the world. Ultimately, we want all of our pupils, to be the best they can be, making a positive contribution to the world they live in