



Food Curriculum Vision

Quality of Education: Manifesto

Curriculum Intent

The Creative Curriculum aims to provide an inspiring, rigorous and practical approach to learning in order to develop all learners' skill, creativity and imagination. Learners will design, make, think critically, learn crucial life skills and become digitally literate. They will develop a broad range of subject knowledge whilst also demonstrating their understanding through designing, analysing and evaluating in a range of contexts. Through the refinement of key skills and knowledge at KS3, learners will be able to develop their understanding enough to confidently explore their creativity and independently express themselves during Key Stage 4 and beyond.

In Food Preparation Cooking and Nutrition / Hospitality and Catering pupils/students will:

- Understand and apply the principles of nutrition and learn how to cook.
- Develop skills required for independent learning and development
- Develop range of generic and transferable skills
- Develop the ability to solve problems
- Develop the skills of project based research, development and presentation
- Develop the fundamental ability to work alongside other professionals, in a professional environment

Heads of department all have experience of working with a variety of exam boards and are confident in interpreting the specifications they are teaching.

Curriculum Implementation

There have been a number of changes in staffing over recent years which have led to students having varying experiences of the Open Bucket subjects within the creative curriculum. Through the recent appointment of Head of the Creative Department, Head of Art and Head of Computing the aim is to provide stability in these subjects to bring them in line with the success of Hair and Beauty. Whilst our aim is to ensure all students study the full curriculum before specialising in subjects of their choice, initially the Creative Team will be looking to ensure that all learners have had equal experiences and therefore multiple year groups may be studying the same content whilst we implement a scheme of learning that can be built upon. Over the next few years the KS3 curriculum will be further developed to provide students with a balanced and broad curriculum which builds knowledge and skill progressively to prepare them for future learning and employment.

Our students have one double lesson (1hr40) per week during year 7 and 8. Throughout year 7 and 8 students will rotate around IT, Art, Computing and DT. This equates to 9 week rotations (18hours/900minutes) of each creative subject a year. The KS3 curriculum is aimed at ensuring all students have covered the KS2 and 3 curriculum and have all have equality in experience in comparison to the varied experience of creative subjects they may have experienced at primary level. Resources are supplied by subject leaders and are reviewed and updated after each rotation to make improvements based on experience.

Metacognition (Learning Scientists)

In order to ensure our students have the best possible chance of success we ensure that there is spaced practice between learning aims, making sure that learning is re-visited and extended. Following practical activities students are required to reflect on their dishes focusing on retrieval practice, consolidating prior learning and developing understanding. Concrete examples are shared with the students to make sure they fully understand the concept being delivered. Throughout the KS3 & 4 curriculum spaced practice will be planned in to support in making learning “sticky”.

SMSC/Building Character/Cultural Capital

SPIRITUAL

Pupils have the opportunity to reflect and consider a range of factors in the natural world and how these influence chefs and culinary traditions. Pupils also explore how a range of beliefs influence food choice and habit as well as using a range of equipment and explore properties of ingredients both organic and non-organic to create a range of dishes using home grown herbs and fruits.

MORAL

Pupils explore mass production and principles of wastage such as the 3 'R's and how they make a positive contribution if utilised effectively. Pupils are encouraged to explore different uses for food waste. Pupils are actively encouraged to research and explore culinary habits and traditions and how we have become more multi-cultural.

SOCIAL

Pupils are encouraged to research and explore different factors relating to how a person's culinary influences effect food choices such as finance, religion, traditions and exposure habits. A range of scenarios encourage pupils to explore a range of multi-cultural foods. Projects allow for group work both within and out of school to enhance and develop social skills along with appropriate knowledge required for the course.

CULTURAL

Pupils are encouraged to look at and sample a range of ingredients from different cultures as well as developing an understanding of dietary beliefs such as kosher and vegetarianism. Pupils expand their creativity by exploring how ingredients from different cultures can be used in modern cuisine and how these traditions came about.

Curriculum Impact

Homework

Students will experience a range of homework experiences from the different subject areas. However, in all areas homework is used to support progress taking place in lessons and to consolidate learning. In cooking and nutrition students are expected to organise and prepare themselves for practicals with the prepared ingredients.

Assessment

KS3:

Cooking and Nutrition: Students work in two booklets; a class notes book and an assessment booklet. It is in the assessment booklet that self, peer and teacher assessment will take place. There will be photographic evidence of dishes they have made. There will be clear evidence in red pen of teacher assessment WWW EBI and grades. In green pen students will self-reflect and assess. Green pen will be evident where learners are reviewing dishes and also in response to written feedback from teachers.

KS4:

Hospitality & catering: Students work in two types of booklets; class notes booklets and assessment booklets. It is in the assessment booklet that self, peer and teacher assessment will take place. Some of the assessment booklets will look at knowledge only others will look at a mixture of practical and knowledge in which there will be photographic evidence of dishes they have made and

understanding/evaluation of the dishes. There will be clear evidence in red pen of teacher assessment WWW EBI and grades. In green pen students will self-reflect and assess. Formal Feedback of internally assessed work for the WJEC Tasks will follow the exam board expectations