

### Intent

The Food Curriculum at Swindon Academy aims to ensure that pupils are taught how to cook and apply the principles of nutrition and healthy eating in order to be able to maintain a healthy lifestyle now and in the future. The curriculum has been planned and based on knowledge of food science and nutrition and research into the ever-changing curriculum of food.

The curriculum is set out to enable all students of all abilities to access it no matter what their prior knowledge may be. The curriculum intent is that pupils are taught:

- To understand the importance of safety and hygiene in a kitchen, so that they can apply this throughout the rest of the kitchen experiences in school, but also at home.
- To show students that eating healthily is not only important but can also be fun.
- To enable students to appreciate why the food they eat is cooked in the way it is, but also understand the effects that this has on the food around them.
- To build confidence in their practical abilities so that they can prepare, cook and present a range of dishes to their families at home.
- To enable students to evaluate their own performance and see where they can improve on what they are doing constantly.

In Years 7 and 8, students learn to prepare ingredients for and cook a variety of dishes. In Year 7, students complete a project based on 'Food from Around the World' project, learning about different cultures and cooking a range of traditional dishes from different countries. In Year 8, students complete a 'come dine with me' style project in which they design, prepare and make a starter, main, desert and side dish.

The key stage 3 curriculum supports the aims of the national curriculum for Design and Technology, aiming to enable students to:

- Understand and apply the principles of nutrition and health.
- Cook a repertoire of predominantly savoury dishes so that they can 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]
- Understand the source, seasonality and characteristics of a broad range of ingredients.

In addition to this, students cover some of the base content from the Food Preparation and nutrition GCSE course including healthy eating, food preparation, food science and nutrition.

In Year 9, students continue to work on a rotation basis giving them the chance to experience all aspects of design and technology before beginning KS4. In Year 9 students will explore a project based around designing a diet that is suitable for a teenager, with a focus on some of the core content of the GCSE Food Preparation and Nutrition course in preparation for Year 10. In Year 9 they build on the skills that they have learnt so far in KS3. Students will create a project that is similar to one of the coursework pieces that they are expected to complete in Year 11. This gives them an insight into what is expected of them.

They will:

- Complete research task
- Taste test a number of food items
- Create dishes from a range of fresh ingredients
- Show teamwork when evaluating their work and building on their practical skills.

In Year 10, students are expected to understand a very broad range of theory work. They cover a wider range of specialist skills and cooking techniques in line with the AQA GCSE, focusing on five key areas:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Alongside these they will be expected to complete practical tasks building on the skills that they have learnt in lower school. This will also gear them up for the various practical tasks that students will have to complete for their coursework in Year 11. In Year 11, students complete their two non-exam assessments as well as sitting their exam. The two tasks include:

- Task 1: Food investigation - Students' understanding of the working characteristics, functional and chemical properties of ingredients This includes practical investigations into the properties and characteristics of food, which are a compulsory element of the task.
- Task 2: Food preparation assessment - Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

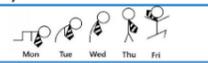
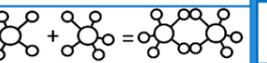
In Sixth Form, student complete the WJEC food science and nutrition Level 3 qualification, completing a range of units building their understanding of the food industry. Students will have the opportunity to learn about the relationship between the human body and food as well as practical skills for cooking and preparing food. Students will be able to consider employment in a range of different industries including the food and drink sectors of hospitality, catering, food production and food retail.

The food department provides a range of extra-curricular opportunities including trips and visits to further broaden and develop student knowledge and understanding, as well as cooking club. This includes trips to the good food show, restaurants and hospitality outlets.

Being able to complete a food project is so important. They will learn skills within their food theory and practical lessons that they will use for the rest of their lives. They will use these skills to ensure that they lead a healthy lifestyle, that they can prepare nutritious meals and be able to teach others the importance of this too. Students should be able to see beyond the practical aspect of food. A misconception of this curriculum is that the practical part is the main part of this qualification when there is much more theory involved in aspects and how ingredients react together to create meals and snacks.

- At the end of KS3 a Swindon Academy food student will be able to prepare ingredients for and cook a wide range of sweet and savoury dishes, showing an understanding of food science, healthy eating and nutrition.
- At the end of KS4 a Swindon Academy food student will show a good understanding of food nutrition and health, food science, food safety, food choice and food provenance.
- At the end of KS5 a Swindon Academy food student will understand career paths available as well as improving practical skills and knowledge and understanding of food science.

**Implementation – Rosenshine principles of instruction – please write one or two sentences to describe the implementation for each of the Rosenshine principles below these must be subject specific and observable in lessons.**

Daily Review	New Material in Small Steps	Ask Questions	Provide Models	Guide Student Practice	Check Student Understanding	Obtain High Success Rate	Scaffolds for Difficult Tasks	Independent Practice	Weekly and Monthly Review
 <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	 <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.</p>	 <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	 <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.</p>	 <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.</p>	 <p>Less successful teachers merely ask "Are there any questions?" no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>	 <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	 <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>	 <p>Independent practice produces "overlearning" - a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p>	 <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>
<ul style="list-style-type: none"> <li>• Frequent Repetition of key vocabulary</li> <li>• Recapping prior learning and previous lessons at key points</li> <li>• Repetition of key knowledge and understanding as prep tasks</li> <li>• Repetition of key skills at various</li> </ul>	<ul style="list-style-type: none"> <li>• Each year builds on the knowledge, skills and understanding acquired in the previous year</li> <li>• Lessons structured over several wherever possible, building on previous learning</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and concise explanations of new techniques, skills and processes</li> <li>• Thorough questioning to check understanding at every stage of the lesson/ series of lessons</li> <li>• Recap questioning at start of every lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Live modelling and demonstrations of skills, techniques, materials and processes along with clear explanations and questioning to check understanding</li> <li>• Teachers produce outstanding examples prior to teaching, particularly where delivering new</li> </ul>	<ul style="list-style-type: none"> <li>• Extended periods of practice with teacher guidance and monitoring, building stamina and fostering independence</li> <li>• Students encouraged to reflect on their independent practice through self-assessment, making diaries, evaluations and reflection time</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers check on all students throughout the lesson to address misconceptions and give feedback</li> <li>• Teachers ensure they have checked every student throughout lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks broken down into small steps, building up difficulty and differentiated appropriately</li> <li>• Students practice and succeed at each step before moving on</li> <li>• Teacher demos foster an atmosphere of success and possibility, using students where possible to demonstrate techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Live Modelling through demos of practical skills and techniques</li> <li>• Scaffolds for written work/ annotations</li> <li>• Outstanding examples produced by teachers/ high ability students used to model outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Gradually build up periods of extended independent practice of skills and techniques</li> <li>• Practical lessons afford students the opportunity to work independently to practice skills</li> </ul>	<ul style="list-style-type: none"> <li>• Prepped planned to review and revise taught content at key stage 3</li> <li>• Revisiting key skills (i.e. drawing) at multiple points over year</li> </ul>

Term	1	2	3	4	5	6	6
<b>Year 7</b>	<p><b>PROJECT: Food from around the world</b></p> <p>Students will learn about a variety of different cultures before planning, preparing and making different dishes. Students will learn about the Eatwell Guide and complete a sensory analysis on different unusual foods. They will be taught to work safely in the food room and how to prepare and store food safely.</p> <ul style="list-style-type: none"> <li>• Health and safety in the food room</li> <li>• The eat well guide</li> <li>• Design brief and mood boards</li> <li>• Sensory analysis</li> <li>• Research task into Italian culture and food pizza theory and recipe prep, pizza ingredients preparation, pizza practical</li> <li>• Research into Chinese culture and food, stir frying theory and recipe prep, ingredients preparation, chow mein practical</li> <li>• Research task into American culture and food, burgers theory and recipe planning, burger ingredients preparation, burgers practical lesson</li> </ul>		Same as the 1 <sup>st</sup> rotation		Same as the 1 <sup>st</sup> rotation.		<p><b>Assessment 1</b></p> <p><b>Assessment 2</b></p> <p><b>Review and reteach</b></p>

	<ul style="list-style-type: none"> <li>British culture research task, fairy cakes theory and recipe planning, fairy cakes ingredients preparation, fairy cakes practical</li> </ul>			
Vocabulary instruction	Health and safety Hygiene Research mood board Sensory analysis Descriptive words Preparation Cuisine Organisation Ingredients Evaluation Photograph			
<b>Year 8</b>	<b>PROJECT: Create a healthy menu project</b>	Same as the 1 <sup>st</sup> rotation	Same as the 1 <sup>st</sup> rotation	
	<ul style="list-style-type: none"> <li>Health and safety in the food room</li> <li>The eat well guide</li> <li>Design brief and mood boards</li> <li>Sensory analysis</li> <li>Research tasks into bread theory lesson, bread ingredients preparation, bread practical lesson</li> <li>Research tasks into pasta bake theory, planning, prep and practical</li> <li>Research tasks into chocolate cake, prep and practical</li> <li>Research tasks into bolognese theory, prep and practical</li> </ul>			
Vocabulary instruction	Hygiene Food poisoning Task analysis Eatwell guide Research mood board Sensory analysis Research analysis Organisation Preparation Evaluation Photographic evidence			
<b>Year 9</b>	<b>PROJECT: Planning a healthy meal for a teenager</b>	Same as the 1 <sup>st</sup> rotation	Same as the 1 <sup>st</sup> rotation	
	<ul style="list-style-type: none"> <li>Health, safety and hygiene of the kitchen.</li> <li>Task analysis and target profile</li> <li>Eatwell plate</li> <li>Mood boarding</li> <li>Sensory analysis</li> <li>Research analysis and hypothesis creation</li> <li>Skills testing</li> <li>Three course meal planning</li> <li>Three course meal practical</li> <li>Time planning</li> <li>Evaluation work</li> </ul>			
Vocabulary instruction	Hygiene Target market Cross contamination Food poisoning Balanced diet Eatwell Hypothesis Balanced meal Skills testing Menu planning			

Term	1	2	3	4	5	6	6	
<b>Year 10</b>	<ul style="list-style-type: none"> <li>Health and safety</li> <li>Eat well guide</li> <li>Protein</li> <li>Protein practical</li> <li>Making informed food choices</li> <li>Fats</li> <li>Carbohydrates</li> <li>Carbohydrates practical</li> <li>Practical skills</li> </ul>	<ul style="list-style-type: none"> <li>Planning meals for specific groups</li> <li>Vegetarian taste testing</li> <li>Energy needs</li> <li>Nutritional analysis</li> <li>Food presentation methods</li> <li>Skills tests</li> <li>Bread experiments</li> <li>Coagulation experiments</li> <li>Carbohydrate structures and experiments</li> <li>Raising agents</li> </ul>	<ul style="list-style-type: none"> <li>Cake planning</li> <li>Micro-organisms and enzymes</li> <li>Food spoilage</li> <li>Bacterial contamination</li> <li>Buying and storing food</li> <li>Practical skills</li> </ul>	<ul style="list-style-type: none"> <li>Preparing, cooking and serving food</li> <li>Factors influencing food choice relating to religion and culture</li> <li>Food labelling and marketing influences</li> <li>Traditional cuisines and research task</li> <li>Cuisine sensory analysis</li> <li>Menu cuisine planning</li> <li>Sensory evaluations</li> <li>Food sources</li> <li>Food and the environment</li> </ul>	NEA 1 practice  Food investigation – Students' will show their understanding of the working characteristics, functional and chemical properties of ingredients This includes practical investigations into the properties and characteristics of food, which are a compulsory element of the task.	NEA 2 practice  Food preparation assessment – Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.  Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.	<b>Assessment 1</b>	<b>Assessment 2</b>
Vocabulary instruction	Nutrients Food influencing Food choice Vegetarian Food presentation Food science		Food science Food spoilage Contamination Food storage Labelling Cuisine		Food investigation Functional properties Chemical properties Organisation Preparation Evaluation and analysis		<b>Review and reteach</b>	

Term	1	2	3	4	5
<b>Year 11</b>	NEA Task 1 – task analysis and research planning	NEA Task 1 research experiments and write up <ul style="list-style-type: none"> <li>Research summary</li> <li>Research hypothesis</li> <li>Testing hypothesis and write up</li> </ul>	NEA 2 – task selection Task analysis <ul style="list-style-type: none"> <li>Research life stage</li> <li>Research dietary group</li> <li>Summarise research</li> <li>Select and justify dishes</li> </ul>	Make three – four dishes to demonstrate technical skills <ul style="list-style-type: none"> <li>Analyse technical skills</li> <li>Select final dishes</li> <li>Produce time plan</li> <li>Organise ingredients</li> <li>Complete final three dishes</li> <li>Complete evaluation</li> </ul>	<b>Revision and past paper practice to embed knowledge and apply skills</b>
Vocabulary instruction	Task analysis Secondary and Primary research Experiments Technical skills Evaluation Organisation	Experimentation Summary Hypothesis Testing Evaluation Quality control	Life stage Dietary needs Primary research Secondary research Justification Presentation	Technical skills Analysis Organisation Final evaluation Time plan Quality check	

### Impact

- Food has consistently had historically good results at GCSE year after year, demonstrating a positive impact on student progress.
- Students are formally assessed in key stage 3 at the end of the rotation. QLA internal data shows that students leave key stage 3 with even progress scores.
- Food is a very popular option choice for GCSE with high numbers of pupils choosing it as an option.
- All groups of students tend to do well in this subject including boys/girls; most able; SEND; Pupil Premium.