

Intent

As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking that will open the door to one of the great expressions of human creativity. Pupils will learn how cooking is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils are taught the safety and hygiene rules of the working kitchen. There are steps to gain confidence and be more competent in the kitchen environment. The range of skills used within the working kitchen help pupils to create food for themselves and others to a high standard of hygiene and presentation. The skills taught use a different range of equipment such as blenders, steamers, mixers and food processors. All pupils are encouraged to partake in the activities within the kitchen; pupils are also encouraged to discuss and evaluate their work with peers and staff alike.

	<i>Intent</i>	<i>Implementation</i>
<p>Personal Development To develop healthy individuals.</p>	<ul style="list-style-type: none"> • Understand and apply the principles of nutrition and health. • Understand how nutritional needs vary with age and health conditions. • Demonstrate a repertoire of predominantly savoury dishes as part of a healthy and varied affordable diet. • Instilling a love of cooking that leads self-sufficiency and independence. 	<ul style="list-style-type: none"> • Pupils will learn and develop an understanding about food safety, including the preparation and safe storage of food, and sound microbiological food safety principles when buying, storing, and preparing food and how to use equipment safely; health and safety at work. • Pupils will learn and develop an understanding about nutritional needs throughout life. Pupils will consider issues around nutrition and physical, intellectual wellbeing. • Pupils are encouraged to use all the ingredients to make healthy nutritious predominately savoury dishes for their families in line with the principles of The Eatwell Guide.

		<ul style="list-style-type: none"> • Pupils are encouraged to use ingredients which may appear to be beyond shelf life but are still useable in sauces, soups, in order to make healthy nutritious dishes and reduce food waste in the home. • Pupils will consider ‘Food Provenance’ and ‘Food Origins’ to include where and how foods are grown, reared, or caught and what is ‘Fairtrade’ and ‘Organic’ when purchasing foods.
<p>Caring Attitudes To make a positive contribution to the community</p>	<ul style="list-style-type: none"> • Understand the economic, environmental, ethical, religious and socio-cultural influences on food availability, production processes, and diet and health choices. • Understand how food contributes to various religious and spiritual events and celebrations. • Instilling a love of cooking that enable pupils to feed themselves and others. 	<ul style="list-style-type: none"> • Pupils will use recipes to develop cooking skills but these can be adapted to suit personal tastes, family dietary/religious needs. • Pupils will learn and develop an understanding of individuals with specific lifestyle needs to include vegetarians, vegan, and those with religious beliefs that affect choice of diet, to include Sikh, Hindu, Muslim, Jewish. • Pupils are encouraged to have a sense of pride and self-fulfilment in their work. Pupils practical work will be teacher/self and peer assessed. Examples of excellent work will be displayed in the department and rewarded through house points. • Pupils are encouraged to consider the environmental and economic benefit of buying locally. • Pupils will be encouraged to reuse food packaging when appropriate to reduce wider waste. • Pupils will be encouraged to think about the impact of food waste on the environment, to consider the effects on our local and global community • Pupils will consider the effects of food poverty and how this causes malnutrition and will assess why there has been a rise in food banks in the UK providing assistance to people facing hardship.

<p>Academic Achievement To make a positive contribution to the community</p>	<ul style="list-style-type: none"> • Apply the principles of nutrition and healthy eating in learning between subjects and beyond the classroom as understanding of nutrition and food ultimately fuels better academic success across the curriculum. • Critique, evaluate and test food and the food of others. 	<ul style="list-style-type: none"> • The subject will encourage other subjects in school to promote opportunities for pupils to engage further and develop skills in food with food preparation related lessons and homework activities. • Where appropriate pupils will also be given the chance to visit a range of establishments to engage with employers about food preparation and nutrition opportunities.
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Implementation

Pupils will learn how to apply the principles of nutrition and healthy eating. Pupils will be introduced to The Eatwell Guide, food and its nutritional value and health and safety preparing and making food. Pupils will learn the importance of hygiene and the potential hazards when working in the technical area. Pupils will prepare and cook a variety of predominantly savoury dishes, incorporating theoretical understanding and knowledge. In primary in particular, pupils will be encouraged to develop a passion for preparing and cooking dishes and making relevant dishes linking to topics.

Primary & Middle

Topic	Link with school intent Academic fulfilment (AF) Personal development (PD) Caring Attitudes (CA)	Department Intent (What we intend our pupils to have learnt). Teaching food preparation and cooking (equipment, ingredients, food sources, functional characteristics, processes and skills) To promote & apply nutrition.	Cross-curricula practical application	Implementation
<ul style="list-style-type: none"> • Preparing for practical work • Personal safety • Washing up • Using an oven safely • Knife skills • Fruit and vegetable preparation skills 	<div style="display: flex; align-items: center; justify-content: center;"> <div style="width: 50px;"></div> <div style="width: 50px; text-align: center;"> PD PD AF PD AF AF AF </div> </div>	<p>Safety & Hygiene: Identify hazards that occur in a kitchen Describe how to reduce hazards Explain how to prepare for a practical List the correct order for washing up Explain how to use a knife safely</p> <p>Food Preparation: Use a sharp knife, demonstrating either the claw or bridge technique</p>	<p>English: Descriptive adjectives of sensory analysis Maths: Measurement Geography: Foods are grown and harvested PE: Eatwell Guide & looking at how much exercise we do.</p>	<p>Selecting and demonstrating topic related cooking themes Instilling fun into preparing and cooking Show awareness of their personal safety and of those around</p>

<ul style="list-style-type: none"> • Introduction to why we need food • Introduction to the Eatwell Guide • Food provenance – where does our food come from and how is it grown? 	<p>AF AF AF</p> <p>AF/PD AF/PD AF/PD CA/AF AF AF AF/CA</p>	<p>Demonstrate how to use the cooker safely Creating a <i>basic pastry</i> – shortcrust</p> <p>Nutrition: Give a definition of diet Identify reasons why we need food Explore how the Eatwell Guide can help Give a definition of food provenance Identify foods that are grown in the UK Explain what organic farming is Investigate whether there is a difference between organic and non-organic foods List reasons why buying local produce and reducing food miles.</p>	<p>Art and Design: Presentation and decoration Topic: To make an appropriate link to a topic i.e. The Egyptians – To make a flat bread.</p>	<p>them when handling food and equipment. Ensure correct safe practices are always followed when using hot or sharp equipment, e.g., oven gloves. Games & Quizzes</p> <p>Usually, theory work is only completed if pupils have a double lesson. We look and check we have met the learning objective criteria.</p>
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Secondary

Topic	Link with school intent Academic fulfilment (AF) Personal development (PD) Caring Attitudes (CA)	Department Intent (What we intend our pupils to have learnt). Teaching food preparation and cooking (equipment, ingredients, food sources, functional characteristics, processes and skills) To promote & apply nutrition.	Cross-curricula practical application	Implementation
<ul style="list-style-type: none"> • Preparing for practical work • Where do bacteria come from? • Applying the Eatwell Guide • How flour is made • Cereals – turning flour into pasta • British and international cuisines 	<p style="text-align: right;">PD/AF</p> <p style="text-align: right;">AF</p> <p style="text-align: right;">AF</p> <p style="text-align: right;">PD/AF</p> <p style="text-align: right;">PD/AF</p> <p style="text-align: right;">AF</p> <p style="text-align: right;">PD/AF</p> <p style="text-align: right;">PD/AF</p> <p style="text-align: right;">PD/AF</p> <p style="text-align: right;">CA/PD/AF</p>	<p>Safety & Hygiene: Recap and recall how to set up a practical lesson (HATTIE) adding food hygiene of meat preparation Name the places bacteria come from State how and why food may become contaminated with bacteria</p> <p>Food Preparation: Use the hob, grill and oven safely Use of electrical and kitchen equipment safely Demonstrate knife skills Preparing fruit and vegetables Preparing meat and vegetarian alternatives Prepare, combine and shape ingredients Define international cuisine, investigating further the distinctive features of traditional European cuisines.</p>	<p>English: Descriptive adjectives of sensory analysis Maths: Measurement Ratio Fractions Geography: Foods are grown and harvested; food miles & where food come from in the world (including trade) PE: Eatwell Guide Art and Design: Presentation and decoration PHSE: Fairtrade, sustainability & ethical reasons for food choice.</p>	<p>Describe the sensory characteristic. Prepare, cook and serve a dish that demonstrates a range of practical skills. Work independently and safely Evaluate their performance in the practical Demonstrate their knowledge and understanding of the theory work (double lessons only).</p>

				Usually, written theory work is only completed if pupils have a double lesson. We look and check we have met the learning objective criteria.
<ul style="list-style-type: none"> • Food choice • Factors affecting food choice • British and international cuisine 	PD/AF CA/AF PD/AF CA/AF CA/AF	Food Choice: Factors which influence food choice – cost/ religious, cultural and ethical reasons Food labelling and marketing influences British food choices International cuisine/Culinary traditions.	English: Correct terminology & vocabulary Maths: Money, measuring, weighing.	
	PD/AF	Food Skills General practical skills/knife skills/preparing fruit and vegetables/use of cooker/cooking and equipment/sauces/dough/raising agents/setting mixture		

The curriculum is designed to create an understanding of portion sizes and costings of food and develop lifelong skills for the future of all pupils in how to feed themselves and understand where their food comes from. In KS4, some pupils are offered BTEC Home cooking skills Level One and Two qualifications. This is a rewarding program built on work pupils have previously completed throughout their time at school. There is an element of theory-based study when working towards this qualification. For any students who are taking the BTEC qualification will follow a specific scheme of work of guided hours. These can be found: [BTEC Home Cooking Skills | Pearson qualifications](#)

Impact

'When teaching food, accomplished teachers understand how children learn key concepts and skills, and use age/ability appropriate teaching strategies that engage learners, challenge a range of abilities, and build confidence and independence.' **Food teaching in secondary schools: A framework of knowledge and skills.**

Our vision is for all pupils to be able to prepare and cook at least one healthy meal independently.

Our aim is that most pupils will be able:

- To understand where food comes from.
- To provide an opportunity for pupils to learn how to **select** and *prepare* food attaining to a balanced diet independently.
- To provide an opportunity for pupils to learn how to **cook & prepare** food independently.
- To understand in the principals about The Eatwell Guide/a balance diet/being healthy.