

What is your curriculum statement for each key stage?

KS3 – To teach pupils so that they develop a knowledge of nutrition, know how to eat healthily and leave KS3 with the skills to be able to cook a meal for themselves, while promoting the ethos of the school through their learning. **This will impact their lives during and beyond school to become healthier individuals who are conscious of the effect food has on the body.**

KS4 – To teach pupils about food preparation and nutrition through practical skills to ensure they develop a knowledge of the core topics of food including nutrition and health, food provenance, food science, food safety and food choice. **This allows them to develop knowledge of the working characteristics of ingredients in food, develop the skills they need to cook a range of dishes and understand where our food comes from.**

How does learning develop through each key stage?

KS3 – **At the start of KS3** pupils are taught the basics of healthy eating, knife skills, food safety and hygiene through healthy, simple practical tasks. As they progress they begin to use a range of cooking equipment and materials and adapt recipes to suit their needs. Pupils are given the opportunity to develop their understanding of food science and are given regular opportunities to develop their cross-curricular, literacy and numeracy skills. **This allows them to make links between other subjects and relate their learning to everyday life. They are taught the benefits of healthy eating so they can apply this to their daily lives.**

KS4 – Pupils are taught through a practical and creative course 6 main topics of learning (Food, nutrition and health, food science, food safety, food choice, food provenance and food preparation skills). Practical tasks stem from the theory covered in lessons and as we move through the course pupils can make more free choices of practical tasks to develop their higher level skills. Ultimately we are giving students the necessary skills and subject knowledge to provide the foundation for the NEA and final examination in year 11. **Pupils build their knowledge over the course of the GCSE and by the end should be able to make links between all learning areas and create high level practical dishes to demonstrate their understanding.**

What principles guide your decision making? What is distinctive about your curriculum?

The Eatwell Guide.

Curriculum rationale
British Nutrition Foundation.

Faculty : DT

Lead : Mr M Jones

Advice and Guidance from The Food Teacher's Centre.

AQA Food Preparation and Nutrition specification.

Our curriculum is distinctive in that it allows our pupils to have a say in the work they complete for their GCSE. It gives pupils of all abilities the opportunity to be creative and develop real skills that can be used in everyday life. **By giving students their own choices they are empowered and take responsibility for their own learning.**

How do you expect to see your curriculum delivered? How do you vary this delivery to meet the needs of all learners?

Through a balance of theory and practical tasks. Pupils should learn the theory of the topic and then consolidate this learning through practical work. The delivery of this is varied in the use of both theory and practical resources tailored to suit HAPs, MAPs and LAPs. **This allows pupils to put into practice what they have learnt and develop further skills in the area.**

How do you vary the learning experiences when delivering the curriculum? In the classroom / outside the classroom / through different learning opportunities?

A range of tasks are carried out each lesson using various resources. Pupils are taught in the classroom using videos, matching activities, research tasks, exam questions, food science experiments and practical tasks to name a few. Outside of the lesson pupils can develop their understanding of the subject through whole school initiatives such as BNF Healthy Eating Week or helping out during events like open evening. **Pupils benefit from this method of teaching as they are taught in different ways to meet their differing needs. The opportunity to learn outside of the classroom encourages them to play a part in wider school life and builds their confidence in the subject through talking to parents on open evenings about what the subject entails.**

What impact does your curriculum have on the learners at Archbishop Blanch?

The curriculum teaches pupils to cook a range of dishes safely and hygienically, understand where food comes from and to apply their knowledge of nutrition, healthy eating and world foods. This impacts their everyday life as they can use their learning to make healthy choices both in and out of school. The curriculum also makes many cross-curricular links with subjects including maths, English, science, geography, religious education, health and social care and computing which can help them broaden their knowledge, develop a deeper understanding and make links to the practical application of their other subjects.

What are your assessments for this academic year?

KS3

Year 7	Year 8	Year 9
Term 1 Design task: Design a fruit salad	Term 1 Technical knowledge task: Safe use of the cooker	Term 1 Technical knowledge task: Betty Bacteria
Term 2 Design Task: Eatwell Guide	Term 2 Design task: special diets design a meal	Term 2 Design task: Food label
Term 3 Research Task: Accompaniments for practical task	Term 3 Research, design and evaluation task: Pizza project	Term 3 Research, design and evaluation task: Bread project
Term 4	Term 4	Term 4
Term 5	Term 5	Term 5
Term 6	Term 6	Term 6

Schemes of work only last for 3 terms in Food as we normally rotate the pupils. If I have them all year I will move the year group into a new project which will include research, designing, making, technical knowledge and evaluation or they will switch into a new area of DT e.g. last academic year they completed the Dendrite project.

KS4 Year 10 (2 Year GCSE)	KS4 Current Year 10 (3 year GCSE)	KS4 Year 11
Term 1 <i>Nutritional analysis of a recipe.</i> Term 2 <i>Vitaminions.</i> Term 3 <i>Minerals cards.</i> Term 4 <i>Special diets posters.</i> Term 5 <i>Cooking methods recipe justification.</i> Term 6 <i>Gluten free report / local foods report.</i>	Term 1 <i>Report on sustainability and security of food.</i> Term 2 <i>Nutritional analysis of recipe using homemade jam vs shop bought</i> Term 3 <i>Practice NEA 1 report</i> Term 4 <i>Practice NEA 1 report</i> Term 5 <i>Practice NEA 2 report</i> Term 6 <i>Sample exam questions</i>	NEA 1 <ul style="list-style-type: none"> • Term 1: Research, hypothesis and plans 14/09/18 • Term 1: Investigation write ups 12/10/18 • Term 2: Full project 2/11/18 NEA 2 <ul style="list-style-type: none"> • Term 2: Research 27/11/18 • Term 2: Recipe ideas 7/12/18 • Term 3: Demonstration of skills pages 25/01/19

Curriculum rationale

Faculty : DT

Lead : Mr M Jones

- Term 3: Final dishes and time plan 15/02/19
- Term 4: Analysis and evaluation 29/03/19
- Term 4, 5, 6: Sample exam question answers

Please attach your long term plans.