



### Why we teach what we teach

This food curriculum has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they must take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication. The food curriculum aims to provide learners with a broad set of skills appreciation of work in hospitality and catering and wider opportunities for progression into further education, employment, or training.

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| <b>Core concepts</b>                       | <ul style="list-style-type: none"><li>➤ skills required for independent learning and development.</li><li>➤ a range of generic and transferable skills.</li><li>➤ the ability to solve problems.</li><li>➤ the skills of project-based research, development, and presentation</li><li>➤ the fundamental ability to work alongside other professionals, in a professional environment.</li></ul>  |
| <b>How our curriculum builds over time</b> | Practically, students are given opportunity to repeat and develop skills in a variety of dishes. This allows students to familiarise themselves with basic skills and then learn how to further explore and develop the skill in more challenging dishes, as they progress through schemes of work. In Key Stage Three, students learn about the key principles of food safety and healthy eating. As they progress, through the key stage four curriculum, students begin to see these key principles in a vocational sense. Students begin to build on these key principles by gaining an understanding in the documentation and legislation needed for a variety of types of establishments. In addition, a plethora of job roles needed for these types of establishments to function successfully in the industry. Students also develop skills to carefully select dishes based on customer's nutritional, dietary and organoleptic needs.  |
| <b>Key ingredients of a lesson</b>         | Students are greeted as they enter & are immediately engaged in a purposeful starter activity with a clear time frame for completion. Afl or follow up questioning about the starter activity enables the teacher to gage understanding and direct the remainder of the lesson. Students are engaged and able to access work independently, support material, examples & extension tasks available These should be designed to stretch the most able. Teachers makes use of TA if applicable to support small groups of students identified using class data. Questioning is used to uncover misconceptions and correct these incisively. Questioning draws out common pitfalls before they occur and enables students to overcome these in practical tasks independent of teacher input. The teacher uses a variety of questioning techniques to ensure all students have to “think”. Students know what they need to do to make progress and can demonstrate this by referring to mark schemes, progress pathways & feedback (peer or teacher).Feedback from formative assessment has |

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|  | <p>obvious and significant impact. High expectations of behaviour are enforced consistently in line with the schools Behaviour policy. A plenary assesses what students have learnt, giving the teacher data/feedback needed to address gaps in knowledge or address misconceptions in the next lesson. Students ensure equipment, uniform and workspaces are tidy, leaving in an orderly fashion.</p>   |
| <p><b>How we assess the knowledge, understanding and skills of students</b></p>        | <p>Students are continuously assessed throughout the school year on both theory and practical skills. A range of assessment techniques including formative and summative assessment, self-assessment, peer assessment and group assessment.</p>  |
| <p><b>How we provide cultural capital and extra-curricular opportunities</b></p>       | <p>Throughout all schemes of work, the job roles within the industry are learnt about. We explore their responsibilities, their contracts and rates of pay. Unit 2 also explores how they devise meals that are suitable for the customer much like how it is done in the real world. This provides students with opportunities that they would also experience working in the industry.</p>   |
| <p><b>How we provide stretch and challenge enrichment</b></p>                          | <p>Challenges and extension task are always provided in both theory and practical lessons. Students are encouraged to attend after school sessions to independently further their coursework to help them achieve their maximum potential.</p>   |
| <p><b>How we adapt our curriculum to meet the needs of all students</b></p>            | <p>All work is differentiated for our students for both theory and practical tasks. Visual resources are used to support individuals in understanding written tasks and reading instructions. Seating plans are carefully de-vised to ensure students are seated in a way that provides them with the best opportunity to learn. WAGOLs are also provided to show how finished piece of work would look so that our students know what they are aiming for when completing tasks.</p>  |
| <p><b>How we link our subject knowledge to the world of work and further study</b></p> | <p>Throughout all schemes of work, the job roles within the industry are learnt about. We explore their responsibilities, their contracts and rates of pay. Unit 2 also explores how they devise meals that are suitable for the customer much like how it is done in the real world. This provides students with opportunities that they would also experience working in the industry.</p>   |
| <p><b>How we provide personal development for students</b></p>                         | <p>Within all schemes of work, there is a large emphasise on understanding how to buy and source food locally. We teach students to understand the importance of conserving energy and water and knowing how far their food has travelled to reach their plate. Students will also learn the impact of food poverty and how we can help in improving this issue. Students work in pairs and groups in order to develop their social skills and the importance of understanding their peers views and different cultures particularly when de-vised menus inspired by a variety of cultures</p> |