

Subject	Food and Nutrition
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<p style="text-align: center;"><u>Whole school curriculum purpose</u></p> <p>Our overall mission is to provide the young people of Greenwich with equal or better life chances than any other school in the UK with the accompanying vision of being a school where young people thrive and grow in an environment that brings out the best in everyone. In order to achieve this, we know that we must provide an excellent curriculum for our students, ensuring that they receive a world-class education which brings out the best in all of them and prepares them for success in education and life. Therefore, our curriculum equips children with powerful knowledge, maximises their cognitive development and nourishes their whole person and individual passions. Our overriding aim is that this curriculum liberates and empowers, providing students with the confidence to understand and shape the world around them, to be active and economically self-sufficient citizens, and to ‘enter into the conversation of mankind’ (Michael Oakeshott).</p>	<p style="text-align: center;"><u>Subject purpose</u></p> <p>Enable all students to access a range of creative subjects which foster their ability to be visual and creative thinkers and develop visual language skills in an ever more digital and media driven world where images are prevalent. We intend for all students to develop practical skills in order to be able to express themselves creatively across a range of disciplines and subject areas and prepare them for creative pathways leading to a diverse range of career opportunities in the creative industries. We wish to develop the imagination of students and give them opportunities to work collaboratively on projects which enrich their ability to communicate through the creation of artefacts and images both in 2D and 3D to learn how to manipulate media and materials and learn techniques necessary for self-expression. We aim to incorporate opportunities to use digital media in this process.</p>
<p style="text-align: center;"><u>Whole school curriculum principles</u></p> <ul style="list-style-type: none"> • Entitlement: Our curriculum is designed to be inclusive and cater for all of our students; all students have the right to learn what is in the curriculum, and our teachers have a duty to ensure that they are all taught the whole of it. • Coherence: Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects. • Mastery: We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupil’s revisit prior learning and apply their understanding in new contexts. • Adaptability: The core content – the ‘what’ – of our curriculum is stable and in line with what the best schools are teaching, but we ensure we bring it to life for our own local context in South-East London. Equally, teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes. • Representation: We are committed to the idea of ‘the mirror and the window’, that pupils see themselves in our curriculum, ensuring diversity 	<p style="text-align: center;"><u>Subject principles</u></p> <ul style="list-style-type: none"> • Entitlement: The Creative Arts curriculum gives students the opportunity to study a wide range of artists, designers, and crafts people from a diverse range of cultures, time periods, styles, and movements. Students have the possibility of visiting galleries and museums to develop their cultural understanding and to enrich their practical experience in the classroom. • Coherence: The Curriculum is designed to develop practical skills across the disciplines so that students can build on prior knowledge and understanding with each new practical unit they undertake. • Mastery: The skill sets that students acquire through their study of Creative Arts subjects builds over time to give them the tools to become more sophisticated and confident with the media materials and techniques they are using • Adaptability: The creative Arts curriculum equips students to be confident in applying their creative skills in a wide range of situations including participating in art activities in the local community, competitions and events.

and equality, but that our curriculum takes all pupils beyond their immediate experience, building cultural capital and aspiration.

- **Education with character:** Our curriculum, which includes the taught subject timetable as well as spiritual, moral, social, and cultural development, is intended to spark curiosity and to nourish both the head and the heart.

- **Representation:** All students will be able to see a diverse range of cultures, traditions and beliefs represented through the study of Creative Arts subjects which will cover work made by artists, designers and craftspeople from all around the world through different time periods.
- **Education with character:** Through the study of Creative Arts subjects students will be able to experiment with new ways of working which require creative thinking and risk taking, working in an environment where failure is a steppingstone in working towards success, building resilience. Students will develop a widening interest in the world around them through the study of the Creative world, thus becoming global citizens.

Curriculum Overview

Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 7	Introduction to Food	In year 7 students are introduced to the subject with the assumption that they have never done this in primary school, therefore no previous knowledge. Students are introduced to the layout of the food room. Safety rules are clearly outlined alongside expectations of good conduct while working in the food room. Through a variety of creative and practical activities, students are taught the knowledge, understanding and skills needed to engage them in an interactive process of making.	Safety, hygiene and equipment	During this term students are taught good safety practices, hygiene principles, names, and uses of equipment. Personal, kitchen and food hygiene are embedded in the students learning so that they can confidently make and consume their dishes without fear of food poisoning. Accurate and safe use of equipment are essential for students to independently engage in the making process.
Year 8	Eatwell guide Healthy eating	In year 8 students the focus is on the preparing simple nutritious meals for the whole family using the eatwell guide as a base. They are encouraged to: - use the 5-a-day principle -combine food ingredients from different parts of the eatwell guide -incorporate the traffic light labelling. Through the introduction of the healthy eating guidelines the aim is to clear up misconceptions about food , creating balanced meals and reducing intake of fat, sugars, salt.	Main nutrients, Functions and sources	Students know most of the food commodity they use in creating the meals they eat, however they seldom know the nutritive value of their meals. The five main nutrients, functions and sources are introduced. This create an awareness of 'where food comes from' and what nutrients are present . Students are also able to make informed food choices .
Year 9	Hygiene and safety, Eatwell guide revisited		Special diets/ nutrients in detail	
Year 10	Food safety and Hygiene		Nutrition and dietary needs	
Year 11	Nutritional needs of Individuals		Introduction to NEA1 Mock exam prep	



Year 12				
Year 13				

Term 2

	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 7	Introduction to Nutrients			
Year 8	Water and fibre in diet			
Year 9	Factors affecting food choices			
Year 10	Chemicals Functions and properties		Factors affecting Food choices	
Year 11	Introduction to NEA2		Practical exam/portfolio completion	
Year 12				
Year 13				

Term 3

	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 7				
Year 8				
Year 9				
Year 10	Allergies, food labelling, Mock exam prep		Experimental cooking	
Year 11	Exam prep/Exam			
Year 12				
Year 13				