

	<p style="text-align: center;"><b>INTENT</b></p> <p style="text-align: center;">What are the endpoints we want the students to reach?</p>	<p style="text-align: center;"><b>SUBJECT NAME: Food Preparation and Nutrition</b></p>
<p><b>BE RESPECTED</b></p> <p>Be effective communicators and understand specialist concepts</p>	<p>Teachers have the expertise to enable students to develop their use and understanding of specialist technical vocabulary in their curriculum areas so that students will be respected for their academic knowledge and understanding in school and beyond. We ensure that students have opportunities to read and understand challenging academic texts in all subjects. Students will be able to apply their reading and oracy skills and show their understanding across the curriculum.</p> <p>We ensure that students can apply their numeracy knowledge, understanding and skills in other subject areas and to real life problems where appropriate.</p> <p>We ensure students are given opportunities in school to develop speaking and listening skills as part of the formal and informal curriculum at JRS. This develops their ability to be effective communicators with their peers, adults in school and in later life, the world of work.</p> <p>We ensure that students can communicate their ideas effectively in writing; including specialist vocabulary and with an awareness of the audience, purpose and form as they write. We ensure students produce accurate, organised texts that show understanding of academic concepts taught.</p>	<p>KS 3 and 4</p> <p>Students will work in a calm considerate environment as a whole enabling them individually to acquire, develop and create outcomes</p> <p>Students will work collaboratively to ensure a safe secure environment for all to express their knowledge and ideas</p> <p>Students will take responsibility for their actions and support others in achieving success across all Key stages</p> <p>Use of industry vocabulary for a professional approach</p>
<p><b>BE RESILIENT</b></p> <p>Be well prepared for successful adult life and be able to respond to assessment in order to make progress</p>	<p>The curriculum builds students’ resilience through challenging subject content and is implemented with an awareness of how students will know and remember more. We give students time to reflect on their work and know what to do to improve their knowledge and understanding. Teachers use assessment as a formative tool, so that it enables students to progress and improve their deeper understanding of subject matter and concepts. We encourage students to be resilient by building opportunities into sequences of learning for our students to self and peer assess.</p> <p>We ensure our curriculum considers the wellbeing of our students. We make sure through its content, sequencing and the support on offer</p>	<p>Students will acquire develop and apply knowledge of Food Preparation and Nutrition Curriculum to their own and the lives of others through vocabulary, practice and action</p> <p>E.g. year 7 Eatwell plate and government healthy eating guidelines. Recognise how to make changes when problems occur and be able to explain and reason why and how using a range of subject specific language</p> <p>E.g. All students will recognise that life/ catering does not always go to plan and therefore develop reasoning and thinking skills to make changes and be able to explain in some capacity why or how this may be or was necessary through evaluation</p>

	<p>to our students; that in school and beyond they have the resilience to be successful adults. Our personal development curriculum will include opportunities to contribute to the whole school culture, preparing students to become active citizens in their own communities after leaving school.</p>	
<p><b>BE VALUED</b> Be able to value and experience the world around them through opportunities both in and out of lessons</p>	<p><i>We make sure our students are well prepared for life in contemporary Britain by ensuring the curriculum enables students to appreciate other cultures, religions and traditions. The formal and informal curriculum introduces them to 'the best that has been thought and said...helping them engender an appreciation of human creativity and achievement'</i></p>	<p>Students will put into practice skills, practical and theoretical knowledge to support employment and activities e.g. Duke of Edinburgh Awards</p> <p>They develop skills that may contribute to a healthier family life and community participation.</p> <p>E.g. Students will understand a range of values from other countries and be able to explain some cultural choices e.g. Ks 3 Food provenance in year 9.</p>
<p><b>BE READY FOR YOUR FUTURE</b> Be able to make a link between learning in lessons and future employment choices; be ready to live in a diverse, tolerant society</p>	<p>Teachers have planned and sequenced a Key Stage 3 curriculum to provide students with the knowledge, skills and understanding to build on in further study, training or work. This ensures students have the literacy and numeracy skills to access not just GCSE, but the wider world and professional employment. Students will have advice and guidance so that they can make the best-informed choices for them at Key Stage 4 and for further study.</p> <p>We will encourage our students to express their opinions in a logical, evidence-based manner and demonstrate that they can appreciate that others may hold a different point of view and respect the opinions of others.</p> <p>We will enable our students to understand the impact their subjects can have on their future and their opportunities in society.</p>	<p>Students may develop an understanding of the subject potential in a wider world</p> <p>The effects good and bad food and food production may have to their world and have ideas that may improve the bigger picture for the future of their planet.</p> <p>E.g. building of nutritional knowledge and skills to produce at KS4 GCSE outcomes demonstrating a range of complex skills and outcomes in a time frame</p> <p>Introduce opportunities to compete nationally in chef competitions</p> <p>Link subjects and learning across the curriculum e.g. Food Science in year 8.</p>
<p><b>BE YOU</b> Be able to be the best person students' can be in their school, local community and society as a whole</p>	<p>We will utilise the unique context of our location to enable students to progress to further study, training or work of their choice; enabling students to become effective British and global citizens.</p> <p>We are aware that students come to JRS from a range of different Key Stage 2 experiences and starting points. Teachers adapt the curriculum to offer appropriate support in Year 7, Year 8 and Year 9 with some students receiving bespoke interventions. Students work towards the very best GCSE outcomes they can achieve by the end of KS4.</p>	<p>Students can adapt and apply their knowledge and experiences in this subject to suit specific situations, topics or dietary requirements</p> <p>Demonstrate their ideas throughout with creativity and individuality and take pride in success and recognise how change and development of ideas can lead to success</p> <p>E.g. end of unit creative assessment throughout all key stages as well as GCSE (NEA2)</p>

