



Longridge High School



THE BAY
LEARNING TRUST

Curriculum Intent Food and Nutrition

1. Vision & Purpose

- Our curriculum inspires confident and health-aware pupils who can cook with skill, think critically about nutrition, and make informed choices for lifelong wellbeing.
- The food curriculum equips pupils with essential life skills in nutrition, cooking, and food safety, alongside a deeper understanding of food's role in health, culture, and society.
- We nurture practical and theoretical skills that can support careers in hospitality, nutrition, catering, and health industries. Every dish a discovery, every learner a chef.

2. Ambition for All Learners

- The Food curriculum is designed and supports all pupils, regardless of prior cooking experience.
- SEND and disadvantaged pupils are supported through adapted equipment, scaffolding, and step-by-step guidance.
- High-attaining pupils are stretched with advanced recipes, technical skills, and evaluation of food science experiments.

3. Knowledge & Skills Development

Pupils will develop:

- Gain knowledge of nutrition, dietary needs, and the impact of food on health and wellbeing.
- Explore the origin of food, sustainability and global cuisines.
- Understand the science behind cooking and storing methods and food properties.



Technical and Practical Skills

- Knife skills (chopping, slicing, peeling) and the use of kitchen equipment.
- Cooking methods (baking, grilling, boiling, frying)
- Recipe adaptation and development



Planning and Organisation

- Time management during practical tasks
- Sequencing and multitasking in food preparation.
- Menu planning and dietary analysis



Communication and Reflection

- Evaluating outcomes and giving constructive feedback
- Using subject-specific vocabulary to describe processes and techniques
- Reflecting on personal progress and areas for improvement



Creativity and Innovation

- Designing dishes with aesthetic appeal and nutritional balance
- Exploring flavour combinations.
- Responding to briefs with originality and purpose



Independence and Teamwork

- Working safely and collaboratively in kitchen environments
- Taking ownership of tasks and demonstrating resilience
- Supporting peers and contributing to a positive learning culture

4. Sequencing & Progression

- **KS3:** introduces basic cooking skills, healthy eating, food safety, and simple nutrition concepts. Pupils explore food origins and sustainable food choices.
- **KS4:** follows GCSE Food Preparation & Nutrition specification, covering nutrition, food science, food safety, food choice, and food provenance in greater depth. Pupils apply this knowledge through practical cooking and coursework.
- Curriculum sequencing ensures skills are built progressively – from simple recipes to complex dishes and from basic nutrition to advanced dietary analysis.

5. Literacy, Oracy & Vocabulary

- Vocabulary explicitly taught (e.g. macronutrients, denaturation, emulsification).
- Oracy developed through explaining methods, giving feedback, and discussing food issues such as sustainability and health.
- Written skills enhanced through recipe planning, evaluations, coursework write-ups, and analysis of dietary needs.

6. Enrichment & Cultural Capital

- Pupils are provided with competitions across the year. Local young chef competitions are promoted within the department.
- Engagement with sustainability issues (e.g. reducing food waste, ethical sourcing, Fairtrade).
- Teachers use Instagram to showcase and celebrate pupils' cooking.

7. Cross-Curricular Links & Real-World Relevance

- Links with Science (food chemistry, nutrition), PE/Health (diet and fitness), Geography (food miles, sustainability), and Business (hospitality industry, enterprise).
- Real-world application: pupils develop life-long cooking and health skills, preparing them for independent living.
- Careers relevance: pathways into nutrition, catering, hospitality, food science, and dietetics.

8. Safeguarding & Online Safety

- Emphasis on food hygiene, safe storage, and correct use of equipment.
- Awareness of online misinformation around food, diets, and health claims.

9. Assessment & Impact

- Formative assessment through practical cooking tasks, teacher feedback, and self-evaluation.
- Summative assessment via practical outcomes, written work, and (at KS4) GCSE-style assessments including non-examination assessments.
- Impact measured in pupil confidence, independence, ability to apply nutritional knowledge, and practical cooking competence.