

Food Curriculum Intent

Subject Vision

At Trinity Academy Newcastle, the Food Technology curriculum enables learners to develop the practical skills, knowledge and confidence required to make informed choices about food, nutrition and healthy living. Through practical cooking experiences and food preparation activities, learners develop independence, resilience, and essential life skills which support both their academic development and future success. The curriculum empowers learners to apply their knowledge in real-life contexts whilst developing confidence in their ability to live independently and make healthy lifestyle choices.

The Role of Food Technology within the Trinity Curriculum

Food Technology forms a key part of the **Therapeutic and Applied Learning** strand of the Trinity Curriculum Model. Through practical, hands-on experiences, learners develop confidence, independence, and essential life skills whilst experiencing success beyond traditional academic contexts. The curriculum provides meaningful opportunities to apply knowledge in practical situations and supports learners to develop skills which directly contribute to preparation for adulthood.

Food Technology contributes significantly to the academy's curriculum drivers by promoting independence, communication, wellbeing, and preparation for adulthood. Through cooking, nutrition and food preparation, learners develop practical skills which support healthy lifestyles, independent living and future employment opportunities

Assessment and Progression

Assessment is directly aligned to curriculum progression and enables learners to demonstrate growth in food knowledge, practical skills, evaluation and independence from their individual starting points.

Progress is measured through curriculum mastery, ensuring that learners develop both theoretical understanding and practical food preparation skills over time. Through Trinity Academy's assessment framework, learners are supported to develop confidence, competence and independence in Food Technology across Key Stages 3 and 4.

Key Stage 3 Intent

Food Curriculum Intent

Developing Practical Cooking Skills

Learners develop practical cooking skills through hands-on learning experiences which build progressively over time. Beginning with health and safety, kitchen routines and simple recipes, learners gradually develop greater confidence and independence in preparing, cooking and presenting food. As learners progress, they become increasingly able to select ingredients, adapt recipes, and prepare meals independently.

Developing Knowledge of Food, Nutrition and Health Living

Learners develop knowledge and understanding of healthy eating, balanced diets, nutrition, and food preparation. They explore ingredients, dietary requirements, and the impact food has on physical and emotional wellbeing. This enables learners to make informed decisions about food and healthy lifestyles both now and in the future.

Developing Independence and Problem – Solving

Through practical tasks, learners develop increasing independence and confidence. They learn to follow and interpret recipes, make decisions about ingredients, evaluate outcomes, and solve problems during food preparation activities. These experiences support learners in becoming increasingly self-reliant and responsible.

Developing Literacy, Numeracy and Communication

Food Technology contributes significantly to the development of literacy, numeracy, and communication skills. Learners read and interpret recipes, understand specialist vocabulary, measure ingredients accurately, and evaluate practical outcomes. Through discussion, reflection and written evaluation, learners develop confidence in communicating their ideas and learning

Developing Digital Literacy and Research Skills

Educational technology is used to support learning and engagement within Food Technology. Learners use digital resources to research recipes, investigate cultural food traditions, explore nutritional information, and evaluate food sustainability. This supports the academy's commitment to digital literacy and aligns with the NAACE EdTech Review Framework by encouraging learners to use technology safely and effectively within real-world contexts.

Key Stage 4 Progression

At Key Stage 4, learners build upon the practical skills, knowledge and understanding established during Key Stage 3 through vocational qualification pathways.

Learners access:

Level 1 Food qualifications

Vocational food and hospitality pathways

according to individual need, attainment and aspiration.

Food Curriculum Intent

The curriculum develops advanced food preparation skills, nutritional understanding, evaluation and decision-making. Learners are encouraged to apply knowledge independently, evaluate outcomes and develop skills required for future education, employment and adult life.

Developing Cultural Awareness and Sustainability

Learners explore the origins of dishes, cultural traditions, and global influences on food. They develop an understanding of food miles, seasonal produce, sustainability, and environmental impact. Through this learning, learners gain a broader appreciation of diversity and responsible food choices.

Supporting SEMH Development

The practical and engaging nature of Food Technology provides structured opportunities for learners to experience success and develop confidence. Through practical learning, learners build resilience, emotional regulation, organisation skills, and positive attitudes towards learning. Kitchen-based learning provides a supportive environment where learners can develop confidence and independence.

Preparation For Adulthood

Preparation for Adulthood sits at the heart of the Food Technology curriculum. Learners develop essential life skills including cooking, budgeting, meal planning, food selection, and independent decision-making. Learners also gain an understanding of routes into catering, hospitality and food-related industries, supporting future education, employment and training opportunities.

Intended Outcomes

By the end of Key Stage 4, learners will:

- Prepare and cook food safely and confidently using a range of practical techniques.
- Demonstrate knowledge and understanding of nutrition, healthy eating, and food preparation.
- Make informed decisions about ingredients, recipes, and healthy lifestyles.
- Use specialist vocabulary accurately and communicate their understanding effectively.
- Demonstrate awareness of cultural influences, sustainability, and ethical food choices.
- Use technology appropriately to research and evaluate food-related information.
- Develop confidence, resilience, and independence through practical learning experiences.
- Be prepared for independent living, further education, employment and future pathways within catering, hospitality and related sectors.
- Achieve meaningful accreditation through vocational food and hospitality pathways appropriate to individual aspirations and future destinations.

Food Curriculum Intent

Ambition

Regardless of starting point or pathway, all learners are entitled to an ambitious Food Technology curriculum that develops practical competence, independence and informed decision-making.

Through carefully sequenced learning and high expectations, learners are supported to become:

- Confident food practitioners
- Independent decision-makers
- Responsible consumers
- Effective problem solvers
- Successful learners prepared for adulthood, employment and future opportunities