

Food – Aims/Intent Food follows the National Curriculum

www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study

Our academy curriculum has been designed to pay close attention to the families and children we serve in the local community. Our aim is to ensure all students have the opportunity to leave the academy with the necessary skills and attributes to succeed in life. To instil a love of cooking that leads to self-sufficiency and independence. We focus throughout on understanding and applying the principles of health and nutrition.

The aims in Food and Nutrition are that students will be taught:

1. To learn and use a range of skills through practical applications as well as written.
2. To increase their proficiency in the handling of different essential pieces of equipment in the kitchen.
3. To understand the economic, environmental, ethical, religious and socio-cultural influences on food availability, production processes, and diet and health choices.
4. To explore a range of ingredients and processes from different culinary traditions.
5. To instil a love of cooking that enables students to feed themselves and others.
6. To achieve their expectations in a creative and innovative way.
7. To demonstrate knowledge of functional chemical and nutritional properties, the sensory qualities and the microbiological considerations leading to food preparation.
8. To critique, evaluate and test their food and the food of others.
9. To apply the principles of nutrition and healthy eating beyond the classroom as understanding and applying better nutrition ultimately fuels better academic success across the curriculum.
10. To explore as many cultures and different skills within the area of food preparation.
11. To compare and contrast skills and make informed decisions about the most effective methods.
12. To develop the ability to evaluate and critique a dish, then be able to use those skills to improve or change their work.
13. To encourage students to work independently and in teams.
14. To provide opportunities for students to explore career paths connected to food and nutrition.

How cultural capital is enhanced through Food Preparation and Nutrition

Personal Development

Recognising the importance of maintaining a healthy diet within a healthy lifestyle and cooking to enable learners to survive and thrive, including providing and cooking for others within their life. Identify the impacts of food costs in relation to seasonality, availability and affordability. Discuss employability skills for food industry careers and share career inspirations, routes of progressions, advice, guidance and the ability to have fun learning about food.

Social Development

Cooking in lessons with live demonstrations, promoting discussions, adaptations and sharing of resources. Raising awareness of social etiquettes when cooking and eating across our multicultural community, including teaching of special diets, celebrations and festivals.

Physical Development

Establishing healthy routines and relationships with food to raise awareness of healthy eating habits, including hydration. Developing and refining gross and fine motor skills used in cooking techniques to enhance learner's cooking knowledge and repertoire of substance and filling recipes that can be used to sustain life.

Spiritual Development

Food does not just fuel the body, it also fuels the soul. Learners learn about the links between spiritual and physical health, including benefits of foods such as medicinal and health properties. This links to the teaching of special diets relating to religious and cultural festivals, celebrations and events.

Cultural Development

Exploring a wide range of cultural dishes and cuisines present within our immediate school community, as well as exploring worldwide cuisines and attitudes around food. Recognising that food symbolises a high degree of social intimacy and acceptance as food often has a social or ceremonial role across cultures.

Moral Development

Exploring the ethics, values, beliefs and morals that can arise from foods we choose to eat, how they are produced, prepared, cooked and served, including looking at vegan and vegetarian lifestyle choices. Identifying dilemmas that can be faced by the food industry such as carbon footprints, Fairtrade or organic produce, sustainability and the storage and transportation of foods across the world, including promoting local farmers by buying home grown produce.

How students' vocabulary is developed through Food Preparation and Nutrition

- Keywords shared at the beginning of each topic and exam type questions explored to demonstrate how these words are used in exam questions.
- Subject specific terminology is used in description of practical outcomes to describe the sensory aspect of the dishes produced.
- Key word/glossary of terms produced throughout GCSE course.

<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1543>

Implementation

Key stage 3 – Termly Product Design Rotations

Within Keystage 3 learners rotate on a termly basis around the product design subjects, including Food Technology. We build on prior knowledge of their understanding of Food and Nutrition learned at KS2. Students in years 7 and 8 have two lessons of over the two week timetable.

At Key stage 3, students will learn about and begin to apply the principles of nutrition and healthy eating. Students will develop safe food techniques, including knife skills, alongside studying the Eat Well guide, properties of nutrients and the importance of hydration. Students learn the importance of hygiene and the potential hazards when working in the kitchen. They prepare and cook a variety of dishes incorporating theoretical understanding and practical knowledge.

1. Safety and Hygiene

Personal and kitchen hygiene and safety is paramount, including the importance of preventing cross-contamination. Knife skills are taught and students develop confidence in safely using the hob and oven.

2. Food Preparation

Students demonstrate and refine their knife skills when preparing fruit and vegetables. Live demonstrations support learners in preparing, combining and shaping ingredients. They also learn the functions of ingredients in relation to promoting healthy eating habits and learners to cook a range of savoury meals throughout their rotation, with an occasional sweet or treat recipe included.

3. Nutrition

Learners are introduced to nutrition through the Eatwell guide, healthy eating government guidelines and understanding the importance of hydration and the impacts these can have on an individual's health and wellbeing. Learners will develop an understanding of food packaging and labelling legislations, marketing and food industry careers, where the knowledge of nutrition plays a vital role. Learners examine the traffic light labelling scheme and how it is designed to help consumers make informed choices. They demonstrate their literacy skills when evaluating food products, using sensory descriptors and specialist vocabulary to describe the characteristics of foods.

Keystage 3 - Methods of Assessment

Learners are encouraged to be reflective practitioners after completing a practical cooking session, completing a personal evaluation, linking to sensory analysis and enhancing their knowledge of science in food. Peer assessment also occurs in practical lessons, supporting each other to achieve success in meeting the learning outcomes as displayed within the lesson.

At the end of the Keystage 3 rotation, learners will complete a multiple choice in class test, which will also include short written answers to track the development of knowledge and understanding within food technology. Due to the rotations within Keystage 3 these assessment may fall outside of the whole school assessment plan as shared each academic year.

Keystage 4 - EDUQAS Specification

The Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge to be able to feed themselves and others affordably and nutritiously, now and later in life.

The curriculum is divided into six main topics and two non-examination assessment tasks. By studying food preparation and nutrition learners will:

- Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities while using different cooking techniques and equipment.
- Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks.
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, and diet and health choices.
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

Students to learn the differences in command and key words so exam questions become easily accessible. To ensure skills can be consolidated and students can show their skill progression in the final practical exam.

Keystage 4 - Methods of Assessment

Students are assessed throughout the year, using peer and self-assessment, and a set success criteria that is shared with the students in each lesson, based on taught content. For each topic covered, students will complete a test, experiment work and a practical to demonstrate technical skills using linked commodities. Teachers will follow their long term planning to ensure the curriculum is well sequenced and students can master their knowledge, skills and understanding making nutrition and cooking relevant to them.

Year 11 Methods of Assessment

In year 11, learners are required to complete 2 non-examined assessments within school and sit an external exam lasting 1 hour 45 minutes in the summer exam series of year 11.

Non Examined Assessment 1

- Students are required to complete a science based investigation as set by the exam board, which forms 15% of their total grade.

Non Examined Assessment 2

- Students are required to complete the research, preparation and planning of three dishes according to a brief set by the exam board and complete a 3 hour practical exam, which forms 35% of their total grade.

Exam

- Students are required to complete an exam lasting 1 hour 45 minutes, which will cover the theory, science and skills gained by the learners over the three years. This forms 50% of their total grade.

Impact

Through Food and Nutrition our learners will demonstrate that they have made progress from their starting points and are working on becoming well rounded individuals. Learners' will demonstrate their knowledge, understanding and practical skills, thought planning, preparing and using a range of ingredients and equipment in meeting various nutritional or dietary needs. Discussions with learners will illustrate their ability to explain and explore their own personal beliefs and feelings towards food and culture. Throughout their learning journey, learners will enhance their culture capital, exploring ideas, concepts and developing holistically.

Learners from all key stages will have multiple opportunities to participate in food based competitions within school and externally, developing a passion for food technology and working within this industry. This also builds a passion for learning, as well as being able to represent the school locally, regionally and nationally. Parents, students and the local community will be invited to attend and participate in food workshop events, building community links, including with local feeder primary schools. Professional chefs and food industry specialists visit the school demonstrating high skill cooking techniques and raise the aspiration of learners across all key stages. Learners within Keystage 4 will also have availability of attending a range of specialist high skills workshops and trips to enhance their knowledge, refinement and understanding of the GCSE food and nutrition specification.

Learners reading, comprehension and analytical skills will significantly enhance through completion of independent research activities, recipe building and compiling reports linked to food preparation and nutrition. Learners will be reflective practitioners through meaningfully reflecting on their own performances in practical cooking lessons and how this impacts future development. Learners have gained knowledge about food production, values, morals, religious and cultural impacts of food, enabling them to be conscious in food choices moving forwards. Learners are also aware of the impact of food production on the environment, such as food miles and sustainability.

Learners are able to demonstrate their application of knowledge and technical skills as well rounded individuals, influencing their choices outside of the classroom or school environment. This is achieved by utilising those skills throughout everyday life, including adulthood and passing this knowledge onto others. Learners have developed a range of cooking skills and healthy eating habits, which they use to maintain a healthy lifestyle and wellbeing.

Learners are able to progress academically in continuing to study food at further and higher educational facilities, including pursuing a career within the food industry if desired. Learners have recognised qualifications, local network links and applicable knowledge to support their growth and development in the local working demographic, enabling them to secure employment within their chosen field of industry.

This table outlines the key topic areas covered in **Food and Nutrition** across KS3, KS4 & KS5.

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Curriculum map - subject: Food Technology

KEY-STAGE 3	TOPICS (Split up into half terms for KS3 and split into terms for KS4/5)	
Year 7	Health and Safety & Personal Hygiene Introduction to Knife Safety Introduction to Practical Skills Healthy Eating – Eatwell Guide	Food Technology groups rotate every 9 weeks as part of the Product Design provision in Key stage 3.
Year 8	Health and Safety & Personal Hygiene Knife Safety Continuing to Develop Practical Skills Exploring Methods of Cooking	Food Technology groups rotate every 9 weeks as part of the Product Design provision in Key stage 3.

KEY-STAGE 4	TOPICS (Split up into half terms for KS3 and split into terms for KS4/5)		
GCSE Y9	Principles of Nutrition Diet and Good Health Food Commodities	Food Spoilage Food Provenance and Food Waste Food Commodities	Science of Cooking Food Cultures and Cuisines Food Commodities
GCSE Y10	Factors Affecting Choice Food Commodities	Technological Developments Food Commodities	Recipe Exploration and Development Revision of Core Knowledge Revision of Food Commodities

GCSE Y11	NEA 1 – Science based non-examined assessment	NEA 2 – Practical and Written Exam Planning for non-examined assessment	Revision for Final exam
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KS3 National Curriculum coverage

	Health and Safety
	Nutrition
	Planning / Assessment
	Location Knowledge

SEND PROVISION

How do we support SEND students in Food?

Modelling – I do, We do, You do: Students will be shown the activity visually by the teacher, by pupil demonstration, by class demonstration, then they will attempt the task in teams or independently.

Scaffolding – Students will be provided with several steps to enable them to achieve the learning aims of the lesson. These steps will be explicitly explained and when possible modelled to the whole class.

Groupings – In food technology students occasionally work in groups. These groups are manipulated constantly to ensure everyone feels comfortable and able to make significant progress.

Adaptive teaching – Tasks in lessons can at times be overwhelming for students therefore we can always adapt an activity to ensure a pupil still meets the learning aim in a way that suits their style of learning, ensuring they still access the curriculum.

Literacy – Students will be provided with word banks, exemplar work including live demonstrations, peer support, teacher support and visual prompts to support their participating in the lessons and activities.

Rationale for Sequencing

Food Technology's sequencing has been planned to enable learners to develop skills and acquire knowledge in a logical and repetitious way to embed the mastery of fundamental skills. The sequencing map demonstrates several threads that run from KS3 to GCSE.

For example, students will develop health and hygiene knowledge at the following moments:

Year 7: Introduction to Food Safety → Year 8: Refining cutting techniques and skills → Year 9: Using complex cutting techniques to complete technical elements and understanding the safety of using food probes for high risk foods → GCSE: Apply and execute technical knife skills and using food probes within practical examination

Additionally, I aim to support students' literacy by implementing a range of written activities throughout KS3 to support their ability to write coherently and fluidly at GCSE.

Year 7: Food & Hygiene Assessment → Year 8: Evaluation of dishes cooked in class → Year 9: Researching and preparing a recipe to meet an individual's specific need → GCSE: Written coursework and completion of practical cooking examination

If you have any further questions about the sequencing of our curriculum, please be in touch.

Equality and Diversity in the Curriculum

The Food Technology department is committed to improving the equality and diversity within the curriculum. Therefore, we have incorporated various recipes from across the world. We also work closely with learners to ensure their own dietary needs, preferences and observances are upheld and respected within the practical food technology lessons. Additionally, we look at cultures and cuisines across the world and am mindful when choosing recipes and dishes to ensure a vast range of representation is included throughout the curriculum.