

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

Providing a progression route, careers information, advice and guidance. Looking at the cost of food in relation to family budgets. SOL covers seasonality of food and how it affects food cost. Teaching employability skills needed in the food industry. Health Education is taught throughout the curriculum.

Social Development

Teaching of special diets and how they impact on health social development of individuals.

Physical Development

Healthy eating taught throughout the curriculum.

Spiritual Development

Developing the understanding of how religious beliefs affect food choices.

Cultural Development

Cultural diversity in our cuisine; looking at how international cuisines have promoted a rich culture in our communities. International cuisine is taught in KS4. Food choices linked to culture is also explored within the curriculum.

Moral Development

Sustainable food production. Food miles and carbon footprint. 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.

Implementation

Key stage 3:

We build on prior knowledge of their understanding of Food and Nutrition learned at KS2. Students in Y7 and 8 have two lessons of Food over the two week timetable. Students learn about health and safety and develop knowledge of the science of food and nutrition and how to ally this knowledge to their work.

At Key stage 3, students will learn how to apply the principles of nutrition and healthy eating. Students study the Eat Well guide, food and its nutritional value and health and safety preparing and making food. 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

Kitchen safety rules are reinforced. Knife skills are taught and students learn about food safety and hygiene. Students also learn how to safely use the hob, grill and oven.

2. Food Preparation

Students demonstrate knife skills when preparing fruit and vegetables. Practical tasks teach students how to prepare, combine and shape ingredients. They also learn the functions of ingredients in cakes and bread and create different types of cakes and bread. Students learn how to cook a range of savoury meals throughout the course.

3. Nutrition

Students learn about the five nutrients, their functions and source. They study the principles of the Eat Well guide and healthy eating guidelines as outlined by the government. They are able to explain why vegetables are an important part of our diet. Students are taught about the information that needs to be on a food label by law and why this is important to a consumer. They also examine the traffic light labelling and how it helps a consumer make informed choices.

Students apply literacy skills when evaluating food products and use sensory descriptors to describe the sensory characteristics of a variety of foods.

Students are taught about where food comes from, how to reduce food waste and also the impact food production and distribution on the environment.

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 build on their knowledge skills and understanding making nutrition and cooking relevant to them

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.

EDUQAS Specification

Key Stage 4

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 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.

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.

Non Examined Assessment 1

Students are required to complete a science based investigation and this forms 15% of their total grade.

Non Examined Assessment 2

Students are required to complete the planning of three dishes for a 3 hour practical exam. This forms 35% of their total grade.

Exam

Students are required to complete an exam that will cover all the theory, science and skills gained over the three years. This forms 50% of their total grade.

Impact

Through Food and Nutrition our students will demonstrate that they have made good progress from their starting points and become well rounded individuals. Work in students' folders and practical work show they can use a range of ingredients and equipment. Discussions with students illustrate that they can explain and explore their own personal beliefs and feelings towards food and culture. Through monitoring teacher's long term sequencing and planning, and students' work, it will be clear that student's knowledge and understanding of Food and their cultural capital have been considerably enhanced.

For example, students will have participated in visits to London's oldest culinary college. Parents and students attend food workshop events. Professional chefs will have come to school to demonstrate high skill cooking techniques. Students' reading skills will be significantly enhanced because of the research work and reports they have completed linked to food preparation, both in this country and internationally. Students will have gained knowledge about how food production affects the environment by researching food miles on some common food ingredients. Observations of students will show how they work successfully as individuals, in pairs and groups to achieve a set goal.

Students demonstrate good progress and become well rounded individuals. This is achieved by developing a range of skills and knowledge, as well as applying those skills to everyday life, and indeed take them through into adulthood and independence. Students develop cooking skills and healthy eating skills that they will use throughout their life. We ensure students have the knowledge of what it means to have a food related career by demonstrating how topics link to certain careers for example nutrition and dietetics.

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

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Curriculum map - subject: Food

AGE-STAGE	TOPICS (Split up into half terms for KS3 and split into terms for KS4/5)					
Year 7	Health and Safety Personal Hygiene	Knife Safety Introduction to Practical Skills	Food Vocabulary Knife Skills	Time Plans Cake Making	Eat Well Guide Yeasts and Dough	Sustainability Assessment
Year 8	Health and Safety Personal Hygiene	Cake Making and Faults	Healthy Eating Guidelines and Carbohydrates	Meat and Fish Fats and Oils	International Cuisine Pastry	Methods of Cooking Assessment
GCSE Y9	Fruits and Vegetables Including classification, provenance, storage, processing, nutrition, science, and diet theory.		Milk, Cheese, Yoghurt Including classification, provenance, storage, processing, nutrition, science, and diet theory.		Cereals Including classification, provenance, storage, processing, nutrition, science, and diet theory.	
GCSE Y10	Meat, Fish, Poultry and Eggs Including classification, provenance, storage, processing, nutrition, science, and diet theory.		Butters, oils, Margarine, Sugar and Syrup Including classification, provenance, storage, processing, nutrition, science, and diet theory.		Soya, Tofu, Beans, Nuts and Seeds Including classification, provenance, storage, processing, nutrition, science, and diet theory.	

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