

Food Preparation and Nutrition Curriculum Overview

Department Vision

Preparing students to participate independently, confidently and successfully in an increasingly creative and technological world. Providing opportunities to research, analyse, create and evaluate; expressed through a creative journey.

This will be achieved through:

- Providing high quality teaching and learning which challenges preconceptions of traditional elements of design.
- Assessment, reflection and improvement opportunities built-in to a varied and inspiring curriculum.
- Chances to study and explore creative and core technical designing/making principals. Encouraging students to develop creative responses to “real world” scenarios through Research, Analysis, Creation and Evaluation; Including investigating a broad range of processes, material techniques and equipment.
- Providing learners with the expertise and life skills needed to prepare them for their next stage in education and life. This will be done through innovative curriculum and extra-curricular activities that will broaden the enrichment opportunities.
- Building students confidence in communicating their own ideas in a range of formats. Including oracy, numeracy, literacy skills and developing the use of appropriate technical language.

Food Preparation and Nutrition Curriculum Offer @ SNA

Year 7 – Food – two period per week (20 hours as part of the D&T rotation) – all students

Year 8 – Food – two periods per week (20 hours as part of the D&T rotation) – all students

Year 9 – Food – one period per week (18 hours as part of the D&T rotation) - all students

In addition, we offer the following optional courses:

Key Stage 4 – Years 9-11

GCSE Food Preparation and Nutrition

Subject Curriculum Map – 5 Year Plan- Food Preparation and Nutrition

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Rotation 1: Technology- Sweet dispenser project Rotation 2: Textiles – Tim Burton inspired keyring Rotation 3: Food – Food safety/Food science/Healthy Living and Nutrition Rotation 4: Photoshop – Responding to a Client Brief and Graphic Design					
Year 8	Rotation 1: Technology - Design style inspired clock Rotation 2: Textiles – Japanese inspired pencil case Rotation 3: Food - Nutrients/Food Science/World foods Rotation 4: New and emerging Technologies - 3D CAD design					
Year 9	Rotation 1: Technology - USB powered CAD/CAM Lamp project & Robotics Rotation 2: Food - Special Diets/Macro and <u>Micro Nutrients</u>/Seasonality					
Year 10	<i>Food Safety</i> <i>Macro Nutrients</i> <i>Commodities and Science</i>		<i>Vitamins and minerals, commodities</i> <i>Food Choices and diet related diseases</i> <i>Sensory properties</i>		<i>Sensory properties</i> <i>SMSC issues in food</i> Mock NEA	
Year 11	NEA 1 (Deadline Nov) NEA 2 (Feb practical exam) <i>Theory: Revisit Food Science</i>		NEA 2 (Easter deadline) <i>Theory; Revisit Nutrition</i> <i>Revisit Food Issues</i>		Revision of all theory units	

Assessment Approach

Within our curriculum, we look at a variety of methods to assess our students. Below is the assessment plan which gives an overview of our assessment approaches with each year group.

Assessment Approach	Description	Year 7	Year 8	Year 9	Year 10	Year 11
Low Stakes Quizzing	Short answer questions from current or previous topics which is peer marked					
Practical Skills Assessment	Individual practical skills and final products are assessed based on the assessment criteria for each year.					
Lesson Review	Reflection on graded lesson outcomes (based on objective slide)					
Teacher, Peer and Self assessment of Theory, Research and Evaluation	Theory, Research and Evaluation work is graded by either the teacher, student or a peer using the assessment criteria, feedback is given to allow students to improve their work.					
Past Paper Question Booklet and Past Exams	In house built test papers using GCSE past exam questions. Style and level of demand of the questions to mirror a real exam paper. Students reflect and improve incorrect questions.					
6, 8, 12 Mark exam style questions	Past GCSE 6, 8, 12 mark questions. Structure and support is provided in year 9 and gradually removed over the GCSE course as students become more accomplished in this style question. Students reflect and improve upon their answer.					
Non-Examined Assessment	Mini NEA style projects are built in throughout y9 and 10 to prepare students to complete the final GCSE exam board set NEA in y11.					

Food Assessment Schedule - Years 7-11 (as part of D&T at KS3)

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6		
Year 7	Rotation1: Technology - Sweet dispenser. Assessment 1: Teacher assessed: Designing and Evaluation Whole class feedback: Practical Assessment 2: End of Rotation Test	Rotation2: Textiles - Tim Burton Keyring Assessment 1: Teacher assessed: Designing Whole class feedback: Practical Assessment 2: End of Rotation Test	Rotation3: Food - Safety/Food science/Healthy Living and Nutrition Assessment 1: Teacher assessed: Practical Whole class feedback: Evaluation of practical Assessment 2: End of Rotation Test	Rotation3: Technical Graphics - Photoshop user-centred graphic design Assessment 1: Teacher assessed: Promoting Reading Poster Making Whole class feedback: All About Me Collage Assessment 2: End of Rotation Test			NB: The order of rotation topics will differ depending on class	
Year 8	Rotation1: Technology - Design style inspired clock Assessment 1: Teacher assessed: Designing Whole class feedback: Practical Assessment 2: End of Rotation Test	Rotation2: Textiles - Japanese inspired pencil case Assessment 1: Teacher assessed: Japanese Inspired Pencil Case Making Whole class feedback: Final Designs Assessment 2: End of Rotation Test	Rotation3: Food - Nutrients/Food Science/World foods Assessment 1: Teacher assessed: Practical Whole class feedback: Evaluation of practical Assessment 2: End of Rotation Test	Rotation3: Technical Graphics - New and Emerging Technologies - 2D/3D CAD design Assessment 1: Teacher assessed: Designing Whole class feedback: CAD Assessment 2: End of Rotation Test				
Year 9	Rotation 1: Design and Technology Project A: Desk Light Assessment 1: Teacher assessed: Electronics Theory Assessment 2: End of project Test Project B: Systems and Robotics Assessment 1: CAD components. Whole class feedback: CAD assembly Assessment 2: End of project Test		Rotation 2: Food Assessment 1: Teacher assessed: Practical - Bean burger Assessment 2: Whole Class feedback: Evaluation of practical Assessment 3: Teacher assessed: Practical - Swiss roll Assessment 4: End of project Test					
Year 10	Practical focus: Whole class feedback: Practical - meatballs Whole class feedback: Chicken Kiev Assessment 1: Teacher Assessed: End of unit test Theory Food safety Assessment 2: Teacher assessed: End of unit - Proteins		Practical focus: Whole class feedback: Chicken in a cream sauce Theory - Excess and deficiency Whole class feedback: Bread Assessment 1: Teacher Assessed: End of unit test Theory Carbohydrates Assessment 2: Teacher assessed: End of unit Vitamins and minerals		Practical focus: Whole class feedback: Choux pastry Theory Diet related conditions Whole class feedback: Hot cross buns Assessment 1: Teacher Assessed: End of unit test Theory Food choice Assessment 2: Teacher assessed: End of unit special diets			
Year 11	Assessments 1: Whole class feedback - NEA1 Assessment 2: Teacher assessed raw score Formal Mock exam Assessment 3: Teacher Assessed Theory - NEA 2 research Assessment 4: Teacher assessed: End of unit test NEA 2		Assessment 5: In class Mini Mock Assessment 6: Teacher Assessed NEA 2 Practical Exam End February Assessment 7: Teacher assessed and externally moderated Theory - Revision Assessment 8: Teacher assessed: End of unit test		Revision of all theory units			

Cross Curricular links

Food teaching contributes to a wide range of curriculum outcomes that develop the whole child and improving the ‘cultural capital’ leading toward a pupil who can thrive and develop as a modern British citizen living a healthy lifestyle and can cook wholesome food, knowing how to choose healthier options and develop recipes to suit this.

Food teaching at SNA has a wide range of cross curricular links through **geography** links to sustainability, seasonality/climate and provenance of food and making students aware of the bigger global food picture and how to avoid food waste, reduce plastic use and take care of the environment we live in with the principals of ‘from farm to fork’ and ‘food miles’ and it’s affect on our world and climate change. **History** links with food origins and UK national dishes and how foods have changed over the years. Strong links to **science** when looking at the chemistry of food and conducting experiments alongside microbiology of bacteria and future foods (GM etc). Further links to **RE, PSHE** with cultural beliefs affecting food decisions and traditions, food choice changes due to moral, ethical, religious and sociological beliefs. **Mathematical** learning when costing recipes and shopping lists alongside measuring and weighing using units of measurement and ratios/fractions and percentages when altering recipes. **Literacy** and **English** opportunities in written communication when developing recipes and ideas and evaluating these against being fit for purpose. IT skills when using costing and nutrition programs, internet searching alongside office suite use: excel, word and powerpoint. Final links to **PE** when being taught about the balance between diet and health including the benefits of exercise and energy balance and the effects of poor nutrition and activity levels in later life.

Food teachers will identify these key learning points linking to other subjects throughout KS3-4 to ensure pupils make these cross curricular gains and think of food from a multi

stranded ideal to allow them to be able to cook for themselves and others and have a positive and creative relationship with food equipping them for a full healthy life.

Pupils gain valuable knowledge through normal lessons in **SMSC** (in addition to points above) from being socially and morally aware of budgeting and the benefits of meal planning and how to help with food waste and getting good food habits, further to this, how food producers rear, grow and catch food and the effects of environmental, moral and social effects of different methods of farming and quality when buying. Cultural needs are addressed when pupils look in the topics of street food and foods/breads from other cultures and the culinary traditions other cultures have.

Preparing for Life

At SNA, our Food curriculum supports and further develops the following skills within students to prepare them for life beyond school and the world of work. These include:

- Problem Solving – Students are able to identify a problem within a dish and use a variety of creative designing and practical skills to suggest and develop solutions. Students will be expected to overcome a variety of challenges and problems that may occur when tackling a new techniques or recipe.
- Creativity – Chances to study and explore creative and core technical designing/making principals. Encouraging students to develop creative responses to “real world” scenarios through Research, Analysis, Creation and Evaluation; Including investigating a broad range of processes, material techniques and equipment.
- Listening/Speaking – Within lessons, students use their listening and speaking skills to debate and present information on a variety of topics, this includes giving spot demonstrations to the class. An important concept within our lessons is also listening to each other when pupils are expressing their points/findings and critiques of dishes.
- Team work – Students are developing teamwork skills throughout their time in food by working collaboratively within kitchen and through practical experiments in small groups. These group tasks allow students to effectively build their communication skills as well as discover their main strengths and weaknesses when working in a group.
- Staying positive – Within our curriculum, we place an emphasis on being positive and resilient as food preparation and production can through up numerous challenges and issues, which can take a lot of time to find a solution. Attention to detail is an important skill we teach students and being patient when doing this makes them even more successful.

Co-Curricular

At KS3 and 5 we offer a food practical club which provides all students with a chance to develop their food production skills along with their love of cooking, preparing our KS5 students with the cooking skills needed to be independent at university.

At KS4, we offer extra intervention sessions for students who want extra support or want to learn beyond the curriculum. The aim of this is to support the students to achieve highly in their GCSE exam and NEA coursework.