

Priory's Food Preparation and Nutrition Curriculum

Key Stage 3 (years 7,8 & 9) – we teach things in this order because at Key Stage 2 (years 3,4 & 5), pupils should have learnt to understand the basic principles of a healthy and varied diet, have some limited experience of cooking a variety of simple dishes and have some understanding of seasonality and know where and how some ingredients are grown, reared, caught and processed. They need to broaden this experience and knowledge. Throughout the food course, students undertake practical work, develop written work, evaluate their products, use technical language and read about the topics at hand.

Pupils receive 12 hrs of food preparation and nutrition teaching in Yr 7, 8 and 9 delivered in one unit as part of the Design and Technology carousel. At GCSE they receive three hours per week as one of their options subjects.

Key Stage 2	Key Stage 3 Long term plan		
	Yr 7 – Fruits and Vegetables BIG question - Why 5 a Day?	Yr 8 – Dairy, proteins and carbohydrates BIG question - Why do we need dairy, protein and carbohydrates?	Yr 9 - Nutrition, choices and personalisation BIG question – What influences our food choices?
<p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Food hygiene and safety</p> <p>The Eatwell Guide and best nutrition</p> <p>Preparing and cooking fruits and vegetables in a variety of ways – cutting, grating, blending, stir frying, baking,</p> <p>Nutrients - Macronutrients and micronutrients</p> <p>Food seasonality, provenance and food miles</p> <p>Food labelling</p>	<p>Revisiting the Eatwell Guide</p> <p>Types of cooking methods – baking, reduction sauce, shallow frying</p> <p>Starch and gelatinisation and coagulation – starch based sauces</p> <p>Revisiting Nutrients - Macronutrients and micronutrients</p> <p>Sustainability and nutrition of fish and seafood</p> <p>Vegetarianism and veganism</p> <p>Functions of proteins and carbohydrates</p>	<p>Extend range of food preparation techniques</p> <p>Nutritional needs of teenagers</p> <p>Special dietary needs/requirements - nutritional needs of different groups & individuals</p> <p>Staple foods from different Countries - popular cultural cuisine</p> <p>Macronutrients and Micronutrients (Sources, functions, effects of excess or deficiency). Function of fat in our diet.</p> <p>Social & moral issues around foods</p> <p>Organic and GM food – advantages and disadvantages</p> <p>Safe food storage</p> <p>Careers in food preparation and nutrition</p>

Key Stage 4 (years 10&11) - We follow the GCSE AQA Food Preparation & Nutrition course which builds on the knowledge gained at Key Stage 3 and equips students with a widening array of culinary techniques, as well as deeper knowledge of Nutrition, Food Traditions and Kitchen Safety. The course sets out the knowledge, understanding and skills required to cook and apply the principles of Food Science, Nutrition and Healthy Eating.

Students study twelve skill groups through practical activities and learn how these food preparation skills, can be applied and combined to achieve specific outcomes.

Throughout the course, students learn about the Science of Food, which forms the core basis of all the assessments undertaken. Students study the following modules over the two years:

1. Food, Nutrition & Health
2. Food Science
3. Food Safety
4. Food Choice
5. Food Provenance
6. Food Preparation & Cooking Techniques

There are two Non-Examination Assessments (NEAs) which form 50% of the qualification. These controlled assessments are undertaken in controlled time in school only.

Year 10	Year 11
<p>Term 1</p> <ul style="list-style-type: none"> • Intro to the course / Building on basic culinary skills already acquired in KS3 • Nutrition – focus on different diets • Seven nutrients – extended work on macro/micronutrients • Nutrition at different life stages • Energy needs / BMR /PAL • Disease in relation to nutritional deficiency/ special diets <p>Term 2</p> <ul style="list-style-type: none"> • Developing culinary skills further • Methods of cooking and heat transfer • Food safety and hygiene • Food science incl. properties and functions of ingredients • What influences food choice • Provenance, GM, organic, sustainability, ethics of food <p>Term 3</p> <ul style="list-style-type: none"> • Heightening understanding of culinary skills • Mock NEA projects putting the learning into practice – A science investigation project and a project researching a nutritional need or cuisine, creating a menu for this and preparing said menu in a timed test of skill. • End of year exam 	<p>Term 1</p> <p>NEA 1: Task 1: Food investigation (30 marks)</p> <ul style="list-style-type: none"> • Understanding of the working characteristics, functional and chemical properties of ingredients (Food Science). • Practical investigations are a compulsory element of this NEA task. • Written or electronic (1,500-2000 words) including photographic evidence of the practical investigation • 10 hours Controlled Assessment • 15% of the final GCSE marks <p>Term 2</p> <p>NEA 2: Task 2: Food preparation assessment (70 marks)</p> <ul style="list-style-type: none"> • Knowledge, skills and understanding in relation to the planning, preparation, cooking, plating and application of nutrition related to the chosen task. • Prepare, cook and present a final menu of three dishes within a single period of no more than 2 hours, planning in advance including how this will be achieved • Written or electronic portfolio including photographic evidence of the three final dishes • 20 hours Controlled Assessment • 35% of the final GCSE marks <p>Term 3</p> <ul style="list-style-type: none"> • Continued revisiting of topics from Yr 10 <p>Written Exam: 1 hour 45 minutes:</p> <ul style="list-style-type: none"> • 100 Marks – 50% of GCSE • Multiple choice questions (20 marks) • Five questions each with several sub questions (80 marks)

Curriculum Delivery

Lessons are a combination of practical and theory-based lessons appropriate to deliver each scheme of learning. When undertaking a practical lesson, pupils will work independently or in pairs to prepare and cook their product. When working in pairs the teacher will note and assess the knowledge and skills demonstrated by each individual. Pupils who require extra support work 1:1 with teaching assistants in class where necessary. When working on theory and written work, pupils may engage in peer and collaborative learning.

Pupils are given advice and guidance about products they're making and choices that should be considered to ensure safe and hygienic preparation of food and best nutrition. All written work is marked to ensure knowledge is assimilated and feedback is given. Pupils are expected to respond to verbal and written feedback to enhance their understanding.

Where possible and appropriate, trips and visits to and from food and nutrition related environments are encouraged e.g. the school has links to Foxholes restaurant at Runshaw College, local farms, the school gardener, the school kitchens. Extra-curricular opportunities will be offered to pupils and staff. These may include such things as learning how to cook a full roast dinner, cooking and decorating a Christmas cake, entering competitions, STEM activities, supporting primary school learners as a Food ambassador.

In Year 7, students develop basic skills predominantly using fruits and vegetables. The unit aims to provide students with the knowledge of nutrients, healthy eating, a balanced diet and recent government initiatives. All students in Year 7 are encouraged to follow basic recipes that allow them to express their creativity and imagination whilst developing key skills in food preparation and hygiene. Students are taught how to prepare foods safely and hygienically as well as how to use equipment correctly. They are taught about seasonality, provenance, food miles and waste reduction.

During Year 8, students build on the basic skills practiced in Year 7. The unit aims to have students develop their knowledge of food preparation and nutrition through focussing on dairy, carbohydrates and proteins, the different cooking processes these are subjected to and the function of ingredients and their chemical properties. They explore social, ethical, environmental and political issues around food and begin to explore different diets.

During Year 9, students develop their independent learning and are encouraged to think about their own opinions to enhance their practical work. They are tasked with considering the nutritional content of their dishes as well as the correct food hygiene procedures to prevent food illnesses. A strong focus on hygiene and safety prepares students for further study in the subject at Key Stage 4, and for a healthy lifestyle when leaving school. Students will be taught about the risk of food contamination and bacteria and they are assessed on how they use these skills in practical work. The Year 9 unit of work focuses on cooking a variety of food from different cultures with healthy alternative dishes. This allows students to understand a wide range of dishes with different cooking properties and nutrition and offers more opportunities for students to cook their own ideas for healthy and balanced meals.

When	What will I learn and what skills will I develop?	Why do I need to know this?	How will I learn this?
Year 7	<p>BIG question - Why 5 a Day?</p> <ul style="list-style-type: none"> • Hazards in the kitchen incl. food hygiene, cross contamination and pathogens. • Enzymic browning – what it is and how to prevent it. How knowing about it reduces food waste. • Safe preparation of fruits and vegetables – knife skills and grating • GROUP PRACTICAL – apple and cheese coleslaw - https://www.bbcgoodfood.com/recipes/classic-coleslaw 	<ul style="list-style-type: none"> • So that you can work safely in the kitchen in school and at home, you know what utensil and equipment names are, and you know how to use them. • You know what the government guidelines on healthy eating are and why these are important for your health and the health of your family. 	<ul style="list-style-type: none"> • When preparing fruits and vegetables you'll learn which boards to use and why. • You'll learn to carry, control, clean and store knives safely. • You'll learn to cut using the bridge and claw techniques. • You'll learn to dice, fine dice, grate, julienne.

	<ul style="list-style-type: none"> ● PRACTICAL How to make a tomato-based pasta sauce with a soffrito starter – safe use of knives and hob, which coloured boards for which foods, bridge and claw technique. Why this dish starts off with ‘the holy trinity’ – links to other cuisines / dishes. https://www.bbc.co.uk/food/recipes/soffritto_82365 ● What are the 7 basic nutrients we need and why? . Macronutrients & Micronutrients – what they are and what function they perform in our bodies. ● Eat Well Guide – what proportions of each food group we should eat and why. Focus on fruits and vegetables in this unit specifically. ● PRACTICAL Make stir fried vegetables and noodles. (can be extended to make vegetable spring rolls). ● Seasonality of fruits and vegetables, food provenance and food miles. How they all impact on each other. Which fruits and vegetables are indigenous to the UK and how they grow. ● PRACTICAL How to make carrot muffins – muffin method, using the oven, why they can be a better option than a slice of cake with icing / buttercream but should still be limited. Why dried fruit can only be 1 of your 5 a day. https://www.bbcgoodfood.com/user/4386111/recipe/carrot-muffins ● Food labelling and understanding what it tells us about nutrition. ● PRACTICAL Savoury scones – scones can be savoury, rubbing in method, using the oven. 	<ul style="list-style-type: none"> ● To understand how your body uses its nutrition. ● To develop the basic skills of preparing fruits and vegetables, using the hob and the oven. ● So that you can learn some techniques and methods of cooking e.g. simmering, reducing a sauce, muffin mix, baking, stir frying, rubbing in ● So that you can reduce food waste and make some conscious decisions about the food choices you make. ● So that you and your family can make informed decisions about the food that you buy and how you prepare it. 	<ul style="list-style-type: none"> ● You'll learn to weigh, use the hob, set the temperature of an oven. ● You'll cook a variety of predominantly savoury dishes with guided choice over ingredients – we focus on savoury dishes as we all need to reduce our intake of refined sugars. ● You'll learn to blend, bake and stir-fry. ● You'll learn key terminology. ● You'll complete written work in class and homework tasks. ● You'll complete a personal learning checklist and take part in quizzes and tests to make sure that your learning has stuck. ● You'll read relevant texts about subjects you're studying. ● You'll make links to other subjects.
Year 8	<p>BIG question - Why do we need dairy, protein and carbohydrates?</p> <ul style="list-style-type: none"> ● Revisit the Eatwell Guide, macronutrients and micronutrients with a specific focus on dairy, carbohydrates and proteins - ● Understand what starchy, sugary and fibrous carbohydrates are. Understand what proteins are. Revisiting macronutrients and their function. ● Learn what gelatinisation, roux and béchamel are. ● PRACTICAL How to make cheese sauce /macaroni cheese – use gelatinisation https://www.bbc.co.uk/food/recipes/macaroni_cheese_51582 ● Why do we need dairy foods or their alternatives? What constitutes low fat dairy? What happens if we don't get certain nutrients? - https://www.healthline.com/nutrition/7-common-nutrient-deficiencies#section8 	<ul style="list-style-type: none"> ● The government guidelines on healthy eating need reinforcing and you need to be reminded why these are important for your health and the health of your family. ● So that you understand some ways to thicken a sauce knowing what the function of flour is in a recipe. ● To explore the different dairy products, carbohydrates and proteins there are and you are introduced to the cooking of some of them. ● So that you can understand the importance of protein, starchy carbohydrates and dairy to diets and 	<ul style="list-style-type: none"> ● By revisiting and building on many of the practical skills you gained in Year 7. ● You'll cook a variety of predominantly savoury dishes – we focus on savoury as we all need to reduce our intake of refined sugars. ● You'll learn to thicken sauces using the blended sauce and reduction methods. ● You'll learn how to cook various proteins safely. ● You'll increasingly make independent choices about the ingredients you use and will be asked to justify your choices. ● You'll learn key terminology.

	<ul style="list-style-type: none"> ● PRACTICAL Chipotle sweet potato stew with cheddar dumplings https://www.bbcgoodfood.com/recipes/chipotle-sweet-potato-black-bean-stew-cheddar-dumplings ● Sustainability and nutrition – fish https://www.mcsuk.org/goodfishguide/search ● PRACTICAL Fishcakes http://allrecipes.co.uk/recipe/17059/basic-fish-cakes.aspx ● Social, ethical, environmental and political issues around food - The rise of vegetarianism and veganism ● PRACTICAL How to make a vegetable /or chicken curry – learning about the cuisines of the world. Learning the reduction method of thickening a sauce. https://www.healthylittlefoodies.com/sweet-potato-chickpea-curry/ 	<p>how we can be more responsible about the things we eat, understanding the impact of our choices on the environment.</p> <ul style="list-style-type: none"> ● To understand the food choices people make and some of the decisions made around what we eat and why. ● To understand that curries can be healthy and nutritious and simple to prepare. ● To develop understanding about the staple ingredients/herbs/spices/flavourings used by a variety of cuisines 	<ul style="list-style-type: none"> ● You'll complete written work in class and homework tasks. ● You'll complete a personal learning checklist and take part in quizzes and tests to make sure that your learning has stuck. ● You'll read relevant texts about subjects you're studying. ● You'll make links to other subjects.
Year 9	<p>BIG question – What influences our food choices?</p> <ul style="list-style-type: none"> ● What is fat? Why do we call some fat good and some bad and what's the difference? Why is it a macronutrient? What's its function in our diet? What happens if we eat too much fat? Ways to reduce bad fat consumption. ● PRACTICAL – Spaghetti Bolognese or Chilli Con Carne or vegetarian alternative ● Nutritional and energy needs of teenagers. ● PRACTICAL – Lasagne using lower fat products – revisits cheese sauce from Yr 8 and the Bolognese base from previous Yr 9 practical. Uses pasta sheets as a standard component. ● Food Preparation Techniques - avoiding cross contamination, safe food preparation, fridge temperatures and storage of food, basic food hygiene. ● PRACTICAL – Shortcrust pastry experiment – different fats https://www.bbcgoodfood.com/recipes/spiced-apple-blackberry-hand-pies ● Social & Moral Issues Around Food Choices – Takeaways / fast foods and the, food packaging / 6 Rs. Organic and GM food – advantages and disadvantages. Chicken, fish, eggs, vegetables ● Popular cultural cuisine. Pre-cursor to next practical where you'll cook a cuisine you've researched. Exploring flavours. ● PRACTICAL – paired activity. Research a cuisine and a relevant dish(es). Prepare a nutritional analysis, cost analysis and timeplan / organisation to create a main meal (can also add a dessert) that will appeal to a teenager – can reference but not repeat dishes made in class before. 	<ul style="list-style-type: none"> ● To understand the long-term impact of poor nutrition on health. ● To practice skills you've visited in previous year groups. ● To understand how food should be safely stored. ● To understand what teenagers need. ● To widen your repertoire of savoury dishes. ● To enable you to make informed decisions. ● To explore the iterative process of design. ● To explore how food trends have changed and why British society is more reliant on quick preparation foods, fast foods, takeaways, etc., and what the impact is on our diets. ● To explore the popular dishes of multicultural Britain and the influences of other cuisines. ● To understand how organic and GM foods are produced. ● To understand how to analyse nutrition and costs of a meal. 	<ul style="list-style-type: none"> ● You'll revisit skills and knowledge picked up in years 7 and 8. ● You'll move on to wider cooking skills such as marinating, coating, steaming and shallow frying. ● You'll be offered the opportunity to make a roast dinner so that you can extend your experiences, learn more about time management and timeplans (this is an after school offer). ● You'll make independent choices about the ingredients you use and will be asked to justify your choices. ● You'll work with a partner on a research and cooking project. ● You'll learn key terminology. ● You'll complete written work in class and homework tasks. ● You'll complete a personal learning checklist and take part in quizzes and tests to make sure that your learning has stuck. ● You'll read relevant texts about subjects you're studying. ● You'll make links to other subjects.

	<ul style="list-style-type: none"> Careers in food preparation and nutrition 	<ul style="list-style-type: none"> To explore food preparation and nutrition as a possible career path. 	
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Teaching pedagogy

To ensure knowledge is memorised and available for retrieval and application, strategies such as these are used in lessons:

- Low stakes testing of prior learning on entry to the classroom using quick fire questions / answers on whiteboards
- Spelling and definition tests
- Interleaving – revisiting prior knowledge in a timely fashion
- Method of loci
- Repetition of activity
- Creating knowledge organisers

Teachers demonstrate techniques and introduce new materials in small steps whilst questioning pupils to enhance engagement and ensure pupils can demonstrate their understanding. The use of the visualiser to provide models and guide students practice is commonplace.

Learning is scaffolded through activities such as:

- Activating prior knowledge. This strategy reminds of what they have already learned, often through brief reviews. This helps reduce students' anxiety as they move on to new subjects.
- Offering a motivational context to pique student interest or curiosity in the subject at hand
- Breaking a complex task into easier, more "doable" steps to facilitate student achievement
- Showing students an example of the desired outcome before they complete the task
- Modelling the thought process for students through "think aloud" talk
- Offering hints or partial solutions to problems
- Using verbal cues to prompt student answers
- Teaching students chants or mnemonic devices to ease memorisation of key facts or procedures
- Facilitating student engagement and participation
- Using graphic organisers (visual aids) to offer a visual framework for assimilating new information
- Teaching key vocabulary terms before reading
- Guiding the students in making predictions for what they expect will occur in a story, experiment, or other course of action
- Asking questions while reading to encourage deeper investigation of concepts
- Suggesting possible strategies for the students to use during independent practice
- Modelling an activity for the students before they are asked to complete the same or similar activity
- Asking students to contribute their own experiences that relate to the subject at hand

Independence is encouraged and confidence is built in both theory and practical work by

- Each pupil having their own equipment and cooking station in practical lessons and where this is not possible, defined tasks with a practical
- Pupils having increasing autonomy over what to cook as their experience develops
- Having some autonomy over how to demonstrate understanding when working in books e.g. translating a written passage into a diagram
- Using a wider variety of ingredients / equipment / methods
- Use of iPads and phones to provide measurement conversions, research topics, explore recipes and ingredients, etc.
- Providing wider reading and promoting wider research around a topic

Work in books must be to 'Priority Standard' to ensure pupils present work legibly so that they can use it to revise. High standards of presentation are also to be encouraged so that pupils demonstrate that which will be asked of them in a future working environment.

Reading is built into lessons, homework and wider reading / research using articles from current food magazines and journals e.g. NHS website, Food a Fact For Life, BBC Good Food.

Assessment (formative and summative)

Formative - Homework supports and extends that which is taught in class to consolidate and test learning, help pupils retrieve knowledge and practice. Homework can include but is not limited to; collation of ingredients in preparation for cooking, completing written tasks in relation to questions posed, watching videos of how products are made or techniques accomplished, taking online quizzes, learning spellings and definitions, designing products, undertaking research, reading around a topic, building schemata.

Low stakes tests, as defined in 'Teaching pedagogy' above, assess the extent to which pupils have embedded understanding and memorised content.

Pupils are provided with a personal learning checklist (PLC) at the beginning of each scheme of learning. It details the knowledge and skills that pupils are expected to assimilate in a unit of work. Formative assessments such as homework pieces, outcomes of practical lessons and ability to answer questions, inform the degree to which the assessment has been met.

Summative - summative assessment at KS3 takes the form of a written, question based test completed in silence in week 11 of the carousel. In week twelve they revisit their answers and fill in any gaps in their knowledge.

All pupils sit a summative end of year exam in years 7,8 and 9 to assess the degree to which the taught learning has 'stuck'.

At Key stage 4, pupils are tested termly with an end of term test. They sit pre public exams (mocks) in November and March of Yr 11 and then final exams in the summer of year 11.