

Priory's Food Preparation and Nutrition Curriculum

Key Stage 3 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. At KS3 we 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 approx. 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 – What are basic culinary skills?	Yr 8 – Dairy, proteins and carbohydrates BIG question – What does good nutrition mean?	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>Preparing and cooking fruits and vegetables in a variety of ways – cutting, grating, stir frying, baking.</p> <p>Nutrients.</p> <p>The Eatwell Guide and best nutrition.</p> <p>Food energy.</p> <p>Techniques – rubbing in, kneading, proving making a reduction sauce. Use of the hob and the oven.</p> <p>Diet and Lifestyle – choices.</p> <p>Seasonality, provenance and food miles</p>	<p>High risk foods, their handling, cooking and storage incl. temperature ranges.</p> <p>Preparing and cooking a wider range of predominantly savoury dishes building on previous skills.</p> <p>Nutrients and the Eatwell Guide revisited – macronutrients and micronutrients.</p> <p>Food labelling, best before dates / use by. Allergens and Natasha's Law.</p> <p>Techniques – reduction sauce, all in one sauce, muffin method, kneading, proving.</p> <p>Vegetarianism and veganism.</p> <p>Ethical decisions</p>	<p>Fridge organisation, temperatures, ambient storage, bacteria/ food hygiene.</p> <p>Preparing and cooking a wider range of predominantly savoury dishes building on previous skills. Greater independence and personal choice exercised.</p> <p>Nutrients and the Eatwell Guide revisited – macronutrients and micronutrients.</p> <p>Techniques – shaping, folding, handling pastry, setting mixtures, aeration.</p> <p>Multicultural influences on British cuisine</p> <p>Nutritional needs of teenagers / portion sizes</p> <p>Saturated and unsaturated fats / function of fat in our diet.</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"> • Introduction to the course. • What are nutrients? • What do we know about cooking? Building on basic culinary skills already acquired in KS3 • What is the function of macronutrients & micronutrients in our nutrition? • Revisiting the Eatwell Guide. Adding breadth to study of science and function of • Proteins, Carbohydrates and Fats, vitamins and minerals. • What happens when we have them in excess or are deficient? • How much energy do we need? Nutrition, BMR/PAL, diets and life stages. • How do we work safely in the kitchen? Food safety and hygiene. <p>Term 2</p> <ul style="list-style-type: none"> • How do lifestyle and diet impact nutrition, choices and health? • How can diet and illness be related? • How do we develop our culinary skills? Incl. Methods of cooking and heat transfer • What influences food choice? What do food ethics have to do with it? • Provenance, GM, organic, sustainability, ethics of food • What are the differences between domestic and industrial methods of food production? • What is Food Science? <p>Term 3</p> <ul style="list-style-type: none"> • What are the factors that affect our food choices? • What is an NEA in Food Preparation and Nutrition? Practice NEA projects How can we be dishes? • What needs to be considered when labelling and packaging food? • How do we conduct sensory analysis? • What are the NEAs? Conduct mock NEA projects • 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>What is meant by basic, medium and complex dishes? How do we plan a menu? How do we plan our time to achieve a menu?</p> <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, presentation of food 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 three 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>What would a suitable menu be for a given demographic?</p> <p>Term 3</p> <p>What's the structure of the exam? How do we revise for Food GCSE? 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. 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 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. We run a 'Creative Cookery' club approx. once a month where we aim to celebrate diversity, cuisines and cultures through food.

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. 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 kitchen hazards, food safety, nutrition and energy, dietary choices, 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 whilst understanding how and why foods are labelled and stored in various ways. They explore social, ethical and environmental 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 are expected to demonstrate their acquired knowledge in practical work. The Year 9 unit of work focuses on bringing lots of elements of previous experience together to allow students to understand a wide range of dishes with different cooking methods and nutrition.

Teaching pedagogy

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

- Low stakes testing using mini wipeboards
- Spelling and definition tests
- Interleaving – revisiting prior knowledge in a timely fashion
- Multiple choice quizzes
- Reading activities

- Repetition of activity
- Creating knowledge organisers
- Transforming and summarising information from text into imagery and then back again

Teachers demonstrate techniques and introduce new materials in small steps whilst questioning pupils to enhance engagement and ensure pupils can demonstrate their understanding.

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 metacognitive modelling
- 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

- 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 technology 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, 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 - at the time of writing, summative assessment at KS3 takes the form of a written, question based test at the end of a carousel. In week twelve they revisit their answers and fill in any gaps in their knowledge. This system is currently under review.

At Key stage 4, pupils are tested in a variety of ways at the end of units. They sit pre public exams (mocks) in November and March of Yr 11 and then final exams in the summer of year 11.