

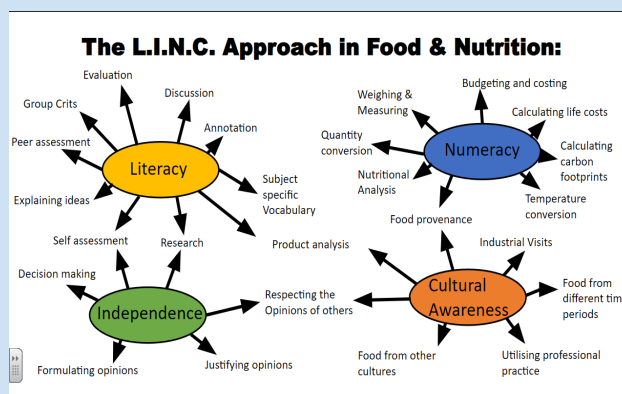
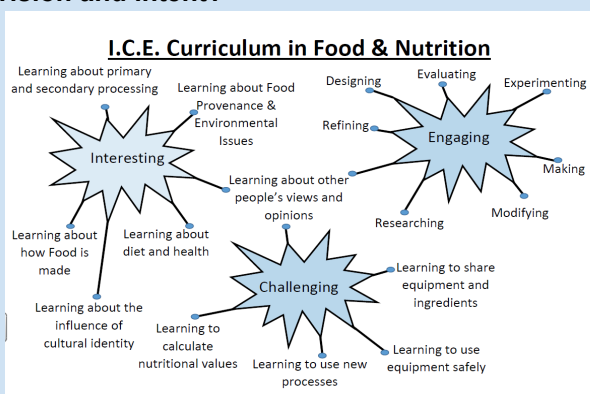


Food and Nutrition Curriculum Overview

What are the aims of the Food and Nutrition curriculum?

The scheme of learning is designed to ensure all our learners increase their opportunities and life chances, in preparation for life beyond ACHS to become health and safety conscious, self-aware and work ready. All students will demonstrate they are confident, self-assured learners with a clear focus on progress and high aspirations, with opportunities provided to ensure students become culturally aware individuals and that creative and individual responses to tasks are generated. Students are encouraged to understand their role in society by considering different roles, values and attitudes.

How does the Food and Nutrition curriculum support the Seaton Valley Federation's curriculum vision and intent?



How is the Food and Nutrition curriculum sequenced to support pupils to make effective progress?

Food at KS3, is teacher led and seeks to draw year 5 and 6 experiences together into projects which cover GCSE assessment objectives so that theory informs practical and skills are developed and modified through projects which explore specific ingredients and components in different forms. We also seek to encourage literacy and develop reading skills in line with the whole school educational impetus.

Food and Nutrition in year 9 develops analytical and practical skills and involves more combined skills in a more time critical environment. Food in year 9, though still teacher led, seeks to draw year 7 and 8 experiences together into projects which cover GCSE assessment objectives so that theory informs practical work and skills are developed and modified through projects which explore specific ingredients and components in different forms. We also seek to encourage literacy and develop reading skills in line with whole school educational impetus.

Food and Nutrition in KS4 develops analytical, planning and practical skills further and involves more complex skills or media. Processes which have more safety restrictions and therefore can't be used with younger students are also included. Theory work becomes more in depth and covers a broader range of issues such as food provenance, life costs and diets for specific needs. The independent development of more creative and individualised outcomes is also key. We also seek to encourage literacy and develop reading skills looking at extended writing within Food and Nutrition. As work is developed in year 10 and 11, students are encouraged to progressively self-negotiate and whole class teaching is replaced by individual focused assessment and feedback tutorials as coursework units are undertaken.



How is assessment and feedback used to aid progress?

Verbal/written feedback and given once per cycle.

Holistic Formal assessments undertaken every half term with written targets.

Pupils respond to feedback through practical work and this is then documented on the assessment sheets in the pupil response section.

In years 7&8 KS3 assessment criteria and grading is used.

In years 9-11 GCSE assessment criteria and grading is used with indicators for year 9 detailing the cross over with the KS3 Grading.

Moderation is undertaken at each formal assessment point.

How is staffing organised within Food and Nutrition?

Sarah Gibson and Gina Gorvett share delivery at all key stages.

Examined courses – exam board and course code (exams and controlled assessment elements)

GCSE Food Preparation and Nutrition: OCR - J309

Unit 01: Food Preparation and Nutrition: Exam (50%)

Unit 03: Food Investigation task: NEA (15%)

Unit 05: Food preparation task: NEA (35%)