

Food Technology at Elemore Hall School

Intent

Food technology constitutes a distinct and compulsory element throughout key stages 3 and 4 with the aim of ensuring that all students understand and apply the principles of nutrition and learn how to cook. The programme of study asserts that instilling a love of cooking in students will open a door to one of the greatest expressions of human creativity and that learning how to cook is a crucial life skill that enables students to feed themselves and others affordably and well now and in later life.

Ultimately during key stage 4 the GCSE Food Preparation and Nutrition course, which focuses on preparation skills and is integrated into five core topics, Food, nutrition and health, Food science, Food safety, Food provenance and Food choice, will lead to accreditation in the subject.

Implementation

Food Technology allows pupils to combine both academic and practical knowledge and skills in a variety of media. It allows pupils to work both individually, in pairs and in groups to achieve the required outcome in response to a particular need or opportunity. In order to promote sound learning and practical capability, a variety of learning styles will be employed: - Tasks, Activities and Experiences.

- Short tasks which may involve specific learning objectives.
- Long tasks which may cover a range of learning.
- Fast thinking activities of short duration to introduce group work or as a stimulus for certain concepts of skills, including the use of active learning strategies including role play, simulation, brainstorming and discussion.
- Research tasks used to extend learning or to focus on particular knowledge or skills.
- Investigations to find out a principle or consolidate knowledge.
- Class assignment in the form of activities which structure the learning of a set of skills or knowledge and may be designed to focus learning.
- Demonstration to indicate good working practices when showing specific skills, procedures and processes.
- Skills practices to reinforce learning and to develop manipulative skills.
- Factual tasks enabling important knowledge, information to be imparted.
- Resource based tasks enabling independent structured learning through a variety of resources or as a way of introducing or researching skills, possibly involving audio visual or I.T. resources.
- Visiting adults other than teachers as a source of expertise or to provide a focus to start an activity.
- Focused practical activities in which specific skills and knowledge are targeted and used as a foundation of knowledge and skill which can inform a more open activity where pupils have more influence over the origin and direction of their projects, having a greater responsibility for their work.



- Pupils should be expected to show sound communication skills and be encouraged to present outcomes of their work both through display and verbal reporting to their peers. Quality of outcome should be expected and promoted in every area.
- Pupils should be aware of teaching objectives and be involved in their own assessment and review.
- Pupils should be encouraged to show creativity.

Within the Food Technology department, it is recognised that careful management of resources, the learning environment and the learning experience is essential to facilitate the maximum potential of staff and others.

Pupils have open access to all learning resources e.g. books, internet, and guidance from others. There is an extensive range of class based tests that are stimulating and corresponding with the pupil's ability. Teacher produced task booklets are provided appropriate, yet challenging, to the level of the pupil. Access to the internet and video based resources is a key part of the curriculum and cameras, still and video are available for recording achievement.

Consumable food sources are supplied by arrangement through the school's kitchen manager. However additional visits to supermarkets etc. for additional purchases is an important part of the learning experience.

Impact

Food is a popular lesson which allows for all pupils to learn and develop transferable life skills to be used both in and out of school. The GCSE Food Nutrition and Preparation specification ensures that pupils increase skills not only in food but across the curriculum particularly Science, Maths and English.

Pupils will be monitored throughout each topic and practical skills are tested on a regular basis to ensure all pupils are making the maximum amount of progress possible.

Practical skills are regularly show cased at charity events, open day and whole school events allowing all pupils to be involved and demonstrate development and individuality.

Accreditation is accessible to all pupils and has proven invaluable as many of our pupils find use for their qualification in further education and training.



Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Introduction to the kitchen. Safety in the kitchen	Hazards, Risk, Controls Assessment test. Christmas cookery	Using cookers safely and confidently		Healthy eating	
8	Health and safety in the kitchen		Sensory evaluation. Comparing shop bought/ homemade		Dairy products	
9	Countries, cultures and celebrations		Basic food hygiene, safeguarding food.		Eat well guide/ recommendations	
10	Introduction to GCSE Macronutrients		Introduction to NEAs Investigating functional and chemical properties of ingredients.		Designing, planning and following detailed time plans.	
11	Non Exam Assessment 1 Food investigation task		NEA 2 Food preparation task Includes 3 hr practical exam		Revision for written exam	
M	Independent cooking while following strict health and safety specifications					



Accreditation

Paper 1: Non Exam Assessment 1	Paper 2: Non Exam assessment 2	Paper 3: Written exam
<p>What's assessed</p> <p>Students' understanding of the working characteristics, functional and chemical properties of ingredients.</p>	<p>What's assessed</p> <p>Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.</p>	<p>What's assessed</p> <p>Content from any part of the specification may be assessed.</p>
<p>How it's assessed</p> <p>Students produce a report of between 1500 to 2000 words. The report should include research into 'how ingredients work and why', document their practical investigation and draw conclusions. The report could include a variety of communication methods including charts, graphs and diagrams etc. The report must include authenticated photographic evidence which supports the investigation.</p> <p>15% of GCSE FPN marks</p>	<p>How it's assessed</p> <p>Students will produce a concise portfolio including: • evidence of research and analysis of their chosen task • evidence of making 3-4 dishes outside of the single 3-hour period to demonstrate technical skills. These dishes will be used to justify the choices of dishes for the final menu. There is an expectation that candidates will not simply re-make the same 3 dishes • evidence of planning, preparing, cooking and presenting a menu of three dishes within a single period of no more than 3 hours • analysis and evaluation of the nutritional, cost and sensory properties of the three dishes.</p> <p>35% of GCSE FPN marks</p>	<p>How it's assessed</p> <p>Written exam paper 1 hour 45 minutes long.</p> <p>50% of GCSE FPN marks</p>
<p>Questions</p> <p>1 question specific to the functional and chemical properties of ingredients.</p>	<p>Questions</p> <p>1 question specific to food planning, preparation and presentation.</p>	<p>Questions</p> <p>A mix of questions ranging from multiple choice to essay answered questions. Demand for food preparation and nutritional knowledge increases as student progresses.</p>

Additional Support

LSA available for support. Pupils learn how to spell key words. Specific food items and cooking equipment provided to ensure inclusion for all pupils.

Links with evening activities

Independent healthy eating cooking club is offered on Monday evenings from 6pm- 8pm. Pupils can use this time to enhance skills they have developed in the school day.

Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks.

Every year the school holds a Macmillan Coffee Morning – the cakes, biscuits and other items for this are made in Food lessons.

