

# ***Food and Nutrition*** at Elemore Hall School

## **Rationale**

Food and Nutrition constitutes a distinct and compulsory element at Elemore Hall School. Instilling a love for cooking in pupils, will open a door to one of the greatest expressions of human creativity, and learning how to cook, is a crucial life skill that enables pupils to feed themselves and others, affordably and well, now and in later life. Our curriculum celebrates diversity, builds strong partnerships and everyone is treated as a unique individual. The aim is that, throughout key stages 3 and 4, pupils are taught to understand and apply the principles of nutrition to learn how to prepare food and enjoy the journey of culinary discovery.

## **INTENT**

Concepts that are covered throughout the curriculum are: food safety and hygiene, cooking skills, commodities, food science, healthy eating, environmental factors and cultural differences/similarities. These aspects are addressed at differing levels in each year group and the depth in which each topic is covered is dependent on the year group and the individual class group/pupil.

Each topic is being constantly built upon, with the aim that every pupil will eventually be able to plan, prepare and cook an extensive range of dishes, safely and independently.

Kitchen skills acquired throughout their journey, will provide pupils with essential cookery and nutrition knowledge needed to develop into competent, capable citizens. Throughout both key stages, pupils will build up a repertoire of recipes that are both healthy as well as reasonably priced that they will be able to use throughout their lives. We aim to promote an appreciation of the richness of the cultures in both the UK and the wider world.

In key stage 4, pupils access the GCSE Food Preparation and Nutrition course (Elemore site) and the BTEC Home Cooking skills course, offered at Levels 1 and 2 (both sites). Integrated into the courses are the following core topics: Food, Nutrition and Health, Food Safety, Food Provenance and Food Choice. These courses aim to give pupils the knowledge and understanding they need to prepare for employment.

## **Curriculum Map**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Introductions to FPN Health & Safety in the Kitchen Culinary Skills 1		Introduction to the <i>Eatwell</i> Guide A Balanced Diet Culinary Skills 2		Heat Transfer Methods of Cooking Culinary Skills 3	
8	Healthy Eating Nutritional Values Nutrition- Micro Nutrients		Understanding Food Sensory Analysis		Food Choices Farm to Fork Seasonality Environment	
9	Balanced Diet The <i>Eatwell</i> Guide Function of Nutrients in the Body		Special Diets and Requirements		International Food Food Miles, Sustainability, Carbon Footprint	

		Food Science- Nutritional Requirements of Different Age Groups	
10	BTEC Food and Science, Basic Food Hygiene, safeguarding Food	Health and Safety Microorganisms, Temperatures, Food Poisoning	Designing, Planning and following detailed time plans.
11	BTEC GCSE Non-Exam Assessment 1 Food Investigation task	BTEC Practical Exam Centre Devised Assessment GCSE NEA 2 Food Preparation task (includes 3 hr practical exam)	Revision for GCSE written exam

## IMPLEMENTATION

Food and Nutrition allows pupils to combine both academic as well as practical knowledge in a variety of media and resources. Taking into account individual needs and opportunities, pupils work individually, in pairs and in groups to achieve required outcomes. In order to promote robust learning and practical capability, a variety of learning styles (such as: visual, auditory, reading and writing and kinaesthetic) and various teaching strategies (such as: direct instruction, collaborative learning, situated learning and self-directed learning) are employed. Pupils have opportunities to do written tasks, take part in discussions, carry out activities and enjoy experiences:

- short tasks, which may involve specific learning objectives
- long tasks, which may cover a range of learning
- fast thinking activities - to introduce group work or as a stimulus for certain concepts, including the use of active learning strategies such as role play, simulation, brainstorming and discussion
- research tasks - to extend learning or to focus on particular knowledge
- 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 know-how, procedures and processes.
- skills practice - to reinforce learning and to develop manipulative skills
- factual tasks - to impart knowledge and information
- resource based tasks – to enable 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 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
- oral activities – where pupils are expected to show sound communication skills and encouraged to present outcomes of their work through display and verbal reporting to their peers

Individual topics are set and are taught in the following order: food safety, cooking skills, commodities, food science, healthy eating, although the topics can be discussed/questioned during any point and any class. Practical sessions cover many different recipes and areas of cooking. The level of skills acquired during these lessons are increased when one level is mastered. The curriculum time of 80 minutes (KS3) and 120 minutes (KS4), means that pupils have ample time to develop a breadth of subject knowledge and have opportunities for deeper learning. Throughout the key stages, we revisit each topic on more than one occasion which gives pupils who have missed opportunities or have started later the chance to catch up, and others to revisit it and practice, thereby deepening their knowledge. In addition, challenge tasks are given to optimize deeper understanding and knowledge. Practical skills, healthy eating and hygiene are monitored continually throughout each session.

Topics are looked at in more depth until knowledge is demonstrated independently or with minimal support. During practical sessions, basic skills, which are taught in year 7, are steadily built upon as they cook recipes with slowly increasing knowledge and understanding. Each topic is being constantly built upon, with the aim that every pupil will eventually be able to plan, prepare and cook an extensive range of dishes, safely and independently.

In key stage 4, this knowledge is amalgamated to enable pupils to access qualifications.

Within the Food and Nutrition 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 pupils.

Teacher-produced task booklets are provided, which are level-appropriate, yet challenging. Access to the internet and video based resources are a key part of the curriculum, and cameras (still and video) are available to record/evidence achievement.

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

Quality of outcome is expected and promoted in every area of the curriculum and pupils are encouraged to show creativity. Pupils should be aware of learning objectives and be involved in their own assessments and reviews. We promote literacy and numeracy, as these can aid functioning in a kitchen and are vital to access qualifications. These are developed through reading recipes, packaging, labels etc., finding information relevant to the current topic and measuring/weighing ingredients.

The curriculum is differentiated to ensure that all pupils can access its content. This can be through adapting recipes, verbal step by step instructions, picture recipes or fully written recipes. The written work is generally the same, however it is completed in a way that is best suited to an individual or, at times, a class group.

We offer cross-curricular opportunities, for example: Science - understanding ingredients, methods; Physical Education - nutrients and how they are used in the body; History and Geography - when and where food and recipes originate from.

Safety is of paramount importance and pupils are immediately made aware of expectations and rules that must be followed in the food room, these are then revisited on a regular basis.

The curriculum map is displayed in the food room and discussed with the pupils on frequent occasions to ensure that pupils see the 'big picture', understand the importance of prior learning and where they are heading to.

Practical skills are regularly showcased at charity events, Open Days and other whole school events, allowing all pupils to be involved and demonstrate development, creativity 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.

### **Additional Support & Stretch/Extend/Challenge**

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

All abilities are considered during lesson planning and alternative tasks or ways of completing tasks are provided to enable all to fully access and engage with the food curriculum.

Extension work is available for pupils who are achieving at a higher level to challenge and stretch them.

### **Enrichment**

We are committed to offer a broad curriculum, which means looking beyond the National Curriculum. Successful enrichment approaches that draw on a wide range of life skills are offered through school trips, visiting specialists and themed days and weeks.

### **Links with evening activities**

A Healthy Eating Cooking Club is offered on Monday evenings from 6 - 8pm. Pupils can use this time to draw on and enhance skills they have learned in the school day, to enjoy preparing food and the company of others.

### **Steps and Assessment**

An extensive range of class based and stimulating assessments are available to ascertain pupil ability.

Pupils' understanding is assessed weekly through discussions about their work, and verbal feedback is given on both their topic knowledge and practical skills. The curriculum plan feeds into the skills that are required to be assessed.

Each half term a mini test is given to check the pupils are retaining learned knowledge. Pupils complete a short questionnaire after each practical lesson and photographs of their work are taken which they can attach to their written work. These are stored in their own documents folder which they are able to look back on for recall. Evidence of progression is then logged on Classroom Monitor and noted in Steps/Measures of Progress.

### **IMPACT**

Through observations and continuous assessments, effective teaching and delivery, our curriculum should show that:

- pupils make progress from their starting points
- pupils develop transferable life skills to be used both in and out of school
- pupils are able to retain, recall and apply what they have been taught, independently or with minimal support
- all pupils achieve and reach their individual potential

- pupils leave with skills to cook

Our teaching should:

- develop pupils' resilience, confidence and independence
- promote pupils' learning in other subjects
- have an impact on pupils' ability to access Food and Nutrition accreditation
- reduce barriers and improve pupils' chances to access further education, the world of work and life beyond school

## Accreditation

### GCSE: Food Preparation and Nutrition

<b>Paper 1:</b> <b>Non Exam Assessment 1</b>	<b>Paper 2:</b> <b>Non Exam assessment 2</b>	<b>Paper 3:</b> <b>Written exam</b>
<b>What's assessed:</b> Pupils' understanding of the working characteristics, functional and chemical properties of ingredients.	<b>What's assessed:</b> Pupils' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Pupils 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.	<b>What's assessed:</b> Content from any part of the specification may be assessed.
<b>How it's assessed:</b> Pupils 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.  15% of GCSE FPN marks	<b>How it's assessed:</b> Pupils will produce a concise portfolio, including: <ul style="list-style-type: none"> <li>• evidence of research &amp; analysis of their chosen task</li> <li>• 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.</li> </ul> There is an expectation that candidates will not simply re-make the same 3 dishes <ul style="list-style-type: none"> <li>• evidence of planning, preparing, cooking and presenting a menu of 3 dishes within a single period of no more than 3 hours</li> <li>• analysis and evaluation of the nutritional, cost and sensory properties of the three dishes.</li> </ul> 35% of GCSE FPN marks	<b>How it's assessed:</b> Written exam paper 1 hour 45 minutes long.  50% of GCSE FPN marks
<b>Questions:</b> 1 question specific to the functional and chemical properties of ingredients.	<b>Questions:</b> 1 question specific to food planning, preparation and presentation.	<b>Questions:</b> A mix of questions ranging from multiple choice to essay answered questions. Demand for food preparation and nutritional knowledge increases as pupil progresses.

## BTEC: Award in Home Cooking Skills

<b>Level 1</b>	<b>Level 2:</b>
<b>Centre Assessed</b>	<b>Centre Assessed</b>
<b>Credit value: 4</b>	<b>Credit value: 6</b>
<b>Guided learning hours: 40</b>	<b>Guided learning hours: 60</b>
<p><b>Unit Aim:</b></p> <p>This unit aims to give pupils the knowledge, skills and confidence to enjoy cooking meals at home. Pupils will gain understanding of how to economise when planning meals to cook at home. The unit will encourage pupils to transfer skills learnt to other recipes to continue cooking for themselves and their families and to inspire others by passing on their knowledge. The unit is based on the proposition that being able to cook is an essential life skill which empowers people to make changes that have benefits to health and wellbeing.</p>	<p><b>Unit Aim:</b></p> <p>This unit aims to give pupils the knowledge, skills and confidence to enjoy cooking meals at home. Pupils will gain understanding of how to economise when planning meals to cook at home. The unit will encourage learners to transfer skills learnt to other recipes to continue cooking for themselves and their families and to inspire others by passing on their knowledge. The unit is based on the proposition that being able to cook is an essential life skill which empowers people to make changes that have benefits to health and wellbeing.</p>
<p>What's assessed:</p> <p>1. Be able to use cooking skills to make home-cooked food that does not use pre-prepared, ready-cooked food</p> <ul style="list-style-type: none"> <li>• select and prepare ingredients for a recipe</li> <li>• use cooking skills when following a recipe</li> <li>• demonstrate food safety and hygiene throughout the preparation and cooking process</li> </ul> <p>2. Understand the value of passing on information about home cooking</p> <ul style="list-style-type: none"> <li>• reflect on own learning about the value of gaining cooking skills</li> <li>• identify ways to pass on information about home cooking</li> </ul>	<p>What's assessed:</p> <p>1. Be able to plan a nutritious, home-cooked meal using basic ingredients</p> <ul style="list-style-type: none"> <li>• plan a nutritious two-course meal</li> </ul> <p>2. Be able to prepare, cook and present a nutritious, homecooked meal using basic ingredients</p> <ul style="list-style-type: none"> <li>• select and prepare ingredients for recipes for a nutritious, twocourse meal</li> <li>• use cooking skills when following the recipes</li> <li>• demonstrate food safety and hygiene throughout the preparation and cooking process</li> <li>• apply presentation skills when serving the meal</li> </ul> <p>3. Understand how to cook economically at home</p> <ul style="list-style-type: none"> <li>• explain ways to economise when cooking at home</li> </ul> <p>4. Be able to pass on information about cooking meals at home from scratch</p> <ul style="list-style-type: none"> <li>• identify ways information about cooking meals at home from scratch has been passed on to others</li> </ul>