

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 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.

The M group will access the same curriculum as every other pupil. Adaptation/Differentiation will be tailored to individual needs and additional support will be readily available

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		Heat Transfer Methods of Cooking Culinary Skill		Introduction to the Eatwell Guide A Balanced Diet Culinary Skills	
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 Food Science- Nutritional Requirements of Different Age Groups		Basic Food Hygiene Important Temperatures	

10	BTEC Health and Safety Basic Food Hygiene, safeguarding Food Temperatures, Food Poisoning	Nutrition and dietary needs	Designing, Planning and following a recipe
11	BTEC Skills practice,	BTEC Practical Exam Centre Devised Assessment Practical assessment	Independent Cooking
M	Any of the following adapted/differentiated accordingly: Balanced Diet The <i>Eatwell</i> Guide Function of Nutrients in the Body BTEC Health and Safety Basic Food Hygiene, safeguarding Food Temperatures, Food Poisoning BTEC Skills practice,	Special Diets and Requirements Food Science- Nutritional Requirements of Different Age Groups Nutrition and dietary needs BTEC Practical Exam Centre Devised Assessment Practical assessment	Basic food hygiene Important temperatures Designing, Planning and following a recipe. Designing, Planning and following a recipe.

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 adapted 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.

Reading Development in Food & Nutrition

Pupils read recipes for everything they cook/bake; they use the internet for research and cookbooks are available for them to peruse and work from. Pupils also read definitions of key terms and about topics, such as food hygiene, using the cooker, claw grip etc.

Recipes are printed on A4 paper and laminated, which enables pupils to read the recipes and tick off as they are going. Different sized fonts are used, with simpler instructions to enable all pupils to access the recipes.

Workbook tasks are adapted to individual needs. Here pupils have opportunities to demonstrate their understanding of topics by reading information and questions and responding to them.

We aim for all pupils to be able to use their reading skills, no matter at what level, and, as they improve to be able to engage with recipes of increasingly difficult reading levels.

Additional/Adapted 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

Pupils are encouraged to draw on and enhance knowledge and know-how learned during the school day, planning and preparing meals for themselves, peers and members of staff.

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 are continuously questioned during practical lessons 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

BTEC: Award in Home Cooking Skills Level 2