

# Food preparation and nutrition curriculum vision

We study Food Preparation and Nutrition as it is an integral and essential part of everybody's everyday life, as such we aim to build a working knowledge, interest and practical and transferable skill set in this area. Food is an integral part of life, as such it is essential for good health and well-being in body and mind. It is also the basis of one of Britain's largest industries with Hospitality being one of the biggest market forces in the Country. Food is a mainstay of the British way of life and eating out is a cultural and social way of life for many. By studying Food, pupils will start with the basics of cooking, food preparation and food safety while exploring and understanding how to prepare food that is nutritious. Pupils will develop the ability to follow instructions, develop independence and confidence in decision making while developing a passion for making quality food products that can be enjoyed and shared.

## **The aim of the Food Preparation and nutrition curriculum at Birley:**

Is to direct, facilitate and support the development of pupil creativity, competence and confidence in a range of innovative and technical disciplines.

## **The 3 fundamental ideas upon which our food curriculum at Birley is based:**

To Explore

- Best practice
- Ingredients and methods
- Nutrition

To Experience

- A wide variety of skills, techniques and problem solving opportunities. The making of quality food products fit for an intended user.

To Express

- Ideas, solutions, developments, compromise, analysis and evaluation.

*“All I ever wanted to do was to make food accessible to everyone; to show that you can make mistakes - I do all the time - but it doesn't matter” - Jamie Oliver*

# Design of the food preparation and nutrition curriculum

Throughout the curriculum concepts are built upon over time and regularly re-visited, but with increasing complexity over time. The curriculum is the progression model. This structure ensures that pupils are able to internalise key concepts and use them in ever-more sophisticated ways towards ambitious curriculum end points. It is not only subject content, but also disciplinary knowledge which are built into the curriculum in this way.

## **Our aims aligned with the National Curriculum**

The national curriculum for cooking and nutrition aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in the production of healthy nutritious foods in an increasingly ultra-processed food world

- build and apply a repertoire of knowledge, understanding and skills in order to make high-quality foods for a wide range of users and diets
- critique, evaluate and test their food products and the work/foods of others
- understand and apply the principles of nutrition and learn how to cook.

### **Cooking and nutrition in KS3**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. 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 food preparation and nutrition curriculum aims to help pupils have the skills, confidence and resilience to undertake preparing and cooking a range of dishes independently and safely.

- All demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- All develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- All understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- All understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
- All demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

### **Pupils at KS3 should be taught to:**

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients.

# Delivery of the food preparation and nutrition curriculum

The curriculum is delivered through expertly crafted learning sequences. Teachers use carefully selected pedagogy that best supports pupils to learn, explore and revisit knowledge. This includes a focus on the following structures:

## **Order of topics:**

In Year 7, Year 8 and Year 9 pupils undertake 6 topics over half the academic year. Pupils spend a half term (approximately 6 weeks) on 2 topics. Each topic is based around a practical product. In Y7, Y8 and Y9 they have a double 1 hour 40 minute lesson in the subject every week.

## **Selection of topics at KS3:**

The National Curriculum sets the framework for our KS3 curriculum. The curriculum is structured to layer knowledge, skills and understanding of ingredients, equipment, techniques and methods across the topics and the Key Stage with practice deepening skills and understanding, improving outcomes that increase in difficulty. The topics incorporate 3 theory lessons and a food product demonstration which explore the themes of Food Nutrition, Food Science, Food Provenance, Food Choice, Food safety and Practical Skills.

## **Assessment:**

Pupils are given a wide range of opportunities to apply and demonstrate their knowledge, understanding and food production skills in a variety of food products, most of which are savoury. Pupils are required to manufacture their own food product having watched a demonstration. They are assessed on safety and hygiene, the skills demonstrated and how effectively they have been utilised and the quality of the finished food product. Feedback is provided on a regular basis both to the class and on an individual basis. There are 3 assessments that take place over the rotation. An assessment takes place at the end of each topic based on what pupils have learned from the three theory lessons, the demonstration and what they have made. Half their level/grade for each of these assessments comes from the practical food product. The third is an ADP assessment (theory test) based on knowledge of topics learned including questions on learning from prior topics as well as those just completed.

## **Links with KS2:**

We have shaped our curriculum to take into account the curriculum at primary school. During KS2 pupils are taught basic principles of nutrition and some shared production of food products. We have designed our curriculum to take into account pupils basic understanding of these nutritional principles and of the diverse levels of experience when making foods.

## **Preparation for KS5:**

We have shaped the topic choices and the skills taught by our department curriculum aim which is “to direct, facilitate and support the development of pupil creativity, competence and confidence in a range of innovative and technical disciplines”. This is with the desire that pupils end KS3 with a love for the subject and the life skills that enable them to make fresh foods from ‘scratch’ understanding how they affect the body and brain. In addition the curriculum will have laid a firm foundation upon which pupils can build if they take the subjects on offer at GCSE and beyond. The subject on offer at Birley at GCSE is Food Preparation and Nutrition. At KS5 this subject can be pursued at A level, however, pupils will be prepared for further education and training in Sport science, Cooking (catering and hospitality), bakery, medicine and food science among others.

**Knowledge retrieval and retention:**

Sharp start activities take place at the start of each theory lesson to ensure overlearning of key information and demonstrations refer to the key knowledge and understanding for that topic. The ADP assessments include knowledge questions from current and previous topics, including previous school years. Pupils also have access to a Knowledge organiser for each topic which they are encouraged to refer to and revise from. The knowledge contained directly links to what has been delivered in lessons and is found in assessments.

**Clubs and/or intervention**

We offer pupils access to a KS3 Food club where they produce a range of seasonal food products.

**Parental/Carer support**

Parents and carers can see their children's learning through the knowledge organisers and food products going home to share. How pupils are progressing will be fed back through subject reports (levels) and Parents evening feedback.

**Helpful sources of information:**

[Foodafactoflife.org.uk](http://Foodafactoflife.org.uk). Food Knowledge Organizers.

## Adapting the food curriculum for SEND

We aim to ensure that all our pupils who are disadvantaged or have any special educational needs and/or disabilities (SEND) have access to a carefully planned curriculum. Our curriculum aims to provide pupils with SEND with explicit systematic teaching and rehearsal of knowledge. We also ensure that these pupils have the time they need to study important subject content in design and technology. We aim to ensure that all our pupils who are disadvantaged or have any special educational needs and/or disabilities (SEND) have access to the same carefully planned curriculum as their peers. Our curriculum aims to provide pupils with SEND with explicit systematic teaching and rehearsal of knowledge. We also ensure that these pupils have the time they need to study important subject content in Food.

We know that successful teaching is successful for all pupils regardless of background or prior attainment. To that end the curriculum is adapted to suit all learners in the following ways:

- Learner confidence is built by making lessons accessible and offering all pupils the opportunity for success. The curriculum creates opportunities for learners to feel 'like a chefs/bakers'
- Lessons begin with specific knowledge retrieval activities to return to and embed fundamental ideas
- Live modelling (demonstrations) are used often to explicitly narrate expert thought and practice that pupils can replicate
- Links between ideas are made explicit so that learners can build and strengthen their schema
- Practical work is not completed without a solid grounding in theory and/or demonstration by an expert
- Scaffolds are provided to support oracy and literacy activities with a plan in place to reduce reliance on these scaffolds over time
- Further activities that aid retention and quick recall of spaced content are embedded within every lesson

# L.E.A.D. Academy Trust

## Our vision

Through outstanding leadership we, at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

## Our principles

*To achieve our vision we prioritise the four core principles for which our name stands:*

### **Lead** - *to show the way; to be first or foremost*

In every aspect of life the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

### **Empower** - *to give power to; to enable*

At L.E.A.D. Academy schools pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

### **Achieve** - *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

### **Drive** - *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

## Glossary of key terms

Word	Meaning
Learning	A lasting change in long-term memory
Substantive knowledge	Established facts (content)
Disciplinary knowledge	Methods that establish the substantive facts (skills)
Conceptual knowledge	Knowledge of concepts, theories, principles, models etc. "Know that..."
Procedural knowledge	Knowledge of how to perform specific tasks "Know how to..."
Conditional knowledge	Knowing when and why to use conceptual and/or procedural knowledge
Discipline (Disciplinary)	A branch of knowledge e.g. Mathematics, Geography, Drama etc
Sequenced	Arranged in a particular order to aid learning
Spaced	Knowledge repeated at certain intervals to aid learning
Misconceptions	A view or opinion that is incorrect based on faulty understanding
Modelling	The process of learning by copying the behavior of an expert
Literacy	The ability to read or write effectively within a specific discipline
Oracy	The ability to express oneself effectively within a specific discipline
Pedagogy	The method and practice of teaching. The 'how' of the classroom
Schema	A cognitive framework of knowledge that helps us interpret new information

