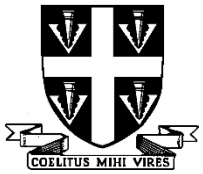

Curriculum Statement

Food Preparation and Nutrition Department

Ranelagh School

'For the Spirit that God has given us does not make us timid; instead, his Spirit fills us with power, love and self-control' 2 Timothy 1:7

At the heart of our distinctive culture is our commitment to being a dynamic learning community, rooted in Christianity, where people matter. In this we seek wisdom and pursue excellence.

Curriculum Statement

The intent of our food technology curriculum is to apply the principles of nutrition and healthy eating, instilling a love of cooking in all pupils. Learning how to cook is a crucial life skill for pupils now and in later life. Throughout their time at school, we aim to encourage independent learning through practical participation. The department ensures that our students have a wider understanding of environmental impacts on our choice of foods and why there should be more encouragement to buy in season. Our students learn about multicultural foods and experience how different cultural foods influence our everyday food choices. This enables our students to have a clear understanding of different religions and ethical beliefs and how these have influenced our western lives. Students also have a clear understanding relating to food choices and the impact on the environment relating to food waste. The department has a strong focus and drive to develop independent learners promote high standards of academic achievement through making and evaluating dishes. The department has a strong belief that all students should be independent enabling our students to develop personal responsibility and self-motivation and to consider the needs of others. This equips our students with the knowledge and cultural capital to succeed in life.

KS3:
The course at KS3 introduces the students to the main aspects of food from a theoretical and practical perspective and allows them to develop the skills and knowledge that will impact on their futures.

They will:

- Gain an understanding of, and have the opportunity to, apply the basic principles of nutrition and healthier eating.
- Prepare and cook a range of sweet and savoury recipes whilst also learning how and why the following tasks are undertaken: -
    - Washing up and cleaning down within a group & or as individuals.
    - Using a range of kitchen utensils and equipment safely.
    - Applying heat in different ways.
    - Using their awareness of taste, texture, appearance and smell in order to help them decide how to 'season' dishes and combine ingredients.
    - Apply the basic principles of food safety.
    - Work independently and as a team.
- Gain an understanding of the source, seasonality and characteristics of a broad range of ingredients.

KS4:
At KS4, the students are given the option of continuing to study food at GCSE level.

They will:

- Expand and further develop their understanding and proficiency in all KS3 areas highlighted above.
- Undertake NEA1, a scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles that underlies the preparation and cooking of food [15% of total GCSE mark].
- Undertake NEA2, a practical investigation that will measure the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food [35% of total GCSE mark].
- Undertake a written examination that will contain compulsory, structured, short and extended response questions assessing are as such as, nutrition and health, food science, food safety, food choice and food provenance [50% of total GCSE mark].

My Food Learning Journey

KS3 and KS4 Intent for Food Preparation and Nutrition

YEAR 7 Implementation

Students will learn how to apply the principles of nutrition and healthy eating. Students will be introduced to the Eatwell guide, food and its nutritional value, and health and safety when preparing and making food. Students will learn the importance of hygiene and the potential hazards when working in the technical area. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge: Fruit salad, Fairy cakes, Bruschetta, Mini quiches, Scones, Tomato soup, Pasta salad, Rocky road. Students will plan their own healthy lunchbox product practical, considering timings and hygiene considerations.

Intention (What we intend our students to have learnt?)	**Structure** (How this will be implemented)	**Assessment**	**When?**
Safety & Hygiene: Identify hazards that occur in a kitchen Describe how to reduce hazards Explain how to prepare for a practical List the correct order for washing up Explain how to use a knife safely **Food Preparation:** Use a sharp knife, demonstrating either the claw or bridge technique Demonstrate how to use the cooker safely Write a time plan for a basic recipe Describe the sensory characteristics using the correct sensory descriptors Evaluate dishes and their own skill level **Nutrition:** Give a definition of diet Identify reasons why we need food Identify the names of the nutrients and the function of each nutrient Explore how the Eatwell Guide can help **SMC Issues:**	Theory lessons of key learning points followed by practical application of the learning point the following lesson 18 lessons to complete the scheme of work- 9 practical sessions and 9 theory lessons All theory lessons follow the scheme of work and pupils show their understanding by work competed in booklets Extension tasks are available for both theory and practical sessions	Demonstrate their knowledge and understanding of the theory work Write a time plan for a basic recipe Describe the sensory characteristics using the correct sensory descriptors Prepare, cook and serve a dish that demonstrates a range of practical skills to meet a design brief and specification Work independently and safely	Pupils will undertake a 9-week block of Food lessons at some point throughout the year. The exact timing will depend on their creative grouping and rotation timetabling.

Pupils understand the problem of food waste, how it contributes to climate change, and ways of cutting down food waste		Evaluate their performance in a practical	

YEAR 8 Implementation

Students undertake 2 rotations of Food in year 8, with 4 lessons a fortnight. Each block is 9 weeks long. Pupils will revise and learn in greater depth how to apply the principles of food hygiene and safety when in a kitchen.

International Food

Students will learn the importance of hygiene and the potential hazards when working in the kitchen. Students are introduced to sensory analysis and product disassembly. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge: Pasta Napolitana, Curry, Burritos, Spaghetti Bolognaise, Pizza, Pad Thai, Rice and Peas and planning their own International themed dish. They learn about other food cultures and learn to plan a dish fitting in with constraints. Pupils also learn about food miles; they plan and make a smoothie; having to work in teams and ensure their smoothie is made on a specific budget.

Specialist Diets

Students will learn the importance of hygiene and the potential hazards when working in the kitchen. Pupils learn about how different types of bacteria can affect foods and how contamination occurs. Pupils are introduced to a variety of dietary needs such as vegetarians, diabetes, obesity, allergens. They cook a variety of dishes incorporating theoretical understanding and knowledge; Thai Green Curry, Bread, Apple Crumble, Flapjack, Victoria Sponge, Sweet and sour chicken, Jambalaya, chocolate brownies. They plan their own dish for a specific dietary need. Pupils learn about fair trade and about how plastic affects the environment.

Intention (What we intend our students to have learnt?)	**Structure** (How this will be implemented)	**Assessment**	**When?**
Safety & Hygiene: Understand how to prevent food poisoning Understand a range of bacteria types Understand what cross contamination is and how it occurs Understand a range of hazards in food Evaluate food preparation methods in a food establishment **Food Preparation:** Learn a range of cooking techniques- how to chop a onion, how to cook with high risk foods, stir frying, bread making, making a sauce by reduction, making a sauce by coagulation, cooking rice, how to use a blender. How to adapt recipes to fit with specialist diets Write a time plan for a recipe Describe the sensory characteristics using the correct sensory descriptors Evaluate dishes and their own skill level **Understanding of other cultures and diets:** Understanding of International foods and cultures Understanding of a range of specialist diets with a nutrition focus Planning a dish to fit International culture / a specialist diet of pupils' choice **SMC Issues:** Pupils understand the problem of food miles, plastic packaging in foods and how they contribute to climate change. Pupils understand what fairtrade is and how it helps other communities	Theory lessons of key learning points followed by practical application of the learning point the following lesson 18 lessons to complete the scheme of work- 9 practical sessions and 9 theory lessons All theory lessons follow the scheme of work and pupils show their understanding by work competed in booklets Extension tasks are available for both theory and practical sessions	Demonstrate their knowledge and understanding of the theory work Write a time plan for a basic recipe Describe the sensory characteristics using the correct sensory descriptors Prepare, cook and serve a dish that demonstrates a range of practical skills to meet a design brief and specification Work independently and safely Evaluate their performance in a practical	Pupils will undertake 2 9 week blocks of Food lessons at some point throughout the year. The exact timing will depend on their creative grouping and rotation timetabling.

YEAR 9 Implementation

Students undertake 2 rotations of Food in year 9. The block is 9 weeks long, with 3 lessons a fortnight. Pupils will revise and learn in greater depth how to apply the principles of food hygiene and safety when in a kitchen. The rotation is divided into 2 projects; Food Choices and Food Science and Afternoon Tea. The Food Choices block is preparing pupils for GCSE with the introduction of key nutrition vocabulary, and planning their own balanced dishes (similar to NEA1 at GCSE). The Food Science and Afternoon tea block is also linked to key scientific terminology and pupils work in groups to plan a themed afternoon (preparation for NEA2 at GCSE)

Food Choices

Students will learn about why we make food choices and what would be a factor in buying/preparing food; this may include special diets, life stage, food allergy, religion, cultural and ethical reasons for food choice. Macro and micro nutrients knowledge will be reinforced from previous years and taught using a range of learning methods, practical and theory.

Food Science and Afternoon Tea

Students will revise the Eatwell Guide. Students are introduced to scientific processes that occur in Food; including gluten development, gelatinisation, aeration, caramelisation. Pupils plan and undertake an experiment to determine the best raising agent in American pancakes, in preparation for NEA1. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge: rock cakes, macaroni cheese, mousse, banoffee pie, American pancakes, Spanish omelette, stuffed chicken breast, fish fingers, and a seasonal soup. They learn about food Provence and farming, including seasonal foods.

Students will learn about key processes that happen in cake, bread and pastry making; and the functions of ingredients in these products. They cook a variety of dishes incorporating theoretical understanding and knowledge; focusing on presentation; swiss roll, bread wraps, rough puff pastry and sausage rolls, fruit jalousie, biscuits. They work in groups to plan their own themed afternoon tea. The project finishes with the group presenting their afternoon tea in preparation for NEA2.

Intention (What we intend our students to have learnt?)	**Structure** (How this will be implemented)	**Assessment**	**When?**
Key Reactions and Processes in Food Understand how food changes when it is cooked Understand a range of reactions that food undergoes Understand how these reactions can be helpful or not Understand key scientific terminology Plan an experiment to determine a useful outcome in Food Prep **Food Preparation:** Learn a range of Food Preparation techniques including some high skilled practicals- swiss roll, rough puff pastry, souffle, lasagne, marble cake, fish cakes Write a time plan for a recipe incorporating other dishes (dovetailing) Describe the sensory characteristics using the correct sensory descriptors Evaluate dishes and their own skill level **Understanding of Food Science:** Understanding of key processes **SMC Issues:** Pupils understand food provenance and how their food gets to the plate. Pupils understand issues involved with farming, e.g. free range, battery farming, over fishing etc. Pupils understand seasonal foods and how they impact climate change.	Theory lessons of key learning points followed by practical application of the learning point the following lesson 27 lessons to complete the scheme of work- approx. 13 practical sessions and 13 theory lessons All theory lessons follow the scheme of work and pupils show their understanding by work competed in booklets Extension tasks are available for both theory and practical sessions	Demonstrate their knowledge and understanding of the theory work Write a time plan for a basic recipe Describe the sensory characteristics using the correct sensory descriptors Prepare, cook and serve a dish that demonstrates a range of practical skills to meet a design brief and specification Work independently and safely Evaluate their performance in a practical	Pupils will undertake 2 9 week blocks of Food lessons at some point throughout the year. The exact timing will depend on their creative grouping and rotation timetabling.

Intention (What we intend our students to have learnt?)	Structure (How this will be implemented)	Assessment	When?
Food, nutrition and health The structure, functions, sources, effects of deficiency and excess of protein, carbohydrate, fat, vitamins, minerals, and water. To understand what makes a healthy diet, factors affecting energy needs and different nutritional requirements, how to analyse foods and to calculate nutritional values of foods	Theory lessons of key learning points followed by practical application of the learning point the following lesson All theory lessons follow the scheme of work and pupils show their understanding by work competed books	Demonstrate their knowledge and understanding of the theory work, a combination of classwork and homework tasks Formal assessment: a test at the end of the unit A mini NEA task where pupils plan, cook and present a dish on a themed task	September – November

KS4 Implementation

<u>YEAR 10 Food Preparation and Nutrition: 5 Lessons per fortnight</u>

Overview: Students choose to take GCSE Food Preparation and Nutrition in Year 10 and Year 11. Pupils have 5 lessons a fortnight. Food preparation skills are integrated into five core topics: Food, nutrition and health; Food science; Food safety; Food choice; and Food provenance. Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full-time career in the catering or food industries. The curriculum encourages students to cook and enables them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and in later life. This year is to enable students to build high skills in preparation for their year 11 NEA work.

	Autumn 1st half term	Autumn 2nd half term	Spring 1st half term	Spring 2nd half term	Summer 1st Half term	Summer 2nd half term
Practical	Mini quiches, Soup, Focaccia	Risotto, Lemon flan, Kebabs, Brioche rolls, burgers, swiss roll	Salads, Pad thai, Brownies, Street Food	Tarte Aux Pommes, Jalousie, Cottage pie	Cakes, bread, layered desserts, international food	Choux pastry, Bread, fish (fileting), Chicken (jointing), chicken pie, curry, fruit and veg prep
Theory	**Food, Nutrition and Health**	**Food Science**	**Food Choices**	**Food Safety**	**Food Provenance**	**Food Preparation Skills**

Through food preparation and nutrition, students will:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking using a wide range of food commodities, cooking techniques and equipment
- Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- Understand the economic, environmental, ethical and socio-cultural influences of food availability, production processes and diet and health choices
- 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

YEAR 11 Food Preparation and Nutrition: 5 lessons per fortnight

Overview:

Aims and learning outcomes

Courses based on this specification should enable students to:

- demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
- 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.
- **Assessment objectives**

The exam and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives.

AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.
AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.
AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.
AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.

For the Food investigation (Task 1), one task is to be selected from the three tasks set by AQA issued on 1 September of the academic year in which it is to be submitted.

For the Food preparation assessment, (Task 2), one task is to be selected from the three tasks set by AQA issued on 1 November of the academic year in which it is to be submitted.

Both tasks are to be completed in class time as a controlled assessment

	Autumn 1st half term	Autumn 2nd half term	Spring 1st half term	Spring 2nd half term	Summer 1st Half term	Summer 2nd half term
Focus	NEA1 Food Investigation	NEA2 Food preparation assessment		Revision		
Split	**10 hours**	**20 hours**				

YEAR 12/13 Food Science and Nutrition Level 3 – 9 lessons per fortnight

Overview:

Aims and objectives

The WJEC GCSE in Food and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook and enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

This specification has been designed to enable centres to concentrate on innovative delivery of the course whilst creating a balance between practical and theoretical knowledge and understanding. The layout of the content into six areas promotes flexibility of delivery. The provision of a choice of tasks within the non-examination assessment will ensure learners are able to complete assessments suitable to their needs and that of the centre.

By studying food preparation and nutrition learners will be able to:

- demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- 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 Welsh, British and international) to inspire new ideas or modify existing recipes.

AUTUMN	SPRING	SUMMER
YEAR 12 **Unit 1 Meeting Nutritional needs of Specific Groups** Nutrition theory and related practical work. Focused complex skills practical work. **Unit 2 Ensuring Food is Safe to Eat** Relate theory to practical work	**Unit 1 Meeting Nutritional needs of Specific Groups** Nutrition theory Meal planning Jan – Feb half term: Practise practical brief (not the scenario for the real task) Feb – April: Begin 9½ chosen brief (option A or B) • Planning 3 hours • Practical exam 3½ hours • Evaluation 3 hours Mock unit 1 Examination **Unit 2 Ensuring Food is Safe to Eat** relate to theory and practical work	**Unit 1 Meeting Nutritional needs of Specific Groups** Nutrition theory Complete Unit 1 practical brief, complete Mark Record sheet and observation sheet. **SEND TO WJEC FOR MODERATION BY 15 MAY** **REVISION FOR UNIT 1 Meeting Nutritional needs of Specific Groups WRITTEN PAPER: JUNE** After exams: Prepare research for optional brief Unit 3 or 4
YEAR 13 **Unit 3 Experimenting to Solve Food Production Problems OR** **Unit 4 Current Issues in Food Science and Nutrition planning** Possible practise task as a group (not the brief for the real task) Oct – Dec: complete chosen brief for Unit 3 or 4 Unit 3 = 12 hours Unit 4 = 14 hours Hand in completed Unit 3 or 4 task. Complete Mark record sheet and Observation sheet for any practical work **SEND TO WJEC FOR MODERATION BY 15 MAY**	**Unit 2 Ensuring Food is Safe to eat** Theory and practical work Mar – April: Practise task as a group 'Easy Eats' **Unit 1 Meeting Nutritional needs of Specific Groups** theory and practise papers if retaking exam in June	**Unit 2 Ensuring Food is Safe to eat** **1st. MAY BEGIN Unit 2 Ensuring Food is Safe to eat** **8 HOUR TASK** Complete in 3 weeks **UNIT 3 OR UNIT 4 TO WJEC FOR MODERATION BY 15 MAY** **SEND UNIT 2 FOR MARKING TO WJEC BY 1 JUNE** **REVISION FOR UNIT 1 Meeting Nutritional needs of Specific Groups WRITTEN PAPER: JUNE** if retaking exam

Year	Autumn 1st half term	Autumn 2nd half term	Spring 1st half term	Spring 2nd half term	Summer 1st Half term	Summer 2nd half term
12	Practical Skills and Food Safety	Practical Skills and Nutrition	Unit 1 NEA – 9.5 hours	Theory - Revision for Unit 1 Written Examination	Theory - Revision for Unit 1 Written Examination	Practical skills
13	Unit 3 (12 hours) Experimenting to solve food production problems (NEA)	Unit 3 (12 hours) Experimenting to solve food production problems (NEA)	Unit 2 Ensuring food is safe to eat (Revision for 8-hour external assessment)	Unit 2 Ensuring food is safe to eat (Revision for 8-hour external assessment) **8-hour External Written Assessment**		

Assessment Objectives

AO1 Demonstrate knowledge and understanding of food, cooking and nutrition

AO2 Apply knowledge and understanding of food, cooking and nutrition

AO3 Plan, prepare, cook and present dishes, combining appropriate techniques

AO4 Analyse and evaluate different aspects of food, cooking and nutrition, including food made by themselves and others.