

Subject: Food and Nutrition

Faculty Leader	Subject Leader
Mr D. Hewitt	Mrs E Stott
National Curriculum	
<p>The Ecclesbourne School follows the National Curriculum for Design and Technology, incorporating the principles laid out in a number of national frameworks that have been developed to support food teaching and learning (including: Core competences for children and young people aged 5-16 years; Food teaching in schools, a framework of knowledge and skills; and Characteristics of good practice in food and nutrition education (secondary)).</p>	
<p>As part of your work in food, you will be taught how to cook and apply the principles of nutrition and healthy eating. You will develop a love of cooking, opening the door to one of the great expressions of human creativity. Learning how to cook is also a crucial life skill that enables you to feed yourself and others affordably and well, now and in later life.</p>	
<p>You will be taught to</p> <ul style="list-style-type: none">• understand and apply the principles of nutrition and health• cook a repertoire of predominantly savoury dishes so that you are able to feed yourself 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 your own recipes]• understand the source, seasonality and characteristics of a broad range of ingredients	
<p>Our aim is to provide you with a rich and varied learning experience so that you develop the ability to work skilfully and knowledgeably with food. Through a wide range of fun practical activities, we want you to experiment and be innovative with food, developing the confidence to learn independently. You will carry out practical tasks on your own and working together in mixed ability teams, giving you the opportunity to learn and practise skills and build your range of techniques. Developing skills in product analysis and sensory evaluation will show that you can critically assess your own creation and those produced by others, suggesting ideas for improvement. By taking photographs of your work you will be able to keep a record of what you have made to show progress. If a recipe is unsuccessful then we want you to stick at it, be resilient, carefully consider why it didn't work and then try cooking it again.</p>	
Curriculum Intent	
<p>We have mapped our curriculum content against the National Curriculum and incorporating the principles laid out in a number of national frameworks that have been developed to support food teaching and learning, which ensures full coverage in line with national requirements.</p>	
<p>We also strongly believe that we should develop your skills to solve real life human needs and problems in a variety of contexts.</p>	
<p>We have looked at GCSE Food Preparation and Nutrition syllabus, ensuring that incorporated relevant preparatory materials in order to prepare our students for studying this subject.</p>	
<p>Practical activities require the students to plan their time and select appropriate resources to produce a range of savoury and sweet products, increasing in complexity as they progress through KS3.</p>	

Curriculum Implementation

		Term	Content	Assessment
Year 7	Term One (approx. 12 weeks)	1	Introduction to Food <ul style="list-style-type: none"> You will understand the principles of food safety and hygiene when working in Food, including how to prepare for practical work ('Mise en place') and washing up correctly. You will learn how to perform basic knife skills correctly, accurately and safely (peeling, grating, slicing, dicing, julienne) You will understand the importance of eating Fruit and Vegetables and why it is important to have 5 portions a day. You will prepare and cook a range of dishes, including vegetable crudités and dip and a fresh fruit fusion. 	<ul style="list-style-type: none"> Base line assessment Knife skills activity card Washing up homework activity Self and peer assessment of practical activities Worksheets that enable you to reflect on the quality of you have cooked and the skills you have used and developed Homework research activities Short tests and quizzes that check your understanding of key terms, vocabulary and knowledge relating to consumer awareness, food safety, healthy eating A practical assessment task, with a recipe that utilises a range of skills that you have been learning End of course assessment test
		2	Use of the Cooker & Eatwell Guide <ul style="list-style-type: none"> You will understand the importance of using the Eatwell Guide to ensure a balance diet, focusing on Fruit and Vegetables You will prepare and cook a range of savoury main meal dishes, including a vegetable kebab, layered pasta salad and a stir fry You will discover the importance of eating seasonal food, developing an appreciation of food that is produced locally and from sustainably sources 	
	3	Use of the Cooker & Basic Nutrition <ul style="list-style-type: none"> You will understand the key principles of basic nutrition You will identify the main factors that influence food choice You will learn how to prepare a range of dishes using the rubbing in method, including a seasonal biscuit, a seasonal fruit crumble, savoury cheese scones and a pizza You will discover the different sensory skills that are involved in tasting and analysing food You learn how evaluate your work, identifying areas for further improvement 		
	Term two (approx. 6 weeks)			

		Term	Content	Assessment
Year 8	Term One (approx. 12 weeks)	1	<p>Why is Breakfast so important?</p> <ul style="list-style-type: none"> You will recall the health and safety expectations when working in Food You will enhance your knowledge of using the Eatwell Guide to ensure a balance diet, focusing on why it is important to eat a diet rich in potatoes, bread, rice, pasta and other starchy carbohydrates You will consider the benefits of eating breakfast as part of a healthy diet You will prepare and cook a range of dishes that can be served as part of a healthy breakfast, including fruity pancakes, a Healthy full English breakfast and a fruit breakfast muffin You will show use of different parts of the cooker, including the hob, grill and the oven 	<ul style="list-style-type: none"> Knife skills activity card Self and peer assessment of practical activities Worksheets that enable you to reflect on the quality of dishes you have cooked and the skills you have used and developed Homework research activities Short tests and quizzes that check your understanding of key terms, vocabulary and knowledge relating to consumer awareness, food safety, healthy eating A practical task (pasta dish & sauce), assessing a range of skills that you have been learning Production of a nutritional profile, food label and star diagram for assessment dish End of course assessment test
		2	<p>International/multi-cultural Food Project</p> <ul style="list-style-type: none"> You will demonstrate a range of knife skills to correctly prepare a range of different types of vegetables You will consider the benefits of eating a diet that incorporates the Government 8 guidelines for healthy eating (including less salt and sugar and more fibre) You will discover where in the world different types of food come from, considering the environment impact of food miles You will prepare and cook a range of main meal dishes from different countries around the world, that include different types of starchy carbohydrates (rice, pasta, potatoes) and protein foods (meat, fish, vegetarian alternatives) You will learn to identify a wide range of different pasta, including learning how to make and cook fresh pasta from scratch 	

Year 9	Term two (approx. 6 weeks)	3	International/multi-cultural Food Project <ul style="list-style-type: none"> You will identify different ways of serving and garnishing dishes to improve their aesthetic appearance You will continue to prepare and cook a range of main meal dishes from different countries around the world, that include different types of starchy carbohydrates (rice, pasta, potatoes) and protein foods (meat, fish, vegetarian alternatives) You will learn about how to read and understand a nutrition food label and use the various components to judge the nutritional value of a food, preparing your own nutritional profile and food label for your final assessment dish You will refine your ability to evaluate your work, identifying areas for further improvement 	

		Term	Content	Assessment
Year 9	Term One (approx. 6 weeks)	1	The Great British Bake Off - Biscuits and Cakes <ul style="list-style-type: none"> You will identify the 4c's needed for the safe and hygienic preparation of food. You will research the different types of cereals and flours used in the production of baked items You will revise the principles of the 'rubbing-in' and 'creaming' methods, demonstrating how to use the oven confidently and safely to produce a range of products including savoury cheese bites, Swiss tartlets and a Victoria Sandwich cake. You will demonstrate how to pipe neatly and accurately, successfully decorating a range of different sweet items. You will keep a visual record of your practical work across the year, recording the technical skills that you have learnt, and identifying areas for further improvement 	<ul style="list-style-type: none"> Cheesecake decorating assignment - demonstrating your ability to perform a range of decorating skills (including melting and piping chocolate, accurate knife skills for fruit preparation) Self and peer assessment of practical activities Worksheets that enable you to reflect on the quality of you have cooked and the skills you have used and developed Homework research activities Short tests and quizzes that check your understanding of key terms, vocabulary and knowledge relating to consumer awareness, food safety, healthy eating A practical task (choux pastry), assessing a range of skills that you have been learning End of course assessment exam

Term two (approx. 12 weeks)	2	<p>The Great British Bake Off - Pastry</p> <ul style="list-style-type: none"> You will revise your understanding of 'The Eatwell guide' & Healthy Eating guidelines, understanding the key terminology associated with the study of nutrition. You will identify the main factors that affect dietary needs throughout different life stages, focusing particularly on the nutritional needs of teenagers. You will learn how to make a range of different types of pastry, cooking a variety of baked products including samosas, sweet and savoury tartlets, choux buns and flaky pastry. You will investigate the functional and nutritional properties of eggs, looking at their wide use in an assortment of baked products. 	
	3	<p>The Great British Bake Off - Bread</p> <ul style="list-style-type: none"> You will undertake scientific experiments to identify the factors required for yeast to reproduce effectively. You will investigate the range of different raising agents that are used in bread products, cooking a variety of items including a naan bread, soda bread, and a yeast dough and an enriched yeast dough recipe. To revise the factors influencing food choice, focusing on the importance of religious/cultural observances, and moral/ethical factors in this decision-making process. You will look at the issue of food waste, developing an appreciation of the huge environmental impact of this problem. 	

Extra-Curricular Opportunities

The Food rooms are open every lunch time for additional support from staff (including help with homework activities, weighing out ingredients, and development of practical skills).

A variety of competitions and seasonal events are organised across the year.

Resources

Food and Nutrition is taught in a purpose-built suite of specialist rooms, with both rooms being refurbished in the Summer of 2019. These rooms have the space to prepare food with modern ovens and equipment. There is space for you to leave your ingredients, storing any necessary items within a number of large fridges. There are also fully functioning demonstration areas so students can see first-hand the skills that they require for preparing the dishes they are making.

These rooms are also fully equipped with a projector, interactive white board and sound system to support the theory teaching elements of the course.

Ingredients (as required)

Textbook - Exploring Food and Nutrition for Key Stage 3

Office 365 allowing students access to Word, Excel, Publisher and PowerPoint used to present and facilitate written work

Websites including: Explore Food, Food fact of life, Grainchain, BBC Bitesize and Seneca learning