



# Food and Nutrition / Home Economics Department

## Subject Intent

In the Food Department we want pupils not only to learn the skills to be able to cook a wide range of dishes but also to equip them with the knowledge and passion for food and nutrition to enable them to be healthy and keep others healthy. We aim to get students enthusiastic about food and cooking by allowing them to develop their skills and knowledge of food to make food they enjoy making and eating. We feel this is an essential life skill that all students need as well as allowing students to deepen their understanding of the link between food, the way they look and feel, as well as the enjoyment of it as an activity in terms of making and eating. The organisational skills they learn in Food lessons, from remembering ingredients, to use of time in lessons and the essential lesson of learning to work hygienically, clean up after themselves and working to time are vital. We want students to be confident with food practically as well as being aware of the ethical and health considerations of the foods they choose to eat. Skills and knowledge are taught in a program of study, which allows confidence to grow and skills to build on previous lessons. Independent learning through practical activity is a strength of this subject and department.

## Core Principles

- **Dignity** Practical lessons give pupils a sense of achievement and pride at both their independence and the quality of work produced. The enthusiasm, enjoyment and focus of the students allows positive relationships to be built with both teachers and peers. The quantity of verbal feedback and support in lessons helps achieve this. We are aware of students abilities (KNOWN) and use this to customise the
- **Respect** We seek to develop pupils respect for the food they eat, the effect of the food they eat on their bodies and the way they feel. We also seek to develop pupils respect for the food choices of others and the reasons for those choices – we do this through class discussion during demonstrations and at the end of practical lessons when there is opportunity for discussion of practical outcomes.
- **Wisdom** We intend for pupils to explore and understand why we eat food, how diet is linked to health as well as where food comes from and the ethical implications of their food choices.
- **Knowledge** We enable students to question and deepen their understanding of food as a practical material as well as a nutritional product. We teach them the practical skills to allow them to access recipes in both school as well as those they find independently. We help to dispel many common ideas about food and give them the facts they need to make informed choices about their own diets.

- **Skills**

We teach students a wide range of practical skills which can be used to make a selection of recipes both in school and are transferable to allow students to attempt recipes they want to try at home both now and in the future (INSPIRE). As well as practical skills, pupils are taught and practice organisational skills, evaluation skills and research skills which are transferrable to other subjects and to life in general.

- **Aspirations**

We want our pupils to develop the confidence to work independently in practical lessons to encourage them to cook for themselves for pleasure as well as feeling in control of being able to feed both themselves and others in the future (NURTURED). For some, we hope it may spark or feed the aspiration to work with food or in the area of nutrition in the future. For all we aim for students to understand the

- **Hope**

Through our lessons and Scheme of Learning we support pupils to seek out solutions and learn skills of how to deal with recipes not working out how they expected. We encourage our pupils to approach their learning with positivity and curiosity with the idea that we sometimes learn more when things go wrong than when they go right.

Key Stage 3 Programmes of Study						
Terms	Year 7	Core	Year 8	Core	Year 9	Core
1	Hygiene and safety, equipment, basic skills / using the oven. Basic cake making methods - manipulative skills		Recap hygiene and safety Food choice / diet related disease - expanding on practical skills from year 7 to modify a recipe. Experimental work - progression of skills from Year 7.		Recap hygiene and safety Food provenance / ethics/ staple foods / pastry - skills in applying information to their own experience.	
2	Cake making methods theory and practical skills. Using the hob safely - improving organisational skills.		Eatwell guide and nutrition - building on previous knowledge and skills - relating to their own diets. Practical work requiring more specific time management.		Sensible shopping / careers - applying information to their own experience. Food designing skills / cake decorating skills (gateaux).	
3	Raising agents / experimental work - 2nd go at practical methods (rubbing in method). Working in teams, working on consistency of practical outcomes.		Advanced vegetable preparation skills including feeding themselves and others.		Making meals - individual needs - Advancing skills on food preparation, flavouring of dishes and time management. Bread - food science/yeast.	
4	Using the hob and knife skills - theory and practical work. Increased quantities of ingredients to improve knife safe use.		Convenience foods - pros and cons - use in practical cookery. Using several skills to make one dish.		Using the hob and knife skills - theory and practical work. Increased quantities of ingredients to improve knife skills.	

5	Heat transfer / Eatwell guide / Fruit and veg - working on making choices to adapt recipes to own taste - what works well together - cooking for others.	Experimental work / advanced skills including piping (meringue). Applying food science to practical work - gelatinisation.	RECAP NUTRITION Individual choice project -research skills, evaluation skills, presentation and IT skills.
6	Fruit and veg, importance of breakfast - knife skills / using the hob and the grill safely. Combining several skills at once - multi tasking and time planning.	Pasta - theory and linked to Eatwell guide - progression and adaptation of skills to different dishes.	Individual choice project - including own choice of practical work - independent working.

Exam Board : <b>AQA</b> Syllabus N <sup>o</sup> : <b>8585</b> <b>Key Stage 4</b> <b>Programmes of Study</b>				
Terms	Year 10	Core	Year 11	Core
1	Personal hygiene and safety <b>FOOD SAFETY</b> Nutrition <b>FOOD NUTRITION AND HEALTH</b> Preservation Knife skills Heat transfer Cooking methods / food preparation skills		1 <sup>ST</sup> SEPTEMBER NEA 1	
2	Advanced practical skills <b>FOOD CHOICE</b> – life stages – nutrition and meal planning <b>FOOD NUTRITION AND HEALTH</b> Diet related disease		NEA 1  1 <sup>ST</sup> NOVEMBER NEA 2 REVISION	
3	Functional properties of food – <b>FOOD SCIENCE</b> <b>FOOD CHOICE</b> – religion and culture, ethics, morals. Food preparation skills		NEA 2	
4	<b>FOOD PROVENANCE</b> Buying and storing food Food labelling Environmental issues in food production Food preparation skills		NEA 2 PRACTICAL EXAM AND COMPLETION  REVISION	
5	<b>FOOD PROVENANCE</b> Food manufacturing Sustainability Technological developments in food. Food preparation skills		REVISION AND EXAM PREPARATION	

6	TRIAL NEA 1 Revision and consolidation of theory work Examination technique		
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Exam Board : AQA      Syllabus N <sup>o</sup> :				
Key Stage 5    Programmes of Study				
Terms	Year 12	Core	Year 13	Core
1	Unit 1 Lo 1 – understand the importance of food safety Lo 2 – understand the properties of nutrients Lo 6 – be able to cook complex dishes		Unit 2 – covering of all learning objectives Unit 4 – conclusions from research Planning investigations	
2	LO 3 – Understand the relationship between nutrients and the body LO 6		UNIT 2 – COMPLETION OF BASIC COURSE KNOWLEDGE UNIT 4 – INVESTIGATIONS AND WRITE UP	
3	LO 4 – Be able to plan nutritional requirements LO 5 -Be able to plan complex dishes LO 6		UNIT 2 – ADDING DETAIL TO NOTES UNIT 4 – RESULTS AND CONCLUSIONS	
4	Practical exam		Unit 4 – complete to hand in Trial unit 2 exam – fill in gaps in notes	
5	Revision and exam preparation Unit 1 external exam		Unit 2 8 hour exam	
6	Start unit 4 – research Start unit 2 - notes			

## Impact

Our students are given the opportunity for choice – they will leave with the ability to cook and the knowledge to understand the implications of their food choices for the rest of their lives. Those who chose to study food past KS3 are opening doors to potential career paths in one of the largest employment sectors in this and other countries.

