

Food Preparation and Nutrition

Intent:

To build resilient and independent learners who have the skills to overcome challenges, solve problems and apply practical skills to not only dishes and recipes in lessons but in life outside of school. The food preparation schemes builds learners confidence with using equipment to prepare and cook a range of dishes with increasing skills and elements.

Context:

The knowledge and skills covered in food technology provide pupils with the opportunity to develop skills for life. These skills allow pupils to become more independent in the kitchen in school and at home and allows for better choices when looking at nutrition, environmental impact and lifestyle.

The Big Picture—Intent:

To introduce pupils to the cooking environment, to excite students by teaching them new skills and independence in the kitchen. Pupils develop skills to prepare simple dishes with key elements taught to develop their skills and understanding of ingredients in dishes. Pupils also develop life skills developing independence and the ability to make healthy food choices.

Year 7
Food

Content / Units	Skills	Knowledge	Prior—Y6	Next—Y8
Introduction to the food room Provenance Basic Equipment Nutrition Food Storage	Knife Skills Using the grill Using the oven Weighing and measuring	How to work safely in a kitchen environment, how to select equipment and processes and use them effectively to follow methods and recipes. How to cook and store food safely and hygienically How to make sustainable and health food choices.	Transition projects introduce students to cooking and the following of basic recipes and methods. Pupils begin to gain independence and start to learn skills for life with the freedom to add their own personal touches to practical dishes.	More demanding skills covered as part of preparation for the GCSE course and for the end of KS3 options choices. Technical difficulty and range of skills increases. Practical and theory knowledge topics covered.

Implementation	Marches Futures Links	Summative Assessment
<ul style="list-style-type: none"> •Practical skills introduction, for pupils to learn to use key equipment safely and competently. •LORIC promoted through organising of tasks, monitoring and use of equipment, use of key words when communicating ideas, peer assessment and asking for assistance with recipes or methods. •Independence and thinking skills will be developed with use of WAGOLL examples, asking students to look and find out about successes within the dish or skill shown by a range of examples, reading and using success criteria to make decisions as well as the use of displays and handouts with instructions to allow students to manage their own pace of working and work as independently as possible. •Home learning will be looking at background subject knowledge linked to the dishes, year 7 students will explore hygiene, food miles and processes. •Revision is linked directly to tasks in practical lessons with links to online resources for homework revision tasks for prior learning before tests. •Department WAGOLL wall will be used to celebrate achievements of pupils making excellent progress as well as students attaining high grades. Work will be photographed and presented within the department as well as communication sent home to celebrate success through from of a department postcard. •Literacy developed through use and spelling of key words, numeracy developed through the weighing and measuring of ingredients and the following of recipes and methods. 	<p>Sustainable choices, exploring links between food, healthy lifestyle and personal health.</p> <p>Discussions about food waste explore the impact of peoples choices to let food go off, throw away out of date food and lack of thought for the impact this has on the environment.</p> <p>Making healthy lifestyle choices, developing life skills to support their family, support themselves as they grow older and gain independence and become more rounded learner with skills for life outside the classroom.</p>	<ul style="list-style-type: none"> • Live marking of dishes and skills progress through the year. • Assessment points identified on the MAT NAV documents with key skills and dishes to be assessed. • Live tracking of data to inform intervention and praise at any point during the units.

Impact:

Students can work safely using correct equipment and processes to produce high quality practical work. Pupils can assess their practical work and understand the use of success criteria for producing a successful outcome.

To develop further, the skills used on a basic level project into a more demanding practical challenge, students will be challenged in year 8 to use the skills they have and interleave them into a range of new skills with a high level of demand. These skills will then be added to during each project to improve the students skill set and knowledge of processes within the food kitchen environment.



Year 7- Food Learning Journey

Key Assessment

Skills Tasks Practical
 Universal Offer – Support and guidance. Theory

In year 7 you will be introduced to the knowledge and skills of preparing, cooking and presenting a range of foods.
You will be developing a set of basic skills that will support you throughout your Food learning journey. You will also be focusing on safety and hygiene within your lessons.

Welcome to Year 7

Demonstrations/examples of all skills and techniques will be given.

Step by step methods will be visible on board

Skills: Rolling, shaping, glazing, baking.

3: Pastry Pin Wheels

Skills: Testing for readiness Use of hobs.



4: Boiling and Simmering



Skills: Rubbing-in Weighing and measuring

2: Fruit Crumble



3: Using the oven



2: Using the Grill

Identifying Basic Equipment



1: Basic Knife skills

Skills: Bridge and Claw Slicing Peeling



1: Fruit Salad



Understanding basic nutrition. Introduction to Eat well guide Macronutrients and Micronutrients.

4: Weighing and measuring

Skills: Accurate use of equipment- Measuring Jug, Measuring spoons, Digital scales



Visual aids around room

Practical success criteria and WAGOLL shown through Demonstrations.



4: Chili-con-carne

Skills: Chopping Frying Boiling Simmering

Food storage and Temperatures Danger Zone, Cross-contamination when handling/cooking with raw meat. Hazard/risk.

6: Butter making

Experiment: how is butter made?



5: Halloumi Dinner

Skills: Slicing, Coating, Baking.



START

Introduction to Food Room:
Routines and Expectations
Health and Safety
Preparation of self/work area
Washing and drying up
Storing Foods



Provenance: Seasonality Food Miles Buy Local



Year 8

The Big Picture—Intent:

In year 8 students will be introduced to the knowledge and skills of preparing, cooking and presenting a range of foods. This will be achieved through developing the skills taught in year 7. The level of the skills and dishes will increase giving them the confidence that will support them throughout their Food learning journey and provide further skills for life.

**Year 8
Food**

Content / Units	Skills	Knowledge	Prior—Y7	Next—Y9
Practical Dishes Food Waste Food Spoilage Food Sustainability	Basic Chopping- Specific shape/styles, Sauce making – Roux, All-in-one and reduction. Frying, Shaping, Making a stock, Pasta Dough, Bread Dough, Creaming, Rolling out. Recap use of oven and other equipment, including safety and correct use.	Understand each section of nutrition within the Eat well guide along with Source and function. Continue to identify foods as either a Macronutrients or Micronutrients throughout the term. Development of techniques and key words to build further independence and skills set.	How to work safely in a kitchen environment, how to select equipment and processes and use them effectively to follow methods and recipes. How to cook and store food safely and hygienically How to make sustainable and health food choices.	Nutrition: Changes according to age, gender, growth, level of exercise. Composite product: Foods made up of more than one food group. Range of nutrition. Confidently weigh ingredients accurately. Able to identify the ratio for each pastry.
Implementation		Marches Futures Links		Summative Assessment
<ul style="list-style-type: none"> The units explored in year 8 will contain exploration of a range of new skills for cooking and preparing ingredients building on the skills covered in year 7. Pupils learn to combine elements of dishes to create more completed plates of food. The key skills will be explored, used and refined and grades will be awarded as progress is made through each of the key areas. LORIC will be built into the dishes and tasks by exploring students resilience when parts of work don't turn out as they had hoped, their determination to complete difficult tasks requiring good attention to detail and resilience. Communication and use of key words and terms will be required in all lessons and communicating ideas and problems to staff and peers will also be an important part of learners development. Independence and thinking skills will be developed with use of WAGOLL examples, asking students to look and find out about successes within the dishes shown by a range of examples, reading and using success criteria to make decisions as well as the use of displays and handouts with instructions to allow students to manage their own pace of working and work as independently as possible when following methods and recipes. Home learning will focus on the project processes and uses in modern life, looking at more depth of knowledge and including some links to environmental factors and ethical choices when selecting resources. Revision is linked directly to tasks in practical lessons with links to online resources for homework and revision tasks for preparation before tests. Repetition of skills and knowledge, key words and vocabulary used to strengthen examination knowledge. Skills and vocabulary developed in year 8 are leading into basic GCSE knowledge ready for options next year, students will be challenged to prepare, measure and weigh ingredients in a range of new dishes. 		Pupils develop along with their cooking skills an ability to discuss the following points when making decisions about food storage, transportation, sourcing ingredients, buying local, food waste, your food carbon footprint and all the discussions that link to these topics. The understanding of how making better choices here can change the way you impact the food market, global warming, sustainability of food products.		<ul style="list-style-type: none"> Live marking of dishes and skills progress through the year. Assessment points identified on the MAT NAV documents with key skills and dishes to be assessed. Live tracking of data to inform intervention and praise at any point during the units.

Impact:

Pupils can explain the process of selecting and combining ingredients for dishes taking into account food miles and environmental impact. Pupils demonstrate higher level skills compared with year 7 tasks and begin to select alternative ingredients for creating dishes to suit different dietary requirements. Pupils gain a deeper understanding of the requirements for GCSE food preparation and begin to develop the knowledge needed to inform their options decisions.



Year 8- Food Learning Journey

Key

- Assessment (4 colored circles)
- Skills Tasks (orange box)
- Practical (pink box)
- Universal Offer – Support and guidance (yellow box)
- Theory (light blue box)

In year 8 you will gain knowledge and skills of preparing, cooking and presenting a range of foods. You will achieve this through developing the skills learnt in year 7. The level of skills within the dishes will increase giving you the confidence that will support you throughout your Food learning journey.

Welcome to Year 8

Skills:
 Bridge and Claw
 More advanced chopping –Batons, Julienne, macedoine etc...
 To take carrots home with instructions for carrot cake.

Demonstrations/examples of all skills and techniques will be given.

Step by step methods will be visible on board



Skills:
 Adding flavours to meat
 Shaping/Binding raw meat
 Baking
 Testing for readiness.

H&S and spoilage:
 Preservation, Food Labelling, Core temperatures.



Skills:
 Boiling/simmering
 Reduction/evaporation
 Recap on chopping



Skills:
 Melting,
 Making a roux
 Boiling/simmering
 Thickening with starch

Skills:
 Forming a dough
 Mixing
 Rolling
 Shaping
 Use of hobs



2: Reduction - Pasta Sauce

3: Roux and All –in-one sauce – Starch based.

4: Dough making - Pasta

2: Italian Baked meatballs

Visual aids around room

3: Bread based Pizza

Skills:
 Making bread dough
 Kneading
 Rolling
 Shaping
 Knife skills
 Baking

1: Knife Skills

Introduction to sauce making.



High risk foods

1: Alfredo Chicken/Quorn

Practical success criteria and WAGOLL shown through Demonstrations.



Skills:
 Cutting raw meat
 Shallowing frying
 Use of hobs
 Testing for readiness.



4: Bakewell Tart



Skills:
 Weighing and measuring
 Rolling out
 Lining
 Spreading
 Creaming method
 Layering
 Baking.

Welcome back to Food Room: Routines and Expectations
 Health and Safety
 Preparation of self/work area
 Washing and drying up
 Storing Foods

Cultural connections:
 Food Provenance.
 Dishes and ingredients explored from around the world and locally sourced.
 Main focus on Italian foods



Understand each section of nutrition within the Eat well guide along with Source and function. Continue to identify foods as either a Macronutrients or Micronutrients throughout the term.



The Big Picture—Intent:

In year 9 students will progress by taking their skills to the next level as they prepare for GCSE. The skills set they will be introduced to will enable them to see the type of cooking and preparation that will be expected of them if they were to opt for Food. Students will consider their target market and be able to adapt recipes to suit.

**Year 9
Food**

Content / Units	Skills	Knowledge	Prior—Y8	Next—Y10
1: Presentation – Tea cake Challenge 2: Peel, boil, Mash – Potato 3. Making a batter – Viscosity/consistency 4. Bread dough	Presentation, Peeling, Boiling/simmering, Mashing, Coating, Glazing, shaping, Short crust pastry, Rough puff pastry, Glazing, Whisking, Stewing, Weighing accurately, Baking, Adapting recipes. Kneading, Proving.	Nutrition: Changes according to age, gender, growth, level of exercise. Composite product: Foods made up of more than one food group. Range of nutrition. Confidently weigh ingredients accurately. Able to identify the ratio for each pastry.	Understand each section of nutrition within the Eat well guide along with Source and function. Continue to identify foods as either a Macronutrients or Micronutrients throughout the term. Development of techniques and key words to build further independence and skills set.	Pupils to begin theory and skills based learning as part of the GCSE food specification. Theory and practical lessons used to cover topics and prepare for NEAs.

Implementation	Marches Futures Links	Summative Assessment
<ul style="list-style-type: none"> The units explored in year 9 will contain exploration of a range of new skills for cooking and preparing ingredients building on the skills covered in year 7 and 8, allowing more complicated elements of a range of dishes to be produced. Pupils learn to combine elements of dishes to create more complexed plates of food as well as producing elements from basic ingredients and presenting high quality plates of food. LORIC will be built into the dishes and tasks by exploring students resilience when parts of work don't turn out as they had hoped, their determination to complete difficult tasks requiring good attention to detail and resilience. Communication and use of key words and terms will be required in all lessons and communicating ideas and problems to staff and peers will also be an important part or learners development. Independence and thinking sills will be developed with use of WAGOLL examples, asking students to look and find out about successes within the dishes shown by a range of examples, reading and using success criteria to make decisions as well as the use of displays and handouts with instructions to allow students to manage their own pace of working and work as independently as possible when following methods and recipes. Home learning will focus on the project processes and uses in modern life, looking at more depth of knowledge and including some links to environmental factors and ethical choices when selecting resources. Revision is linked directly to tasks in practical lessons with links to online resources for homework and revision tasks for preparation before tests. Repetition of skills and knowledge, key words and vocabulary used to strengthen examination knowledge. Skills and vocabulary developed in year 9 are preparing students for options and GCSE food preparation and nutrition. 	Food choices and the SMSC links to different dietary choices. How to balance your diet and the discussions linked to healthy choices, sourcing food from sustainable sources. Cooking from scratch, reducing waste and the ethical choices linked to making a positive impact on the environment and other people. Fair trade discussions, looking at the way that fair trade products impact the lives of others and how the changes people make to their choices and habits can have a positive and negative impact on a range of other people.	<ul style="list-style-type: none"> Live marking of dishes and skills progress through the year. Assessment points identified on the MAT NAV documents with key skills and dishes to be assessed. Live tracking of data to inform intervention and praise at any point during the units.

Impact:

Pupils can present, combine and cook ingredients to produce a large range of dishes with a high degree of demand and complexity. Pupils are familiar with knowledge and skills that will allow them to access the GCSE food preparation and nutrition course and are all well informed of the requirements of the course at GCSE.

Pupils continue to develop skills for life with new and more developed skill sets for use in the kitchen. Pupils can make more informed decisions for healthy eating and cooking for a range of audiences as well as produce a larger range of dish elements from scratch.



Year 9- Food Learning Journey

Key



- Skills Tasks
- Universal Offer – Support and guidance.
- Practical
- Theory

In year 9 you will up your skills to the next level as you prepare for GCSE and your future. The skills taught will enable you to develop your confidence of making a wide variety of dishes. Within the dishes made, you will consider functions of ingredients and possible target markets and be able to adapt recipe to suit.

Welcome to Year 9

Confidently weigh ingredients accurately. Able to identify the ratio for each pastry.

Skills:
Rough puff pastry
Lamination
Rolling
Shaping
Presentation/accuracy
Finishing
Glazing
Baling

Demonstrations/examples of all skills and techniques will be given.

Step by step methods will be visible on board

Skills:
Lining Baking tray
Whisking method – Electric whisk.
Sieving,
Folding
Baking,
Rolling/Shaping



Skills:
Knife skills
Preparing raw meat
Frying
Boiling/simmering

Nutrition: Changes according to age, gender, growth, level of exercise.
Composite product: Foods made up of more than one food group.
Range of nutrition.

START

1. Teacake Challenge

Skills:
Presentation

Presentation: How can food products be presented and styled using decorative techniques to approve appearance?

Skills:
Shortcrust pastry
Rolling,
Stewing fruit
Glazing
Baking



1: Apple/fruit Pie

Welcome back to Food Room:
Routines and Expectations
Preparation of self
Washing and drying up
Work area organisation

2: Sausage Rolls



Standard components
v
Fresh foods

3: Lemon Drizzle

Skills:
Lining a tin
Weighing/measuring
Creaming method
Grating
Baking



How to Adapt/Modify

4: Swiss Roll



Choice:
Ethical issues – Farm Assured, Red tractor, Fair trade, RSPCA Checked, Egg production methods.

Practical success criteria and WAGOLL shown through Demonstrations.

5: Paella

6: Mug cake



Skills:
Weighing/measuring
Use of microwave radiation

Skills:
Weigh/Measure
Making a bread dough
Kneading
Rolling/shaping
Adding flavours
Dry Frying

7: Curry



Skills:
Preparing and handling raw meat.
Marinade with spices
Boiling/simmering
Reduction

High risk foods
Safety and storage
Re-heating

Visual aids around room

8: Flat breads



GCSE

The Big Picture—Intent:

Cover theory topics required for GCSE food preparation examination in the summer of year 11 and teach key skills and knowledge to prepare for coursework assessment. Fully prepare students for the examination and to complete their NEA tasks to a high standard to achieve at least their minimum grade.

**Year 10
Food**

Content / Units	Skills	Knowledge	Prior—Y9	Next—Y11
<p>Course content taken from AQA food preparation and nutrition specification, the course contents to be covered through year 10.</p> <p>The Year is broken into half term units with each unit of topics covered before an end of unit test reviews learning.</p>	<p>Designing / creative thinking Planning Preparation of ingredients Sourcing of ingredients Cooking techniques</p>	<p>The Casting Process, the key steps and processes associated with casting, Forming acrylic plastics and the processes associated with plastic forming and finishing. Designing from inspiration, the use of material to inspire unique and individual designs. Tools and processes; scroll saw, brazing heat, convection oven, line bender, materials composition and working properties.</p>	<p>A range of high level dishes prepare students for GCSE food, dishes include presentation skills, preparation of ingredients and cooking using a range of more demanding techniques. Pupils have begun to prepare ingredients from stock forms for personalised dishes.</p>	<p>Major GCSE Project Investigation Research Planning Developing Cooking Evaluation</p>

Implementation	Marches Futures Links	Summative Assessment
<ul style="list-style-type: none"> The year 10 course for GCSE food consists of units of work linked to key skills needed for the GCSE NEA Task, examination preparation and key subject knowledge for independent working. The course is broken down to cover key elements of the course that will allow students to complete their coursework to a high standard, independently, as well as covering key knowledge in preparation for their end of year 11 exams. Rules, routines and success criteria for the course are shared at the start and are maintained to ensure pupils work safely and achieve maximum marks for that elements of the course, pupils working safely and independently allows access to higher marks. Pupils are given the opportunities to explore, be creative and develop organisation skills and use their initiative to solve problems and present their work. LORIC skills are a large part of success in GCSE design technology with the course comprising of a range of aspects that link to these life skills. 	<p>Spiritual, Moral, Social and Cultural education is part of the lessons, and the course content explores the elements of food and nutrition the is linked to dietary choice and the links to religious dietary choices.</p> <p>Students are expected to consider the needs and experiences of themselves and others or produce their own personal responses to events or challenges which prepares learners to consider the diverse array of beliefs and cultures that they will encounter every day – both inside and outside of school life.</p> <p>Food Preparation and Nutrition is focused on people and the foods they enjoy and prepare, the course focuses on the key elements of communication, working as a team and the trust that is required to work safely with others in a potentially hazardous environment.</p> <p>Students develop the social skills to work with one another as a team, particularly with others that they may not ordinarily work with to complete their GCSE NEA assessments and practical elements of the course.</p>	<ul style="list-style-type: none"> Pupils will be graded on performance over all units in year 10 using GCSE marking criteria. End of unit tests, 1,2,3,4,5,6 to be completed at the end of each half term. Assessment questions taken from exam papers to test subject knowledge.

Impact:

The high quality manufacturing skills, key knowledge linked to tools, materials and assembly are taught and clear for pupils to use in examination questions and assessments. Pupils can work independently on a range of task linked to high quality outcomes for the GCSE major project, they can select materials and tools appropriately ,

The Big Picture—Intent:

Pupils to apply their knowledge and skills to the GCSE NEA assessment with the aim of achieving the highest grade possible for the course. Pupils goals include examination performance, achieving as high a grade as possible on the mock exams and ultimately the final examination. As well as producing a range of dishes which include a high range of technical skills and knowledge demonstrated as independently as possible.

Year 11
Food

Content / Units	Skills	Knowledge	Prior—Y10	Next – Post Y11
GCSE NEA Unit 1: Analysis Unit 2: Investigation Unit 3: Planning Unit 4: Cooking Unit 5: Testing and evaluation Unit 6: Final Exam Preparation.	Designing and planning a range of technically demanding dishes. Covering all the practical skills listed in the AQA Food preparation specification. Evaluating and testing dishes to suggest improvements.	What is a design brief and specification How to follow the planning process and apply it to the designing and cooking of a range of dishes. How to cook from scratch with a large range of challenging techniques and ingredients. How to analyse and evaluate a dish to develop further its flavour, technical level of difficulty and to suit alternative dietary requirements.	Skills and technical cooking knowledge covered to prepare students for completing practical assessments. Theory knowledge covered to prepare students for summer examinations in year 11.	College courses – at NSC or Shrewsbury are popular following this course. Roles in local business.

Implementation	Marches Futures Links	Summative Assessment
<p>Pupils to work through all the units of the major project demonstrating the skills and completing the tasks required and listed in the NEA specification.</p> <p>Pupils to demonstrate LORIC skills in numerous ways through the year; organisation for managing their workload with preparation and planning for practical assessments and meeting deadlines with completed work. Resilience to overcome difficulties when problem solving or receiving constructive feedback as well as any potential difficulties with preparation and cooking tasks. Initiative for making informed and independent choices about the ingredients for dishes and the processes to use when cooking.</p> <p>The course is delivered following the AQA Food Preparation course marking scheme with a non exam assessment released in September for year 11 pupils. Pupils to complete electronic portfolios following the unit order above, key areas of research and design are covered before covering key skills, preparation and decisions about ingredients with a range of final dishes completed to demonstrate skills and show evidence.</p>	<p>Exploring sustainability at GCSE required students to investigate the wastage that occurs in the food industry. This includes natural resources such as energy and water, as well as food wastage that occurs in the food sector.</p> <p>Students explore how to be sustainable in their own lives, make sustainable choices and link them to the key factors, the 6 R's – reduce, reuse, recycle, rethink, refuse and repair, in order to save resources and maintain a healthy, sustainable environment.</p> <p>Students gain a sense of ownership and responsibility of this learning when shopping for food for their practical ingredients which empowers them to make sustainable choices.</p> <p>Pupils continue to explore teamwork, the safety of others and making conscious and courteous choices when in the food room environment, supporting them to develop further their skills of life, communications and resilience as they complete a range of new and exciting challenges linked to the learning of new skills, topics and the completion of their NEA tasks.</p>	<p>Unit 1,2,3,4 and 5 Assessment using NEA marking criteria</p> <p>Examination question paper marking for mock exams as well as assessment of individual topic questions interleaved into coursework scheme.</p>

Impact:

Pupils are skilled and have the knowledge which prepares them for further education on food courses or in work based education. GCSE outcomes are completed to a high standard demonstrating enough skills for pupils to achieve their minimum grade or better in the course. Supporting knowledge is covered to allow pupils to achieve in their end of year examinations, the answer questions confidently with good examination technique.

Pupils are prepared with skills for potential employment opportunities as an apprentice or for collage courses in further education.

Glossary of Key Terms:

Assessment Acronyms

- NEA – Non Examination Assessment (Coursework)
- BRAG – Assessment colours, Blue, Red, Amber and Green (Blue 2 grades over minimum grade, green 1 grade over, amber on, red below minimum grade).