

Intent:

Food is a key part of our daily lives and involves essential skills needed for future life.

Our aim within Food and Nutrition is to teach students to know how to achieve a healthy, balanced and sustainable diet, through an understanding of where food comes from, functions of ingredients and nutrients and to have the skills to produce healthy meals and make sustainable choices.

Here at Altrincham College we aim:

- Key Stage 3: To develop and foster an interest in and love of food, backed up with sound subject knowledge and skills that can be applied and enable students to make wise food choices and safely prepare and cook a range of predominantly savoury products, whilst starting to explore topical issues surrounding food.
- Key Stage 4: To further develop and challenge students' practical skills, deepen their knowledge of the different food commodities, nutrition, food science and topical food issues. To enable them to feel confident to use their knowledge and skills for further education, careers and everyday life.

Implementation:

During Key Stage 3 we follow a circular curriculum in which the students work through all the main subject areas of the subject at differing levels. Students' knowledge of the Eatwell Guide is embedded during Year 7 with an outline to nutrients. Students are introduced to topics such as 'Food Choice', 'Food Provenance' and 'Food Science'. Theory lessons are underpinned with practical work to develop students' basic food safety and food preparation knowledge.

Within Year 8 the students' knowledge of nutrients is further developed, with focus on macro-nutrients, their function and importance within the diet. There is increased development of Food Science, Food Choice and Food Provenance, once again supported with practical work based around the use of food commodities and macro-nutrients.

Students in Year 9 study micro-nutrients and a deeper understanding of food nutrition and health is studied. Practical skills are continuously built upon and increasing complex dishes produced during practical sessions.

Once at Key Stage 4, Year 10 students will work through the core Knowledge and commodities as outlined in the Eduqas exam specification and resources. Students will complete practical work in school, linking to the current topic they are learning. Students will be encouraged to show initiative, confidence and competence when carrying out practical work. Increasing their knowledge and skill level, and use of independent planning and organisation expectations. Year 10 students are given an initial piece of controlled assessment which they will experience how the full NEA (Non-Exam Assessed), work is to be completed and assessed.

Students will be assessed in line with the recommendations from Eduqas. There will be opportunities for students to gain knowledge and understanding of the GCSE specification relating to the NEA work in Year 10 and these will be guided and modelled throughout to ensure they are equipped to take on the two NEA's at the start of their Year 11 year. NEA work involves an exam board set brief, students completing research, testing and trialling and completing a written report. There are two pieces of NEA which make up 50% of the overall GCSE. One piece makes up 15% of the overall grade and the other making up 35%.

Practical knowledge and skill and planning will be assessed at the end of each commodity to allow for students and staff to identify key areas for improvement, allowing students to continuously improve and develop their practical skill. Exam style questioning will be embedded throughout the course to embed knowledge and retrieval practice.

Literacy within Food and Nutrition as a discipline

Food and Nutrition as a subject discipline is rich in specific language content and complexity: transactional vocabulary is the key to unlocking the students' ability to access instruction. Within every lesson, the teaching of an advanced employment of tier two and tier three vocabularies support our students to articulate their learning, both verbally and in written form. The vocabulary taught and used in lessons supports learning in a meaningful way as students develop essential life knowledge and skill.

- Develop the vocabulary across a variety of practical and theoretical contexts.
- Engage with students the critical vocabulary to evaluate effectively.
- Establishes the focus on oracy to question and explore the subject


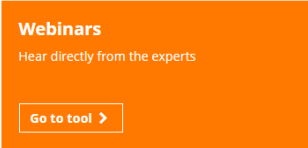

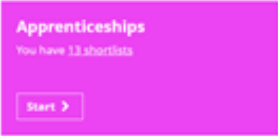
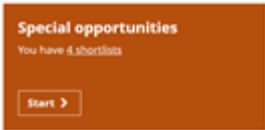
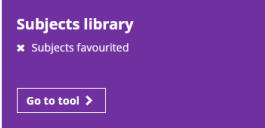

| Long Term Departmental Planning Overview | | Subject: Food Preparation and Nutrition | | | | | |
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| Year | Curriculum Title | HT1 topics | HT2 topics | HT3 topics | HT4 topics | HT5 topics | HT6 topics |
| 7 | Health and Safety Eatwell Guide | Health and Safety – retrieval practice and development <ul style="list-style-type: none"> • Identify prior knowledge of the hazards that can occur in a kitchen • Describe how to make a hazardous kitchen safer • The importance of effective hygiene in practical lessons. | Commodity – Fruit and Vegetables <ul style="list-style-type: none"> • Explain why fruit is an important part of our diet • Identify how fruit can be used in food preparation and cooking • Explore how the Eatwell Guide can help us analyse our daily diet | Eatwell Guide - retrieval practice and development <ul style="list-style-type: none"> • Identifying prior knowledge of the Eatwell Guide and Healthy diets • Understand the function of the Eatwell Guide • Proportions of different food groups • Introduction to Commodity - Flour | Reared, Caught, Grown <ul style="list-style-type: none"> • Introduction to Provenance • Identify the difference between Reared, Caught and Grown foods | Commodity – Eggs <ul style="list-style-type: none"> • Links to Reared, Caught, Grown • Nutritional value and functions within the diet. • The importance of effective hygiene in practical lessons | Eatwell Guide – retrieval practice <ul style="list-style-type: none"> • Retrieval focus of Eatwell Guide proportions • Functions and requirements of Nutrients • “Design a dish” project |
| 8 | Introduction to the Functional and Chemical Properties of food Nutritional Analysis | Health and Safety – retrieval practice <ul style="list-style-type: none"> • Identify the hazards that can occur in a kitchen Macronutrients <ul style="list-style-type: none"> • Identify the three macronutrients | Macronutrients <ul style="list-style-type: none"> • Protein focus – Function and sources • Identify how fish can be used in food preparation | Traffic Light Labelling <ul style="list-style-type: none"> • Understand the role of traffic light labelling within packaging • Mandatory packing requirements | Chemical Raising agents <ul style="list-style-type: none"> • How baking powder reacts with acids • Use of raising agents in food | Macronutrients - retrieval practice <ul style="list-style-type: none"> • Explain the macronutrients and their functions • Introduction to carbohydrates | Nutritional Analysis <ul style="list-style-type: none"> • Analyse the macronutrients within products • Traffic Light Label creation. |

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| | | <ul style="list-style-type: none"> Establish their function within the diet | <ul style="list-style-type: none"> Introduction to fats and carbohydrates | | | <ul style="list-style-type: none"> Functional and chemical properties of flour | |
| 9 | <p>Nutrients and Balanced diet</p> <p>Cultures and Cuisines</p> | <p>Health and Safety – retrieval practice</p> <ul style="list-style-type: none"> Bacteria and food poisoning <p>Macronutrients – retrieval practice</p> <ul style="list-style-type: none"> Explain the macronutrients and their functions | <p>Micronutrients</p> <ul style="list-style-type: none"> Identify the main micronutrients Establish their function within the diet | <p>Nutritional needs</p> <ul style="list-style-type: none"> Name the different target groups An understanding of how nutritional needs vary with age and health conditions Revise the functions of the nutrients covered | <p>Culture and Cuisine</p> <ul style="list-style-type: none"> Define what is cuisine Different ingredients and food preparation throughout British and Italian cuisine | <p>Culture and Cuisine</p> <ul style="list-style-type: none"> Plan, prepare and evaluate assessment – chosen dish Retrieval of nutrients and balanced diet | <p>Nutrients and Balanced Diet - Teenagers</p> <ul style="list-style-type: none"> Functions and requirements of Nutrients for different groups “Design a dish” project |
| 10 | <p>Introduction to Commodities and Core Knowledge</p> | <p>Commodity – Fruit and Vegetables</p> <ul style="list-style-type: none"> Different categories of fruits and vegetables Science of cooking food – enzymatic browning and nutrient loss | <p>Core Knowledge – Principles of Nutrition</p> <ul style="list-style-type: none"> Energy – how is it measured Functions of Carbohydrates | <p>Commodity – Sugars, butter, oil margarine and syrup</p> <ul style="list-style-type: none"> Introduction to Non-Exam Assessment 1 – Food Investigation Assessment. | <p>Commodity - Meat, Poultry, Fish and Eggs</p> <ul style="list-style-type: none"> Focus on Protein – High and Low Biological Value Functions and cuts of meat | <p>Core Knowledge – Cultures and Cuisines</p> <ul style="list-style-type: none"> Staple foods International cuisine Introduction to Non-Exam Assessment 2 – Food Preparation Assessment | <p>Assessment Mock NEA</p> |
| 11 | <p>Non-Exam Assessment</p> <p>GCSE preparation</p> | <p>Non-Exam Assessment 1 – Food Investigation Assessment – released 1st September</p> <p>Retrieval practice – Core Knowledge</p> | <p>Non-Exam Assessment 1 – Food Investigation Assessment – deadline</p> <p>Introduction to Non-Exam Assessment 2 –</p> | <p>Non-Exam Assessment 2 – Food Preparation Assessment continued.</p> <p>Retrieval practice – Core Knowledge</p> | <p>Non-Exam Assessment 2 – Food Preparation Assessment deadline</p> <p>Retrieval practice – Commodities</p> | <p>Topics covered based on RAG analysis of the second mock.</p> | <p>GCSE Paper</p> |

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| | | | (released 1 st November) Retrieval practice – Commodities | | | | |
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Linking Curriculum Learning to Careers – GB4

You will find a dedicated section in the Resources Library - GB4 Linking Curriculum Learning to Careers. Here there are dozens of resources which can be found pertinent to most subjects.

| Careers/Gatsby benchmark links | | | | |
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| Links to careers/jobs | Career Talks (Possible contacts) | Career and labour market information | Work place visits | Encounters with higher/further education |
| <p>Unifrog – student side</p>  <p>find careers linked to your subject area using the search tool</p> <p>https://www.unifrog.org/student/careers Eg https://www.unifrog.org/student/careers/geography</p> <p>find careers linked to your subject area</p> <p>https://www.prospects.ac.uk/job-profiles/browse-sector</p> | <p>Unifrog – student side -</p>  <p>Search here and find a suitable webinar for your subject</p> <p>https://www.unifrog.org/student/webinars</p> <p>These career clips below will be edited to shorter clips T:\Careers & Enterprise\National Careers Week Talks 2021\Recordings</p> <p>Search career videos linked to your subject</p> <p>https://icould.com/explore/#subject Eg https://icould.com/explore/categories/subject/media/</p> | <p>LMI for all widget to compare jobs – pay and growth in those sectors – bottom of page on this link https://www.altrinchamcollege.com/careers/websites</p> <p>Unifrog – Student side</p>  <p>Research over 1000 career profiles by subject area which includes a full range of up-to-date national and regional LMI.</p>  <p>Research all live apprenticeship and traineeship opportunities including a range of LMI covering jobs available, average salary and employment rate.</p> | <p>Unifrog – student side</p>  <p>Over 2000 Virtual WEX opportunities as well as numerous residential and summer schools. Students can search Virtual WEX opportunities by subject area.</p> <p>See AC careers bulletin – you could select any suitable virtual work experiences</p> <p>https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships</p> | <p>Unifrog - student side</p>  <p>search your subject area to find University course videos/info https://www.unifrog.org/student/subjects Eg https://www.unifrog.org/student/subjects/area-sciences</p> <p>Unifrog – student side</p>   <p>Undergraduate courses in the UK as well as every FE course including sixth forms.</p> |

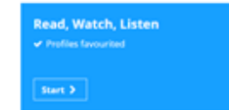
<https://www.prospects.ac.uk/employer-profiles>

Job profiles include recent LMI
<https://www.prospects.ac.uk/job-profiles/browse-sector>

See poster below
Select any relevant information
linked to your subject



Find a suitable MOOC linked to your subject for KS4 and KS5 – give students a taste for what it's like to study a module at university.



Select suitable subject specific resources from - Read, Watch & Listen tool allows students to access 1000s of wider reading materials, from journals and articles to podcasts and ted talks - subject specific.

GM higher – search for a 'What can I study' for your subject
<https://gmhigher.ac.uk/resources/>
Eg
<https://gmhigher.ac.uk/resources/what-can-i-study-part-4-business-law-mathematics/>