

### Intent:

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

**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:

- KS3: 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. This is taught through the exploration of the following three main topics: Food Choice, Food Science and Food Provenance
- KS4: 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 KS3 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 Y7 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 Y8 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 Y9 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 KS4 level Y10 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, confident and competence when carrying out practical work. Increasing their knowledge and skill level, and use of independent planning and organisation expectations. Y10 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 2 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 2 pieces of NEA which make up 50% of the overall GCSE. 1 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

### **Personal Development in Food**

Throughout our curriculum we give students a broad array of topics that support personal development. Several topics help to support students understanding of citizenship, British Values, Inclusion and support spiritual, moral and social development.

There are also wider opportunities for students to engage in outside of lessons. The department is committed to providing trips and visits to our students across KS3 and 4 as well as engaging with a variety of external speakers and demonstrators. A Baking club will run for students to engage more widely with the subject outside of lessons, as well as the use of the Learning Resource Centre to engage with wider reading.

Within the long-term plan below, key areas of personal development are highlighted by the following symbols:



Citizenship



British Values



Inclusion



Spiritual, Moral, Social & Cultural Development

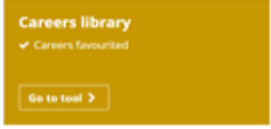
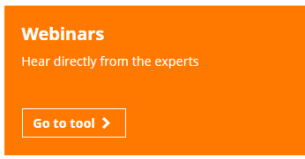
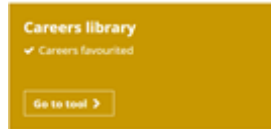

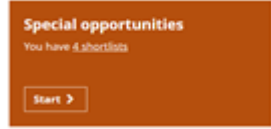
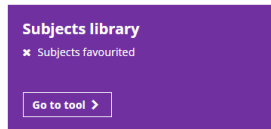
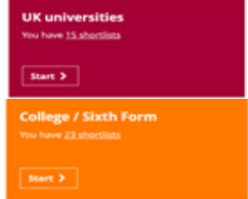

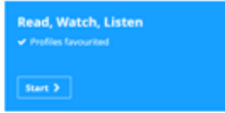


Wider Opportunities

<b>Long Term Departmental Planning Overview</b>		Subject: <b>Food Preparation and Nutrition</b>		
Year	Curriculum Title	Term 1	Term 2	Term 3
7	Food Choice Food Science Food Provenance	<u>What will the students be learning?</u> Exploration of diet, nutrition and health <u>Knowledge and understanding</u> <b>Factors affecting food choice.</b> Key focus on – diet and nutrition. Eatwell Guide, Macro and Micronutrients <u>Skills and techniques</u>	<u>What will the students be learning?</u> How cooking affects sensory and nutritional properties <u>Knowledge and understanding</u> Cooking vegetables with dry heat, cooking with water/liquid. Introduction of scientific processes that occur when cooking. Chemical raising agents, functions.	<u>What will the students be learning?</u> <b>The origins of food and how its provenance affects the food choices we make.</b> <u>Knowledge and understanding</u> Learning the term “ <b>Food Provenance</b> ” and understanding the difference between <b>Reared, Caught, Grown.</b> <b>Organic vs. Non-Organic foods.</b>

		Knife skills, preparing fruit and vegetables, using the cooker - hob, using equipment.	<u>Skills and techniques</u> Using the cooker - Baking, weighing and measuring, knife skills review.	<u>Skills and techniques</u> Knife skills, preparing fruit and vegetables, using the cooker – hob, using equipment.
8	Food Choice Food Science Food Provenance	<u>What will the students be learning?</u> Exploration of diet, nutrition and health – focus on functions of Macronutrients (Carbohydrates, Protein and Fats) <b>Allergens, Religions</b> <u>Knowledge and understanding</u> <b>Factors affecting food choice</b> . Key focus on – lifestyle and how it affects nutrition. <u>Skills and techniques</u> Knife skills, preparing fruit and vegetables, working with raw meat, using the cooker - hob, using equipment. <u>How does this build on the topic last year?</u> Practical skills development, increased challenge and knowledge of allergies and how diet affects food choices	<u>What will the students be learning?</u> How cooking affects sensory and nutritional properties – How heat affects proteins. Denaturation and Coagulation. <u>Knowledge and understanding</u> Cooking raw meat with dry heat. Introduction of scientific processes that occur when cooking. Caramelisation and Denaturation. Biological raising agents. <u>Skills and techniques</u> Using the cooker - Hob, weighing and measuring, knife skills review. Safe food practice – avoiding cross-contamination. <u>How does this build on the topic last year?</u> Improve safe working practice. Deeper understanding of sensory and nutritional changes when cooking food.	<u>What will the students be learning?</u> <b>Food miles, seasonal foods and how packaging assists consumer choices.</b> <u>Knowledge and understanding</u> Review of provenance and logos and labelling for use on packaging. <u>Skills and techniques</u> Knife skills, preparing fruit and vegetables, working with raw meat, using the cooker, using equipment, dough making, cooking methods. <u>How does this build on the topic last year?</u> Students will be able to discuss how <b>reared</b> , <b>caught</b> and <b>grown</b> foods are illustrated within packaging and production.
9	Food Choice Food Science Food Provenance	<u>What will the students be learning?</u> Exploration of diet, nutrition and health – focus on nutritional needs of different <b>life stages, occasions and cost of foods.</b> <u>Knowledge and understanding</u> <b>Factors affecting food choice</b> . Key focus on – life stages, how our nutrition changes throughout our lives. <u>Skills and techniques</u> Knife skills, preparing fruit and vegetables, working with raw meat, using the cooker - hob, using equipment. Dough making – bread and pastry.	<u>What will the students be learning?</u> How cooking affects sensory and nutritional properties – Shortening and Aeration <u>Knowledge and understanding</u> How shortening and aeration affects the food products, making dough, pastry and cake items. <u>Skills and techniques</u> Using the cooker, weighing and measuring, knife skills review. Safe food practice – avoiding cross-contamination. Use of whisks for aeration.	<u>What will the students be learning?</u> <b>Protected origin foods.</b> <b>How reared, caught and grown can be used and protected within products.</b> <u>Knowledge and understanding</u> Review of reared, caught and grown. Protected Origin products. <u>Skills and techniques</u> Knife skills, preparing fruit and vegetables, working with raw meat, using the cooker, using equipment, dough making, cooking methods. <u>How does this build on the topic last year?</u>

		<u>How does this build on the topic last year?</u> Practical skills development, increased challenge and knowledge of life stages and energy balance.		<u>How does this build on the topic last year?</u> Improve safe working practice. Deeper understanding of sensory and nutritional changes when cooking food.		Students gain knowledge and understanding of origins and food protection.	
10	Introduction to Commodities and Core Knowledge	<b>Commodity – Fruit and Vegetables</b> <ul style="list-style-type: none"> <li>Different categories of fruits and vegetables</li> <li>Science of cooking food – enzymatic browning and nutrient loss</li> </ul>	<b>Core Knowledge – Principles of Nutrition</b> <ul style="list-style-type: none"> <li>Energy – how is it measured</li> <li>Functions of Carbohydrates</li> </ul>	<b>Commodity – Sugars, butter, oil margarine and syrup</b> <ul style="list-style-type: none"> <li>Introduction to Non-Exam Assessment 1 – Food Investigation Assessment.</li> </ul>	<b>Commodity - Meat, Poultry, Fish and Eggs</b> <ul style="list-style-type: none"> <li>Focus on Protein – High and Low Biological Value</li> <li>Functions and cuts of meat</li> </ul>	<b>Core Knowledge – Cultures and Cuisines</b> <ul style="list-style-type: none"> <li>Staple foods</li> <li>International cuisine</li> <li>Introduction to Non-Exam Assessment 2 – Food Preparation Assessment</li> </ul>	<b>Assessment Mock NEA</b>
11	Non-Exam Assessment  GCSE preparation	<b>Non-Exam Assessment 1 –</b> Food Investigation Assessment – released 1 <sup>st</sup> September  <b>Retrieval practice</b> – Core Knowledge	<b>Non-Exam Assessment 1 –</b> Food Investigation Assessment – deadline  <b>Introduction to Non-Exam Assessment 2 –</b> (released 1 <sup>st</sup> November)  <b>Retrieval practice</b> – Commodities	<b>Non-Exam Assessment 2 –</b> Food Preparation Assessment continued.  <b>Retrieval practice</b> – Core Knowledge	<b>Non-Exam Assessment 2 –</b> Food Preparation Assessment deadline  <b>Retrieval practice</b> – Commodities	<b>Topics covered based on RAG analysis of the second mock.</b>	<b>GCSE Paper</b>

Careers/Gatsby benchmark links				
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><a href="https://www.unifrog.org/student/careers">https://www.unifrog.org/student/careers</a></p> <p>Eg</p> <p><a href="https://www.unifrog.org/student/careers/geography">https://www.unifrog.org/student/careers/geography</a></p> <p>find careers linked to your subject area</p> <p><a href="https://www.prospects.ac.uk/job-profiles/browse-sector">https://www.prospects.ac.uk/job-profiles/browse-sector</a></p>	<p>Unifrog – student side -</p>  <p>Search here and find a suitable webinar for your subject</p> <p><a href="https://www.unifrog.org/student/webinars">https://www.unifrog.org/student/webinars</a></p> <p>These career clips below will be edited to shorter clips</p> <p><b>T:\Careers &amp; Enterprise\Career talks\National Careers Week Talks 2021\Recordings</b></p> <p>Search career videos linked to your subject</p> <p><a href="https://icould.com/explore/#subject">https://icould.com/explore/#subject</a></p> <p>Eg</p> <p><a href="https://icould.com/explore/categories/subject/media/">https://icould.com/explore/categories/subject/media/</a></p>	<p>LMI for all widget to compare jobs – pay and growth in those sectors – bottom of page on this link</p> <p><a href="https://www.altrinchamcollege.com/careers/websites">https://www.altrinchamcollege.com/careers/websites</a></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><a href="https://www.prospects.ac.uk/employer-profiles">https://www.prospects.ac.uk/employer-profiles</a></p> <p>Job profiles include recent LMI</p> <p><a href="https://www.prospects.ac.uk/job-profiles/browse-sector">https://www.prospects.ac.uk/job-profiles/browse-sector</a></p> <p>See poster below</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><a href="https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships">https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships</a></p>	<p>Unifrog - student side</p>  <p>search your subject area to find University course videos/info</p> <p><a href="https://www.unifrog.org/student/subjects">https://www.unifrog.org/student/subjects</a></p> <p>Eg</p> <p><a href="https://www.unifrog.org/student/subjects/area-sciences">https://www.unifrog.org/student/subjects/area-sciences</a></p> <p>Unifrog – student side</p>  <p>Undergraduate courses in the UK as well as every FE course including sixth forms.</p>  <p>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.</p>  <p>Select suitable subject specific resources from - Read, Watch &amp; Listen tool allows students to access 1000s of wider reading</p>

		Select any relevant information linked to your subject		materials, from journals and articles to podcasts and ted talks - subject specific.  GM higher – search for a ‘What can I study’ for your subject <a href="https://gmhigher.ac.uk/resources/">https://gmhigher.ac.uk/resources/</a> Eg <a href="https://gmhigher.ac.uk/resources/what-can-i-study-part-4-business-law-mathematics/">https://gmhigher.ac.uk/resources/what-can-i-study-part-4-business-law-mathematics/</a>
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