

Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.



Dane court Grammar School

Food Preparation and Nutrition Curriculum September 2021



We provide students with the knowledge and skills required to safely and independently prepare nutritious and appetising food for themselves, whilst considering the needs of people from different life stages, health needs and cultures with an open mind and wisdom.

Our students are encouraged to approach the subject in a principled and open minded manner for an ever changing world of international diversity and fragile resources.

The breadth of the food industry is explored through provenance, science, nutrition and health, safety, international cuisines and food choice. Regular opportunities are given to explore a wide range of career pathways which are linked to current learning.

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The Food Department

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Food Curriculum Intent

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Progression in Food Preparation and Nutrition in our school

This is based upon the Core food competencies written by Food standards agency and promoted by British nutrition Foundation.

It is also based upon the Food Preparation and Nutrition GCSE and the Food Science and Technology Standard level IB course specifications

By the end of KS3 our students will	By the end of KS4 our students will	By the end of KS5 our students will:
<p>Be able to independently follow a recipe with a good outcome.</p> <p>Use a broad range of preparation techniques and methods when cooking,</p> <p>Use equipment safely, being aware of others' safety.</p> <p>Modify recipes and cook predominantly savoury dishes that are based on current healthy eating messages. Confidently prepare food for others</p> <p>Have an awareness of the functional properties of ingredients in some foods e.g bread, pastry, cake.</p> <p>Be able to explain what a balanced diet looks like.</p> <p>Use current healthy eating advice to choose a varied balanced diet for their needs and those of others. Energy balance / excess / deficiencies of nutrients</p> <p>Know the key sources and functions in the body of all of the macronutrients in the body</p> <p>Know of the sources and functions in the body of some micronutrients.</p> <p>Know that people require different amounts during their life and for different dietary needs.</p> <p>Know the importance of fluid in the diet / body.</p> <p>Use nutrition and allergy information on food labels to help make informed food and drink choices.</p> <p>Prepare food safely</p> <p>Understand and use good food safety practices.</p>	<p>Apply knowledge in order to competently plan and make a wide range of high level skilled dishes and menus for a healthy, varied and balanced diet.</p> <p>Design and implement a scientific investigation into the functional properties in food preparation.</p> <p>Have an understanding of the working characteristics and functional and chemical properties of macronutrients in cooking.</p> <p>Know the scientific principles underlying key processes when cooking.</p> <p>Be able to explain sources/functions/requirements and effects of macro and micro nutrients in the body</p> <p>Be able to plan and modify recipes/meals/diets to reflect current nutritional guidelines for a healthy diet.</p> <p>An understanding of people's needs, of their own diet and those of other lifestages and dietary needs.</p> <p>Understand that their need for water is affected by many factors, especially hot weather and levels of physical activity, and be aware of the consequences of dehydration.</p> <p>Know how diet can affect health and the major diet related health risks.</p> <p>Be able to make informed choices based on food labels, ingredients lists, nutritional information and health claims.</p>	<p>Achieve a level 3 Food safety pass at an external test centre</p>

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<p>Know how to safely make use of leftovers. Understand the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is steaming hot. Plan and carry out food storage, preparation and cooking safely and hygienically. Use date-mark and storage instructions when storing and using food and drinks. Understand that some foods have a higher risk of food poisoning than others. Communicate confidently about food making use of sophisticated sensory language. Be able to take part in a scientific investigation and record results Be able to reflect/ evaluate / consider what went wrong and why in food preparation. Have an awareness of a variety of Social/moral/ethical issues around food and have an awareness of food and culinary traditions in different cultures be able to articulate/ present them. Be able to research a topic effectively Understand that people eat or avoid certain foods according to religion, culture, ethical belief, or personal choices. Know that food is produced, processed and sold in different ways.e.g. organic/Free range Know about the different stages in food production and processing.</p>	<p>Demonstrate the food safety principles when buying and storing food. Implement good food safety when planning, handling, preparing, cooking and serving food. Apply food safety information on food labels when buying, storing and consuming food. Know about food poisoning, its symptoms and preventative measures, growth conditions for microorganisms and enzymes, the signs and causes of food spoilage. Be able to identify and make recommendations to control food safety hazards Be able to present detailed research and make use of it to inform investigations and planning/ evaluating culinary skills. To be able to consider factors which affect food choice when planning a recipe. e.g. seasonality, local food, dietary needs. Be able to research, plan and prepare recipes from a range of countries/cultures/cuisines including British. Be able to discuss a range of Social/moral/ ethical issues with regards to choosing ingredients and recipes. Apply costing skills to make good food selections for health and food preparation Consider the concept of sustainability and the impact of different choices on the environment. Know where and how ingredients are grown/reared and caught. Know the difference between primary and</p>	
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	secondary processing in food production and the effects of processing on different ingredients.	
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Food and Nutrition Curriculum map

KS3 / 4 Nutrition and health Food science Food safety Cuisines/Food choice Food provenance Food Preparation skills

KS5 Nutrition Materials/components and application Food Quality Food process engineering

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
A U T U M N	Skills building induction Transfer of heat / cooking methods	Cake making Function of ingredients recall Science	Farm to fork with Career pathways	Food Safety and hygiene Knife skills Functional and chemical properties of Proteins Coagulation / denaturation Processing milk/cheese/yogurt	NEA2 Intro Research Technical skills Theory retrieval	Nutrition and functions - protein Organoleptic properties Food spoilage and water activity Seasonality Acids and alkalis Preservation and effects of processing on organoleptic qualities	
	Healthy lunch Energy balance Eatwell guide Macro nutrients	British cuisine Christmas cakes	Design for industry / product development / packaging and labelling	Nutrition - protein. Nutrition - carbohydrates & Energy balance Processing - primary and secondary Wheat / flour Presentation skills	NEA2 Technical skills and planning Theory retrieval	Nutrition and functions of carbohydrates Flavour enhancers Additives / raising agents Intro to food processing / engineering	
S P R I N G	Medieval banquet Seasonality Provenance Processing	Pasta making Sauce making Cuisines and Provenance	Group cooking - Dietary needs focus and Presentation skills	Functional and chemical properties of carbohydrates. Functional/chemical properties of fats shortening and plasticity Methods of heat transfer Cooking methods	NEA2 Planning and Final dishes Evaluation Theory retrieval	Nutrition and functions of fats Food processing / engineering Food poisoning Principles of food safety Bakkavor - Food safety trip?	
	Food choices / Special diets Fairy cake	Bread Cuisines and Functional	Food safety Bistro	Nutrition Fats / Oils Nutritional analysis Functional properties of Fats:	Evaluation completion and RAG	Vitamins and minerals Food hygiene and safety Revision	

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	experiment Careers - sensory analysis	properties Food safety		Emulsification / aeration Nutrition - micronutrients Technological developments Raising agents	specTheory retrieval		
S U M M E R	Pastry making and baking skills Exploring functions of ingredients	International Food evening	Scientific investigations Mini NEA1	NEA1 practice - raising agents Food choice factors Nutrition for different Lifestages Dietary related diseases Ethical food choices Food labelling / packaging / food trends Design and make a ready meal product	Customised Recall and retrieval programme	Food packaging and quality Food processing Digestive system Energy requirements Nutritional needs at different life stages	
	Food safety Afternoon teas British cuisine	Micro / Macro nutrients game design	Cooking for life	Food and the environment Sustainability Food sources Mini NEA2 - International/British cuisine Sensory evaluation, presentation and high level cooking skills		Dehydration - processing Packaging Ethical issues Factors affecting nutritional status	

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PRACTICAL OPPORTUNITIES PLANNER

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
A U T U M N	Pizza toasts Crumble Potato salad Bolognese	Melting method or creaming Flavoured buns Swiss roll	Rice practical Vegetable / potato practical e.g. soup? Dairy / egg practical	Knife skills - batons etc Stir fry Portioning a chicken Use of marinades - Drumsticks and wings or Cauliflower wings Homemade cream cheese Stuffed chicken breast/mushroom using cream cheese or other. Foccacia - decorated Class - Butter alongside theory lesson Swiss rolls - patterned (Gluten balls if time)	NEA Technical skills Theoretical application in NEA2	Sensory testing - organoleptic qualities Sensory testing effects of processing Chutney / Jam making	
	Salad in a jar Fruity oaty muffins Goujons	Christmas cakes Make Marzipan Ice Decorate	Presentation practical? Group based team practicals	Fish based practical / demonstration - chef Use up any leftover chicken parts - thighs - tagine?- Add butternut squash for vegetarian option? Or tofu? Plant based protein practical - choice from a selection of recipes Quiche? Inc shortcrust pastry (2 x lessons) Modified recipes - less sugar / fat Reduced sauce (Might be moved to term 3) Viscosity investigation practical? alongside the reduced sauce Make pasta Gingerbread dem & decorated gingerbread houses (Keep in term 2 as Christmas practical)	NEA technical skills Practical application for NEA2		

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S P R I N G	Butter making? Bread making Pottage making Lords/ ladies practical	Reduced sauce (keep in jars) Roux sauce (Ikea) or creamy sauce Meat balls Pasta making for reduced sauce or roux sauce	Group cooking - Balanced mid day Meal cook and eat	Sauce making - roux - cauliflower cheese / macaroni cheese or (swedish meatball sauce?) Make pasta again, but shaped and filled? - ravioli / tortellini / canelloni - pairs, One make filling, one make pasta? Eat together? Could do a pastry sensory analysis lesson - compare short, flaky, choux and hotcrust? Flaky pastry Caramelised onion tart or tarte tatin Creamy chicken/fish/ and mashed potato pie - cooking methods Risotto cooking methods / heat transfer A practical which demonstrates some of the less familiar cooking methods- poaching (kedgeree?),	NEA Final dishes		
	Alternative proteins practical - smoky saucy lentils Dairy free/egg free/ wheat free practical? Fairy cakes investigation	Bread rolls Focaccia Calzone Hot cross buns?	Chicken / fish / meat practicals Rice practical A practical for each food group?	Modified low fat recipe Eg. Cake making / Cheesecake / meat dishes / use of oils rather than butter/ chicken nuggets / fried breakfast? Mayonnaise Meringue kisses? Scientific investigation - cooking methods - carrots / potatoes / tomatoes / apples? Compare sensory and nutritional values Rainbow practical - make something that showcases a range of vitamins - do a nutritional analysis Design and make a dish that is high in calcium / iron etc Choux pastry - eclairs			
S U M	Pastry making Pastry cases Egg filling /	Rice or chicken practical	Scientific investigations:	NEA1 Practice - Cake making Cakes - dietary needs modifications - sensory analysis			

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M E R	custard? Shortbread Presentation skills Cake making	International food evening practical	Best preservation method for a fruit salad Best flour for dough balls? Best raising agent for cakes?	Dairy free / egg free / gluten free / low fat adaptations We give recipe/type of dish to make - students to choose and modify Make ready meal			
	Afternoon tea - practice Sweet practical Savoury practical	Rainbow tart / quiche / cous cous for micronutrients?	Cooking for life Individual choice from a recipe booklet - work in pairs/threes	Presentation/photography tutorials Cooking for NEA2 High level skills and presentation			

Nutrition and health Food science Food safety Cuisines/Food choice Food provenance Food Preparation skills

Teaching and learning at Dane Court Grammar School

The **DC6 principles** of highly effective teaching and learning are integral to this. These principles are challenge for all, recall and review, high-quality talk, support for learning, practice and feedback.

We have prioritised three **teaching strategies** which will further add to the effectiveness of teaching and learning this year. These are: retrieval; think, pair, share; and silent practice.

What does teaching and Learning look like in the Food department

Recall and Review

KS3:

Regular starter recall activities at the start of theory lessons

Targeted questioning during practical demonstrations to link theory to practice by retrieving previously learned skills and knowledge

KS4 and 5:

Lesson starters (at least one per week) to begin with quick recall quiz / test or exam practice question

Mini tests / quizzes are randomised content in the exam years (yr 11 and 13)

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Support for learning

- Practical demonstrations - these are often “Spot dems”. Students are shown practical skills in bite sized timely pieces. - We will trial silent demonstrations with some classes this year.
- A hand illustrated step by step visual guide for NEA 1 and 2 - Suggested model formats to help students to structure their NEA written work
- Use of exemplar work for NEA - shown in small swatches at timely intervals.
- Exam practice starters for KS4 and 5 - opportunities to build skills by breaking down the approach into stages and opportunities to improve work based on mark scheme and examiner feedback. Moving from guided practice to independent work.
- Students can see model answers low / medium / high before improving work to help them to visualise where they need to get to.
- Use of Think Pair Share to help build confidence and give students opportunities to verbalise ideas before writing down.
- Use of textbook alongside exam questions to help familiarise students with a new topic.
- Targeted themed exam practice question starters used alongside NEA in a timely fashion to help reinforce and retrieve theoretical knowledge alongside practice
- Use of technician for building confidence and help with organisation and resources for targeted students in KS4 and KS5
- Revision guides given to all PP students
- Online textbook available for KS4
- The nutrition program available for all students.
- Use of jamboard to help formulate answers as a class

Challenge for all

Lessons pitched at highest attainers with support in place for all (see Support for learning)

Use of imagery from NEA2 KS4 practicals - aspirational for skill levels and presentation. These will be on display boards and also shown and discussed in lessons when appropriate.

A careers focus in every year group at least once per term.

High Quality talk

Involve everyone - No hands up - using numbered students and then picking randomly (or not), blind finger in register or online picker tool.

Questions should be targeted, developed or supported according to ability.

Think pair share made use of regularly in lessons to build confidence and help students to verbalise their thoughts before writing or sharing.

Students asked to improve written work with use of subject terminology.

Glossary related tasks through all year groups - wordsearches/ crosswords

- Info graphics (transform)
- students keep and add to own glossary at the back of books
- students make own quizzes or games based on glossary

Practice

Links to theory in practical lessons to link applied learning

Regular opportunities for silent practice

KS4 exam practice question starters either in silence or think pair share and a combination of guided and independent practice

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Use of whiteboards and jam board for practice and improvement

Feedback

KS4 Exam practice - regular opportunities to improve and develop answers

Use of mark schemes, whole class feedback and exemplar snapshots to guide improvement for students

Feedforward slips for KS3 and 4 - to be used in a number of different ways. 1) teacher allocation on the spot in a practical lesson 2) In response to written/book work allocated by a teacher 3) self selected by students as a target.

KS5 - IB SL Food Science and Technology:

THEORETICAL INPUT LESSONS

- Students are each provided with a copy of the syllabus.
- The course comprises four different topics, covering different aspects of subject content. These are taught equally by two specialist teachers.
- Powerpoint presentations guide the students through the course and these are shared for revision purposes.
- An external trainer is used to teach the students about food hygiene and safety in the commercial setting
- All students sit the Level 3 Food Hygiene and Safety examination, which is a nationally recognised certificate.
- Homework tasks are set and marked
- Students are tested for their knowledge and understanding on a regular basis.
- A reflection sheet for test feedback for students is being trialled
- Students are asked to research and present to the rest of the class periodically
- Some experimental work is carried out to test the scientific principles
- Revision classes take place in the Easter holidays and after school towards the final examination time