



# **Tuition, Medical and Behaviour Support Service**

## **Curriculum Policy Food Preparation and Nutrition**

<b>Adopted:</b>	September 2023
<b>Next Review:</b>	September 2024
<b>Responsibility:</b>	Chloe Davies

## **Context**

As part of their work with food, students should be taught how to cook and apply principles of nutrition and healthy eating. Instilling a love of cooking in students will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables students to feed themselves and others affordably and well, now and in later life. Through a variety of creative and practical activities, students should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts such as; catering, agriculture, marketing, and horticulture. Students acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

## **Aims:**

The national curriculum for design and technology aims to ensure that all students:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

## **Key Stage 3**

When designing and making students are taught to:

Design:

- Use research and exploration, such as the study of different cultures, to identify and understand user needs
- Identify and solve their own design problems and understand how to reformulate problems given to them
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.
- Use a variety of approaches to generate creative ideas and avoid stereotypical responses.
- Develop and communicate design ideas using annotated sketches, detailed plans, oral and digital presentations
- Understand and apply the principles of nutrition and health

Make:

- Select from and use a range of tools and equipment to perform practical tasks.
- Select from and use a wide range of materials and components.
- Cook a repertoire of predominantly savory dishes so that they are able to feed themselves and others healthy and varied diet.
- Become competent in a range of cooking techniques (for example, selecting and preparing ingredients: using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes)

Evaluate:

- Analyze the work of past and present professionals and others to develop and broaden their understanding.
- Investigate new and emerging technologies
- Test, evaluate and refine their ideas and products against specification, taking into account the views of intended users and other interested groups.
- Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.

Technical Knowledge:

- Understand the source, seasonality and characteristics of a broad range of ingredients.

### **KS3 Content**

Autumn term:

- Breakfasts around the world
- Versatility of eggs

#### **Breakfast around the world:**

Within this project students research a range of cultural breakfast around the world, including eating habits and times when they sit to eat.

Students learn how to cook:

- Bacon and egg Mc-muffin,
- American pancakes
- Design and make their own individual smoothie.

During these practical session's students learn a range of practical skills such as:

- Aeration technique in pancakes
- Folding in egg whites
- Using different cooking methods
- Cutting skills
- Taste testing and scoring
- Layering ingredients
- Presentation
- Using electrical equipment safely and securely

Throughout the half term students have alternative lessons of practical and theory. In these theory sessions will learn about:

- Cultural research.
- Health benefits of different cooking methods.
- Taste testing, writing results and evaluating their work.
- Designing alternative healthy breakfast's recipes.
- Using alternative milk products such as almond milk/ coconut milk.
- Learning how pastry dishes are made.
- Food groups and examples.
- The Eat-well plate and guidelines to a healthy balanced diet.

### **Versatility of eggs:**

Within this project students will learn the different range of function and versatility of an egg in a range of different practical sessions and theory lessons.

Students will learn to cook:

- Sausage rolls
- Present eat n mess
- Chicken nuggets
- Cupcakes
- Toad in the hole

During these practical sessions students learn a range of practical skills such as:

- Glazing pastry
- Using an egg as a binding agent
- Coating
- Setting, thickening and enriching
- Seasoning
- Rolling and shaping
- Presentation
- Ingredients ratio
- Using a range of electrical equipment
- Knife skills
- Cooking meat correctly

Throughout the half term students have alternative lessons of practical and theory. In these theory sessions will learn about:

- Identifying the names of 6 egg functions
- Describing each function and providing an example
- Identifying 2 ingredients that can be used to glaze pastry
- Identify examples of standard food components
- Explaining aeration
- Design meals for the 6 different egg functions.
- Description of why the egg is used.
- Linking how to make meals link to the eat well plate guidelines

Spring term:

- Homemade vs Ready made
- Potatoes and food groups

### **Homemade vs ready made:**

In this project students learn to taste test ready meals and analyse them against their own homemade versions. The project focuses on cost effective ways to cook and exploring reasons why people buy certain foods.

Students will learn to cook:

- Mac and cheese
- Spaghetti meatballs
- Shepherds pie

During these practical sessions students learn a range of practical skills such as:

- Roux sauce and adding flavouring
- Binding and shaping meatballs
- Mashing potatoes using electric whisk
- Layering for shepherd's pie.

Throughout the half term students have alternative lessons of practical and theory.

In these theory sessions will learn about:

- Why people buy ready meals.
- Pros and cons of ready meals
- Why people cook from scratch
- Analyse the colour coding for the nutrition value.
- List labels found on the packaging
- Packaging materials advantages and disadvantages including environmental impact
- Cost per meal

### **Potatoes and food groups:**

In this project students be creating a range of dishes that include potatoes in them and learn about in importance of food groups, vitamins and minerals.

Students will learn to cook:

- Jacket potatoes and a range of fillings
- Potato wedges
- Cornish pasty
- Ham. Leek and potato pasty
- Hassel back potatoes

During these practical sessions students learn a range of practical skills such as:

- Using knife holding methods correctly
- Cutting potato into a wedge safety.
- Seasoning and coating wedges in seasoning.
- Demonstrating how to know when wedges are cooked correctly.
- Scoring potatoes
- Cooking time in microwave and oven.
- Prepare fillings
- Create filled jacket potato
- Preparing, cutting and washing leeks
- Preparing potatoes, cutting and cooking
- Making pastry, roll and shape into pasty shape.

Throughout the half term students have alternative lessons of practical and theory. In these theory sessions will learn about:

- Identifying why we need carbohydrates.
- Suggesting different examples of carbohydrates.
- Suggesting the health benefits for vitamin A,D,E,K which are fat soluble vitamins.
- Match the 'problems caused by having too little' to the water soluble vitamins.
- Designing jacket potatoes filling recipes which fit the eat well plate and highlight what vitamins are included in this dish
- Identify what the minerals/trace elements does for the body and give an example of where it is found
- Explain what happens if you have too much or too little of that mineral.
- Creating the mean average from the taste testing
- Explain why protein is important for the body and provide examples of protein.
- Suggest what happens if you have too much or too little of protein
- Provide examples of alternative meat free proteins.
- Research why the pasty was made in that shape and way?
- Research the ingredients used in a traditional Cornish pasty

#### **Summer term:**

- Grown foods
- Reared foods

#### **Grown foods:**

In this project students will be looking at how Rapeseed is farmed in the UK as well as producing their own project researching peppers. Students will be creating a range of multi cultured dishes which all include the use of bell peppers.

Students will learn to cook:

- Stuffed pepper
- Fajitas
- Stir fry
- Tacos
- Pizza

During these practical sessions students learn a range of practical skills such as:

- Demonstrate and practice how to prepare a pepper and different ways to cut up.
- Tastes testing the variant ripped pepper and describe the taste.
- Dough making, rolling and shaping for pizza
- Portion control and rolling techniques for fajita.
- Using flavour without over powering the dish.

Throughout the half term students have alternative lessons of practical and theory. In these theory sessions will learn about:

- Naming vegetables and fruit.
- Rapeseed oil farming in the UK.
- Native country and growing conditions of peppers
- Researching chilli peppers
- Identify cooking methods
- Researching Mexican cuisine

### **Reared foods**

During this project students will be researching and analysing the morals and ethics of animal farming and researching how organisations are looking after the animal welfare and alternative proteins.

Students will learn to cook:

- Stuffed free range chicken breast
- Free range chicken or turkey thigh curry
- Red tractor beef Kofta

During these practical sessions students learn a range of practical skills such as:

- Demonstrating knife skills to Butterfly/fillet a chicken breast.
- Knowing when chicken is cooked correctly using breast and thigh meat.
- Binding, shaping and cooking Kofta using beef mince
- Demonstrating how to cook pork safely and correctly.

Throughout the half term students have alternative lessons of practical and theory. In these theory sessions will learn about:

- Factory farmed vs free-range farming?
- Identify what the Red Tractor symbol means on products
- Identify what the RSPCA assured symbol means on products
- Identify the two different fishing methods
- Suggest sustainable fishing that will preserve future fish stocks

## **G.C.S.E in Food preparation and nutrition**

### **Context**

GCSE Food Preparation and Nutrition is a creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. This qualification focuses on nurturing student's practical cookery skills to give them a strong understanding of nutrition.

### **Content**

GCSE students are assessed by a two controlled assessments and one written exam.

Throughout year 10 and 11 students will be focusing their theory sessions on the exam content. The written exam is worth 50% of the GCSE grade.

Students will be assessed on their theoretical knowledge of food preparation and nutrition from food preparation skills that are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

In year 10 students practical sessions are focused to improve their technical skills working towards increasing their confidence and ability in practical skills for their controlled assessment in Year 11.

In the last term of year 10 students will carry out a mock controlled assessment to practise a food investigation from a chosen question from a past controlled assessment.

### **Controlled assessments**

Year 11 students will be assessed on two non-exam assessments:

- Task 1: Food investigation:
  - Starts September
  - Worth 15% of GCSE
  - Students are assessed on their understanding of the working characteristics, functional and chemical properties of ingredients
  - This is assessed as a written document following practical investigations which are a compulsory to the task.
- Task 2: Food preparation
  - Starts November
  - Worth 35% pf GCSE.
  - Students are assessed on their knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.
  - Carry out technical skills test by creating 3-4 dishes
  - Students will prepare, cook and present a final menu of three dishes (different from their technical skills dishes) within a single period of no more than 3 hours.
  - Students will evaluate their practical exam.

### **Enrichment**

Students not taking Food Technology for a GCSE will still have the opportunity to develop their cooking skills to be WORLD READY. Gaining Education to have healthy, affordable, independent living for the future. Students will gain accreditation through AQA Unit Award Schemes: Life skills.

### **Further development**

Upon completion of the Food preparation and nutrition GCSE course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.



## **Funding GCSE**

At Key Stage three and in year 10 each centre will send out a contribution letters towards the practical sessions for Food Technology, and the service provides the additional funding.

At GCSE, TMBSS will provide funding for task 1 the food investigation controlled assessment. For the student's technical skills tasks students will need to provide their own ingredients. For the practical three hour exam students can either bring in their own ingredients or the school can collect the ingredients which will need to be refunded.

### **Links to school Policies:**

- Hygiene safety level 2 training
- KCSIE
- PSHE policy
- HFW policy
- Teaching and learning Policy
- SMSC Policy
- SEND Policy
- Supporting Students with medical conditions policy
- Marking and feedback policy
- Health and safety Policy
- Equality Policy
- Behaviour policy
- Assessment and recording Policy