

University Academy Holbeach

Food Department

Subject: Food

Overall Curriculum Intent – Our visions and Aims

Food Preparation and Nutrition is an inspiring, rigorous, and practical subject. Our intent is for the students to be equipped with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating, to learn a crucial life skill that will benefit them throughout their lives. The course will provide the opportunity for students to become more resourceful, resilient, creative and independent and finally instill a love of learning and passion for cooking. By understanding food groups, nutrients and diet - and their application in food production/ provenance/security and sustainability, students will be able to make informed choices about their own health, as well as actively contribute to the health and well-being of those around them.

Our aim is that students' develop their critical thinking skills to consider economic, environmental, ethical, religious and socio-cultural influences on food availability and choices, as well as being encouraged to problem solve, when working independently and also in teams. They will demonstrate their innovation and resilience through a set of timed cooking trials that aim to use a wide range of ingredients, processes and specialist equipment, to produce, critique and evaluate dishes that address a broad variety of food briefs.

Overall, we guide students to become responsible young adults, developing their skills and knowledge to help make informed decisions about a wide range of further learning opportunities and career pathways, as well as develop those vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later on in life. Our intention is to aim learners with the knowledge to make healthy food choices and understand why this is important to their lives.

Impact

To be able to make a balanced and nutritious meal for themselves and their families.

We want students to know that food safety is imperative and something that should be considered in everyday life whether at home, school or working within the food industry.

Health and Safety is another part of our curriculum that is taught from the very beginning of Year 7 and is revisited on almost a weekly basis throughout all key stages.

Our intention is that the students gain this knowledge that sits in their long-term memory and they will continue to adopt throughout their lives not just their time in school. Lessons are where the students use the knowledge learnt to adapt / improve, their skills especially in practical lessons. Knowledge is built upon from Year 7 -11 for example –

Pasta salad Y7, making fresh tagliatelle pasta in Y9, producing their own dishes with freshly made pasta in Y10 for example - cannelloni / lasagne and in Y11 ravioli / tortellini is made which includes a filling and sauce made from scratch.

Knowledge is taught in small chunks so as to not over load students especially in Year 7 as some students may have no experience in preparing or cooking food when they arrive at UAH.

Reading is encouraged in the subject in all years – Independent reading of textbooks and handouts is often completed by KS4 learners and lessons are linked to prior knowledge (both theory & practical) along with why the content is being taught. KS3 learners are asked to read out loud where possible.

A range of teaching styles are used in the department which include, video's demonstrations, a range of activities in theory lessons such as matching activities, diamond 9's, word banks,

Food safety, health & safety and nutrition is embedded in lessons throughout the key stages.

Students who fall behind are supported with current lesson content on the VLE.

IMPLIMENTATION

Detailed SOW's ensure the department is teaching the curriculum in an organised and rational way. Year 7 students begin with hygiene & H & S which is visited every year and happens naturally in almost every practical lesson regardless of the year group. Knowledge is taught by the most basic skills such as knife skills and sensory analysis and built in a way that flows naturally in small but definite steps.

Expectations are high within lessons to bring ingredients for practical lessons and on the whole most students do.

Up to date marking and assessment (both theory & practical) is provided to students and students have identified that they like 'live feedback' which is given especially in practical lessons and is recorded on the department mark sheets.

The use of student SEN data is used to ensure all students have the opportunity to learn – scaffolded resources, step by step pictorial recipes, recipes, videos on the school website for 'flip-learning' on Edulink or the VLE.

Pupil premium students are supplied ingredients if they choose for the school to supply them – this is identified on a weekly basis with the students one week before a practical lesson.

Students are able to use equipment in practical lessons that aid their work if confidence or ability is low – garlic crushers – egg separators

Cultural capital opportunities are provided for students – KS4 students have worked with local business development chefs, the Armed forces have been invited into the school and visits to local colleges is being organised for students to understand presentation of dishes, balance of meals and career opportunities linked to the Hospitality & Catering industry.

Each food room has a career display of famous chefs and their careers.

IMPACT

The curriculum we have created ensures that students know how to produce dishes that they can live on and enjoy eating for the rest of their lives.

Students understand the organisation and necessity of 'Mise en place' and do this automatically at the beginning of a lesson.

Students are confident in choosing the correct equipment to produce the dishes safely, ensuring cross contamination does not occur because of their knowledge of food safety.

Students understand the importance of food safety & hygiene and are able to explain the reasons why this is important. Students know to store their high risk food for practical lessons at the beginning of the school day, a pattern has formed and this happens on a daily basis. Some students have put food safety and health & safety practices into place in their own homes.

Behaviour is generally good in Food lessons with very few removals from our lessons, this is down to an engaging curriculum where students are excited to come into their lesson.

SEN students are not falling behind in Food because of the support – scaffolded resources / ingredients being supplied, 1-1 teacher or TA support.

A student voice was carried out and the analysis of this was that students understand the importance of learning to cook and eat healthy balanced meals, enjoy the practical lessons and have gone on to cook the dishes they learn at school at home for their families. See the pupil voice analysis sheet for more info.

How is the curriculum delivered?

The Food curriculum is spread over 6 lessons at KS3, where basic yet fundamental practical and theory skills are being developed throughout. Due to every child's experience of being taught food at KS2 being different, the schemes of work are developed in knowledge of this, to ensure students develop the skills and knowledge required to study food safely and effectively in years 7, 8 & 9. This continues as KS4 GCSE Food Preparation and Nutrition extends KS3 learning, but in much more detail and depth to cover the skills and knowledge required to succeed in the subject. Not only this, but the subject offers and provides students with an inclusive learning experience of being taught lifelong and relevant skills, knowledge and understanding of food and to instill a passion and love of cooking. We have high expectations of all students and the curriculum allows students to challenge themselves, to develop a range of high-level skills with support and to further develop their confidence, knowledge and understanding of nutrition, healthy eating, food preparation, hygiene, cooking techniques, and sensory characteristics.

All students will have the opportunity to access learning and develop practical skills in a safe environment and to be able to use and develop the skills and knowledge within the next steps of education, but also in the world beyond.

The curriculum also supports the emotional and mental well-being of students by developing an understanding of how healthy eating prevents dietary related diseases such as obesity and the importance of following healthy eating guidelines. The curriculum also promotes and teaches a vital understanding of how to make affordable and nutritious meals and allows students to make informed food choices. The students are able to explore a number of multicultural perspectives concerning food, with them being able to enhance their understanding, appreciation and acceptance of people from a variety of cultural backgrounds through the preparation of food from different countries. Also, gain an understanding of British regional food and multi-cultural festivals and celebrations to encourage our students to develop an awareness and acceptance of diversity within our community.

How is the curriculum assessed?

Key Stage 3 - Assessment for learning techniques such as questioning, peer/self/teacher assessment and lesson linked homeworks tasks are used throughout the two rotations students complete in Food. Assessment as learning is used to test students long term memory and retrieval with starters and Q & A activities, assessment of learning is a summative end of rotation assessment to identify student progression and areas of weakness that can be developed further.

KS4 students study Hospitality and Catering will sit formal mock examinations in exam conditions at least once each academic year (Assessment of learning) this is coupled with exam questions set for the end of each unit and mock NEA exams to familiarise themselves with the NEA protocol and prepare them as best as possible for these in year 11. Assessment for learning is provided during lessons in both practical and theory lessons where live feedback is given as a whole class and individually, especially in practical lessons. Assessment as learning is used to test students long term memory and retrieval with starters and Q & A activities.

Through final year of completing the Hospitality & Catering Level 1/2 Vocational Award, students complete a Non-Examination Assessment based around focusing on food preparation, by meeting a brief provided by the exam board. The NEA make up 50% of the students final grade, with the outstanding 50% gained from the written exam, completed in the summer term. To ensure consistency with assessing students work, moderation takes place within the department, as well as staff attending the relevant CPD sessions with outside providers.

SEND considerations

It is important to know the strengths of learners and areas they need to improve to support their decision making and offer guidance on their work.

Students with a physical disability are sometimes supported with another member of staff in a 1-1 situation and specially designed equipment is available to students to ensure they can take part in the same lessons with their peers.

The student involved is always spoken to and as a department we are keen to find out what they are most comfortable doing to enable us to support them in the correct manner.

Learners who struggle with literacy are supported in many ways, scaffolded resources are created for every lesson from years 7 to 11 which allows students to access the curriculum and keep up with the pace of the lesson.

Focusing on high frequency words regularly throughout all years helps students learn technical subject specific language easily as it becomes 'the norm'. Similarly, subject specific or technical vocabulary often used in theory lessons is embedded practical lessons when students can put into practice words such as 'mise en place', julienne or macedoine.

Lesson resources and very often recipes are dual coded which allows students who struggle with literacy to understand the steps with the help of the pictures.

Modelling by the way of live demonstrations allows students a view of the equipment needed for the practical lesson or the method in which a particular dish is made.

Cognitive load is considered, especially in practical lessons where a 'dem and do' approach is often adopted, allowing students to complete the practical lessons in small bite size chunks of instructions. This is especially helpful to SEND students who process information slowly and does not overload them with too many instructions at once.

Learners who struggle with change and transition are supported by a consistent approach to all lessons but specifically practical lessons when a sequence is established in Year 7 and continues exactly the same to Year 11.

Overviews are shared and learners are given plenty of notice where change is involved. Strong relationships are built in the Food Department where the atmosphere is fun and informative at the same time.

Red, amber and green cards in students' planners are used by the students to indicate whether they understand what is being asked of them during a lesson, teachers are able to identify students who require additional support discreetly and quickly ensuring no one falls behind.

Seating plans are used to support children with SEND needs, this enables the teachers and support staff to understand what kind of help learners require.

How is the curriculum enriched through speakers, visits or clubs to generate a love of learning?

Currently, the Food department offers opportunities for students to learn, explore and engage with the subject outside of the classroom.

Speakers

- Practical Skills Demonstrations with Development chefs
- Royal Marine Chef visit

Visits

- Local colleges
- Food factories, markets and producers
- Food, Nutrition and Health exhibitions - The Lincolnshire Show

Clubs

- GCSE Practical Skills Club
- Christmas cooking club
- Year 11 Saturday School practical masterclasses

SMSC student opportunities

- Diwali Festival
- Chinese New Year

- Queens Jubilee Commonwealth Bake off

What skills and knowledge do students bring with them from Key Stage Two to Year 7?

At present, the key stage curriculum for Key Stage 2 is very minimal. Students should be taught to:

- ✓ Understand and apply the principles of a healthy and varied diet
- ✓ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- ✓ Understand seasonality

When students arrive in year 7, some may have had exceptionally limited experience, if any, of food in primary school. Therefore, it is important that students are taught on the basis that they are all at the same ability, to ensure students develop the skills and knowledge required to study food safely.

What skills and knowledge do students bring with them from Year 7 into Year 8?

When planning KS3 food lessons, they have been designed round the KS3 food curriculum:

- ✓ Understand and apply the principles of nutrition and health
- ✓ Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a 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)
- ✓ Understand the source, seasonality and characteristics of a broad range of ingredients

Theory	Practical
Have a good understanding of food safety and hygiene e.g. identifying hazards in the kitchen	Apply this knowledge by ensuring their work area and themselves are safe, hygienic and prepared for practical
Understand the importance of knife safety	Apply this knowledge by being able to carry and use a knife safely
Be able to identify different cooking equipment and understand how to use it safely	Apply this knowledge by being able collect and safely use different cooking equipment
Understand different elements of a cooker and know how to use it safely	Apply this knowledge by being able to use a cooker safely, especially with others around them
Have a good understanding of healthy eating (The Eatwell guide), identify what a balanced diet means and be able to accurately show and describe the Eatwell Guide	Most practical lessons are linked to the Eatwell guide lessons. - Fruit kebabs, omlette, starch based salad, vegetable soup, seasonal crumble.
Have a basic understanding of nutrition	
Understand and be able to carry out a sensory analysis	Apply this knowledge by being able to accurately complete a sensory analysis on a choice of fruit in relation to specific sensory descriptors
Have a basic understanding of the functions of eggs including coagulation and glazing	Apply this knowledge by being able to explain what is happening at different times of an omlette cooking.
Understand how seasonality contributes towards food miles and environmental impact	Apply this knowledge by using a selection of seasonal fruit and vegetables during practical's - seasonal crumble, starch based salad, vegetable soup.

What skills and knowledge do students bring with them from Year 8 to Year 9?

In addition to the previous list of skills and knowledge (which will continually be revisited and reinforced), students should also now be able to:

Theory	Practical
Have an increased understanding of food safety and hygiene	Apply this knowledge by ensuring their work area and themselves are safe, hygienic and prepared for practical
Have an increased understanding of nutrition and the effects on the diet	

Have a basic understanding of vegetable cutting techniques	Apply this knowledge by being able to demonstrate vegetable cutting techniques when making stir fry. Displaying knife skills and holds – bridge & claw. These skills are practiced throughout the rotation in almost every practical lesson
Have an understanding of international cuisines and British dishes	Applying this knowledge when producing Chicken Goujons, Sweet or savoury muffins, pancakes & bread rolls.
Have an understanding of the importance of cooking meat thoroughly, key cooking temperatures and the prevention of cross-contamination	Applying this knowledge by following the relevant food safety procedures to prevent risk of cross contamination when making chicken goujons.
Have an understanding of safe food storage linked to bacterial growth and key cooking temperatures	Applying this knowledge by using food safety methods – use of temperature probe during goujon lesson

What will students' study and when?

KS3 Year group	6 week term
<p>Year 7</p> <p>Students are currently taught in a 6 week Rotation (Twice a year)</p>	<ul style="list-style-type: none"> • <u>Theory:</u> • Food Safety and Hygiene - The 4 C's, • Cross contamination • How to use cooker & hob safely • Healthy Eating (Eatwell Guide) • Protein. • The Eatwell Guide – Vitamins and minerals. • Carbohydrates • WW2 rationing • Seasonality • Practical lessons: • Weighing & measuring • Preparation of fruit • Knife safety and skills • Use of Equipment • Fruit kebabs

	<ul style="list-style-type: none"> • Omlettes • Starch based salad • Soup - vegetable • Seasonal fruit crumble • Bread
<p>Year 8</p> <p>Students are currently taught in an 6 week rotation.</p>	<ul style="list-style-type: none"> • Seasonality, food miles and the environment • Meat safety and food safety temperatures • Ethical Choices in Food • Food science – Coagulation • Fat in the body • Balanced diets • British Cuisine • International Eatwell Guides / staple foods <p>Practical lessons:</p> <ul style="list-style-type: none"> • Chicken/fish/Halloumi/Vegetable goujons • Seasonal crumble • British pancakes • American Muffins • Stir-fry • Shortcrust pastry – cheese straws • Seasonal dish
<p>Year 9</p> <p>Hospitality & Catering 6 week Rotation</p>	<ul style="list-style-type: none"> • Food Hygiene and the 4C's recap – Preparing, cooking & serving food • Food safety, hygiene and food poisoning bacteria • Food and it's environmental impact <p>Practical lessons:</p> <ul style="list-style-type: none"> • Chicken/Halloumi/Vegetable kebabs & potato wedges • Chocolate Brownies • Curry or Sweet and sour

<p>Year 9</p> <p>Hospitality and Catering 6 week rotation</p>	<ul style="list-style-type: none"> • Nutrients in the diet, the EWG & diet analysis • The Environmental Health Officer • Nutritional needs of specific groups of people <p>Practical lessons:</p> <ul style="list-style-type: none"> • Fajitas • Chocolate Chip cookies • Puff pastry – sausage rolls, jam twists, cheese and bacon turnovers • Fresh pasta production
--	---

Why has KS3 learning been sequenced this way?

KS3 Year Group	Rationale
7	This rotation has been designed to progress on from the KS2 curriculum, in line with the KS3 curriculum. However, due to differences in prior knowledge for each individual student, the outline ensures all students have the same access to learning and develop the skills and knowledge required to study food safely. Challenge is able to be incorporated for all abilities, whether that is the first time a student has cooked to being able to adapt recipes to improve skill level, presentation, nutritional content etc.
8	This rotation has been designed to delve deeper into the KS3 curriculum. We have incorporated dishes which use more extensive cooking techniques, such as use of utensils and cooking equipment, applying heat in different ways and using awareness of taste, texture and smell, thus allowing students to create more technically skilled dishes, which is a vital element of the KS4 vocational award Furthermore, the year 8 scheme of work incorporates a deeper understanding of key principles, such as nutrition and health, that only parts are focused on throughout year 7 due to short rotations.
9	In Hospitality and Catering, we build on students' prior knowledge of the Eatwell Guide and nutritional needs for good health. We include teaching of the role of an Environmental Health Officer and link their role to the importance of food safety and avoiding food related ill health, Food safety and food poisoning bacteria, the impact of the environment that food producing creates. The nutritional needs of specific groups of people are taught and students are asked to use their knowledge of The Eatwell guide, coupled with the dietary needs of specific groups of people to design a meal for a group chosen by themselves and explain how their chosen meal lends itself to the chosen groups nutritional needs. There is a considerable volume of

	<p>content students are required to know by the end of the KS4 course and some elements of this can be embedded throughout earlier years, as it has become apparent that prior knowledge and understanding is imperative for success.</p>
--	---

	<p>In practical lessons, students are taught how to produce balanced meals over 2 lessons, they are also taught high level skills such as pastry and fresh pasta production that will lend themselves to the practical exam element they will complete in Year 11 should they choose Food as an option.</p>
--	---

What skills and knowledge do students bring with them from Year 9 to Year 10?

In addition to the previous list of skills and knowledge, students should also now be able to:

- Be able to apply KS3 knowledge and incorporate new information to improve overall subject knowledge.
- Have a much more thorough understanding of Nutritional needs at different life stages, The Eatwell Guide & job roles in the industry
- Be able to show more extensive practical skills
- Work well independently, as well as in a team, to meet certain time frames

Year 10 Hospitality & Catering

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> Describe the structure of the Hospitality & Catering Industry Types of Establishments Contract Caterers Types of Food Service Types of Accommodation Kitchen Organisation, The Kitchen Brigade, Job requirements & roles Working in the Hospitality & Catering industry – Personal attributes, Qualifications and Experience, Employee Rights & Responsibilities <p>Practical lessons –</p> <ul style="list-style-type: none"> Jambalaya Dauphinoise Potatoes Fresh Pasta 	<ul style="list-style-type: none"> Identify food related causes of ill health Working conditions – contracts, holiday entitlement, tips & culture, pensions & sick pay Costs and overheads, profit, VAT, Portion control The Environment – 6R's, conserving energy, technology & innovative cooking techniques <p>Practical lessons –</p> <ul style="list-style-type: none"> Butchering a chicken Fresh chicken stock Stuffed chicken breast wrapped in bacon & fondant potatoes Chicken, lemon & thyme roasted tray bake Cream of Chicken soup Seasonal dish 	<ul style="list-style-type: none"> Kitchen Operations – layout and workflow of a kitchen Commodities – Fish, Meat, Poultry Hotel Operations – Front of House structure, Types of equipment Stock Control & Documentation / Admin Front of House Operations – Dress code, safety & security, data protection, Identifying and reducing risks, reporting incidents Types of customers, Customer rights and trends <p>Practical lessons –</p> <ul style="list-style-type: none"> KFC style chicken burger and potato wedges Choux pastry TBC 	<ul style="list-style-type: none"> Environmental issues The functions of nutrients in the human body Comparing the needs of specific groups of people – Children, Adults, Elderly adults <p>Practical lessons –</p> <ul style="list-style-type: none"> Ravioli Chicken Schnitzel & tagliatelle arribiata 	<ul style="list-style-type: none"> Meeting the needs of customers – Organoleptic, nutritional, costs The nutritional impact of cooking methods on nutrients Production planning Factors that affect menu planning Pt 1 Revision <p>Practical lessons</p> <ul style="list-style-type: none"> Students choice or Suggested Dishes Apple or pear pie – flaky or shortcrust pastry Calzone Cheesecake – gelatine set Chocolate Roulade Moussaka Lemon Meringue Pie Ravioli Tortellini Tarte Tartin 	<ul style="list-style-type: none"> Factors that affect menu planning Pt2 Reviewing and evaluation of dishes <p>Practical lessons -</p> <p>Students choice or suggested dishes</p> <ul style="list-style-type: none"> Savoury Tartlets (quiche style) Stuffed and wrapped chicken with fondant potatoes Cannelloni Choux pastry Creamy chicken, mushroom & thyme risotto Black Forest Gateaux Bread – Plaited loaf

What skills and knowledge do students bring with them from Year 10 to Year 11 in Hospitality & Catering?

In addition to the previous list of skills and knowledge, students should also now be able to:

- Have a thorough understanding of all units on the curriculum; nutrition, food safety & health & safety, Hospitality & Catering provision and how Hospitality & Catering providers operate
- Understand the structure and outline of non-examination assessments to ensure they are completed to the best of their ability
- Apply more advanced practical skills to gain maximum marks in NEA's
- Understand the structure of the summer exam, through completion of mock papers and practice exam questions

Year 11 Hospitality & Catering

Term1	Term 2	Term 3	Term 4
<p>Unit 2 Catering in Action Controlled Assessment Task</p> <p>Proposal of 4 dishes and accompaniments for a menu to suit a brief released by WJEC exam board.</p> <p>Assessment criteria is completed with the use of work completed during Year 10.</p>	<p>Unit 2 Catering in Action Controlled Assessment Task</p> <p>Proposed dishes are trialled and final selection will be made for the practical exam.</p> <p>Assessment criteria are completed</p> <p>Mock Exam</p>	<p>Unit 2 Catering in Action Controlled Assessment Task</p> <p>Practical exam</p> <p>Collation of controlled assessment work</p> <p>HACCP – Hazard Analysis Critical Control Points revision</p> <p>Risk Assessments revision</p>	<p><u>Revision Topics</u></p> <p>Food Safety & Hygiene</p> <p>The Industry</p> <p>Hospitality & Catering Operations</p> <p>Legislation</p> <p>Proposing Hospitality Provision</p>

What cross-curricular themes have been identified?

Subject	How this is delivered in food across all years
Numeracy	Time management, cooking timings, temperatures, weighing, measuring, portioning, fractions, decimals, ratios, percentages, reducing & scaling up recipes, estimating, predicting
Literacy	Reading a recipe, following a method, researching science & nutrition facts & origins of ingredients (food provenance)
Science	Function & chemical structures & properties of ingredients, research, hypothesis, predictions, investigations, recording & interpretation of results, conclusions, making links across ingredients & processes, problem solving
History	Food history, origins of food, culture, traditional recipes, food availability
Geography	Food Provenance (where food comes from), food miles, carbon footprint, agricultural practice, primary & secondary processing, food security, animal welfare, imports, exports, economics
MFL	French & Italian key words e.g. mise en place & al dente & Latin word origins 'mono' = single, 'di' = two, 'poly' = many e.g. polysaccharide
Art / Design	Creativity, design, problem solving, techniques, colour, shape, texture, planning, evaluation, comparison, analysis
ICT	PowerPoint & Google Slide presentations, internet research, Excel & Google Sheets tables, calculations (mean), graphs, bar charts, sensory analysis radar charts
Sport and H&SC	Nutrition, health & wellbeing, physiology, digestion, energy metabolism