

What do we do?

The GCSE Food and Nutrition course allows students to develop their practical skills while learning about the chemical and functional ingredients used in foods every day. The skills and knowledge acquired from our rich and ambitious food and nutrition curriculum will allow students to develop their confidence and skills in both food preparation skills and the acquisition of scientific knowledge which underpins their learning of how ingredients work in foods.

How does Food and Nutrition equip students with powerful knowledge?

We have a well sequence curriculum which works through developing students skills and knowledge through their Sport, Health and Nutrition lessons in year 7 and 8 before being able to choose Food and Nutrition as a GCSE in Year 9. Students are able to think critically through putting their theoretical knowledge into action in a practical way. We enable students to develop their scientific skills through practical sessions and investigations, bringing the food science to life in the kitchen.

What skills and cultural capital do students gain in Food and Nutrition?

Students explore the world around us through learning about Food miles, provenance of where food comes from, and sustainability of food. Students are encouraged to think critically when planning their recipes to use seasonal produce and minimise food waste. Students learn about the social norms and influences and current trends linked to food choice to support and develop students when making their food choices, now and in the future.

How do we support literacy in Food and Nutrition?

The Food and Nutrition curriculum exposes students to a vast quantity of Tier 3 vocabulary, and we embed Tier 1 and 2 vocabulary through our knowledge organisers in SHN through year 7 and 8 and 9.

How is the Food and Nutrition curriculum designed?

Students learn the key concepts from the national curriculum in SHN and this is enriched through our Food and Nutrition GCSE option. We allow our students to develop and build on their skills through their core SHN lessons and their GCSE Food and Nutrition. Key concepts are taught in a sequenced way to allow for students to embed key skills and knowledge.

How do you use spaced practice / retrieval practice?

Our curriculum offers a recall and retrieval task at the start of every lesson with a 'DO NOW' task. This builds on students prior knowledge, homework from knowledge organisers and Sparx quizzing. Teachers use the assessment to address misconceptions, identify student gaps in knowledge and plan for their super teach week to enable students to make effective progress in their lessons.

What content do you cover and how is this delivered over time?

We have a scheme of learning which is ambitious and sequenced. It enables students to apply their knowledge in a practical setting to complete practicals and experiments in the kitchen.

How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?

Our curriculum is sequenced throughout the SHN curriculum to allow for students to build on their prior knowledge in SHN but to continue to develop in Food and Nutrition GCSE. The skills and theoretical content is weaved through to ensure students are able to build on what they already know and have learnt. This pattern is reflected by introducing ingredients and their functions and then further unpicking the chemical and functional properties at a deeper scientific level.

CYCLE 2:

Cycle 2 continues looks at the NEA assessment which is a focus on the scientific knowledge learnt in Year 10. Students will look at the functional and chemical properties of ingredients in detail. We also start to focus on NEA 2 in this cycle where students are able to showcase their skills through a research portfolio and a practical exam.

CYCLE 3:

Cycle 3 is a focus on completing NEA coursework and revision for the summer exam. To include the following topics: Food safety, Food nutrition and health, Food Science, Food Choice and Food provenance.

Potential Future Careers in Food and

Nutrition

- Catering.
- Hospitality.
- Food product developer.
- Food tester.
- Sensory analysis.
- Chef.
- Nutritionist.
- Health worker.
- Public Health.

CYCLE 1:

Cycle 1 looks at the NEA assessment which is a focus on the scientific knowledge learnt in Year 10. Students will look at the functional and chemical properties of ingredients in detail.

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CYCLE 3:

Cycle 3 focuses on Food provenance and developing students' awareness and understanding of the social impact on food choice, and the sustainability of food and the environmental impact. Students are also introduced to the NEA process.

CYCLE 2:

Throughout cycle 2 students are focusing on the theoretical aspects which underpin Food, Nutrition and Health and explore the diet related diseases associated with food choices. Students are able to further embed their knowledge on the key nutrients through delving deeper into the chemical and functional properties.

CYCLE 2:

Students are developing an understanding of Pastry making and Bread Making. Further adding to students Food Science and Cookery terminology bank. Learning how to plan and create an afternoon tea, thinking about planning, timings, cost and presentation.

CYCLE 3:

Students are working through Macro and Micro nutrients and introducing key concepts of nutrition to build on prior knowledge. Students focus on special diets and food choices.

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CYCLE 1:

Food Safety is the key concept of Cycle 1 with Food, allowing students to effectively and safely further develop their skills in the kitchen. Students also develop an understanding for Food Science.

CYCLE 1:

Building on existing health and safety knowledge, developing a deeper knowledge of Food Science and Nutrition and practising more technical cooking methods.

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Enrichment Opportunities in Food and

Nutrition

- Devon Chef competition.
- South West Chef.
- Junior Chef Academy.

Key Concepts



Food preparation skills



Food and nutrition skills



Retrieval and recall



Planning and organising



Independent research



Reflection and evaluation



Referencing