

## Food Preparation and Nutrition at Samuel Whitbread Academy

### Intent

In Food Preparation and Nutrition, we aim to develop students that are the BEST chefs and bakers they can be. Food Preparation and Nutrition allows pupils to explore their creativity using a range of materials and techniques. Pupils are taught how to become competent in a range of cooking processes such as selecting and preparing ingredients, using utensils and electrical equipment and how to adapt their own recipes. Pupils are taught the importance of healthy eating and the principles of nutrition. Making a range of predominately savoury dishes, pupils are encouraged to explore flavours and textures whilst learning a variety of cooking techniques.

Students have a wider understanding of the environmental impacts on our choice of foods and why there should be more encouragement to buy in season. Students learn about multicultural foods and experience how different cultural foods influence our everyday food choices. This enables the students to have a clear understanding of different religions and ethical beliefs and how these will influence our lives. Students also a clear understanding relating to food choices and the impact on the environment relating to food waste.

### Implementation

The curriculum is carried out by having lessons being put together for the students to access the course, using a curriculum sequencing map to show the theoretical and practical elements of the specification. The routine of the lessons for the students to access the course we carry out practical work which is associated with the theory that is taught in each subject area of the course. Students carry out practice exam questions, quizzes, practice assessments and scientific experiments to see how food works together.

As a department we have implemented wider reading the students to access and using blogs to identify research and recipes that are suitable for their assessment tasks. We use key vocabulary when evaluating the practical work that is been carried out. For students to be able to make progress we use Google Classroom, where we put the assignments and homework, We have a GCSE and A level Learning platform where we would put revision, information on the different subject areas within the specification. There are revision booklets that the students can access and there are assessment booklets for each year 10 and 11 students which can be used throughout the GCSE process.

<b>Implementation</b>	<b>Key Stage 3: Year 9</b>	Foods from Mediterranean and healthy eating linked to our daily diets	This unit students will look at the different foods from the Mediterranean and will build on their prior knowledge. Learners will look at the cultural cuisine which is available to them locally and look at our daily diets.
		Types of Cooking methods and identify the skills associated with each dish	The students will build on their prior knowledge linking to the variety of skills cooked and the variety of cooking methods required to produce these dishes.
		Health and safety considerations with cooking and knife skills that are necessary	The students will look at the health and safety and knife skill practicals to learn the steps of everyday cooking.
		Meat replacements – protein sources	The students will look at how replacement products for meat are a good source of protein and why there is a media campaign to get consumers to try these meat replacements products.
		To look at the functions of ingredients in products and why they are used and how dishes are constructed.	To create a product with the understanding of the functions of the ingredients that are being used.
		The use of raising agents in a product and how they work.	Students understand the different types of raising agents and how to use them in a product.
	<b>Key Stage 4: Year 10 &amp; 11</b>	<p>The Food Preparation and Nutrition specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The majority of the specification will be delivered through preparation and making activities. Students must be able to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation. Topics and themes have been grouped to help you teach the specification, but these are not intended as a route through the specification, you can teach the content in any order. The topics include:</p> <ul style="list-style-type: none"> <li>• The understanding of skills and how they can be used for the practical's that carried out.</li> <li>• Food, nutrition and health – looking at vitamins and minerals, nutrients and the importance of them in our diet.</li> <li>• Food science – experimental work to see how food works and why foods go together.</li> <li>• Food safety – how food is cooked and stored.</li> <li>• Food choice – Diets and religion</li> <li>• Food provenance - When food is in season and where they come from and how far they have come from, food miles.</li> </ul> <p>The range of food and ingredients studied should reflect the recommended guidelines for a healthy diet based on the main food commodity groups. Food Groups include:</p> <ul style="list-style-type: none"> <li>• bread, cereals, flour, oats, rice, potatoes and pasta</li> <li>• fruit and vegetables (fresh, frozen, dried, canned and juiced)</li> <li>• milk, cheese and yoghurt</li> <li>• meat, fish, eggs, soya, tofu, beans, nuts and seeds</li> <li>• butter, oil, margarine, sugar and syrup.</li> </ul> <p>There will be a practice assessment at the end of year 10 of an afternoon tea. Students will have to make 3 dishes and they will be assessed as a year 11 assessment would be assessed. This will give the students insight into expectations of them in year 11. In year 11, 15% of the GCSE is an experiment and 35% is a 3-course meal for 2 people.</p>	

Our Intent and Implementation aim to ensure that all Food students gain knowledge and understanding of how the food is seen and how it works.

Students are regularly assessed to check their understanding and progress within each of the topics in Key Stages 3 and 4.

Our assessments include:

- Class based exam assessments throughout year 10 and 11.
- Class based peer and self-assessments.
- Recall tests and homework.
- Mock and IPE exams throughout Year 10 and 11.

The Food department consistently and regularly provide feedback to our students through our book scrutiny process, ensuring that all of our learners make progress through their topic-based learning. One of the key ways we measure our success as a Food department and for our students is through the uptake of our subject at GCSE and A-Level, and those progressing to university and apprenticeship schemes. The number of students taking GCSE Food at Samuel Whitbread Academy continues to be high. We have just introduced a Diploma in Year 12 and 13 Food Science and Nutrition, which has grown already in second year.

At Samuel Whitbread Academy, our success as a Food department relies on the enthusiasm students have for our subject, our lessons, and their voices are vital in our continuing growth.