

Longcroft School Curriculum Overview
Food Preparation and Nutrition



LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

Longcroft School Mission Statement

Longcroft strives to be a positive, warm and welcoming school where pupils aim to do their very best and, with great heart, thought and vision, take pride in their achievements and those of our community. By constantly challenging our pupils to excel, we nurture aspiration and strive to cultivate a lifelong love of learning in our young people. We provide a creative, safe, inclusive and caring environment where every child is known and cared for as an individual. In this climate, every young person has the opportunity to thrive as they develop in personality, character and intellect and become a highly successful learner and individual.

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Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- ‘To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school - one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Inclusion

In accordance with our school curriculum statement, teachers will set high expectations for every pupil. They should plan stretching work for all pupils, including those whose attainment is significantly above the expected standard. There is an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Evidence based approaches must be taken to respond to specific needs including students with special educational needs and those for whom English is not their first language; and be regularly reviewed. Teachers must at all times take account of their duties under equal opportunities legislation and act consistently with our vision and values.

Numeracy and literacy

Teachers should take opportunities to develop pupils’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils 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.’ Adapted from National Curriculum, DfE, 2014.

Aims

The Longcroft School and Sixth Form curriculum for food and nutrition aims to ensure that all pupils:

- 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.

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- are prepared to effectively articulate their knowledge and skills in the way that best represents these in statutory assessments such that they have the requisite outcomes to enable the widest access of opportunity.

Subject Curriculum Vision

Our curriculum reflects our core school values of Great Heart, Great Thought and Great Vision:

Great Heart

Great Thought

Great Vision

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Key subject skills

AO1	AO2	AO3	AO4
Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.	Apply knowledge and understanding of nutrition, food, cooking and preparation.	Plan, prepare, cook and present dishes, combining appropriate techniques.	Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.

Building on prior learning:

Students will build upon their knowledge of healthy eating to understand and apply the principles of nutrition and health. They will extend their practical skills by learning to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. They will 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] and understand the source, seasonality and characteristics of a broad range of ingredients.

What can students do by the end of KS2?

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, and know where and how a variety of ingredients are grown, reared, caught and processed.

What are the skills gaps?

Facilities for practical cooking at primary schools vary enormously so students experience of practical cooking varies greatly, therefore there are gaps in using food preparation equipment and food preparation skills. Cooking is often completed as a paired or group activity at KS2, often with component ingredients so there are gaps in independent working, organisational skills and working within time constraints.

Baseline expectations

Use basic food preparation and cooking equipment safely. Basic practical skills. Know the origin and simple functions of ingredients; basic healthy eating and The Eatwell Guide; reasons for food choice and awareness that food needs change and that some people eat or avoid certain foods, e.g. allergy/intolerance or religious belief. Knowledge, understanding and skills needed to engage in an iterative process of designing and making in a range of contexts, such as the home, school and culture. The year seven programme of study is based on manipulation of the formal elements within this work we are able to identify how advanced the student's skills are and plug some of the gaps identified.

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Year 7	Year 8	Year 9	Year 10	Year 11
<p>Students can:</p> <p>Demonstrate the principles of food hygiene and safety.</p> <p>Recall and apply the principles of The Eatwell Guide and the 8 tips for healthy eating to their own diet.</p> <p>Name the key nutrients and sources.</p> <p>Demonstrate a range of food skills and techniques.</p> <p>Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes.</p> <p>Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making.</p>	<p>Students can:</p> <p>Demonstrate the principles of food hygiene and safety in a range of situations</p> <p>Recall and apply the principles of The Eatwell Guide and the 8 tips for healthy eating to the diets of others.</p> <p>Explain energy and how needs change through life.</p> <p>Name the key nutrients, sources, functions and related food science.</p> <p>Adapt and follow recipes using a variety of ingredients and equipment to prepare and cook a range of predominately savoury dishes</p> <p>Demonstrate a wider range of food skills and techniques.</p> <p>Explain the factors that affect food and drink choice;</p> <p>Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making.</p>	<p>Students can:</p> <p>Demonstrate the principles of food hygiene and safety in a range of situations.</p> <p>Apply the principles of The Eatwell Guide and relate this to diet through life.</p> <p>List and explain the dietary needs throughout life stages.</p> <p>Investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food certification and assurance schemes and animal welfare.</p> <p>Explain the characteristics of ingredients and how they are used in cooking.</p> <p>Adapt and follow recipes to prepare and cook a range of more complex dishes.</p> <p>Demonstrate confidence and independence in a wide range of food skills and techniques.</p> <p>Investigate and discuss new food trends.</p> <p>Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making for a specific event.</p>	<p>Students can:</p> <p>Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment</p> <p>Show knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks</p> <p>Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health</p> <p>Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices</p> <p>Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food</p> <p>Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.</p>	<p>Students can:</p> <p>Demonstrate effective and safe high level cooking skills by planning, preparing and cooking a variety of food commodities for a specific brief whilst using different cooking techniques and equipment to a high standard.</p> <p>Apply knowledge and understanding of the functional properties and chemical characteristics of food to investigate a specific brief as well as a good knowledge of the nutritional content of food and drinks</p> <p>Understand and explain the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health</p> <p>Understand and explain the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices</p> <p>Apply knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food for a specific brief.</p> <p>Describe a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes and demonstrate this through their planning, preparing and making.</p>

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Food and Nutrition is taught in a rotation with Design Technology and Computing in KS3, so the content is repeated across the three terms with different classes.

Year	Autumn				Spring				Summer			
	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links
7	Health and safety: <ul style="list-style-type: none"> - layout of the food room - name and locate the tools and equipment in the food room. - food hygiene and safety practices. Safe practical skills	Practical assessment Recipes: Fruit Fusion Couscous Salad Salsa and Wedges Five-a-day Pizza Fruit Crumble Oat Cookies	A01	Links to prior learning KS2 DT KS2 Study of the Eatwell guide.	Health and safety: <ul style="list-style-type: none"> - layout of the food room - name and locate the tools and equipment in the food room. - food hygiene and safety practices. Safe practical skills	Practical assessment Recipes: Fruit Fusion Couscous Salad Salsa and Wedges Five-a-day Pizza Fruit Crumble Oat Cookies	A01	Links to prior learning KS2 DT KS2 Study of the Eatwell guide.	Health and safety: <ul style="list-style-type: none"> - layout of the food room - name and locate the tools and equipment in the food room. - food hygiene and safety practices. Safe practical skills	Practical assessment Recipes: Fruit Fusion Couscous Salad Salsa and Wedges Five-a-day Pizza Fruit Crumble Oat Cookies	A01	Links to prior learning KS2 DT KS2 Study of the Eatwell guide.
			A02				Links to future learning Hygiene, safety and practical skills that will be used throughout KS3 and at GCSE.				A02	
			A03	Key concepts that will be studied in more detail at GCSE.				A03			Key concepts that will be studied in more detail at GCSE.	A03
			A04					A04				
	Eatwell Guide and healthy eating guidelines: <ul style="list-style-type: none"> - the principles of The Eatwell Guide and relate this to their own diet. - name the key nutrients provided by The Eatwell Guide food groups. - To explain and apply the 8 tips for healthy eating, End of Rotation Assessment				Eatwell Guide and healthy eating guidelines: <ul style="list-style-type: none"> - the principles of The Eatwell Guide and relate this to their own diet. - name the key nutrients provided by The Eatwell Guide food groups. - To explain and apply the 8 tips for healthy eating, End of Rotation Assessment				Eatwell Guide and healthy eating guidelines: <ul style="list-style-type: none"> - the principles of The Eatwell Guide and relate this to their own diet. - name the key nutrients provided by The Eatwell Guide food groups. - To explain and apply the 8 tips for healthy eating, End of Rotation Assessment			



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	<ul style="list-style-type: none"> - Individual energy and nutrient needs, - Diet and health, - Religion and culture, - Cost of food, - Food availability, Time of day and occasion, - Food preferences, - Social considerations, - Environmental considerations, - Advertising and other point of sale information. 				<ul style="list-style-type: none"> - Individual energy and nutrient needs, - Diet and health, - Religion and culture, - Cost of food, - Food availability, Time of day and occasion, - Food preferences, - Social considerations, - Environmental considerations, <p>Advertising and other point of sale information.</p>	End of rotation assessment			<ul style="list-style-type: none"> - Individual energy and nutrient needs, - Diet and health, - Religion and culture, - Cost of food, - Food availability, Time of day and occasion, - Food preferences, - Social considerations, - Environmental considerations, <p>Advertising and other point of sale information.</p>	End of rotation assessment			
9	<p>Diet and good health:</p> <ul style="list-style-type: none"> - Nutritional needs through life. - Diet related health issues. - Allergies and intolerances. <p>Food labelling and consumer information.</p> <p>Adapting and modifying Recipes:</p> <ul style="list-style-type: none"> - Research, plan, make 	<p>Recipes: Savoury Scones Chow Mein Curry in a Hurry Dutch Apple Cake Cheesecake Own choice recipe on a world street food theme.</p> <p>End of Rotation assessment Practical Assessment</p>	<p>AO1</p> <p>Links to prior learning</p> <p>AO2</p> <p>KS2 DT - eg flavoured bread design.</p> <p>AO3</p> <p>Links to future learning</p> <p>NEA2 at GCSE</p>	<p>Diet and good health:</p> <ul style="list-style-type: none"> - Nutritional needs through life. - Diet related health issues. - Allergies and intolerances. <p>Food labelling and consumer information.</p> <p>Adapting and modifying Recipes:</p> <ul style="list-style-type: none"> - Research, plan, make 	<p>Recipes: Savoury Scones Chow Mein Curry in a Hurry Dutch Apple Cake Cheesecake Own choice recipe on a world street food theme.</p> <p>End of Rotation assessment</p>	<p>AO1</p> <p>Links to prior learning</p> <p>AO2</p> <p>KS2 DT - eg flavoured bread design.</p> <p>AO3</p> <p>Links to future learning</p> <p>NEA2 at GCSE</p>			<p>Diet and good health:</p> <ul style="list-style-type: none"> - Nutritional needs through life. - Diet related health issues. - Allergies and intolerances. <p>Food labelling and consumer information.</p> <p>Adapting and modifying Recipes:</p> <ul style="list-style-type: none"> - Research, plan, make 	<p>Recipes: Savoury Scones Chow Mein Curry in a Hurry Dutch Apple Cake Cheesecake Own choice recipe on a world street food theme.</p> <p>End of Rotation assessment</p>	<p>AO1</p> <p>Links to prior learning</p> <p>AO2</p> <p>KS2 DT - eg flavoured bread design.</p> <p>AO3</p> <p>Links to future learning</p> <p>NEA2 at GCSE</p>		



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	<p>Commodity: Milk, cheese and yoghurt</p> <ul style="list-style-type: none"> - Preparation and practical cooking of commodity - Provenance - How commodity is grown/reared and processed - Classification - Nutritional values (include sources, functions, deficiencies, excess, daily requirements) - Dietary considerations - Food science - NEA Assessment 1 practise investigation - Food hygiene and safety - Storage 	<p>Recipes: Cheese Straws Panna cotta and coulis Korma and Naan Bread Halloumi Fries Lemon Tart Own choice Dairy practical</p>		<p>Commodity: Meat, fish, poultry, eggs</p> <ul style="list-style-type: none"> - Preparation and practical cooking of commodity - Provenance - How commodity is grown/reared and processed - Classification - Nutritional values (include sources, functions, deficiencies, excess, daily requirements) - Dietary considerations - Food science - NEA Assessment 1 practise investigation - Food hygiene and safety - Storage 	<p>Recipes: Chicken in velouté sauce Lamb Kofta Toad in the hole Fish goujons Egg custard or quiche Own choice meat/fish 'ready meal' dish</p>		<p>Commodity: Butter, oils, margarine, sugar and syrup</p> <ul style="list-style-type: none"> - Preparation and practical cooking of commodity - Provenance - How commodity is grown/reared and processed - Classification - Nutritional values (include sources, functions, deficiencies, excess, daily requirements) - Dietary considerations - Food science - NEA Assessment 1 practise investigation - Food hygiene and safety - Storage 	<p>Recipes: Sausage Rolls Homemade mayonnaise (made into coleslaw or potato salad) Lemon Meringue Pie Swiss Roll Brownies Victoria Sandwich Savoury muffin deign and make challenge.</p>		
11	<p>NEA Assessment 1</p> <p>Recap on key principles of how to conduct NEA - ensure learners are familiar with the mark scheme and how to be successful in NEA. NEA Assessment 1 research, planning, completing practical assessment, evaluation.</p>	<p>NEA Tasks Sections A, B and C marked according to Eduqas markscheme.</p> <p>Recipes: Range of practicals so that learners are familiar with the skills/commodity focus and</p>	<p>A01 A02 A03</p> <p>Links to prior learning</p> <p>Year 10 practice NEA1</p> <p>A04</p> <p>Links to future learning</p>	<p>NEA Assessment 2</p> <p>Recipe trialling, final choices, planning, NEA2 3 hour practical, Evaluation.</p>	<p>NEA Tasks Sections A, B and C marked according to Eduqas markscheme.</p>	<p>A01 A02 A03</p> <p>Links to prior learning:</p> <p>Assessed practical tasks in KS3 and year 10.</p> <p>A04</p> <p>Links to future learning</p>	<p>Exam Revision</p> <p>Content dependent on areas not covered sufficiently in year 10 and will vary</p> <p>Areas of Content:</p> <ol style="list-style-type: none"> 1. Food commodities 2. Principles of nutrition 3. Diet and good health 4. The science of food 5. Where food comes from 	<p>Component 1 Written exam.</p> <p>Recipes: Related to basic techniques: Breadmaking Pastry Cake methods Sauces</p>	<p>A01 A02 A03</p> <p>Links to prior learning</p> <p>Revision of topics learnt throughout the course.</p> <p>A04</p> <p>Links to future learning</p>	



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	<p>Preparation for NEA Assessment 2 Recap on key principles of how to conduct NEA - ensure learners are familiar with the mark scheme and how to be successful in NEA Assessment 2</p> <p>NEA Assessment 2 Analyse the Brief, write Plan of Action, Research, recipe trial.</p>	<p>expectations before they are officially given the formal assessment. Practicals must not directly mirror the NEA brief.</p>		<p>Further independent study in Food or other subject areas.</p>			<p>Ability to continue study at level 3 in Hospitality and Catering or Food Science and Nutrition.</p>	<p>6. Cooking and food preparation.</p>		<p>Ability to continue study at level 3 in Hospitality and Catering or Food Science and Nutrition.</p>
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Enrichment Opportunities

Key stage	
KS3	
KS4	
KS5	