



Springwood High School Food Preparation & Nutrition Curriculum Plan

Our Vision:

To improve young people's health and wellbeing through innovative food education and practical cooking skills

Exam boards: KS4 – AQA Food Preparation and Nutrition <http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

Brief overview of topics, themes, skills or key questions for each term:

Key Stage 3

Why are we teaching a knowledge-rich curriculum; how is it different?

Springwood High School is committed to giving all pupils the opportunity to learn how to cook and apply the principles of nutrition and healthy eating through our knowledge-rich food curriculum. We believe learning to cook is a crucial life skill that enables pupils to feed themselves healthy meals, now and later in life. We also believe it is vitally important to combine these practical skills with detailed knowledge which enables pupils to make good food choices and to be responsible consumers. This is why we examine how food is grown, reared and processed, the principles of food safety, how food choices are influenced by our moral, cultural and religious beliefs and the importance of eating a balanced diet with the recommended daily intakes of macro and micronutrients.

Why are we teaching this content, in this order?

Food is taught in a carefully sequenced manner, ensuring that pupils build expert practical skills alongside developing a detailed understanding of the wide range of factors affecting food choice. In Year 7 and 8 our lessons are planned around activities linked to the Eatwell Guide – the Government's guidance on healthy eating. In Year 7 we concentrate on the 'fruit and vegetables' and 'carbohydrate' sections. Pupils learn the basics of personal hygiene and clear routines for working in the food room. They learn how to safely use a sharp knife and every part of the cooker and they prepare a range of ingredients in these segments of the Eatwell Guide to build basic skills and confidence. Alongside practical work, pupils build an understanding of healthy eating and the importance of eating 5-a-day and basing their meals on starchy food – also the consequences of making unhealthy choices eg eating too much sugar. They learn where ingredients come from, how they are processed and the environmental impact of food production.

In Year 8, food preparation involves the use of high-risk ingredients from the dairy, protein and fats segments of the Eatwell Guide and more complex dishes that will ultimately give them the skills to prepare healthy and varied meals for themselves and families. Again, this practical work is underpinned by knowledge on food safety, nutrition and health, food provenance and factors affecting food choice.



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In Year 9 pupils continue their food journey with more opportunities to adapt recipes and to explore the distinctive characteristics of British and International cuisine and other aspects of food choice including being a responsible consumer and avoiding food waste. By the end of KS3 all pupils will have made at least 18 dishes and will know how to adapt them to add variety to their diets.

As our school is based in a rural and coastal location we are surrounded by agriculture, the fishing industry and food processing facilities. We recognise that food education also opens doors to a wide range of exciting careers in catering and hospitality, food manufacturing and food science and we build this into our curriculum eg examining the Norfolk fishing industry and the production of crops such as sugar beet and by inviting local chefs to deliver masterclasses. We have had a number of pupils progress into catering roles – including two pupils who are now working in the school kitchen and numerous pupils who have gone on to further their studies at specialist catering colleges. We also have sixth formers applying for food-related university courses - dietetics and food technology - as a result of their food studies.

How does our curriculum match the ambition of the National Curriculum?

In 2019 we introduced a redesigned knowledge-rich food curriculum enabling all KS3 pupils to study food once a fortnight throughout the academic year. As set out in the National Curriculum, our KS3 curriculum balances teaching practical cooking skills, to make predominantly savoury dishes, and the theory behind making good food choices.

How does the curriculum build on that from Key Stage 2?

At KS2 pupils in primary school are learning:

- How to apply the principles of a healthy and varied diet
- How to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (where facilities allow)
- About seasonality and how a variety of ingredients are grown, reared, caught and processed.

We have been involved in out-reach work with primary schools to support this learning – running practical lessons and taste testing sessions. In KS3 we build on these skills and knowledge and understanding with more detailed learning as outlined above.

By the end of Key Stage 3, what key knowledge should pupils need to remember and be able to apply in this subject? (

At the end of KS3 pupils will:

- 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

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- 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

Throughout KS3 we have firmly embedded retrieval practice, using it as a springboard to embed and extend knowledge and understanding. We have topic guides and memory challenge booklets to regularly test knowledge and understanding – whilst evaluation sheets help students to identify improvements and adaptations for practical work. The Department adheres to the model of presenting pupils with small amounts of new material and then assisting students as they practice this material (for example, leading on ‘spot demonstrations’ during a practical to reinforce the correct techniques) to avoid cognitive overload. Pupils take part in ongoing formative assessments (low stakes quizzing and verbal questioning) and summative assessments (end of topic tests) in line with the school policy.

At the end of KS3 pupils will be equipped for further food studies. In KS4 we offer a GCSE in Food Preparation and Nutrition – a popular course where pupils historically achieve extremely good outcomes

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Food Safety: personal hygiene, using sharp knives and cookers	Introduction to The Eatwell Guide: 5-a-day fruit and veg	Introduction to The Eatwell Guide: 5-a-day fruit and veg	Introduction to The Eatwell Guide: carbohydrates – starchy foods and fibre	Introduction to The Eatwell Guide: carbohydrates – starchy foods and fibre	Introduction to The Eatwell Guide: Eating less sugar and sensory testing cereal bars
	Practicals: Fruit Fusion	Practicals: Vegetable Couscous	Practicals: Apple Crumble	Practicals: Pizza Toast	Practicals: Fruity Flapjack	Practicals: Cheesy Scones
8	Food Safety: food spoilage and contamination, using high risk foods safely	Introduction to The Eatwell Guide: High protein foods – meat, fish and poultry and alternatives	Introduction to The Eatwell Guide: High protein foods – meat, fish and poultry and alternatives	Introduction to The Eatwell Guide: Dairy foods and alternatives	Introduction to The Eatwell Guide: Fats and oils in the diet	Introduction to The Eatwell Guide: Function of fats and oils in cooking

	Practicals: Bolognese	Practicals: Fish and Chips	Practicals: Chicken Fajitas	Practicals: Macaroni Cheese/Cauliflower Cheese	Practicals: Cheese and Onion Tarts	Practicals: Pizza
9	Food Safety: Allergies and Intolerances	Food Choice: British Cuisine – distinctive characteristics	Food Choice; British Cuisine - distinctive characteristics	Food Choice: International Cuisine - distinctive characteristics (Italian/Chinese)	Food Choice: International Cuisine - distinctive characteristics (Indian/American)	Consumer Awareness: Food labelling and food waste
	Practicals: Victoria Sandwich	Practicals: Scotch Eggs	Practicals: Toad in the Hole	Practicals: Sizzling Stir Fry	Practicals: Curry	Practicals: Gourmet Burgers
10	Food Provenance: food processing Food Science: Chemical and functional properties of proteins	Food Provenance: food production Food Science: Mock NEA1	Food Safety: causes of food spoilage Food Science: Functional and chemical properties of carbohydrates and raising agents	Food Safety: preventing food poisoning Food Science: Mock NEA1	Nutrition and Health: function of macro and micro nutrients Food Science: Functional and chemical properties of fats	Nutrition and Health Mock Written Exam
	Advanced Practical Skills: Portioning whole chicken, filleting whole fish	Advanced Practical Skills: Setting mixtures (quiche, trifles)	Advanced Practical Skills: Enriched doughs and complex pastries	Advanced Practical Skills: Enriched doughs and complex pastries	Advanced Practical Skills: Sauces, accompaniments and presentation	Mock NEA2 Practical Exam

Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	Food Provenance: food processing Food Science: Chemical and functional properties of proteins	Food Provenance: food production Food Science: Mock NEA1	Food Safety: causes of food spoilage Food Science: Functional and chemical properties of carbohydrates and raising agents	Food Safety: preventing food poisoning Food Science: Mock NEA1	Nutrition and Health: function of macro and micro nutrients Food Science: Functional and chemical properties of fats	Nutrition and Health Mock Written Exam
	Advanced Practical Skills: Portioning whole chicken, filleting whole fish	Advanced Practical Skills: Setting mixtures (quiche, trifles)	Advanced Practical Skills: Enriched doughs and complex pastries	Advanced Practical Skills: Enriched doughs and complex pastries	Advanced Practical Skills: Sauces, accompaniments and presentation	Mock NEA2 Practical Exam
11	NEA 1: Food Science Investigation Controlled Assessment (15% of GCSE Grade)	NEA2: Food Preparation Controlled Assessment (35% of GCSE Grade)	NEA2: Food Preparation Controlled Assessment (35% of GCSE Grade) – 3 Dishes in 3 hours practical	Revision: tips and techniques for the written exam, practise papers	Written Examination (50% of GCSE Grade)	

Enrichment Activities:

Super Learning Days: Yr 7 Smoothie Making (healthy eating, accurate weighing and measuring, taste-testing)

Competitions: Yr 10 Rotary Club Young Chef Competition (in-school competition in November, Local Finals in January, District Finals at in February)

Trips: Year 10: Field to Fork Experience, Holkham Hall (compulsory) – June; Year 10: Local Chef Demonstration; Year 10: National Seafood Week, CoWA (compulsory) – October;



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Clubs & Support:

- Year 7 and 8: Cookery Club (every Wednesday)
- Year 7: Pupil Premium Catering for Awards Evening (July)
- Year 10: Catering for Events (ad-hoc)
- Main Textbook: AQA GCSE Food Preparation and Nutrition (2016), A. Rickus, B. Saunder & Y. Mackay, Hodder Education, ISBN: 978 1 4718 6364 6
- Revision Guide: AQA GCSE Food Preparation and Nutrition Revision Guide (2017), A. Tull, Illuminate Publishing, ISBN: 978 1 911208 80 2