

Food KS4 – Statement of Intent

"One cannot think well, love well, sleep well, if one has not dined well." - Virginia Woolf

The intent of the GCSE food and nutrition course is to enable learners to develop their knowledge and understanding of nutrition, food, cooking and preparation. The course covers a range of topics, such as food commodities, food provenance, food science, food safety, food choice, and food and nutrition for health. The course also develops learners' practical skills and creativity in planning, preparing, cooking and presenting dishes, combining appropriate techniques and ingredients. The course prepares learners for further study and careers in the food and catering industry, as well as enhancing their health and wellbeing.

Following on from our keystage 3 curriculum students develop understanding of healthy diets and balanced meals alongside cultural traditions in food. The keystage 4 curriculum at All Saints Academy uses the AQA food and nutrition curriculum to ensure students have a strong balance between the theory of food science and the practical skills to plan and cook a broad range of meals.

Our pupil premium students will never be without an opportunity to cook, as we provide ingredients and containers for them to be able to participate fully.

To support students, we provide a range of themes and stimuli to choose from, and help them to develop their own personal response and interpretation. Peer collaboration is encouraged and sharing of ideas and feedback helps create an inclusive and supportive learning environment.

Differentiated tasks are regularly reviewed, resources, and outcomes according to their individual needs and abilities, and offer alternative or modified materials and methods if needed. Multi-sensory approaches, including ICT are used to enhance the learning experience and support with presentation of coursework folders. The key to student success is using all the theory and practical skills to communicate clearly and effectively with the students. Keywords, writing frames, visual aids and simplified instructions are used as needed to support learners progress.

Student's folders are regularly reviewed and assessments used to adapt the curriculum to provide feedback and assessment for learning which help all students to set and achieve their individualised learning goals. Learning mats and bespoke resources are identified to support individual student needs.

Across the schemes of learning students will be culturally enriched by experiencing a range of international cuisines and skills, whilst making a variety of courses and dishes. Specialised vocabulary and explanations are provided in writing frames and guided reading tasks are set to support all students, underpin their new knowledge, and ensure that every pupil is able to access the learning in this course.

Year 10

Substantive Knowledge

In year 10, food and nutrition students develop their substantive knowledge developed in keystage 3 through a range of practical and theoretical tasks which enable students to practice for their NEA coursework assessments.

During term 1 students will build on their knowledge of Food commodities, such as cereals, fruit and vegetables, milk and dairy, meat, fish, eggs, soya, tofu, beans, nuts, seeds, and fats and oils. They learn about their sources, origins, forms, nutritional values, dietary considerations, and food science.

During term 2 students will look at Food provenance, such as food fortification and modification, food miles and carbon footprint, packaging and the environment, growing and rearing food, and animal welfare. They learn about the economic, environmental, ethical, and socio-cultural influences on food availability, production, and choice.

During term 3 students will explore special dietary needs, such as vegan, vegetarian, religious, medical, and deficiency diets. They learn about the reasons, benefits, and challenges of different dietary choices, and how to adapt recipes and ingredients to meet them.

Throughout the course nutritional needs are explored and reflected upon, such as the energy balance, the role of nutrients in a balanced diet, and the nutritional requirements of different life stages and groups, such as babies, toddlers, teenagers, adults, elderly, pregnant and lactating women, and athletes. They learn how to plan and prepare balanced meals and snacks that meet the current guidelines for healthy eating.

Disciplinary Knowledge

Cooks are spread throughout the year and relate to NEA expectations. Cooks have a research, practical and evaluation element and are used to practice for final NEA tasks. Students practice their food hygiene and safety skills through practical activities and the teacher uses formative assessment to help student reflective and improve on their kitchen practice.

In year 10 students experiment with the impact of ingredients on the quality, enjoyment and nutritional value of food. By the end of year 10 students are able to write scientific reports on the impact of ingredients in cooks.

Students will use their understanding of dietary choices to plan and prepare meals from a range of cultural and culinary traditions and write up their research and decision-making processes in the AQA expected format.

AQA provide key skills that students should cover through all practical activities. Students will practice and refine these skills and aim to be proficient at a high level in readiness for the NEA assessments in year 11.

<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/subject-content/food-preparation-skills>

Year 11

Substantive Knowledge

In year 11 students can demonstrate their skills through two NEA tasks and a final written assessment.

Term 1 is focused on using understanding of food commodities, provenance and dietary needs developed in year ten to investigate a food science theme provided by AQA.

Term 2 is focused on developing a meal based on a food tradition, dietary need or cultural food tradition provided by AQA.

Terms 1 and 2 represent 50% of the final GCSE grade.

Term 3 is focused on refining understanding of key skills and knowledge of food commodities, provenance and dietary needs towards demonstrating these skills in the final written assessment.

The final written assessment represents the final 50% of their GCSE grade.

Disciplinary Skills

In year 11 students use the skills developed throughout keystage 3 and honed in year ten to complete their task 1 experiment with the impact of ingredients on the quality, enjoyment and nutritional value of food. Students will complete a report on the findings of their experimental cooks.

Students will use their understanding of dietary choices to plan and prepare meals from the provided NEA themes, cultural and culinary traditions and write up their research and decision-making processes in the AQA expected format.

AQA provide key skills that students should cover through all practical activities. Students will demonstrate these skills during their NEA task 2 by the end of term 2 in year 11.

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