

Food Preparation and Nutrition at Casterton

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

Aims

The national curriculum for design and technology 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.

Students should have the skills, confidence and resilience to undertake preparing and cooking a range of dishes independently and safely.

Students should have an understanding of how the food they consume will impact the health of their body and mind both in the future and now.

Students should have some understanding of the impact that growing, rearing and processing food can have on people and planet.

Students also need to have some understanding of their choices as consumers.

Students need to be prepared for the next stage of their lives. They are taught valuable life skills.

Hours of Study (1 lesson = 50/55 mins)

Year (total in year group)	Lessons per two week cycle	Lessons per year (40 weeks)	Number of students
7 (180)	2 (for 3 terms)	18 lessons 18 weeks	
8 (210)	2 (for 3 terms)	18 lessons 18 weeks	
9 (210)	1 (for 3 terms)	9 lessons 18 weeks	
10 (210)	5	160 hours	40
11 (180)	5	160 hours	40

Timetabling and Setting Notes

Year 7 and 8 students have 2 lessons a fortnight for 3 terms
Year 9 students have 1 lesson a fortnight for 3 terms.
There are currently 2 groups of year 10 students studying Food, and 2 groups of year 11.

Year 9 Options Notes

Food is one of the 'Open Bucket' subjects and was offered in one option block out of 4.

Programmes of Study

Terms	Year 7	Year 8	Year 9
1	Preparing for practical work – hygiene and safety. Weighing and measuring accurately. Knife skills	Macronutrients – sources and functions. Micronutrients – nutrients in food, their sources and functions Practical skills	Preparing for practical work. Applying the Eatwell guide. Staple Foods International cuisine
2	Practical skills Temperature control and bacteria. The Eatwell Guide. What is a balanced diet? Practical skills	Methods of heat transfer – convection, conduction, radiation. Food Provenance – where does food come from? Food security. Practical skills.	Food waste Nutritional needs of different groups of people. Sensory evaluation and star profiles. Practical skills
3	Practical skills How to write an evaluation. Academic writing – The Eatwell guide. Bacteria and Food poisoning.	Fair trade. Practical assessment - Time plan, special points, introduction of dove tailing, planning for practical assessment. Evaluation – practical assessment and written evaluation. Practical skills.	Food Science investigation - Gelatinisation Food sustainability Practical skills
4	Design	Design	Design
5	Design	Design	Design
6	Design	Design	Design

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Terms	Year 10	Year 11	
1	<p>Bread, cereals, flour, oats, rice, potatoes and pasta</p>	<p>You know and understand:</p> <ol style="list-style-type: none"> 1. the value of the commodity within in the diet 2. features and characteristics of each commodity with reference to their correct storage to avoid food contamination 3. the working characteristics of each commodity, with reference to the skill group and techniques table listed in Appendix A, e.g. when subjected to dry/moist methods of cooking 4. the origins of each commodity <p>You are able to:</p> <ol style="list-style-type: none"> 5. experiment with the commodity to explore physical and chemical changes that occur as a result of given actions 6. consider complementary actions of a commodity in a recipe 7. prepare and cook dishes using the commodities 	<p>NEA 1</p>
2	<p>Fruit and vegetables, (fresh, frozen, dried, canned and juiced)</p>	<p>You know and understand:</p> <ol style="list-style-type: none"> 1 the value of the commodity within in the diet 2 features and characteristics of each commodity with reference to their correct storage to avoid food contamination 3 the working characteristics of each commodity, with reference to the skill group and techniques table listed in Appendix A, e.g. when subjected to dry/moist methods of cooking 	<p>NEA 2</p>

		<p>4 the origins of each commodity</p> <p>You are able to:</p> <p>5. experiment with the commodity to explore physical and chemical changes that occur as a result of given actions</p> <p>6. consider complementary actions of a commodity in a recipe.</p> <p>7. prepare and cook dishes using the commodities</p>	
3	Milk, cheese and yoghurt	<p>You know and understand:</p> <p>1. the value of the commodity within in the diet</p> <p>2. features and characteristics of each commodity with reference to their correct storage to avoid food contamination</p> <p>3. the working characteristics of each commodity, with reference to the skill group and techniques table listed in Appendix A, e.g. when subjected to dry/moist methods of cooking</p> <p>4. the origins of each commodity</p> <p>You are able to:</p> <p>1 experiment with the commodity to explore physical and chemical changes that occur as a result of given actions</p> <p>2 consider complementary actions of a commodity in a recipe</p> <p>3 prepare and cook dishes using the commodities</p>	NEA 2
4	Meat, fish, poultry and eggs	You know and understand:	Complete NEA 2 Exam prep/revision

		<ol style="list-style-type: none"> 1 the value of the commodity within in the diet 2 features and characteristics of each commodity with reference to their correct storage to avoid food contamination 3 the working characteristics of each commodity, with reference to the skill group and techniques table listed in Appendix A, e.g. when subjected to dry/moist methods of cooking 4 the origins of each commodity <p>You are able to:</p> <ol style="list-style-type: none"> 1 experiment with the commodity to explore physical and chemical changes that occur as a result of given actions 2 consider complementary actions of a commodity in a recipe 3 prepare and cook dishes using the commodities 	
5	<p>Soya, tofu, beans, nuts and seeds</p>	<p>You know and understand:</p> <ol style="list-style-type: none"> 1 the value of the commodity within in the diet 2 features and characteristics of each commodity with reference to their correct storage to avoid food contamination 3 the working characteristics of each commodity, with reference to the skill group and techniques table listed in Appendix A, e.g. when subjected to dry/moist methods of cooking 4 the origins of each commodity <p>You are able to:</p> <ol style="list-style-type: none"> 1 experiment with the commodity to explore physical and chemical changes that occur as a result of given actions 2 consider complementary actions of a commodity in a recipe 3 prepare and cook dishes using the commodities 	Exam prep/revision

6	<table border="1"> <tr> <td data-bbox="331 304 786 810"> Butter, oils, margarine, sugar and syrup </td> <td data-bbox="786 304 1624 810"> <p>You know and understand:</p> <ol style="list-style-type: none"> 1 the value of the commodity within in the diet 2 features and characteristics of each commodity with reference to their correct storage to avoid food contamination 3 the working characteristics of each commodity, with reference to the skill group and techniques table listed in Appendix A, e.g. when subjected to dry/moist methods of cooking 4 the origins of each commodity <p>You are able to:</p> <ol style="list-style-type: none"> 1 experiment with the commodity to explore physical and chemical changes that occur as a result of given actions 2 consider complementary actions of a commodity in a recipe 3 prepare and cook dishes using the commodities </td> </tr> </table>	Butter, oils, margarine, sugar and syrup	<p>You know and understand:</p> <ol style="list-style-type: none"> 1 the value of the commodity within in the diet 2 features and characteristics of each commodity with reference to their correct storage to avoid food contamination 3 the working characteristics of each commodity, with reference to the skill group and techniques table listed in Appendix A, e.g. when subjected to dry/moist methods of cooking 4 the origins of each commodity <p>You are able to:</p> <ol style="list-style-type: none"> 1 experiment with the commodity to explore physical and chemical changes that occur as a result of given actions 2 consider complementary actions of a commodity in a recipe 3 prepare and cook dishes using the commodities 	
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Powerful Core Knowledge

How we identify powerful core subject knowledge

Students need to have a good understanding of Diet and Nutrition, and how ingredients work. The powerful core knowledge for a Food Technologist is to have a broad knowledge of the functional properties of food. How ingredients work. What they do and the importance within a dish or recipe.

Ultimately students need to be self-sufficient, demonstrate confidence and be able to cook simple nutritious meals for themselves by the end of KS3.

How we sequence topics to create a logical, coherent, narrative.

At KS 3 we need to start with the basics. Some students have never experienced any practical/cooking whatsoever. We need to build on confidence for these students and create a safe and comfortable environment for them to build on their confidence, as well as develop the skills of more experienced students who cook at home on a regular basis.

It is vital that at the end of KS 3 students can prepare and cook a variety of healthy, nutritious, low-cost meals for themselves or their family.

Cost is becoming an increasingly important factor in food choice; therefore, it is vital that students are aware of how they can adapt recipes and use leftovers in order to produce meals.

We add to prior knowledge. Build on confidence and skills. Assess where any gaps in knowledge and adjust accordingly.

The curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before.

The curriculum addresses gaps in pupils learning, and remains as broad as possible for as long as possible

Retention

How we secure mastery (long term retention) of powerful core knowledge

We follow the school approach of learn, practice, test (LPT)

Core knowledge tests are organised so that prior knowledge is revisited and reinforced, so that by the end of year 9, the whole of KS3 is being tested.

Small/short tests/tasks are carried out in years 7-9. Some are completed as a class activity, and some are set and completed as individual tests, for bigger topics/units.

Certain topics are revisited to expand on prior knowledge and to refine it.

Vocabulary and Spelling

How we secure mastery of specialist academic vocabulary (T3 words)

The specialist academic vocabulary for each topic (tier 3 words) is given in knowledge organisers, and key words with definitions. This is taught explicitly in the context of each topic and tested through in the assessment of academic essays and reading for meaning tests. Teachers emphasise the importance of specialist vocabulary to writing and communicating like a Food technologist. Core knowledge tests require students to explain specialist vocabulary.

How we secure mastery of vocabulary comprehension (T3 words in context)

Reading for meaning tests are set in years 7 - 9 to test students understanding of specialist vocabulary in context. Key words and their definitions are written in the back of student exercise books/booklets.

How we secure mastery of spelling (T3 words)

The spelling of specialist vocabulary is tested at the end of each unit.

Academic Writing

How we define writing like a Food technologist

Students are required to write a Food science investigation during term 1 of year 11 – therefore they need to be able to write in a factual manor and use different tenses for planning and evaluating their work.

Students, as part of their NEA 2 need to analyse and evaluate a range of mediums such as research and trialled products. They must adapt their style of writing for the task, and ensure it is informative, and in depth.

How we teach academic writing in Food preparation and nutrition

We place an emphasis on the most common command words used in FPN writing, such as identify, evaluate, analyse, describe, explain and discuss and teach students what they mean in the context of the subject.

In the academic essay, they receive marks for terminology, creativity and accuracy as well as knowledge and understanding.

Students are required to draft their essay/report before writing it out in class, under timed conditions. This is to emphasise the importance of careful preparation and attention to detail. Following feedback, students may then be required to rewrite a paragraph to an improved standard. These tasks allow students to write creatively in different formats such as newspaper articles, reports and extended writing.

Independent Learning (Prep)

Regularity

Year	Frequency	Hours per week or term	Main form or types
7	FPN is a 'open' subject so regular prep is not set until year 9. However, prep is set in advance of core knowledge tests, spelling tests and academic essays.	1-2 hours per 6 week term.	Revision from knowledge organisers and drafted academic essays. Preparation of ingredients for practical lessons

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9	2 main pieces of prep are set per term as part of a larger project.	3-4 hours per 6 week term.	Project work – research/typing up work. Preparation of ingredients for practical lessons
10	Typically, 1 piece a week, though this may vary.	6 hours per 6 week term.	Typing up project work Current topic exam questions Wider reading. Revision for tests and exams. Preparation of ingredients for practical lessons
11	Typically, 1 piece a week, though this may vary. Whilst students are working on their NEA they will be required to complete some tasks such as typing up work and gathering primary research.	6 hours per 6 week term.	Writing up NEA. Research for NEA Wider reading. Revision for tests and exams. Preparation of ingredients for practical lessons

Assessment

How we assess progress at KS3

Progress is assessed by the following

Core knowledge tests
Spelling tests
Reading for Meaning tests
Academic essays

In year 7 and 8, students are also assessed as being below, in line or above age expected progress, as defined by their baseline.
In year 9 students are also given a SAGE grade (Scholastic Excellence, Advanced, Good, Emerging).
This information is reported to parents three times a year in progress reports and further explained at parent's evenings.

Each student in KS 3 will have an 'Assessment' page in their booklet.

How we assess progress at KS4

Progress is assessed by the following

Exams
Class based assignments
Prep
End of topic/unit tests
GCSE grading is used to calculate current working grades (CWG) and projected performance grades (PPG).

Teaching and Learning

How we teach to the top

Explanations are targeted at the top 20% of the class while resources are provided to ensure that others receive the scaffolding they need to reach that level. Targeted questioning is used to check the understanding of current middle and lower ability students and whole class feedback includes reminders of basic knowledge, concepts and vocabulary. This means we usually take a 'no hands' approach to questioning to avoid currently more able students giving a false impression of the general level of understanding of the class.

The mastery approach means no student is left behind and our expectation is that all 'students can', including those with SEND and disadvantage students. Adaptations to resources and bespoke further assistance is provided for SEND students where necessary.

We also celebrate intellectual curiosity, never talk down our own knowledge nor make a virtue of our ignorance. We never use terms like 'gifted and talented', instead attributing progress to effort and deliberate practice and we never stigmatise achievement by using words like nerd, boffin or swot.

How we ensure topics are introduced with direct instruction

For each topic we start big and go small. In other words, the teacher establishes the big picture before moving on to detail, examples and case studies. Powerful core knowledge is essential to establish an overall framework for each topic in Food, in other words the *most fundamental* knowledge, concepts and vocabulary.

As a topic progresses, opportunities are provided for application, experimentation, discussion, and further consideration.

Cultural Capital

How we develop cultural capital

We recognise that some students do not have the same opportunities as others to cook at home and develop their skill level, therefore we provide ingredients to all PP students as requested and offer to support to any other student who might need it.

We have taken GSCE students to Rushden Hall where we had a tour, observed demonstrations in the kitchen with the head chef who also talked about his career.

Cooking competitions, including national ones such as 'Junior Bake-off' are promoted.

We are able to demonstrate a focus of Cultural Capital links to different ethical foods, traditions British dishes and industry relevant themes.

SEND

At Casterton College, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a High-quality and ambitious education regardless of need or disability. Every teacher at Casterton College is a teacher of SEND. We believe that all students should be equally valued in college and strive to provide an environment where all students can flourish and feel safe.

In the classroom a child with SEND may will:

- Receive a level of challenge suitable for their ability and needs.
- Have reasonable adjustments in place to help overcome their barriers to learning.
- Experience lessons which contain appropriate scaffolding and task modelling.
- Extra support may be given during practical lessons.

Additional Notes

The Design Department is creative and vibrant. We encourage and enthuse the students to show their creative side, and not to be afraid of demonstrating and expressing themselves through their work. We celebrate successes and express how creativity and success often comes from experimentation and encourage students to step outside of their comfort zone especially with practical work.

Staffing

Head of Department	M.Ward
Deputy Head (where appropriate)	N/A
Teaching Staff (specialism where appropriate)	M.Ward
Senior Link	N. Rawes

KS3 Food– Checkpoints, Key Assessment and other assessments

Which assessment	How often?	What is the focus of the assessment?	What will it be measured on?	Communication to parents and students	Will resources be provided to help students prepare?
<i>Checkpoint</i>	Over the course of the year. Year 9 – 1 Year 7 – 1 Year 8 - 1	Mixture of skills and knowledge	<ol style="list-style-type: none"> 1. Regular key word tests 2. General classwork 3. Any completed academic essays or RfM or core knowledge checks. 4. Practical skills 	<ol style="list-style-type: none"> 1. Set on Edulink 2. n/a 3. Draft for Academic essay and peer assessed. Knowledge organisers. 4. Practical assessment – recorded on Edulink. 	<ol style="list-style-type: none"> 1. Key words for each topic recorded (with their definitions) at the back of student’s exercise books) 2. n/a 3. Academic essay will be taught during the lesson and guidance given to students. 4. Students will build up and develop practical skills throughout their unit of work.
<i>Key Assessment</i>	Once in all year groups.	Skills	Practical skills. This will be the last practical of the unit. They will build up their skills, knowledge and confidence and they will be assessed on this final practical.	Students to be made aware that this will form part of their assessment. Set on Edulink.	Classwork. Key words and definitions.
<i>Academic Essay/Writing</i>	1 in each year group.	Knowledge and skills	Each year will have a different style of academic essay based on a different topic which will be taught.	Completed in class Set on Edulink and made clear this will count towards checkpoint.	Taught in class- guidance given on how to prepare and what to include.
<i>Reading for meaning test</i>	1 in each year group	Knowledge and skills	Knowledge from prior lesson.	No preparation required as it is based on comprehension. Students complete during the	General classwork. N/a

				lesson. Students will be informed in advance.	
<i>Core Knowledge Test</i>	1 in each year group	Knowledge.	Based on the basic knowledge and understanding of core competencies and diet and nutrition.	No revision required. Spellings/key words at the back of exercise book/booklet.	Key words/spellings with definitions at the back of exercise book/booklet.