

FOOD

At James Calvert Spence College, we provide a broad and balanced, ambitious curriculum for all pupils. Our food curriculum builds upon the knowledge and skills pupils have developed in first school through a well-planned and sequenced curriculum. Our curriculum plans follow the National Curriculum as well as drawing upon best practice within the field of food. We draw on evidence-based research to ensure our curriculum is high quality and meets the needs of our pupils. We provide regular opportunities to revisit learning, so it becomes embedded in our pupils' long-term memory. The overview of our plan is below:

Assessment: This includes one key piece of assessed work per term						
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Healthy Lunches During Y7, pupils will build upon their prior knowledge by revisiting the concept of safety, hygiene and health. Pupils will apply their new knowledge to practical cooking activities. and explore topics including healthy living, food hygiene and safety awareness. Pupils will be given the opportunity to deepen their understanding of safe working practices including safe use of the cooker and hob. ON ROTATION WITH DT & GRAPHICS		Healthy Lunches During Y7, pupils will build upon their prior knowledge by revisiting the concept of safety, hygiene and health. Pupils will apply their new knowledge to practical cooking activities. and explore topics including healthy living, food hygiene and safety awareness. Pupils will be given the opportunity to deepen their understanding of safe working practices including safe use of the cooker and hob. ON ROTATION WITH DT & GRAPHICS		Healthy Lunches During Y7, pupils will build upon their prior knowledge by revisiting the concept of safety, hygiene and health. Pupils will apply their new knowledge to practical cooking activities. and explore topics including healthy living, food hygiene and safety awareness. Pupils will be given the opportunity to deepen their understanding of safe working practices including safe use of the cooker and hob. ON ROTATION WITH DT & GRAPHICS	
8	Healthy Living In Y8, pupils will revisit the concept of safety, hygiene and health and deepen their understanding of several topics this term through both theory and practical work. This will enable them to create a broader range of dishes enhancing their understanding of safe working practices in the kitchen setting.		Healthy Living In Y8, pupils will revisit the concept of safety, hygiene and health and deepen their understanding of several topics this term through both theory and practical work. This will enable them to create a broader range of dishes enhancing their understanding of safe working practices in the kitchen setting.		Healthy Living In Y8, pupils will revisit the concept of safety, hygiene and health and deepen their understanding of several topics this term through both theory and practical work. This will enable them to create a broader range of dishes enhancing their understanding of safe working practices in the kitchen setting.	

	<p>When carrying out practical cooking, pupils will build up greater independence in using equipment and managing their time more effectively in readiness for Y9.</p> <p>ON ROTATION WITH DT & GRAPHICS</p>	<p>When carrying out practical cooking, pupils will build up greater independence in using equipment and managing their time more effectively in readiness for Y9.</p> <p>ON ROTATION WITH DT & GRAPHICS</p>	<p>When carrying out practical cooking, pupils will build up greater independence in using equipment and managing their time more effectively in readiness for Y9.</p> <p>ON ROTATION WITH DT & GRAPHICS</p>
9	<p>Food Choices</p> <p>In Y9, pupils will deepen their understanding of food preparation and nutrition by carrying out a range of theory and practical tasks. Pupils will build upon their previous understanding of hygiene and safety from Y8 and apply this to all practical cooking situations. Pupils will develop their practical cooking skills by creating more complex dishes through The Eatwell Guide and Healthy Living as well as practical cooking to develop organisation and planning skills, developing evaluation skills, understanding nutrition and different dietary needs, advancing their understanding of the Danger Zone, bacteria, food choices, how ingredients work, micronutrients, macronutrients, deficiencies and excesses. Pupils will continue developing their practical skills and confidence by preparing and cooking a broader range of dishes.</p> <p>ON ROTATION WITH DT & GRAPHICS</p>	<p>Food Choices</p> <p>In Y9, pupils will deepen their understanding of food preparation and nutrition by carrying out a range of theory and practical tasks. Pupils will build upon their previous understanding of hygiene and safety from Y8 and apply this to all practical cooking situations. Pupils will develop their practical cooking skills by creating more complex dishes through The Eatwell Guide and Healthy Living as well as practical cooking to develop organisation and planning skills, developing evaluation skills, understanding nutrition and different dietary needs, advancing their understanding of the Danger Zone, bacteria, food choices, how ingredients work, micronutrients, macronutrients, deficiencies and excesses. Pupils will continue developing their practical skills and confidence by preparing and cooking a broader range of dishes.</p> <p>ON ROTATION WITH DT & GRAPHICS</p>	<p>Food Choices</p> <p>In Y9, pupils will deepen their understanding of food preparation and nutrition by carrying out a range of theory and practical tasks. Pupils will build upon their previous understanding of hygiene and safety from Y8 and apply this to all practical cooking situations. Pupils will develop their practical cooking skills by creating more complex dishes through The Eatwell Guide and Healthy Living as well as practical cooking to develop organisation and planning skills, developing evaluation skills, understanding nutrition and different dietary needs, advancing their understanding of the Danger Zone, bacteria, food choices, how ingredients work, micronutrients, macronutrients, deficiencies and excesses. Pupils will continue developing their practical skills and confidence by preparing and cooking a broader range of dishes.</p> <p>ON ROTATION WITH DT & GRAPHICS</p>
10	<p>GCSE Food & Nutrition (New Course)</p> <p>In the first term of year 10, pupils will extend their knowledge of food, nutrition and health, food safety, food science, practical cooking and mock testing for written examination. Pupils will deepen their understanding of meal planning for different life stages while considering different consumer needs. Through a series of practical investigations pupils will learn more about how ingredients work and why with a 'food science' focus in preparation for their NEA 1 examination in Year</p>	<p>GCSE Food & Nutrition (New Course)</p> <p>This term, pupils will extend their knowledge of food safety, food choice, food provenance, practical cooking and mock testing for the written examination in year 11. Pupils will deepen their understanding of what influences food choice and learn more about where food comes from including topics such as 'food provenance' and 'food security'. Alongside this, pupils will continue to engage in practical tasks to build greater confidence in</p>	<p>GCSE Food & Nutrition (New Course)</p> <p>This term, pupils will carry out mock tests in readiness for Year 11.</p> <p>NEA 1: Food Investigation (Food science) - for this, pupils will have the opportunity to plan and carry out experiments to showcase their knowledge of how ingredients work.</p> <p>NEA 2: Food Preparation will be the main focus of this term - for this, pupils will have the</p>

	<p>11. Technical practical skills will be taught and developed to support the creation of more complex dishes in readiness for year 11.</p>	<p>time management and enhance their understanding of food presentation. Pupils will also practise answering exam style questions in readiness for Year 11.</p>	<p>opportunity to showcase their skills by cooking a range of medium skilled to complex skilled dishes within a set amount of time.</p> <p>Throughout both assessments, pupils will develop skills in report writing, analysing and presenting data.</p>
11	<p>NCFE Technical Award in Food and Cookery</p> <p>Pupils will work on recipe amendments. Development and evaluation.</p> <p>Pupils will gain a greater understanding of why we amend recipes and understand how to for different groups of people.</p> <p>Pupils will understand more about health conditions that affect food choice e.g. heart disease, diabetes and learn more about alternatives to gluten.</p> <p>Pupils will understand more about the different dietary requirements needed for different groups of people and carry out recipe amendments to reflect this.</p> <p>Pupils will engage in scenario/case study work and undertake practical cooking to reflect their new knowledge and understanding.</p> <p>Pupils will practice key technical skills through a variety of cooking methods. They will also broaden their understanding of food literacy.</p> <p>Pupils will be introduced to their first formal exam and structure this term.</p>	<p>NCFE Technical Award in Food and Cookery</p> <p>Pupils will work on their NEA exam. This term will consist of both theory and practical cooking in line with the NCFE given brief.</p> <p>Pupils will have 16 hours 30 minutes for the assessment. They will have an additional two hours to create a resource pack.</p>	<p>NCFE Technical Award in Food and Cookery</p> <p>Pupils will sit their theory paper which is 1 hour 30 minutes in total. This will assess their knowledge and understanding gained on course.</p> <p>Pupils will respond to a range of typical exam style questions which range from multi choice to extended writing.</p>

Examples of on-going assessment and feedback in lessons

- Verbal feedback by the teacher to the whole class which pupils act on in the lesson
- Pupils self-assess or peer-assess work with a clear framework guiding them through this
- Teachers circulate to give 'LIVE' and immediate feedback as pupils are working independently
- Pupils may complete mini quizzes or retrieval activities that revisit prior learning and receive verbal feedback
- Use of tailored questioning by the teacher