Tuition, Medical and Behaviour Support Service

Curriculum Policy
Food Preparation and Nutrition

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<td>Next Review:</td>
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<td>Responsibility:</td>
<td>Chloe Davies</td>
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The purpose of study:  
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.

Attainment targets:  
By the end of key stage 3 pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Food preparation and nutrition.  
As part of their work with food, pupils should be taught how to cook and apply principles of nutrition and healthy eating. Installing a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts such as; catering, agriculture, marketing, and horticulture.
Key Stage 1

When designing and making pupils should be taught to:

Design:
- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate, informative and communication technology.

Make:
- Select from and use a range of tools and equipment to perform practical tasks.
- Select from and use a wide range of materials and components.
- Use the basic principles of a healthy and varied diet to prepare dishes

Evaluate:
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria.

Technical Knowledge:
- Build a subject specific vocabulary.
- Understand where food comes from.

Key Stage 2

When designing and making pupils should be taught to:

Design:
- Use research and develop design criteria to inform the design of innovation, functional, appealing products that are for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, exploded diagrams, prototypes and computer-aided design
- Understand and apply the principles of a healthy and varied diet

Make:
- Select from and use a range of tools and equipment to perform practical tasks.
- Select from and use a wide range of materials and components.
- Prepare and cook a variety of predominantly savory dishes using a range of cooking techniques

Evaluate
- Investigate and analyze a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.
Technical Knowledge:
- Build a subject specific vocabulary.
- Understand seasonality, and know where and how variety of ingredients are grown, reared, caught and processed

Key Stage 3

When designing and making pupils should be taught to:

Design:
- Use research and exploration, such as the study of different cultures, to identify and understand user needs
- Identify and solve their own design problems and understand how to reformulate problems given to them
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.
- Use a variety of approaches to generate creative ideas and avoid stereotypical responses.
- Develop and communicate design ideas using annotated sketches, detailed plans, oral and digital presentations
- Understand and apply the principles of nutrition and health

Make:
- Select from and use a range of tools and equipment to perform practical tasks.
- Select from and use a wide range of materials and components.
- Cook a repertoire of predominantly savory dishes so that they are able to feed themselves and others healthy and varied diet.
- 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)

Evaluate:
- Analyze the work of past and present professionals and others to develop and broaden their understanding.
- Investigate new and emerging technologies
- Test, evaluate and refine their ideas and products against specification, taking into account the views of intended users and other interested groups.
- Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.

Technical Knowledge:
- Understand the source, seasonality and characteristics of a broad range of ingredients.
G.C.S.E

GCSE Food Preparation and Nutrition is a creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. This qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

GCSE pupils will be assessed on a written exam worth 100 marks. They will be assessed on their theoretical knowledge of food preparation and nutrition from food preparation skills that are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

They will also be assessed on two non-exam assessments:

- Task 1 is a Food investigation worth 30 marks where pupils will be assessed on their understanding of the working characteristics, functional and chemical properties of ingredients. This is assessed as a written document following Practical investigations which are compulsory to the task.
- Task two is a food preparation assessment worth 70 marks. The pupils are assessed on their knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours.

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.