

# St Christopher's Academy – Next Steps Medical

## Food Technology Curriculum Policy: Key Stage 4

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St Christopher's Next Steps Medical Pathway delivers the Food Preparation and Nutrition Curriculum, which is derived from the objectives set out in the Secondary National Curriculum. Key skills have been identified and progression mapped to the end of Key Stage 4. Our Food Preparation and Nutrition Curriculum is a concentric curriculum which ensures objectives can be revisited to build on learning, making knowledge acquisition long term as well as provide key life skills that will support pupils outside of school and into the future. Food preparation and nutrition has been selected to support students' life-skills and if/when there is an aptitude to complete a qualification, we work closely with the mainstream school to support the completion of coursework and exams.

The purpose of the Food and Nutrition programme is designed to equip students with the knowledge and skills to lead a healthy lifestyle. The programme aims to provide students with savoury practical skills and allows them to develop an understanding of how their food choices affect their physical and mental health. A particular focus is to make links between food and mental health, attention span and emotional wellbeing.

The theory and skills content will be taught side-by-side, and students will be continually focusing on how food affects their own wellbeing. The practical lessons will also have a theory focus and will show students how to make freshly cooked versions of commonly eaten ultra-processed foods. The key nutrition focus is not to teach about individual nutrients but to help students make the link between their food choices and the impact they have on mind and body. The holistic approach fosters a love of cooking and inspires learners to become inquisitive about how foods are made. The students will gradually be given greater independence, and they will be encouraged to be creative with their food products and to develop pride in their work.

Students will develop an understanding of food hygiene and safety in order for them to make food products safely. They will look at the role of bacterial growth, personal hygiene, cross-contamination, and food storage. They will work with a range of high-risk foods such as meat, dairy and fish in order to learn skills both for life and to allow them to continue their food studies, which could lead to possible employment.

Practical skills will focus on five key areas that students will repeat and master across the Key Stage through a range of food products. These skills are:

- knife skills
- rolling and shaping
- seasoning
- time management
- control of heat.

Allowing students to focus on and practice these skills will ensure they improve their confidence and independence across the subject. These five skills are the building blocks of all future savory cooking.

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The objectives from these fundamental areas are split into the subject areas and/or projects that fit best to ensure coverage across the curriculum offer. The programme of study is written as a full-time offer and will be made bespoke for pupils requiring a short-term reduced timetable or those on a reintegration timetable back into mainstream education. For our short term (1 – 3 or 4 term) education offer, it is not possible to cover the full breadth of the DT or Food Preparation and Nutrition curriculum, therefore taught components are consciously chosen and incorporated into our curriculum offer. These decisions are based on our programme of study in place to support curriculum intent as stated above, with a focus on health and wellbeing. All teaching will be adapted to support pupil's individual needs, according to their starting point, and teachers will use their assessment to identify if earlier objectives need to be achieved. Due to potential gaps in learning, some core fine motor skills might need to be practised and reinforced, e.g. cutting.

### **Assessment and Outcomes**

Teachers will assess learning objectives taught through the use of learning objectives (Knows/Dos) and success criteria for each session. These will then support the identification of pupil needs and success. Pupil outcomes will be recorded through our progress tracker assessment tool and used to inform future planning. Gaps in learning and misconceptions are addressed rapidly and can be re-visited.

Time will be built into lessons to re-teach any content that needs to be revisited. Assessment is used to inform future planning and teaching. It is shared with mainstream schools to allow them to reach a judgement to report on statutory Food and Nutrition attainment. Students self-assess each lesson, against the lesson objective, to enable them to develop an understanding of their own knowledge progression.

All teaching will be adapted to support students' individual needs and will take account of their starting point, we will work closely with mainstream settings during induction to identify appropriate starting points and any specific strengths or difficulties. Every student will have the opportunity to access Food and Nutrition in a way that works for them to enable them to progress during their time with us.

### **Food Technology; DT and the Wider Curriculum**

The principal focus of our Design and Technology/Food Technology curriculum is to develop the creative, technical and practical expertise of pupils that is needed to perform everyday tasks and life skills confidently and participate in an increasingly technological world. It seeks to support pupils in designing and making food and some products which they can feel proud of whilst providing them with the experience that will help them choose career paths for the future. Reading skills will be developed as pupils are supported to evaluate, engage and follow written instructions. Product evaluation and sampling will also be taught to ensure that pupils develop healthy awareness and understanding that things can be improved/developed. Pupils will also have increasing awareness through our food technology and Health and Wellbeing sessions which will help them to look after their bodies and function well. These skills will make an essential contribution to their knowledge and understanding of life beyond education.

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Food preparation and nutrition – PROGRAMME OF STUDY			KEY STAGE 4	
Prior learning				
	Year 7	Year 8	Year 9	
<b>Cooking and Nutrition</b>			<ul style="list-style-type: none"> <li>• Know how to compare the cost of food when planning to eat out or cook at home</li> <li>• Know about the influence of food marketing, advertising and promotion on their own diet and purchasing behaviour</li> </ul>	
	<ul style="list-style-type: none"> <li>• Know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade</li> <li>• Know that people choose different types of food and that this may be influenced by availability, season, need, cost, where the food is produced, culture and religion</li> </ul>			
<b>Food preparation, cooking and nutrition</b>	<p>Know the importance of a healthy and varied diet as depicted in The eatwell plate and Eight tips for healthy eating</p> <p>Know that food provides energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life</p> <p>Know how to taste and cook a broader range of ingredients and healthy recipes, accounting for a range of needs, wants and values</p> <p>Know how to actively minimise food waste such as composting fruit and vegetable peelings and recycling food packaging</p>		<ul style="list-style-type: none"> <li>• Know the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight</li> <li>• Know how to use nutrition information and allergy advice panels on food labels to help make informed food choices</li> <li>• Know how to use a broader range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending</li> <li>• Know how to modify recipes and cook dishes that promote current healthy eating messages</li> <li>• Know the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is steaming hot</li> </ul>	
	<ul style="list-style-type: none"> <li>• Know how to store, prepare and cook food safely and hygienically</li> <li>• Know how to use date-mark and storage instructions when storing and using food and drinks</li> <li>• Know how to select and prepare ingredients</li> </ul>			

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	<ul style="list-style-type: none"> <li>• Know how to use utensils and electrical equipment</li> <li>• Know how to apply heat in different ways</li> <li>• Know how to use taste, texture and smell to decide how to season dishes and combine ingredients</li> <li>• Know how to adapt and use their own recipes</li> <li>• Cook a repertoire of predominantly savoury dishes to feed themselves and others a healthy and varied diet</li> </ul>			
	<b>Nutrition</b>	<b>Food</b>	<b>Cooking &amp; food preparation</b>  <i>The scientific principles underlying the preparation and cooking of food:</i>	<b>Skills requirements: preparation and cooking techniques</b>
<b>Taught content: Knowledge/Skills</b>	<p>Recommended guidelines for a healthy diet. How peoples' nutritional needs change and how to plan a balanced diet for those life-stages, including for those with specific dietary needs</p> <ul style="list-style-type: none"> <li>• the recommended energy provided by protein, fat and carbohydrates (starch, sugars, fibre) and the percentage of daily energy intake the nutrients should contribute. Basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy</li> </ul>	<p>Food provenance</p> <ul style="list-style-type: none"> <li>• where and how foods are grown, reared, or caught and the primary and secondary stages of processing and production</li> <li>• how processing affects the sensory and nutritional properties of ingredients</li> <li>• the impact of food and food security on the environment, local and global markets and communities</li> <li>• technological developments that claim to support better health and food production, including fortification and modified foods with health benefits and the efficacy of these</li> <li>• the development of culinary traditions in British</li> </ul>	<p>Why food is cooked ?</p> <ul style="list-style-type: none"> <li>• how heat is transferred to food through conduction, convection and radiation</li> <li>• appropriate cooking methods to conserve or modify nutritive value or improve palatability</li> <li>• understanding of the working characteristics, functional and chemical properties of ingredients to achieve a particular result: <ul style="list-style-type: none"> <li>• carbohydrates – gelatinisation, dextrinisation</li> <li>• fats/oils – shortening, aeration, plasticity and emulsification</li> <li>• protein – coagulation, foam formation, gluten formation, acid denature</li> <li>• fruit/vegetables - enzymic browning, oxidisation</li> </ul> </li> </ul>	<p>consider the influence of lifestyle and consumer choice when developing meals and recipes</p> <ul style="list-style-type: none"> <li>• consider the nutritional needs and food choices when selecting recipes, including when making decisions about the ingredients, processes, cooking methods, and portion sizes</li> <li>• develop the ability to review and make improvements to recipes by amending them to include the most appropriate ingredients, process, cooking methods, and portion sizes</li> </ul>



	<p>requirements. How to maintain a healthy body weight throughout life</p> <ul style="list-style-type: none"> <li>• the specific functions, main sources, dietary reference values and consequences of malnutrition of macronutrients and micronutrients</li> <li>• how to calculate energy and nutritional values and plan recipes, meals and diets accordingly</li> <li>• major diet related health risks including obesity, cardiovascular, bone health, dental health, iron deficiency anaemia, diabetes</li> <li>• the importance of hydration, the function of water in the diet</li> </ul> <p>The range of foods and ingredients to be studied should come from major commodity groups and reflect the recommended guidelines for a healthy diet. Food groups include:</p>	<p>and two international cuisines<sup>1</sup>, their distinctive features and characteristics, traditional and modern variations of recipes, cooking methods, presentation and eating patterns</p> <p>Food choice</p> <ul style="list-style-type: none"> <li>• how sensory perception guides the choices that people make, how taste receptors and olfactory systems work</li> <li>• the sensory qualities of a range of foods and combinations and understand how to set up tasting panels for preference testing</li> <li>• the range of factors that influence food choices, including enjoyment, preferences, seasonality, costs, availability, time of day, activity, celebration, or occasion</li> <li>• the choices that people make about certain foods according to religion, culture, ethical belief or medical reason</li> <li>• how to make informed choices about food and drink</li> </ul>	<ul style="list-style-type: none"> <li>• how preparation and cooking affects the sensory and nutritional properties of food</li> <li>• food safety principles when buying, storing, preparing and cooking food:</li> <li>• how to store foods correctly and the importance of date-marks</li> <li>• the growth conditions and control for enzyme action, mould growth and yeast production</li> <li>• the signs of food spoilage, including enzymic action, mould growth, yeast production and bacteria. Some bacteria have helpful properties in food production</li> <li>• the factors which affect bacterial growth – time, temperature, moisture and food availability</li> <li>• the types of bacterial cross-contamination and their prevention</li> </ul> <p>Preparation and cooking techniques:</p> <ul style="list-style-type: none"> <li>• how and when the skills and techniques listed in the annex can be applied and combined to achieve specific outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• manage the time and cost of recipes effectively</li> <li>• use their testing and sensory evaluation skills, adjusting where needed, to improve the recipe during the preparation and cooking process</li> <li>• explain, justify and present their ideas about their chosen recipes and cooking methods to others</li> <li>• make decisions about which techniques are appropriate based on their understanding of nutrition, food, different culinary traditions and cooking and food preparation content in order to achieve their intended outcome. They must be able to carry out these techniques safely and combine them into appealing meals whilst evaluating the results</li> </ul>
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	<ul style="list-style-type: none"> <li>• bread, cereals, flour, oats, rice, potatoes, pasta</li> <li>• fruit and vegetables (fresh, frozen, dried, canned and juiced)</li> <li>• milk, cheese and yoghurt</li> <li>• meat, fish, eggs, soya, tofu, beans, nuts, seeds</li> <li>• butter, oil, margarine, sugar and syrup</li> </ul>	<p>to achieve a varied and balanced diet, including awareness of portion sizes and costs</p> <p>how the information about food available to the consumer, including food labelling and marketing, influences food choice</p>	<ul style="list-style-type: none"> <li>• how the the skills and techniques listed in the annex relate to the knowledge and understanding requirements set out above</li> </ul>	
<p><b>Subsequent learning</b></p>	<p><i>Post 16+</i></p>			