

## Food and Nutrition Year 8

### Curriculum core purpose. Intent

**How does this curriculum fit into the OBHS Curriculum Specification?** Allows pupils the opportunity to be independent organised learners. Within each area pupils can adapt their focus depending on their individual needs.

**How is this linked to prior learning?** Pupils build on basic skills gained in Year 7, moving to higher level practical skills. Pupils begin to look at the “science” behind the cooking methods used in Year 7. To analyse the impact of food choice on our health and the environment.

**How does this curriculum respond to local and national agendas?** Healthy Eating/Change4Life/Sustainability/Seasonality/SMART Foods/Environmental Impacts.

### Content-Knowledge and Skills.

Pupils look in depth at the area of cross-contamination, building on their basic hygiene and safety knowledge. Through practical work, pupils develop higher level knife and food preparation skills, at the same time demonstrating their understanding of how to prevent cross-contamination.

Pupils investigate and use a range of cooking methods. Building on their introduction to the Eat Well Guide, pupils use the 8 Healthy Eating Guidelines and research into nutritional functions, to develop appropriate meals and dishes for specified target groups.

### Subject specific pedagogy

In Food and Nutrition, teaching is divided into theory and practical work. Theory work is based on gaining knowledge and understanding through, discussion, question and answer, analytical and experimental work.

Practical work is scaffolded through demonstrations, enabling pupils to build up their higher level skill base, and continue to work in an organised and safe manner.

### Resources and support

All practical work is demonstrated, either by the teacher or using video clips.

Practical approaches are used, to embed theoretical understanding.

Experimental work is used to allow pupils the opportunities to analyse, compare and contrast, methods, ingredients and processes.

### Feedback, assessment and progress.

**How are students assessed? How does this demonstrate progress?**

**What type of assessments will students undertake:** A written assessment incorporating a range of questions – one word answers, multiple choice, data analysis and extended writing.

**How are these marked and combined to assess progress?** Each assessment has a set of differentiated questions, running through the topics covered. With question analysis, pupils are then able to pinpoint areas they need to work on. Also in the booklets, pupils have to show evidence of where they obtain and experience the skills and understanding required. This enables them to see which areas they need to work on, or have missed.

**How do children receive feedback on their learning?**

Verbal, written, peer, DIRT.

**How is feedback used to inform planning/ SoL?**

### Habits

**Independence** – pupils work individually to plan, prepare and produce a range of dishes.

**Resilience** – pupils learn how to cope with issues that arise and make adaptations that ensure a good result is still the outcome.

**Collaboration** – pupils work together to produce prepare, analyse and discuss scientific work.

**Creativity** – pupils have the opportunity to “fine tune” their dishes using a range of presentation techniques.

A chart at the beginning of each booklet is used to track learning and understanding. Scaffolded observations in relation to DIRT feedback can be used to suggest next steps.