

Food and Nutrition Year 9

Curriculum core purpose. Intent

How does this curriculum fit into the OBHS Curriculum Specification? This scheme of work has been developed as a foundation course to prepare Year 9 students for the GCSE Food and Preparation and Nutrition Course.

How is this linked to prior learning? The course builds on Year 7 and 8, providing students with the necessary practical skills and nutritional knowledge they will need before commencing GCSE study.

How does this curriculum respond to local and national agendas? Topics include; Food, Nutrition and Health, Food Science, Food Safety, Food Choice and Food Provenance.

Content-Knowledge and Skills.

Pupils build upon prior learning from Year 7 and 8. They will enhance their knowledge and understanding of what constitutes a healthy balanced diet and good nutrition. Pupils will understand and apply the principles of nutrition and health to cook a repertoire of predominantly savoury dishes.

Pupils will increase their competency in a range of cooking techniques, including selecting and preparing ingredients and a range of electrical equipment.

Pupils will learn how to adapt and enhance recipes to meet a range of dietary needs and life changes.

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.