

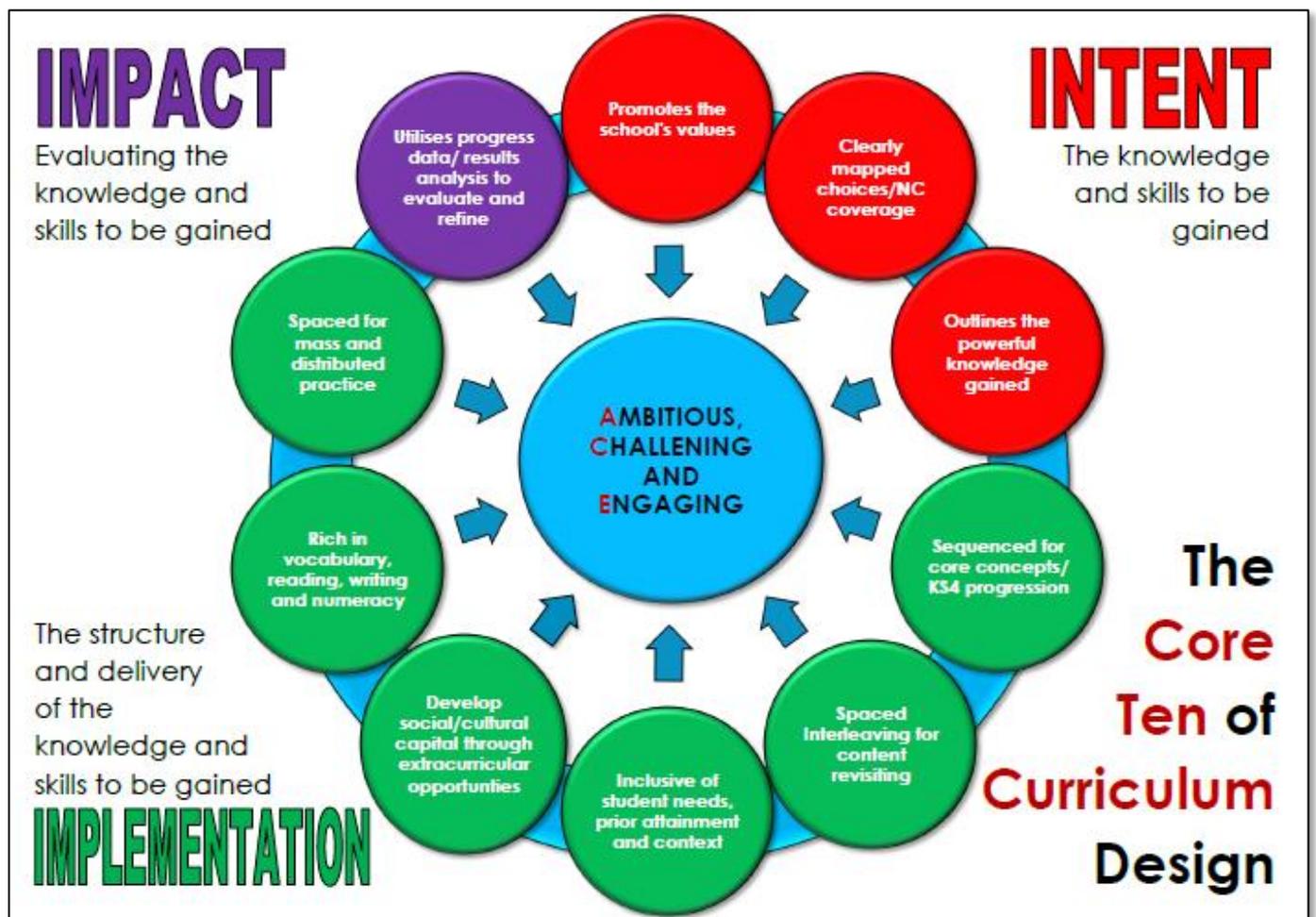
1. CURRICULUM INTENT OVERVIEW PLAN Key Stage 4

Subject: Food preparation and nutrition

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Created: 23/4/20

Updated: 4/5/20



THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS4)

Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society.

How are you trying to accomplish this, with this Programme of Study (PoS)?

DEFINITION: Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which support students in engaging with the world and communicating with people regardless of background or social standing.

Providing a KS4 Curriculum which provides students with essential practical life skills to allow them to develop healthy and creative lifestyles.

The curriculum also prepares students in readiness for further education in a wide variety of subjects and skills.

Aims – what do you want pupils to be able to know and do by the time they finish this Programme of Study (PoS)?

To know the benefits of following a balanced/healthy diet and the consequences of not following a healthy diet at various life stages. To develop a range of practical skills which can be adapted to prepare nutritious meals and dishes from raw Ingredients. To understand where food comes from to enable students to make informed choices taking into account social, moral, ethical and sustainability issues. To have the knowledge and skills required to be built upon to move on to a range of further education courses.

Academy Values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

Ambitious – In all projects students are encouraged to strive to produce dishes which are of the highest quality and push their creativity and skills.

Brave – Students are required to be brave when undertaking tasks which require the use of new and interesting equipment, processes and ingredients in the kitchen. Students are encouraged to try new ideas & skills and use any failures as a learning experience for future attempts. Students are encouraged to try new foods which they have never tried before.

Kind – Students are required to work in groups and help each other during investigations. The end user of the food being prepared is always considered and the impact on the wider community has to be taken into account.

KS4 Specification Choices – what topics are taught and does it ensure breadth and depth, as well as meet the requirements of the exam specification?

(Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what is taught)

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Unit/Topic	Use of a whole chicken in recipes Theory Nutritional content of foods and a balanced diet Level 2 Health and hygiene course to be completed by students.	Pasta and bread making. Use of proteins. Theory Food science – proteins Non meat proteins Food choices (Vegetarianism)	Sauce making. Pastry making. Raising agents Theory Food science – carbohydrates Raising agents	Use of eggs in cooking. Theory Food science – fats and eggs Vitamins and minerals	International cuisine. Alternative uses of fruit and veg Theory Food safety Food provenance	Practice NEA1

	Specification/ Assessment Objective	<p>Skills</p> <p>3.1.1 General practical skills 3.1.2 Knife skills (meat & fish) 3.1.4 Use of the cooker 3.1.6 Cooking methods 3.1.9 Tenderise and marinate</p> <p>Theory</p> <p>3.2.1 Macronutrients 3.2.3 Nutritional needs and health 3.3.1 Cooking and heat transfer methods</p>	<p>Skills</p> <p>3.1.1 General practical skills 3.1.2 Knife skills (fruit & veg) 3.1.6 Cooking methods 3.1.8 Sauce making (reduction) 3.1.10 Dough</p> <p>Theory</p> <p>3.3.2 Chemical and functional properties of food (proteins) 3.4.2 Food safety 3.5.1 Factors affecting food choice 3.5.2 British and international cuisine</p>	<p>Skills</p> <p>3.1.1 General practical skills 3.1.8 Sauce making (starch based) 3.1.11 Raising agents</p> <p>Theory</p> <p>3.3.2 Chemical and functional properties of food (proteins, carbohydrates, fats & raising agents) 3.4.2 Principles of food safety 3.5.2 British and international cuisine</p>	<p>Skills</p> <p>3.1.1 General practical skills 3.1.8 Sauce making (emulsions) 3.1.11 Raising agents 3.1.12 Setting mixtures</p> <p>Theory</p> <p>3.2.2 Micronutrients 3.3.2 Chemical and functional properties of food (fats & oils) 3.6.1 Environmental impact and sustainability of food (food sources) 3.6.2 Food processing and production</p>	<p>Skills</p> <p>3.1.1 General practical skills 3.1.3 Preparing fruit and vegetables 3.1.7 Prepare, combine and shape</p> <p>Theory</p> <p>3.3.2 Chemical and functional properties of food (fruit & veg) 3.4.1 Food spoilage and contamination 3.5.2 British and international cuisine 3.6.1 Environmental impact and sustainability of food</p>	<p>Skills</p> <p>Dependent on task title</p>
	Unit/Topic	<p>NEA 1</p> <p>Title released 1st September</p>	<p>NEA 2</p> <p>Title released 1st November Investigation, research, skills dish 1</p>	<p>NEA 2</p> <p>Skills dish 2 & 3 Practical exam</p>	<p>Exam preparation</p> <p>Revision program to cover all theory topics and exam technique</p>	<p>Exam preparation</p> <p>Revision program to cover all theory topics and exam technique</p>	
11	Specification/ Assessment Objective	<p>3.3.2 Chemical and functional properties of food</p> <p>A01 & A04</p>	<p>Dependent on task title</p> <p>A01, A02, A03 & A04</p>				

Exam specification content missing from this PoS and why?	Content taught in addition to the exam specification and why?
All covered	

Powerful Knowledge Choices – what powerful knowledge is included in this PoS? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Powerful Knowledge	Ability to fillet a chicken and use the whole thing in different dishes	Bread making and pasta making skill from raw ingredients	Sauce and pastry making skills.	Versatility of eggs and other ingredients.	Versatility of fruit and vegetables	Investigating a problem and planning how to solve and satisfy the task.
	Why it is important to know	This project starts with a whole chicken which is filleted and all parts of the chicken are then used in 3 different recipes. It demonstrates to students how to be economical with food and be adaptable. Avoiding waste and saving money.	Being able to make base foods like bread and pasta opens options up for students to be able to prepare many other foods. Confidence is gained when students realise they can make foods like pasta which tend to be considered difficult and complicated. Students can develop more of a have a go attitude.	When students learn how some foods are produced and are able to do it for themselves they can then become more adventurous with their cooking. Foods which are prepared from raw ingredients tend to be healthier and contain less unknown ingredients	Once students learn how versatile an ingredient like eggs can be it becomes easier for them to provide nutritious and healthy for themselves and others. 1 in 16 people are estimated to have diabetes. 90% of these type 2 which is mainly caused by obesity. As Tamworth was reported to be the fattest town (1 in 3 adults considered obese) in the UK this is a major concern for our students.	When students understand the versatility of fruit and vegetables they can be more creative with their food choices and include more healthy options in their meals. Understanding the versatility of ingredients can also reduce food waste. Food waste costs each home in the UK on average £800 per year (£15 per week) which could be significant to some of our students.	The ability to solve a wide ranging problem by investigating multiple options can be applied to many careers or everyday life.
11	Powerful Knowledge	Investigating a problem and planning how to solve and satisfy the task.	Producing dishes to a high standard by overcoming problems as they arise.				

	Why it is important to know	The ability to solve a wide ranging problem by investigating multiple options can be applied to many careers or everyday life.	No matter how well planned they think their products are they will all face unforeseen challenges which they have to overcome. Students learn to be adaptable and find solutions.				
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How does the Curriculum Intent meet the ACE curriculum design?

Ambitious	The majority of dishes allow and encourage the students to adapt and develop dishes/recipes.
Challenging	A wide variety of complex skills are taught which could easily be avoided by using simplified skills.
Engaging	It incorporates a wide range of activities, skills and knowledge which will reach out to all students. Most of the theory topics are delivered with a practical element involved.

What are the current strengths of the Curriculum Intent?

All aspects of the specification are covered.
 Very little of the theory knowledge is delivered independently it is linked to a practical activity.

What specific actions have to be taken in response to the above? Please consider:

- KS4 Curriculum content changes;
- Powerful knowledge changes;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.

DJB is currently a marker with AQA and will provide further guidance to NLO.
 NLO needs guidance on accessing and completing TOLS and may benefit from further AQA CPD sessions.
 Companies/organisations need to be identified and contacted to broaden students contact with industrial/careers based settings

AQA Food preparation and nutrition Assessment Objectives

- AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.
- AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.
- AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.
- AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others.