

Subject: Food Preparation and Nutrition

Food Preparation and Nutrition Lead: Andrew Turner

Exam Board: OCR

Qualification type: GCSE

Intent

Principles of the Food Preparation and Nutrition Curriculum

The United Curriculum for Food Preparation and Nutrition is built upon the core United Curriculum principles available [**here**](#).

Learners develop an understanding of the different food groups, and the science behind them and the effects on consumption. Each stage builds on the last and combines across groups. Previous subjects are retrieved and applied in future topics providing consolidation.

Implementation

In Key Stage 4 the Food Preparation and Nutrition curriculum is implemented as follows:

Year 10

Students do the majority of their learning through practical application of key skills and processes with an understanding of the science behind food and nutrition and its effects on the human body. There are extensive demonstrations and modelling of processes with a focus on commercial processes.

Year 11

2 NEA tasks, one from 1st September - Scientific Investigation (15% of final grade) and one from 1st November (35% of final grade). Theory knowledge culminating in one examination worth 50% of the course.

Students will have a walking talking mock examination along with industry visits and insider knowledge talks .

NEA tasks will have clearly communicated deadlines to provide focus and pace to quality work

Impact

The careful sequencing of the curriculum – and how concepts are gradually built over time – is the progression model. If pupils keep up with the curriculum, they are making

progress. Formative assessment is prioritised and is focused on whether pupils are keeping up with the curriculum.

In general, this is done through:

- Questioning in lessons. Teachers check understanding so they can fill gaps and address misconceptions as required.
- Pupil conferencing with books. Subject leads and SLT talk to pupils about what they have learnt – both substantive and disciplinary knowledge – and how this connects to the vertical concepts that they have been developing in previous years and other subjects.
- Post-learning quizzes at the end of each unit. These give teachers an understanding of the knowledge that pupils can recall at the end of the unit and can be used to identify any remaining gaps to be filled.
- Pre-learning quizzes at the start of each unit. These assess pupils' understanding of the prior knowledge that is required to access the new content in the unit. These are used to identify gaps to be filled prior to teaching the new unit.