



Food and Nutrition Curriculum: Intent, Implementation & Impact, St Dunstan's School 2021 - 2022

St Dunstan's School Context

St Dunstan's cohort size is relatively small; at the start of the year St Dunstan's had 398 students attending. The school roll is growing rapidly as a result of the excellent reputation the school has developed in the local community and beyond.

St Dunstan's was 2nd in the County for progress when national data was last available

St Dunstan's has a relatively high proportion of students who are eligible for FSM (24.9%)

St Dunstan's has a more monocultural demographic than the national average (88.7% white British)

Intent	Implementation	Impact
<p>The St Dunstan's Food and Nutrition curriculum intends to instil the St Dunstan's core values of Truth, Resilience, Awareness and Kindness (TRAK) as follows:</p> <p>Truth - Understanding how to do something before embarking in practical work. Ensuring students are safe.</p> <p>Resilience - Students using their own method to solve problems in practical work - help sheets, method sheets, buddies, key words/displays. Students are working independently through unseen methods to build on knowledge and understanding in practical work.</p> <p>Awareness - Awareness of provenance in food and packaging materials - where do these come from? What are the environmental implications of these products?</p> <p>Kindness - Helping each other to succeed. A positive learning environment is created where there is an air of</p>	<p>Key Stage 3</p> <p>Students develop their practical skills and knowledge and understanding of food and nutrition by undertaking a range of practical dishes that develop their technical skills and are in line with The Eatwell Guide. The topics that are covered offer a varied selection of topics which encompass current affairs; environmental issues, food provenance and the moral and ethical issues within the food industry.</p> <p>All dishes that are cooked are selected to build on the prior understanding year on year, continuing to challenge students as they continue through KS3. Recall knowledge tests are completed during each topic to check understanding and have been incorporated into our SoL. These are linked to the topics studied as part of the end of topic assessment alongside more general themes from the units as a whole.</p>	<p>In Food and Nutrition the curriculum will make a profound, positive impact on the outcomes of every child. We will know that this is true as we are delivering a high standard of education, quality assured through qualitative and quantitative measures such as:</p> <ul style="list-style-type: none"> ● Attainment and achievement outcomes ● Observing lessons and scrutinising planning ● Standards of learning in books ● Student voice ● Attendance data ● Behaviour data ● Evidence of wider cultural and intellectual enrichment

kindness and this can be seen in peer assessing, supporting one another, assisting with routines etc.

Key Stage 3

KS3 Food and Nutrition at St Dunstan's is in line with the National Curriculum:

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239089/SECONDARY_national_curriculum_-_Design_and_technology.pdf

Cooking and healthy eating is an important life skill and Food Technology is focused on preparing healthy dishes safely and hygienically. Students will explore healthy eating and balanced diets and will learn about the nutritional needs of different groups in society.

We concentrate on teaching students practical cookery skills in order to help them understand the characteristics of ingredients and about their diet and nutritional needs. This helps students to develop the skills and knowledge they need to make and implement healthy food choices and to be comfortable and confident in a kitchen.

Food and nutrition serves vital life goals – learning and understanding the use of kitchen equipment, being able to successfully feed themselves and their family a healthy diet and follow a healthy lifestyle, understanding the nutritional information about different age and target groups, to be able to understand the moral and ethical issues within the food industry as well as being able to adapt recipes to suit

Year 8 Practical Assessment Pasta/Rice Dish		St Dunstan's School GLASTONBURY	
Grade	Making	WWW	EBI
M+	My product is accurately made giving it a high quality finish and includes a variety of materials/ingredients and complex skills/processes.		
M	My product is accurately made and functions well. Overall I have achieved a good level of finish.		
M-	I have started to include some high level skills/processes and I have clearly mastered use of tools and equipment.		
R+	I worked mostly independently. Parts of the product are accurately made giving a good overall finish.		
R	My completed product works as it should and I have worked mostly independently. Any imperfections on my product are minor.		
R-	I have independently completed a number of basic skills. I have started to attempt some more challenging skills but still need help with these.		
E+	During the making of my product I have used a few basic skills with growing independence.		
E	My completed product functions as intended but has a few obvious imperfections.		
E-	In my product I have successfully completed one basic skill.		

My current grade is:	→	The next grade for me is ...	→	In order to make progress I need to:	→	My aim of KS3 grade is:
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KS3 will alternate their fortnightly double lesson between theory and practical. Schemes of learning and lessons are designed to offer students an array of opportunities to develop their practical skills to enable them to become confident chefs and to be able to support themselves and their family by the time they complete year 9. The Government guidance is that all students will be able to prepare and cook at least 20 main meals by the end of KS3 to support themselves and their family in following a healthy diet and lifestyle.

Here are examples of how the LTP sequences knowledge and skills cumulatively and how topics and concepts build challenges.

Year 7	Pupils will learn how to follow a healthy diet and lifestyle.
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Extra-curricular enrichment is key to building on students' enthusiasm for the subject. Whilst Covid has meant such activities are more difficult, the lifting of some measures means that the department can start looking at possibilities for industry trips, BBC Good Food Show, The St Dunstan's Bake Off, Seasonal Cooking Club to ensure evidence of wider cultural and intellectual enrichment.

Key Stage 3

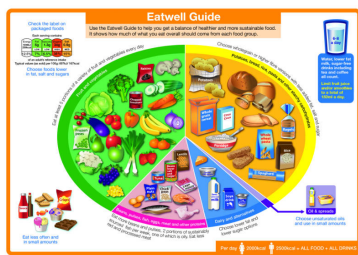
Pupils produce good outcomes at KS3, and pupil voice indicates clear engagement with the themes and issues taught within units. Learning walks show that students are engaged well in this practical teaching approach. Book scrutiny, which is regular, has shown improved extended writing and better engagement with purple pen and teacher feedback.

Assessment marking is moderated across the department to ensure consistency in grading, as well as accessing standardisation from other schools within the MSN trust.

Key stage 4

Exam results have maintained steady over the past 3 years and our 4 - 9 grades have been inline with national average results. Outcomes are good, and they give pupils further life opportunities through access to college courses, 6th form enrolment, apprenticeships

different diet choices: allergies, intolerances and cooking on a budget. All nutrition taught is based around the Government guidelines for healthy eating: The Eatwell Guide, 5-a-day and 8-guidelines for healthy eating.



Key stage 3 allows students to demonstrate knowledge, re-visit and consolidate skills throughout all topics. In KS3 Students will have 20 – 24 hours curriculum time allocated for the year, this is divided between theory and practical lessons.

The curriculum sequences knowledge and practical skills and techniques, focussing on a spiral of understanding gathering depth and detail of concepts and then putting them into context to cement understanding for the ‘real world’.

The schemes of work develop students’ skills in order to prepare them for future learning, both in and out of school. We refer to careers in our scheme of learning and try to make links with industry as much as possible, this is inline with the Gatsby Benchmark:

- **Linking curriculum learning to careers.**

Adaptation, particularly for SEND, helps all students to access the same curriculum. Lessons include differentiated

Pupils will learn how to use a range of small and large basic kitchen equipment and learn a range of basic practical skills and techniques..

Pupils will build on their ability to follow a written method during practical lessons.

Pupils will build on their food preparation skills and presentation skills

Pupils will be able to adapt a recipe to meet the needs of their family.

Pupils will learn how to work safely and hygienically – using the 4C’s: cleaning, chilling, cooking and cross-contamination.

Year 8

Pupils will gain an understanding of ingredients that are used around the world.

Pupils will build on their knowledge and understanding of the Eatwell Guide and the sources and functions of key nutrients.

Pupils will build on their ability to follow a written method.

Pupils will be able to adapt a recipe to suit a variety of different dietary requirements.

Pupils will understand food poisoning risks and the links to cross-contamination, including temperature control.

and careers. SEND students continue to achieve and exceed their target grades.

2020 - 21 Targets

P8 Score/SPI					Grade 4+		Grade 5+		Grade 7+	
All	PP	SEN	Boys	HAP	All	PP	All	PP	All	PP
0.1	0.0	0.0	0.0	0.0	67%	39%	43%	12%	13%	7%

High quality impact is also measured by monitoring through learning walks, exam moderation and inspecting pupils’ books. Formative and summative knowledge checks will take place throughout the terms.

Revision for Year 11 is offered and taken up by a range of pupils from a variety of abilities.

work to ensure students are able to achieve their flightpath, and resources are adapted to HAP/LAP to take into account reading ages. SEND scaffolds/ writing frames and sentence starters are in place.

The curriculum is appropriately and continuously challenging, all students will complete a piece of extended writing at the end of their topic and students will recall information by completing end of unit assessments. This will help students to build on their understanding of literacy across all subject areas.

Key Stage 4

The curriculum prepares for next stages and employment/study and the Eduqas Food Preparation and Nutrition syllabus.

The curriculum builds on prior learning from KS3 through a variety of different topics - All theoretical concepts are introduced in context throughout years 7/8/9.

This course is based on a balanced framework of nutrition, diet and health, food science, food spoilage, food provenance and the moral and ethical issues within the food industry, food from around the world, factors affecting food choice and technological developments. It allows students to learn and investigate the link between science and the domestic and industrial food world.

Pupils will build on their ability to use a range of equipment independently. They will be able to use this equipment safely and accurately.

Year 9

Pupils will extend their knowledge and understanding of food, diet and health.

Pupils will extend food preparation and cooking techniques.

Pupils will extend their knowledge of consumer food and drink choice.

Pupils will be able to apply their knowledge to make informed choices: looking at the social, moral and ethical issues within the food industry.

Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently.

Pupils will build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users.

At KS3 students will complete an end of unit test/assessment, as well as completing regular recall knowledge tests to monitor knowledge and understanding.

Food Provenance Assessment

To finish up our topic of **food provenance** and **where food comes from**, I would like you to choose one or more of the topics listed below to write a piece of extended writing which shows your knowledge and understanding of one or more of these topics:

- Food origins to include where and how foods are grown, reared, or caught
- Food waste, the impact of food waste on our environment and ways to reduce it.
- Food miles, impact on the carbon footprint, buying foods locally
- Impact of packaging on the environment versus the value of packaging
- Sustainability of food
- Effect of food poverty
- Food security: access to safe sufficient food for all (World Health)

How to achieve/exceed your target grade....		
Grade 2 – 4	Grade 5 – 6	Grade 7 – 9
<ul style="list-style-type: none"> • What is your chosen subject? What does it mean? • What will happen if your chosen topic continues? • What are the environmental and human factors? • Your own thoughts – what is your opinion on this topic? Why? • What are the solutions to the problem? 	<ul style="list-style-type: none"> • What is your chosen subject? What does it mean? • What will happen if your chosen topic continues? • What is the timeline of damage/impact that could occur? • Statistics - who is/will be affected by this? • What are the environmental and human factors? • Your own thoughts – what is your opinion on this topic? Why? 	<ul style="list-style-type: none"> • What is your chosen subject? What does it mean? • Secondary research - are there any newspaper/journal articles that discuss your chosen topic? What are the findings from these? • What will happen if your chosen topic continues? • What is the timeline of damage/impact that could occur? • Statistics - who is/will be affected by this?

Non-examination assessments are started in year 11 (NEA 1 – Sept and NEA 2 - Dec) and follows on from food science topics which are covered in term 3 of year 10 and the practical skills and understanding learnt over the whole of year 10.

Adaptation, particularly for SEND, helps access to the same curriculum resources and scaffolds are differentiated to learners' target. As the exam is a single tier all content is covered by all students although exam skill focus shifts from knowledge to application as we move up through the grade boundaries

The curriculum is appropriately and continuously challenging in line with the exam board specification - There is a real focus on covering the content of the specification in preparation for exams and life after school

Key Stage 4



The KS4 Food Preparation and Nutrition curriculum is delivered in blocks relating to the Eduqas specification where clear sequences in learning are evident. For example:

Year 10	
Term 1	Principles of nutrition
Term 2	Food provenance
Term 3	Food science
Term 4	Food spoilage
Term 5	Commodities
Term 6	Food choices

Written assessments are completed at the end of each topic with a focus of literacy and understanding of subject knowledge.

The remainder of Year 11 is spent revising content taught in Year 11 and refining skills and understanding taught in Year 10. The Head of Department will regularly review the curriculum long-term plan in order to ensure that the revision of previously taught units matches the needs of the cohort as a whole.

All SoL and teaching show examples of adaptation for SEND, HAP through resources and questioning.