

## Curriculum Catch Up Statements for Food Preparation and Nutrition

In primary schools (5-11 years), students quite possibly would have missed a variety of learning as nutrition is taught mainly through health education. Students traditionally start their secondary education with a diverse range of food preparation & cooking experiences, from either none to some cake baking and/or some basic meal preparation. The lockdown experience may have for some, provided an opportunity to gain some practical experience.

This will be caught up by using an adapted baseline test as a starting point. More focus, will be placed on the Eatwell guide, the importance of a balanced diet, links with diet and health, and basic nutritional knowledge that incorporates the five main nutrients plus fibre & water. This will be taught alongside a focus on kitchen and food safety education such as using a knife safely for food preparation, importance of personal hygiene when preparing food and storing & preparing high risk food. This will allow them to utilise knowledge they already have, to extend it, and to set it into context. Year 7s will develop their skills of research through homework and assessment tasks and learning how to evaluate by using a variety of sensory values.

### Covid Catch up plans and amendments in red

Year 7 Rotation x 8			
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	What additional resources are available?
Recap on year 7 & 8. <b>This will address the gaps that many students may have in knowledge, having missed food tech lessons.</b>	<b>Knowledge:</b> Combine and blend Recap on : 1) Knowledge of the Eatwell guide, how much of what to eat from each food group to achieve a balanced, healthy diet. Identify food high in fat, salt and sugar and be able to check these amounts on packaged food labels. Recognise the amount of fluid/water intake.  2) Knowledge of health and safety in practical tasks. How to use and care for basic equipment. Awareness and prevention of safety hazards in practical tasks.	Research is carried out using a range of sources.  Links are made to wider knowledge.  Subject specific vocabulary is used, with clear structures for writing. Extended answers have clear and articulate points.  <b>Year 9 students will need their confidence to be developed in these areas, having missed a large amount of year 8.</b>	Text books, word banks, video links, basic practical equipment, basic practical resources where possible.  <b>These resources will be used specifically by Year 7 students and no other year groups.</b>

	<p>Students will be able to draw on a mixture of own knowledge from school/home and learn new knowledge for comparison.</p> <p><b>Understanding:</b> Students will show an understanding of a balanced diet and be able to explain 'healthy eating'.</p> <p><b>Skills:</b> Recognition and demonstration of practical skills in food preparation (theory of). Development of research and evaluation skills and application in context.</p>		
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Year 8: During year 7 some students missed the opportunity to experience Food Tech including practical work, thus missing development of practical skills. Students will be recapping from year 7 key subject specific words and knowledge, basic practical skills with the aim of further development (where possible) and further progress of in depth knowledge of nutrition. Year 8s will develop their skills of research through homework and assessment tasks and learning how to evaluate by using a variety of sensory values.

Year 8 x 8 week rotation			
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	What additional resources are available?
Recap on year 7 skills, knowledge subject specific terminology. The source and function of the 5 main nutrients plus fibre & water.	<p><b>Knowledge:</b></p> <p>Recap on knowledge from year 7 with a focus on differentiating between macro and micro -nutrients.</p> <p>The concept of a composite meal.</p> <p>Key temperatures in food safety.</p>	<p>Research is carried out using a range of sources. Links are made consistently.</p> <p>Subject specific vocabulary is to be used, with</p>	<p>Textbooks , video links, basic practical equipment, basic practical resources where possible</p> <p><b>These resources will be used specifically by Year 8 students and no other year groups.</b></p>

<p>This will address the gaps that many students may have in knowledge, having missed year 7 lessons .</p>	<p><b>Understanding:</b> Students will show an understanding of how to prepare a meal that is nutritionally balanced and be able to theoretically demonstrate how to prepare the ingredients whilst adhering to food safety standards.</p> <p><b>Skills:</b> Introduce student to recognise higher practical skills . Further development of research and evaluation skills.</p> <p>Students will be able to draw on a mixture of own knowledge and year 7 school/home and learn new knowledge for comparison</p>	<p>clear structures for writing.</p> <p>Adapting recipes to suit dietary and nutritional needs.</p> <p>Year 8 students will need their confidence to be developed in these areas, having missed a large amount of in year 7.</p>	
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