

Year 7 Rationale:

- ✓ Assume academic levels on entry correct and build on prior knowledge and attainment allowing students to continue to make rapid progress.
- ✓ Broad and varied range of topics and practical's that follow logical progression and allow students to experience a taste of all of the different topics.
- ✓ It allows students to begin to build on an understanding of why Health and Safety is important as well as why we should follow health guidelines to follow a balanced and healthy diet.
- ✓ **Planned cultural capital: Gain an understanding of why healthy eating and healthy eating guidelines are important. As well as having the opportunity to gain independent kitchen skills to prepare healthy meals for themselves in the future.**

Ye8 Year 8 Rationale:

- ✓ Assume academic levels on entry correct and build on prior knowledge and attainment allowing students to continue to make rapid progress.
- ✓ Broad and varied range of topics and practical's that follow logical progression and allow students to experience a taste of all of the different topics.
- ✓ It allows students to begin to build on an understanding of why Health and Safety is important as well as why we should follow health guidelines to follow a balanced and healthy diet.
- ✓ **Planned cultural capital: Gain an understanding of why healthy eating and healthy eating guidelines are important. As well as having the opportunity to gain independent kitchen skills to prepare healthy meals for themselves in the future.**

Year 9 Rationale:

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- ✓ Students build on the skills and knowledge of techniques that have been established at year 7 & 8. In particular high level practical skills.
- ✓ Students engage with theory lessons to introduce Nutrients and Nutrition.
- ✓ Students begin to develop their written skills and link detailed answers to knowledge gained during practical Food lessons.
- ✓ Students are given many opportunities to link their learning to their own health and lifestyles to contextualise and understand the 'why' eat healthy and what are the impacts on
- ✓ **Planned cultural capital: Macro and Micro nutrients introduced. Students gain an understanding of the health benefits associated with eating the foods their body needs linked to everyday life and the prevention of medical conditions and diseases such as heart disease, stress, anxiety, depression, cancer, strokes.**
- ✓ **Planned cultural capital: Knowledge of a variety of careers that can be accessed through food.**

Year 10 Rationale:

- ✓ Students continue building on theory and high level practical skills as part of their AQA Food Preparation and Nutrition course building on skills and knowledge learnt in year 7, 8 & 9 in preparation for the Year 11 written exam.
- ✓ Students to complete a practice NEA 1 – Food Science investigation in preparation for Year 11 CA.
- ✓ Students to complete a practice NEA 2 – Plan, Prepare and Present a two course meal based on European Cuisine in preparation for Year 11 CA.
- ✓ **Planned cultural capital: knowledge of how to prepare high skilled dishes which are nutritious and cost effective such as deboning a full chicken carcass to create numerous different meals from.**
- ✓ **Planned cultural capital: Importance of nutrients on the body and healthy eating.**

Year 11 Rationale:

- ✓ Students complete revision for their June 2020 exam.
- ✓ Students complete NEA 1 – Investigate Chemical Raising Agents in baked goods such as cakes, biscuits and scones.
- ✓ Students complete NEA 2 – Titles released 1st November. Plan, Prepare and Present a three course meal based on?..... TBC.
- ✓ **Planned cultural capital: Importance of healthy eating emphasised.**
- ✓ **Planned cultural capital: Psychology factors such as motivation, arousal, aggression, anxiety, depression and stress all addressed and management strategies suggested enabling students to practice during exam periods and difficult times.**

The Birkenhead Park School		Food Curriculum Overview 19/20		
	LP 1	LP 2	LP 3	
Yr 7 Students are mixed ability, with little to no prior experience of Food. They are introduced to a range of practical activities which fit alongside the topic of healthy eating.	<ul style="list-style-type: none"> • Health and Safety. • Healthy Eating • Health Guidelines <ul style="list-style-type: none"> - The importance of keeping a clean kitchen area. - Independent kitchen skills 	<ul style="list-style-type: none"> • Use of the oven and equipment • Cooking methods <ul style="list-style-type: none"> - How to cook foods using different cooking methods - Independent kitchen skills to build confidence using a variety of equipment. 	<ul style="list-style-type: none"> • Food Science • Food Provenance • Sensory Testing <ul style="list-style-type: none"> - Understanding where our food comes from - The impact of food on the environment - Why do we taste food? 	
Yr 8 Students are mixed ability, with little to no prior experience of Food, or very little in Year 7. Therefore they will cover the same content as Year 7 to bring them in line. They are introduced to a range of practical activities which fit alongside the topic of healthy eating.	<ul style="list-style-type: none"> • Health and Safety. • Healthy Eating • Health Guidelines <ul style="list-style-type: none"> - The importance of keeping a clean kitchen area. - Independent kitchen skills 	<ul style="list-style-type: none"> • Use of the oven and equipment • Cooking methods <ul style="list-style-type: none"> - How to cook foods using different cooking methods - Independent kitchen skills to build confidence using a variety of equipment. 	<ul style="list-style-type: none"> • Food Science • Food Provenance • Sensory Testing <ul style="list-style-type: none"> - Understanding where our food comes from - The impact of food on the environment - Why do we taste food? 	
Yr 9 Students are introduced to the AQA GCSE Food Preparation and Nutrition course which will be studied over three years. Their first topic is a skills module to build upon skills ready to complete practicals of a GCSE standard.	Skills focus module. 12 specific skills to be covered include: Food preparation skills, Knife skills, Further food Preparation skills, Use of the cooker, Use of equipment, Cooking Methods, Prepare, combine and shape food, Sauce making, Tenderise and marinate, Dough making, Raising agents & Setting mixtures.	<ul style="list-style-type: none"> • Food, nutrition and health <ul style="list-style-type: none"> - Macro and Micro nutrients - Healthy eating guidelines - Health problems associated with food 	<ul style="list-style-type: none"> • Food science <ul style="list-style-type: none"> - How to carry out food experiments - How to complete a nutritional analysis and evaluate findings. 	
Yr 10 AQA GCSE Food Preparation and Nutrition Students are reminded of the course content. They are introduced to Mock NEAs and exam content in preparation for Yr 11. Recapping on learning from Yr 9. Students haven't completed enough detailed theory in Year 9, therefore all topics need to be visited from the specification in preparation for the exam in Year 11.	Cover all theory topics: <ul style="list-style-type: none"> • Food, nutrition and health • Food science • Food preparation skills (12 specific skills though practicals) • Food preparation and cooking techniques • Mock NEA 1 – Fats in Cakes 	<ul style="list-style-type: none"> • Food safety • Food choice • Food provenance <ul style="list-style-type: none"> • Food preparation skills (12 specific skills though practicals) • Food preparation and cooking techniques 	Mock NEA2 – Plan, prepare and present two dishes in two hours. Food preparation skills (12 specific skills though practicals) Food preparation and cooking techniques	
Yr 11 AQA GCSE Food Preparation and Nutrition. Students are introduced to the official briefs for NEA 1 and 2, whilst revising for their exam in June 20.	NEA 1 – Investigate the chemical and functional properties of raising agents in baked products such as cakes, biscuits or scones. Deadline 25 th October 19.	NEA 2 – Release date 2 nd November 19.	Complete NEA 2. Deadline Easter Holidays. Then to complete further revision in lesson time in preparation for the exam in June 20.	

Long term Memory/ Retrieval of Knowledge:

- ✓ Each lesson has a recap from previous lessons in some form of starter/settler task.
- ✓ Low- stakes testing is used, for example; exit tickets. (IFT)
- ✓ 'Making it stick' long term recall is also revisited each lesson as a settler activity- this is after an extended period at the point when students are just about to forget to make it effective. (IFT)
- ✓ Teachers ask questions to address misconceptions – hinge questions are used. (IFT)
- ✓ Responsive teaching is used as immediate intervention and teachers provide prompts for students during retrieval tasks.

Assessment:

- ✓ Assessment takes place regularly. End of unit/topic APP tests are set allowing teachers to test students' performance on current and prior knowledge. (IFT)
- ✓ Assessment QLA is used to address student's misconceptions and re-test rather than re-teach. (IFT)
- ✓ Topic Response lessons following low stakes tests are built into the curriculum to allow students to plug gaps in their knowledge.
- ✓ Teachers use Exam Builder resource to set real exam questions that will test current knowledge.
- ✓ Teachers use "The Big Question" as an alternative to lesson objectives. Students should be able to answer "The Big Question" in some form of discussion/task/exit ticket by the end of the lesson.

Food Landing Pass

Birkenhead Airways

FIRST CLASS

NAME: _____

Something I have learnt from this lesson: _____

Departure Gate: CH43 4UY

Question to ask another student: _____

1 key word from this lesson _____

1 target for myself _____

Making it stick!
Warming Up

Think hard for 5 mins and fill your post it note

- The first part of a warm up should be a _____. This involves fast paced activity such as _____, high knees or changing direction. This warms the body and prepares it for activity.
- The second part of a warm up should be _____. _____ should last _____ seconds to allow the muscles to increase the range of _____ at joints and reduce the risk of soft tissue injuries such as _____ and _____.
- The final part of a warm up should be _____. This should include drills or practices that increase _____ and core skills that prepare a participant for activity which will also reduce the risk of causing _____.

Making it stick!
Skeletal System 2

Think hard for 5 mins and fill your post it note

Identify and describe the four functions of the skeletal system.

The Big Question:
What are the differences between Stroke Volume and Cardiac Output?

Review... 3-5-1 deluxel

1. Write 3 sentences to summarise today's work...

2. Now reduce that to 5 key words...


3. And finally to one word...


Summative Assessment

COPS this!

Connective Tissues

tendons are attached to both the bone and the muscle. When the muscle contracts the tendon pulls on the bone which creates movement

Ligaments attach bone to bone at the joint. Ligaments are slightly elastic to allow the bones to move but sturdy enough to stop the bones going further than there supposed range of movement and causing injury

Cartilage is a soft tissue that covers the ends of the bones where they meet at the joint. It acts as a shock absorber protecting the bones from impact. Cartilage also stops bones rubbing together.

Capital letters?

Overall appearance?

Punctuation?

Spellings?

Question: Pick one meal to write a justification of why it is a nutritionally balanced meal, you must make reference to the Eat Well Guide and alter the ingredients where required to make the meal more balanced and healthy.

Model Answer: I have chosen homemade Leek and Potato Soup with Wholemeal bread rolls. This meal supports current dietary guidelines as it contains carbohydrates, vegetables, dairy products and proteins. It is also low in fat. The carbohydrates are mainly found in the Potatoes and Wholemeal bread. The protein is found in the fresh chicken stock in the soup. The vegetables used in the soup provide minerals and vitamins. The cream in the soup provides dairy. A small amount of oil is used to fry the onions and this can be adapted to low calorie oil.

An excellent model answer: I have chosen homemade Leek and Potato Soup with Wholemeal bread rolls. This meal supports current dietary guidelines as it contains carbohydrates, vegetables, dairy products and proteins. It is also low in saturated fats. The carbohydrates are mainly found in the Potatoes and Wholemeal bread; this provides energy and dietary fibre for a healthy digestive system. The protein is found in the fresh chicken stock in the soup; this provides the body with essential amino acids that are needed for growth and repair of body cells. The vegetables used in the soup provide minerals and vitamins needed to support healthy body functions. The double cream in the soup provides dairy products with the mineral calcium for strong bones and teeth. I have chosen to adapt this ingredient and change it to single cream as it has a lower fat content. A small amount of oil is used to sauté the onions and low calorie oil can be used.

Build-up of Skills:

- ✓ The skills identified for success for the OCR Sport Science course are outlined and planned backwards from Year 11- 7.
- ✓ These skills are built upon each year from year 7. They are age appropriate for each Year group and allow students to fully access assessments and low stakes testing.
- ✓ The language is similar to allow students to become familiar and build up a layer of skills each year- to review and refine these at regular intervals to become independent and resilient learners.
- ✓ Sport specific vocabulary is introduced in year 7 and developed through to year 11 to allow students to familiarise themselves and feel confident in their knowledge.
- ✓ Subject specific vocabulary given on COPS sheets for students to correct.

Pedagogy within the Classroom:

- ✓ Teachers will ensure that clear and concise instructions are given to reduce cognitive overload. (IFT)
- ✓ Teachers will use the 'I,WE,YOU' strategy in breaking down questions and the skills needed to answer in detail to create resilient and independent learners. (IFT)
- ✓ Teachers will provide modelled answers that allow students to understand expectations for answers. (IFT)
- ✓ Teachers will ensure regular, low-stakes testing is used to create strong bonds with the long-term memory. (IFT)
- ✓ Teachers will encourage subject specific vocabulary to be used in every lesson.
- ✓ Teachers will provide every opportunity for students to engage in purposeful discussion and reading to share ideas and provide links to students past learning, across faculties and in the outside wider