

## FOOD TECHNOLOGY

### STATEMENT OF INTENT

**Teaching “food” is MUCH BIGGER than the national curriculum** – globally there is clear agenda from the United Nations and the Rights of Every Child in our school.

The Convention of the Rights of the Child (1989) recognises human rights of children that are of relevance and importance for school food and nutrition:

- Article 6 - the right to life, survival and development;
- Article 23 - the right to special protection of children with disabilities;
- Article 24 - the right to health and health services;
- Articles 18 & 26 - the right to social security and child care services and facilities;
- Article 27 - the right to an adequate standard of living;
- Article 28 - the right to education.

Out of the 17 Sustainable Development Goals – Food Education plays a pivotal role in:

- Goal 2 on Hunger,
- Goal 3 on Good Health,
- Goal 4 on Education and
- Goal 6 on Water.

Our government is signed up to this agenda and it is our responsibility to educate our students accordingly

In line with the Healthy Eating initiative implemented in all schools in Britain, Oaktree School achieved the Healthy Schools GOLD status in May 2018, just 3 years after it signed up to the programme. Of the 2197 schools registered across London only 321 have, to date, achieved Gold status. Of the 80 schools registered in the Borough of Enfield, only 7 have attained this level of success.

The National Curriculum lays out the importance of ‘instilling a love of cooking’ in pupils from a young age. We place a high emphasis on nutritional education and used Borough statistics to reinforce our approach.

*(Enfield Data:*

*Thirteen of Enfield’s wards are above the national average of 17.9% for the percentage of pupils with Special Educational needs. (School Census, Research & Information, SCS, LBE)*

*Oaktree is located in a borough in which 23% of 4-5 year olds and 42% of 10-11 year olds are overweight or obese. (From 2014/15 National Child Measurement Programme (NCMP) data))*

We recognise that Nutrition education helps to build the capacities for people to:

- feed themselves and their families well
- get the right foods at the right prices
- prepare healthy foods and meals which they enjoy
- recognize poor food choices and resist them
- teach their children and others about healthy eating

Our FOOD AND NUTRITION EDUCATION approach consists of a variety of educational strategies that can be implemented at different levels, aimed at helping our students to achieve long-lasting improvements in their diets and eating behaviours.

Our Aims are taken from the National Curriculum in England and are adapted to suit student capabilities:

Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

Key stage 2

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

### Key stage 3

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients

Food and Nutrition in our school will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Our curriculum will encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

Through food and nutrition, students will:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- have an understanding of the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- have an understanding of the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
- demonstrate some knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- have an understanding of (and explore a range of) ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes

## CURRICULUM IMPLEMENTATION

Throughout every class in Food Tech we strive to ensure that:

- Lessons are interactive, creative and fulfilling
- We support the whole school approach to food education
- We manage a complex range of simultaneous activities
- There are effective systems in place
- We encourage independence and decision-making skills
- Ingredients are chosen, taking into account their nutritional, functional and sensory properties, in addition to other factors (such as cost, seasonality, sustainability)
- The Eatwell Guide and portion size is adhered to
- That there is a Consumer Awareness: food origin, food choice, food labelling

We see Food Tech as underpinning the curriculum across the school through linking it, as a subject, to the following areas:

- Literacy
  - Reading (recipes)
  - Comprehension – following instructions
  - Writing - recipes
  - Analysing
  - Terminology/vocab development
- Maths
  - Weights
  - Measures
  - Basic computations
  - Timing
- Science
  - How food changes as it cooks
  - 3 states: solid, liquid, gas
  - Freezing/thawing
  - Different types of heat ... water, air, radiant heat
  - Predicting
  - Sensory involvement
  - Hygiene
  - Food poisoning
  - Growing food
  - Farm to fork
  - Observation – practical – evaluation
  - Nutrition
  - Food types

- Balanced diet
  - Exploration
  - Recycling/the environment
- History
  - How recipes evolved
  - Recipes from different eras
  - Recipes brought to UK from migrants
- Geography
  - Foreign food
  - Foreign customs
  - Global inclusion
  - Cultural diets
  - Religious diets
- RE
  - Religious celebrations
- Art
  - Presentation
- PSHE
  - Working as a team
  - Working as an individual
  - Mores and manners
  - Formal/informal situations
- ICT
  - Using laptops: researching
  - E-safety
  - Collaborative work
  - Use of assistive technology
- Independence/Life Skills

Overarching Achievements in the subject:

Transferring of practical skills to other environments

Developing life skills

Routines

Identification of utensils

Making a positive contribution

Health & safety

First aid

Food storage, handling, preparation, cooking serving, cleaning

Spiritual	<ul style="list-style-type: none"> <li>Instilling wonder and awe through work</li> <li>Encouraging creativity</li> <li>Allowing for the expression of thoughts and feelings</li> <li>Reflect and learn from the process</li> <li>Questioning: how, why, where</li> </ul>
Moral	<ul style="list-style-type: none"> <li>Developing the moral conscience</li> <li>Dilemmas – food sources, diet types</li> <li>Sustainability</li> <li>Environmental impact</li> <li>Respect for the views/opinions of others</li> </ul>
Social	<ul style="list-style-type: none"> <li>Meeting the needs of others</li> <li>Valuing feedback</li> <li>Peer and self-evaluation</li> <li>Articulation of thoughts and feelings about their work and that of others</li> <li>Give/take criticism without offence</li> <li>Producing something to meet the needs of others</li> <li>Developing partnerships to meet the needs of others</li> <li>Influence of advertising</li> </ul>
Cultural	<ul style="list-style-type: none"> <li>Recognising a range of backgrounds/cultures</li> <li>Appreciating diversity</li> <li>Local/national/global communities</li> <li>Developing products sensitive to the needs and beliefs of others</li> <li>Cultural influences</li> <li>Diversity of ingredients</li> <li>Staple foods of other countries</li> <li>Cultural differences in food and diet</li> <li>Exploring cultural assumptions and values</li> <li>Recognise and respect cultural and social differences of peers</li> <li>Cooking a variety of foods – traditional British foods &amp; world foods</li> <li>Government guidance on Healthy Eating</li> </ul>

Linkable Life Skills developed by our students:

Confidence  
Practicality  
Independence  
Creativity  
Participation  
Teamwork/working cooperatively  
Ethical issues: price, income, fair trade, food miles, sustainability  
Etiquette development  
Love of and appreciation of food  
Budgeting

Equal Opportunities & Inclusion:

- All pupils can access Food Technology regardless of their ethnicity, religious beliefs, or social economic situation

## CURRICULUM IMPACT

Assessing and measuring student progress: refer to: OCR Life and Living Skills – achieved units in Home Management; termly data analysis; end of year data analysis

- Students will have an understanding and be able to broadly apply the principles of nutrition and the knowledge of learning how to cook.
- Students will be able to critique, evaluate and test their ideas and products and the work of others
- Students will develop the creative, technical and practical skills needed to perform everyday tasks confidently and will participate successfully in an increasingly technological world
- Students will be able to build on their knowledge, understanding and skills in order to prepare, cook, clean up and maintain a safe, healthy kitchen
- Students will have an understanding of the relevance of advertising, packaging and the way people can be influenced to try comestibles in line with current consumer trends
- Students will be able to make choices when it comes to the food they want to prepare and eat
- Students will be prepared for life out of the educational setting

### What do we do well?

- **Structured routine**
- **Follow standardised procedures**
- **Reinforce positive behaviours**
- **Address conflicting behaviours**
- **Deliver decisive instruction**
- **Work as a team**
- **Support students with individual endeavours**
- **Provide variety**
- **Reinforce different cultural aspects**
- **Reinforce different religious observances**
- **Provide CPD**
- **Trust in (and extension of) individual student skill sets**
- **Challenge every student to leave the HE room having learned something from every teaching session**
- **Provide a welcoming and nurturing environment**

### What we could do better:

- **More involvement in student-led ideas for meal choices**
- **Multi-media usage**
- **Trips to food-featured emporia**
- **Implementing a more pronounced cross-curricula approach with class teachers & subject specialists**

### Where do we want to go?

- **Possibility of a “student-run” food and beverage facility**
- **Every class developing an aligned awareness of the ‘farm-to-fork’ process using class based growing of (for example) different/seasonal herbs, potatoes, etc.**



