

Peters Hill Food Technology Policy

Food and Nutrition

Aim

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.

Pupils should be taught to:

Key Stage 1

- To develop knowledge of basic healthy eating messages.
- To develop the skills to safely use a range of basic cooking equipment (e.g. knife, chopping board, spoon, fork, bowl).
- To be able to cut food safely using a bridge technique.
- To be able to explain how to work with food hygienically.
- To be able to identify different food groups.

Key Stage 2

- To be able to name some of the food groups that are part of a healthy diet.
- To be able to prepare a variety of dishes using a range of techniques.
- To be able to demonstrate the skills to safely use a range of basic cooking equipment (e.g. knife, chopping board, spoon, fork, bowl).
- To be able to explain and demonstrate how to work with food hygienically.
- To understand the principles of a healthy and varied diet.
- To know the approximate portion size you should eat from each food group as part of a healthy diet.
- To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Resources:

Materials, e.g. ingredients, serving equipment, additional cleaning resources etc. Should be ordered by cooking lead for cooking sessions.

Oven trolley.

Food technology equipment – room off large hall



Teaching and Learning

Curriculum Pathways

Food and Nutrition is part of the Design and Technology curriculum pathway. This document is used by staff to ensure that the journey that the children follow builds upon the key skills that they have learned. These are listed for each year group.

Knowledge Organisers

Knowledge organisers have been created for each year group. Immediately, when looking at all year groups knowledge organisers it is clear how the skills that we teach are progressing. These are used by teaching staff to see which skills need to be taught in each year group. They list the key objectives that need to be covered for each year group. They have key skills with definitions that staff can use during lessons as well as ensuring staff have the knowledge that the need to teach those skills. Key resources and questions are listed for staff to plan to build upon prior learning. There are also images of key skills that can be used during lessons and as prompts to remind children.

Early Years:

Food and nutrition is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity investigate:

- Existing products
- A variety of ingredients
- Simple tools
- Different techniques for simple combining/cooking

These investigations will lead to children being able to share liked and dislikes/ healthy and unhealthy foods with a purpose in mind. Children will be given the to opportunity to consider what they are making and why. They will know basic hygiene for cooking.

Key Stage 1

When designing and making, pupils should be taught to:

- **Make**
 - A range of sweet and savoury recipes.
 - Learn new techniques to perform safely.
 - Follow a simple recipe with support.
- **Evaluate**
 - Explore and evaluate recipes and express likes and dislikes.



- Evaluate their ideas and products against design criteria.
- **Technical knowledge**
 - To know and use key terms: sieve, rise, bridge grip, method, rolling pin, grater, scale, whisk and knead.
 - To know the importance of hygiene.

Key Stage 2

When designing and making, pupils should be taught to:

- **Design**
 - Use research and develop recipe and ingredient knowledge to inform the design of innovative, appealing products that are fit for purpose, aimed at particular individuals or groups.
 - Generate, develop, model and communicate their ideas through discussion, annotated sketches.
- **Make**
 - A range of sweet and savoury recipes.
 - Learn new techniques using a range of tools and equipment to perform tasks practical safely.
 - As they learn more recipes their skill knowledge will broaden.
- **Evaluate**
 - Investigate and analyse a range of existing products
 - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- **Technical knowledge**
 - To know and demonstrate the importance of hygiene.
 - To know and use key terms: sieve, rise, bridge grip, method, rolling pin, grater, swivel peeler, fold, digital scale, whisk, knead and seasonality.

Assessment & Monitoring:

At Peters Hill Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work through use of the mark book is ongoing to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and the school's Marking Policy will guide marking work.

Assessment

Assessment documents have been created for each year group. This is intended to be used either ongoing or at the end of each year. It covers all the skills children have been taught that year. This will inform mark



books to show progress of skills in cooking at the end of the current year. This is not intended to be the only assessment.

- Teachers use knowledge organisers to ensure all skills are taught and are built upon year on year.
- Teachers can use this summative assessment to inform their class teacher mark books which are in line with the 2014 Curriculum.
- In EYFS teachers assess science against the 'Development Matters' statements in the 'Understanding of the world' area of the Early Years Curriculum. The statements go from birth through to the Early Learning Goals at the end of Reception.
- Cooking lead has created a 'secure child' document which shows teachers how to identify an expected child in cooking.

Monitoring

- Planning and continued discussions and support are offered regularly by the food and nutrition subject leader.
- Collection of children's work and photographs are collated regularly.

Health and safety

- Teachers must plan safe activities for cooking activities and handling of food and complete a risk assessment. This should then be given to Head Teacher and food and nutrition subject leader.
- Teachers, teaching assistants and volunteers need to be aware of health and safety procedures when using equipment/food.
- Pupils must be aware of the need for personal safety and the safety of others during cooking lessons.

Created by K. Lloyd 29.1.2021

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