

# **Elmfield Rudolf Steiner School Cookery (Food Technology) Curriculum 2018-2019**

## **Sources**

- National curriculum, Public Health England 'Food teaching in secondary schools: A framework of knowledge and skills'
- The Tasks and Content of the Steiner-Waldorf Curriculum
- Marking and Feedback Policy
- Food Policy
- Independent Schools Standards

## **Purpose of Study**

- To give students the knowledge to be able to live healthily and independently
- To show understanding of all different dietary types, and reasons for them
- To build teamwork skills
- To educate pupils in health and safety in a kitchen environment, including food safety
- To continue the process of cooking and sharing the food made learnt in Early Years
- To develop pupils' understanding of where food and ingredients originates from, drawing on teaching in the Farming main lesson and gardening classes

## **Aims**

At Elmfield Rudolf Steiner School the Cookery curriculum aims to ensure that students:

- Are educated in diet, nutrition and health
- Possess a variety of chopping skills, including knife safety
- Possess a variety of cooking skills, including boiling, frying, baking
- Have good knowledge of utensils, e.g. woks, steamers, bain marie
- Collate a recipe book that will be useful in future years
- Understand seasonal foods and what can be done with them

## **Method**

### **Class 7 and Upper School**

Teaching methods that are used in cookery are demonstration, question and answer, practicals, repetition, reading, writing, and debate.

- Knife safety and chopping skills: students will be assessed on their ability to carry a knife appropriately, and chop a variety of ingredients using a number of different chopping techniques. The assessment of this is over a period of time and progress should be a continuous upward curve.

- Recipe comprehension: students will be able to follow a recipe without help by the end of the course. The assessment of this is both over a period of time and visible during the final lessons.
- Knowledge of health and safety including food safety and hygiene: students will know the rules of the kitchen, health and safety best practice, food safety and hygiene basics including how to handle, prepare and cook meat, fish, eggs and dairy safely. The assessment of this is over a period of time visible during the lesson through question and answer and progress should be a continuous upward curve.

## Upper School

- How to build a healthy diet: students will be able to build a healthy diet for themselves, and be able plan the meals accordingly. Assessment of this is both over a period of time during the lessons as well as during the final lessons when they chose their specific ingredients and add recipes to their work book.
- Budgeting: students will begin to understand how much specific meals cost to cook for 1 person as well as for the amount of people in their family. Assessment of this is visible throughout the course of the lessons and progress should be a continuous upward curve.

## Outcomes

During the course of the cookery lessons, each student will learn:

- Life sciences: the importance of a healthy diet, the basics of what foods help with digestion, why we need certain food groups.<sup>1</sup>
- The different food groups
- Seasonal food throughout the year
- Celebration and specific event cooking, e.g. birthdays, Valentine's day, Easter
- How to design, make and evaluate food: how to select from and use a wider, more complex range of ingredients, taking into account their functional properties, how to analyse the work of past and present food professionals to develop and broaden their understanding and experience of cooking and nutrition, how to taste, evaluate and refine their ideas and dishes against specified needs, taking into account the views and requirements of the intended consumer (including sensory and dietary analysis)<sup>2</sup>.
- How to define and apply the principles of nutrition: pupils will understand that food and drinks provide energy and nutrients in different amounts, that they have important functions in the body, and that people require different amounts during their life and the implications of dietary excess or deficiency.<sup>3</sup> They will also understand the importance of energy balance and how to maintain a healthy weight throughout life<sup>4</sup>
- Aspects of consumer awareness (food origin, food choice, food labelling). Pupils will:
  - Examine where and how a variety of ingredients are grown, reared, caught, and processed, and consider sustainability and the impact of different choices on the environment
  - Describe how preparation and cooking affects the sensory and nutritional properties of the ingredients, recognise the wide range of factors involved in food and drink choice, including influences such as preference, ethical belief, availability, season, need, cost, packaging, food provenance, culture, religion, allergy/intolerance, advertising, body image and peer

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<sup>1</sup> **The Tasks and Content of the Steiner-Waldorf Curriculum;** Life Sciences, P278

<sup>2</sup> **Food teaching in secondary schools:** A framework of knowledge and skills, section 6.3-6.5 p9.

<sup>3</sup> **Food teaching in secondary schools:** A framework of knowledge and skills, section 7.2, p10

<sup>4</sup> **Food teaching in secondary schools:** A framework of knowledge and skills, section 7.3, p10

- pressure;
- Demonstrate how to make informed choices to achieve a healthy, balanced diet (such as by using food labels, ingredients lists, nutrition information and health claims);
  - Explore a range of ingredients and processes from different culinary traditions, know their distinctive features and characteristics (traditional and modern variations of recipes, cooking methods, presentation and eating patterns) and demonstrate how to use this to inspire new ideas or modify existing recipes<sup>5</sup>
  - How to implement good food safety and hygiene. Pupils will be able to:
    - Demonstrate and apply the principles of cleaning, preventing cross contamination, safe storage of food including chilling, cooking food thoroughly and reheating food until it is steaming hot<sup>6</sup>
    - Apply food safety information on food labels when buying, storing and consuming food and drinks<sup>7</sup>
    - Describe food poisoning and its symptoms and undertake preventative measures to reduce the risk of illness through bacterial contamination and multiplication<sup>8</sup>
    - Recognise common allergens and demonstrate how to take preventative measures to reduce the risk of contamination and allergic reaction<sup>9</sup>
    - Understand the importance of good food safety and hygiene including knowing how to get ready to cook (such as having hair tied back, removing jewellery and nail varnish, thoroughly washing and drying hands before and after handling food, and wearing a clean apron)<sup>10</sup>
  - Culinary skills: all kinds of skills used in the kitchen for example chopping, peeling, whisking, folding, kneading, beating, rolling
  - Mathematical skills: how to use maths to increase or decrease recipe size depending on amount of people cooking for, how to use conversion charts, how to use weighing scales
  - Literacy skills: how to read and comprehend recipes, how to transcribe recipes, how to spell key ingredients and equipment
  - Expression of self: pupils will learn how to express their personality through individual choices of presentation and ingredients used

## **Assessment**

- Individual oral feedback during the lesson. This helps with differentiation as extension tasks or practising harder kitchen skills can be taught and learnt here
- Whole class oral feedback at end of each lesson
- Self-assessment during pupils' tasting of their finished dish
- Peer assessment at the end of the lesson as food is shared around
- Tracking of students' progress throughout the lessons
- End of block reports for each student
- Commendations when a student has performed outstandingly well during the lesson with either a finished dish or in how they prepared it
- Marking of written work in pupils' recipe books at the end of each lesson block
- Parents' evenings: brief overview of how the students are getting on, answering of any specific questions

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<sup>5</sup>**Food teaching in secondary schools:** A framework of knowledge and skills, section 8.1-8.5, p10-11

<sup>6</sup>**Food teaching in secondary schools:** A framework of knowledge and skills, section 9.1, p11

<sup>7</sup>**Food teaching in secondary schools:** A framework of knowledge and skills, section 9.2, p11

<sup>8</sup>**Food teaching in secondary schools:** A framework of knowledge and skills, section 9.3, p11

<sup>9</sup>**Food teaching in secondary schools:** A framework of knowledge and skills, section 9.4, p11

<sup>10</sup>**Food teaching in secondary schools:** A framework of knowledge and skills, section 9.5, p11

### **Cross-Curricular Links**

- Literacy – during recipe reading, writing
- Numeracy – during recipe reading and when having to increase the finished product to accommodate for more people
- History – histories of specific recipes and ways of preparing ingredients
- Geography – world foods, covering as many countries as possible and tying in with Main lessons on specific countries if possible
- Art – students have the chance to make their recipe book as beautiful as possible
- Photography – at the end of the lesson if a specific finished dish looks outstanding the chance to photograph it is given (following relevant policies and procedures)
- Sciences – specific techniques and food preparations skills have scientific roots