

# Home Economics

Key Stage 3 Non Statutory Guidance  
for Home Economics

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# Section 01

## Purpose of this Guidance

This guidance is part of the support and implementation package for the Revised Northern Ireland Curriculum (hereafter referred to as Northern Ireland Curriculum) already with your school that includes:

- The Statutory Curriculum at Key Stage 3: Supplementary Guidance; and
- The Curriculum Support and Implementation Box.

Both these resources and additional learning and teaching materials are also available at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk).

Home Economics is part of the minimum requirement for every pupil at Key Stage 3. This guidance seeks to build on good practice and to provide heads of department with information and practical approaches to help them plan and roll-out the requirements for Home Economics in a manageable way. The guidance explains and provides interpretation of the statutory requirements for Home Economics.

There are departmental questions and activities after each section which can help you and the members of your department to reflect on and evaluate your current practice and identify actions for departmental planning.

The questions and activities follow *The 4A's Model for Planning* as documented in the booklet, *Planning for the Revised Curriculum at Key Stage 3*, in your school's Curriculum Support and Implementation Box. Working through this guidance and its accompanying activities means that your department will be well on course for rolling out the Northern Ireland Curriculum.



# Section 02

## Home Economics in the Northern Ireland Curriculum

The Northern Ireland Curriculum seeks to empower pupils to achieve their potential and to make informed and responsible decisions throughout their lives. It is about helping pupils prepare for life and work:

- as individuals;
- as contributors to society;
- as contributors to the economy and environment.

Home Economics has a significant role to play in this. Home Economics provides pupils with opportunities to explore real issues explicitly relevant to real-life contexts. These experiences lead to the development of a wide range of transferable skills. Of particular value is the contribution of the subject to the development of skills such as decision making and working with others.

For Home Economics to be relevant in the curriculum it must meet the overall curriculum objectives. These are, developing the pupils as individuals, as contributors to society and as contributors to the economy and the environment.

### Meeting Curriculum Objectives

Home Economics **develops pupils as individuals** by:

- helping them explore their health in a practical context, enhancing their potential to live a healthy lifestyle and make responsible choices about their diet and food.

Home Economics **develops pupils as contributors to society** by:

- giving them a sense of themselves as social beings and how they relate to one another; making them aware of values and lifestyles that are different from their own and helping them make reasoned judgements in family relationships.

Home Economics **develops pupils as contributors to the economy** by:

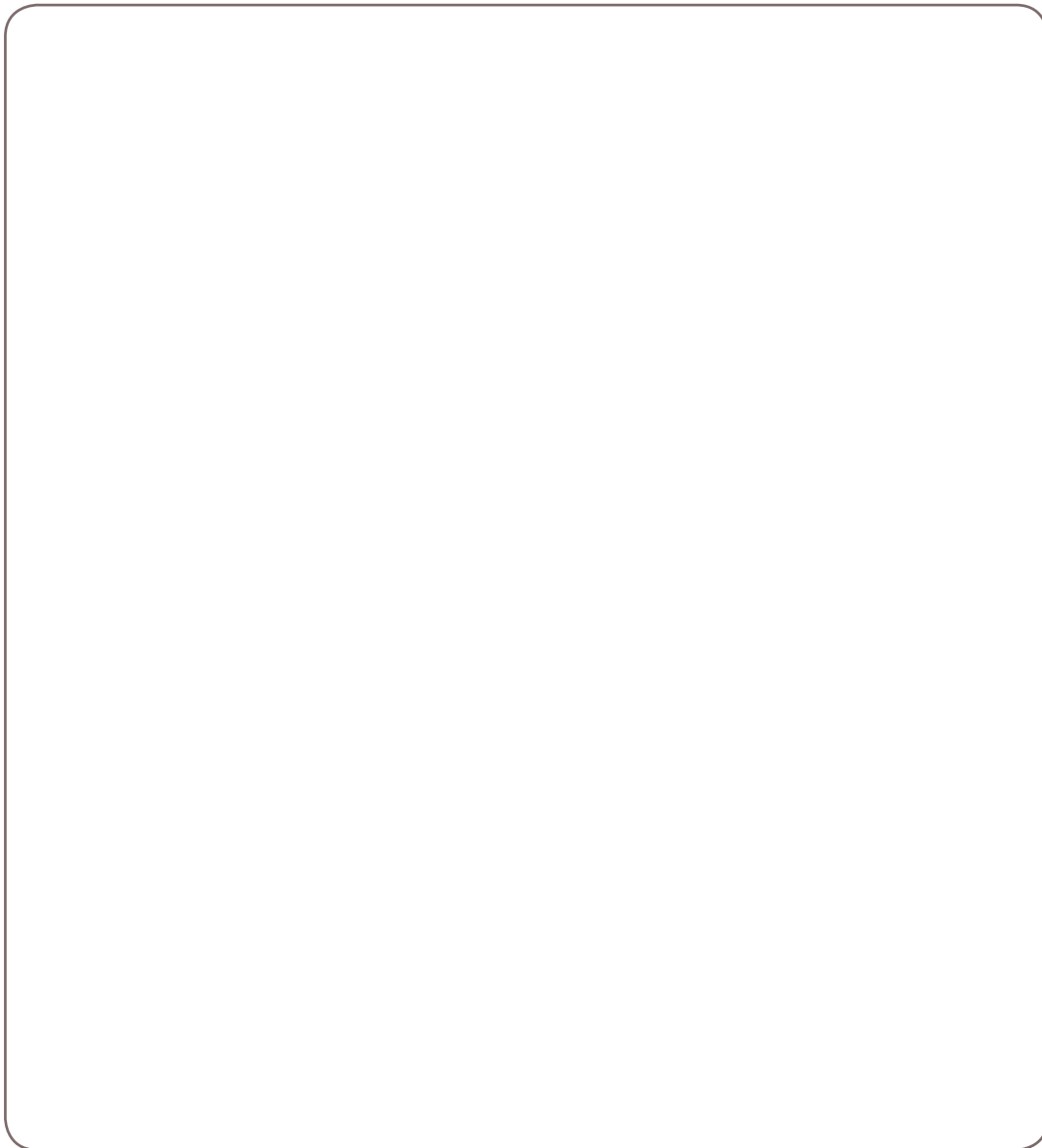
- giving them an awareness of themselves as consumers in a changing economy to help them become discerning and effective when making judgements in relation to the environment and personal finances.

## Questions for Departments

In order to contribute to the curriculum objectives during Key Stage 3, what do we want our pupils in Home Economics to:

- know (knowledge and understanding);
- be able to do (skills);
- be like (attitudes and dispositions)?

## Action

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# Section 03

## Links to Key Stage 2 and Key Stage 4

### 3.1 Key Stage 2

An understanding of the benefits of a healthy lifestyle including healthy eating is part of the curriculum area Personal Development and Mutual Understanding. Pupils at Key Stage 2 are encouraged to develop healthy attitudes and behaviours in relation to eating and food choice and also to consider food as part of their cultural heritage. They are also given opportunities to develop an understanding of their role and responsibility as consumers in society and to examine the role of advertising and how the media presents information. Under the theme of relationships, pupils are made aware of the different types of family, the skills for parenting, the importance of good parenting and how responsibilities change as they become older.

### 3.2 Key Stage 4

The flexible framework for studying Home Economics at Key Stage 3 allows:

- teachers to establish the foundations for Key Stage 4 study by providing opportunities for pupils to demonstrate deeper understanding;
- pupils to become independent learners who will be more adept and experienced in managing their own learning.

Key Stage 3 experiences should provide a robust basis for learning at Key Stage 4. The knowledge, understanding and skills outlined in the minimum requirements for Key Stage 3 Home Economics provide a framework that enables teachers to tailor the breadth and depth of coverage to meet the needs and interests of their pupils.

The changing emphasis at Key Stage 3 aims to promote more independent and flexible learners who have the skills and capabilities to address the demands at Key Stage 4 and beyond.

At Key Stage 4 those pupils who elect to continue to study Home Economics can follow the CCEA GCSE specification. Details of the Home Economics specification are available on the CCEA website.

CCEA offers a range of qualifications, details of which are available on the CCEA website. At the time of writing, GCSE specifications in all subjects are currently being reviewed.



# Section 04

## Understanding the Statutory Requirements for Home Economics

This section includes explanation of:

- The Layout of the Statutory Requirements;
- Key Concepts (*Healthy Eating, Home and Family Life, Independent Living*);
- Learning Outcomes;
- Thinking Skills and Personal Capabilities.

### 4.1 The Layout of the Statutory Requirements

<b>Key Concept - Healthy Eating</b> Exploring Healthy Eating provides opportunities to develop understanding required in the choice, planning, storage, preparation, cooking and serving of food.	<b>Key Concept - Home and Family Life</b> Exploring Home and Family Life provides opportunities to understand the importance of the family as a caring unit.	<b>Key Concept - Independent Living</b> Exploring Independent Living provides opportunities to understand the importance of becoming discerning consumers and effective managers of resources.
<p>Pupils should have opportunities to:</p> <p>Develop an understanding of the importance of a healthy diet, for example, an understanding of the current dietary recommendations and how they can be applied to food choice and preparation; understanding diet related disorders as a consequence of poor food choices, etc.</p>	<p>Pupils should have opportunities to:</p> <p>Explore the roles and responsibilities of individuals within a variety of home and family structures, for example, sharing roles within the family, role reversal, etc.</p> <p>Develop awareness of parenting skills, for example, how parents/carers can nurture physical, intellectual, emotional, social, moral development.</p> <p>Investigate some of the changing needs of family members at different stages of the life cycle, for example, physical (including nutritional), intellectual, emotional, social needs.</p> <p>Explore strategies to manage family scenarios, for example, managing changes in family circumstances such as sibling rivalry, caring for relatives, etc.</p>	<p>Develop a range of skills to promote independence through planning, managing and using resources, for example, task and time management, cooking for and managing self, managing money, etc.</p> <p>Investigate a range of factors that influence consumer choices and decisions, for example, media and advertising, peer pressure, ethical issues, value for money, methods of payment, impulse and planned purchases, etc.</p> <p>Investigate consumer rights, responsibilities and support available in a range of scenarios, for example, making use of relevant legislation and consumer organisations; complaining effectively, etc.</p>
<div style="border: 2px solid black; border-radius: 15px; padding: 20px; background-color: white;"> <h2 style="margin: 0;">Exemplar</h2> <p style="margin: 0;">See back cover for an A3 version of the Statutory Requirements for Home Economics with additional guidance and examples</p> </div>		
<p><b>Learning Outcomes</b></p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of Home Economics.</p> <p>Pupils should be able to:</p>	<ul style="list-style-type: none"> <li>• demonstrate skills in the safe, hygienic, healthy and creative use of food;</li> <li>• research and manage information effectively to investigate Home Economics issues, including Using Mathematics and Using ICT where appropriate;</li> <li>• show deeper understanding of Home Economics issues, including Using Mathematics and Using ICT where appropriate;</li> <li>• demonstrate understanding of Home Economics issues, including Using Mathematics and Using ICT where appropriate;</li> <li>• work with others to solve problems and make informed decisions, demonstrating understanding of Home Economics issues, including Using Mathematics and Using ICT where appropriate;</li> <li>• demonstrate understanding of Home Economics issues, including Using Mathematics and Using ICT where appropriate;</li> <li>• demonstrate understanding of Home Economics issues, including Using Mathematics and Using ICT where appropriate;</li> </ul>	

**Key Concepts**  
 The key concepts provide the real and relevant contexts in which Home Economics knowledge, understanding and skills are developed. These should be developed throughout the key stage.

**Learning Outcomes**  
 These state the skills and capabilities pupils should be able to demonstrate throughout the key stage in the context of Home Economics.

NB: Teachers may develop activities that combine many of the statutory requirements. The Key Elements highlighted in BOLD (including each of the Key Elements) are met.


## 4.2 Key Concepts

There are three Key Concepts for Home Economics:

- Healthy Eating;
- Home and Family Life;
- Independent Living.

Each Key Concept has a number of statements in bold that make up the statutory requirement for the key stage as a whole; not for individual years within the Key Stage.

The brevity of the statements can offer teachers the flexibility to interpret and develop these as appropriate to their own context. The recursive nature of Home Economics means that the statements in the key concepts columns are likely to be covered a number of times in every year group within the key stage.

The challenge when planning is to:

- provide rich learning experiences and opportunities that will be relevant to pupils;
- choose themes and activities that will develop the wider curriculum skills and capabilities;
- motivate and engage pupils by providing opportunities to explore real problems related to Healthy Eating, Home and Family Life and Independent Living;
- provide pupils with challenges that are appropriate to their age and maturity;
- prepare the pupils for life and work by using real life problems and current issues as contexts for learning.

## Key Concept – Healthy Eating

Exploring Healthy Eating provides opportunities to develop understanding required in the choice, planning, storage, preparation, cooking and serving of food.

The nature of this key concept means that the statements are likely to be covered a number of times in every year group within the key stage.

Pupils should have opportunities to:	Exemplification
<p><b>Develop practical skills in the safe, hygienic, healthy and creative use of foods to plan, prepare, cook and serve a range of meals.</b></p>	<p>Pupils should be provided with opportunities to develop a range of cookery skills that show progression throughout the key stage. For example, the focus in year 8 might be skills related to the preparation of snacks suitable for their age group, progressing to more complex dishes and family meals in year 10.</p> <p>Recipes should be chosen to engage the pupils and stimulate their interest in food and eating as well as addressing the key principles of healthy eating. They should become more challenging each year and should encourage experimentation with foods outside the pupils' usual experiences. Pupils should also, when appropriate, be given an element of choice with ingredients. This will encourage them to think for themselves, to think about the recipe and the food and to be creative with a basic recipe. For example, they should be encouraged to select their own choice of toppings, fillings, vegetables, herbs or spices.</p> <p>Practical cookery lessons lend themselves very well to the development of a wide range of skills beyond those associated with food. For example, there are opportunities to develop self-management skills and skills to promote independence. Pupils can take responsibility for the planning of their own work and managing their time rather than always following a teacher directed routine.</p>
<p><b>Develop the practical skills in the safe use of a range of utensils and appliances in the preparation, cooking and serving of a variety of dishes.</b></p>	<p>The key message in this statement is that pupils develop the skills of using equipment rather than writing about it. These skills have to be practised in a practical cookery context, e.g. learn about the cooker by <i>using</i> it, learn about hygiene and safety by <i>using</i> colour coded chopping boards and oven gloves appropriately.</p> <p>If there is variety and progression in practical cookery skills then automatically, there will be opportunities for pupils to use and assess the usefulness of a wide range of utensils and appliances including the most recent developments on the market.</p> <p>It is suggested that teachers introduce equipment that the pupils are likely to use again or encourage a flexible approach by improvising. For example, measure pasta in handfuls, squeeze lemons with your hand, measure flour with a tablespoon.</p>

Pupils should have opportunities to:	Exemplification
<p><b>Investigate the impact of storage, preparation and cooking on food.</b></p>	<p>Learning related to this statement is most likely to take place during practical cookery classes where pupils can see for themselves and experience the impact of storage, preparation and cooking on food. For example:</p> <ul style="list-style-type: none"> <li>• the impact of storing raw meat incorrectly could be highlighted at the start of a lesson using a meat product and the message reinforced in subsequent lessons when appropriate;</li> <li>• the impact of tearing rather than cutting salad leaves to preserve vitamin C could be highlighted during a lesson on salads;</li> <li>• the impact of boiling a bolognese sauce rather than simmering could be highlighted to show the effect of heat on liquids.</li> </ul>
<p><b>Explore ways to achieve a healthy diet.</b></p>	<p>There are many topics related to achieving a healthy diet that allow the pupils to explore relevant issues. Departments have the flexibility to choose areas of interest that will:</p> <ul style="list-style-type: none"> <li>• encourage enquiry;</li> <li>• provide opportunities for pupils to be active and participatory;</li> <li>• reflect the interest, life experience and maturity of the pupils;</li> <li>• be challenging and motivating;</li> <li>• develop pupil skills in researching and managing information;</li> <li>• help pupils make informed decisions about food choice;</li> <li>• stimulate curiosity about diet and food.</li> </ul> <p>It is suggested that nutrients are explored as they occur naturally in the context of a topic. There is no requirement for pupils to have learned about all of the nutrients by the end of the key stage. The focus at Key Stage 3 is on food and healthy diet rather than nutrients to avoid repetition at GCSE and AS Module 1.</p>

## Key Concept – Home and Family Life

Exploring Home and Family Life provides opportunities to understand the importance of the family as a caring unit.

Pupils should have opportunities to:	Exemplification
<p><b>Explore aspects of Home and Family Life</b></p> <p>Although there are four statements of minimum requirement they are difficult to separate. It is suggested that a number of issues relevant to the age, interests and life experiences of the pupils would be explored and that these would reflect aspects from the key concept as a whole as well as addressing a range of thinking skills and personal capabilities. These issues can relate to real people and real places and can allow pupils to consider their own views and opinions.</p>	<ul style="list-style-type: none"> <li>• Exploring Home and Family Life provides opportunities to understand the importance of the family as a caring unit.</li> </ul> <p><b>Example 1</b> Any family member within any family structure could be used as stimulus for discussion or exploration. Consideration of a topic such as 'Grandparents and the Extended Family' could encourage investigation and understanding of some of the following:</p> <ul style="list-style-type: none"> <li>• the role of older people in families (<i>roles and responsibilities of individuals</i>);</li> <li>• the importance of extended family relationships for children and their parents (<i>roles and responsibilities of individuals</i>);</li> <li>• attitudes towards the older generation (<i>changing needs of family members</i>);</li> <li>• problems between generations (<i>strategies to manage family scenarios</i>);</li> <li>• caring for an older relative (<i>strategies to manage family scenarios</i>);</li> </ul> <p>as well as providing opportunities for the development of thinking skills and capabilities such as:</p> <ul style="list-style-type: none"> <li>• working with others (<i>respecting the views and opinions of others</i>).</li> </ul> <p><b>Example 2</b> Consideration of a topic such as 'Family Celebrations/Events' could encourage exploration and understanding of some of the following:</p> <ul style="list-style-type: none"> <li>• celebrating traditions can bring nuclear and extended families closer together (<i>strategies to manage family scenarios</i>);</li> <li>• eating together as a family provides opportunities for individuals to develop emotionally and socially (<i>changing needs of family members</i>)(<i>responsibilities of parenting</i>);</li> </ul> <p>as well as providing opportunities for the development of thinking skills and capabilities such as:</p> <ul style="list-style-type: none"> <li>• thinking, problem-solving, decision-making (<i>examining evidence, distinguishing fact from opinion</i>).</li> </ul>

## Key Concept – Independent Living

Exploring Independent Living provides opportunities to understand the importance of becoming discerning consumers and effective managers of resources.

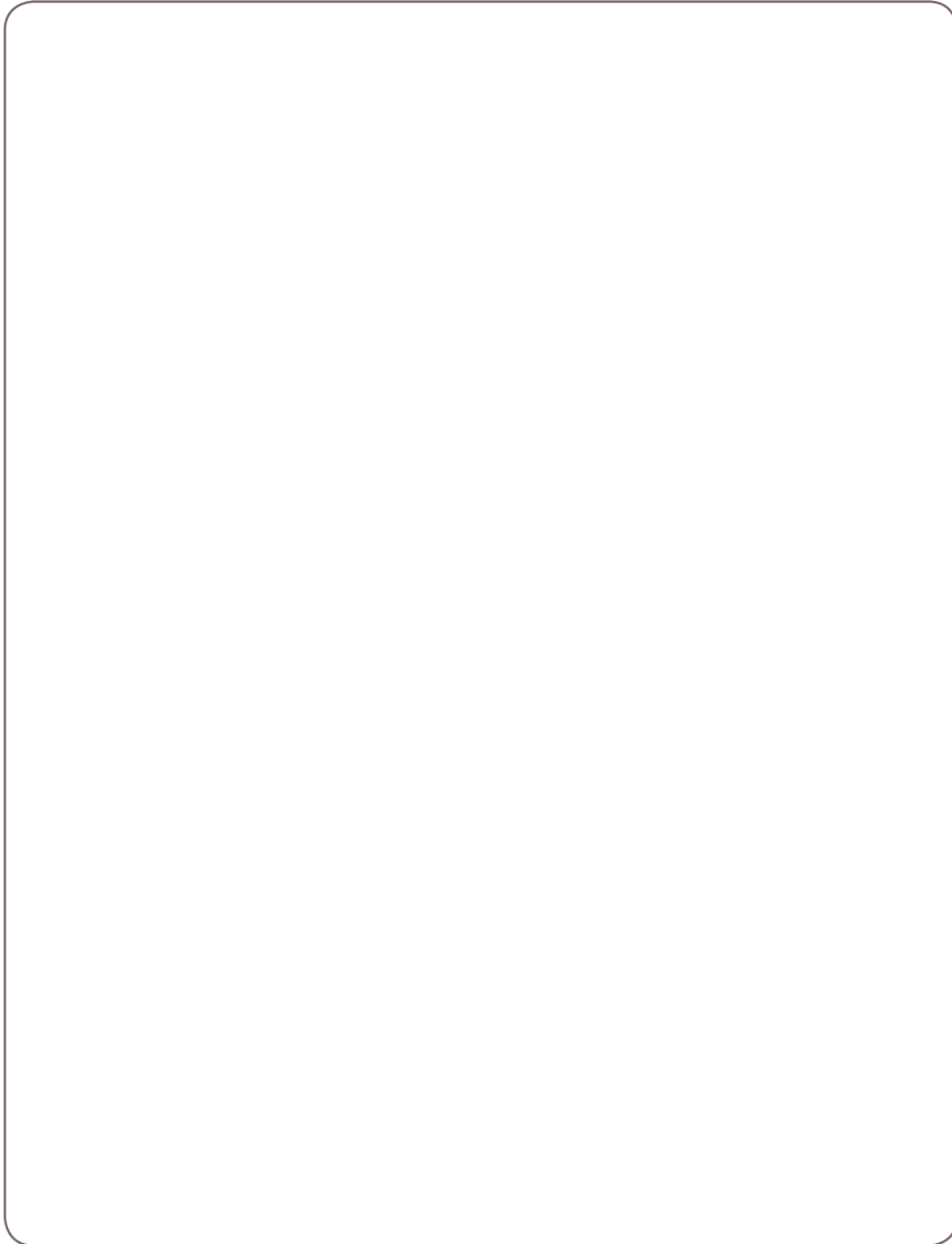
Pupils should have opportunities to:	Exemplification
<p><b>Develop a range of skills to promote independence through planning, managing and using resources.</b></p>	<p>Skills to promote independence can be developed very well through practical cookery. Providing opportunities for pupils to take personal responsibility for the planning of their own work and managing their time, and using activities that help the pupil to be less dependent on teacher direction is a step towards independence.</p> <p>This principle could be applied to other activities in which pupils make some of the decisions, for example:</p> <ul style="list-style-type: none"> <li>• pupils decide the deadline for a task;</li> <li>• pupils decide the headings for a fact sheet they are producing;</li> <li>• pupils decide which resources they will use to produce their work – ICT, poster;</li> <li>• pupils decide how work will be divided when working in groups;</li> <li>• pupils help decide the success criteria for a task.</li> </ul>
<p><b>Investigate a range of factors that influence consumer choices and decisions.</b></p>	<p>There is a wide range of factors that influence consumer choices and decisions. It is suggested that some, rather than all of them, would be considered as they occur naturally in the planned programme. The factors chosen should reflect the interest and maturity of pupils and the approach needs to be challenging throughout the key stage. Pupils should be encouraged to look at factors from a personal, local, national and global perspective. For example:</p> <ul style="list-style-type: none"> <li>• impulse /planned purchases as a factor that influences consumer choices could be considered when looking at money management;</li> <li>• value for money as a factor that influences consumer choices could be considered as part of a healthy diet (cost of a healthy diet/ achieving a healthy diet on a budget);</li> <li>• ethical issues such as fair trade or food miles as a factor that influences consumer choices could be considered when looking at the responsibilities of a consumer.</li> </ul>



### Questions for Departments

- What is the current balance between knowledge, understanding and skills in our department's provision?
- What are the implications for future learning and teaching at Key Stage 3?

### Action




### 4.3 Learning Outcomes

**Learning Outcomes** incorporate the skills and capabilities pupils should be able to demonstrate throughout Key Stage 3 in each subject strand. These are similar across each subject strand and promote the infusion of the cross-curricular skills (Communication, Using Mathematics and Using ICT) (please refer to Appendix 1 for further guidance on the cross-curricular skills). The learning outcomes also promote the infusion of Thinking Skills and Personal Capabilities (also refer to Appendix 2 for further guidance on Thinking Skills and Personal Capabilities).

As with all subjects, it is statutory for teachers to provide opportunities for pupils to **acquire** and **develop** the cross-curricular skills and the Thinking Skills and Personal Capabilities in Home Economics. Pupils should also be given opportunities to demonstrate their skills and application of knowledge and understanding of Home Economics to meet the learning outcomes.

#### Evidence for Learning Outcomes

Evidence of the application of skills, knowledge and understanding for a learning outcome can be demonstrated at any point in the learning process. Learning outcomes can be based on process or product. They may be evidenced by teacher, pupil or peer assessment of a range of pupils' work and performance, including work generated using ICT. The nature of feedback on learning outcomes can be qualitative, quantitative, verbal or written to suit the purpose of the assessment.

#### Using and Recording Evidence

The number of occasions when learning outcomes are internally recorded, the system for internal recording and the use made of internal records is at the discretion of departments in line with whole school policy. Learning outcomes can be demonstrated through formal or informal assessment, formative and /or summative assessment.

Evidence of learning outcomes can be:

- recorded informally, that is, primarily for feedback to pupils and for teacher reference;
- recorded formally, that is, in line with departmental and internal whole school assessment policy requirements;
- used to inform reporting, for example, in relation to Pupil Profile requirements.

## Skills and the Learning Outcomes

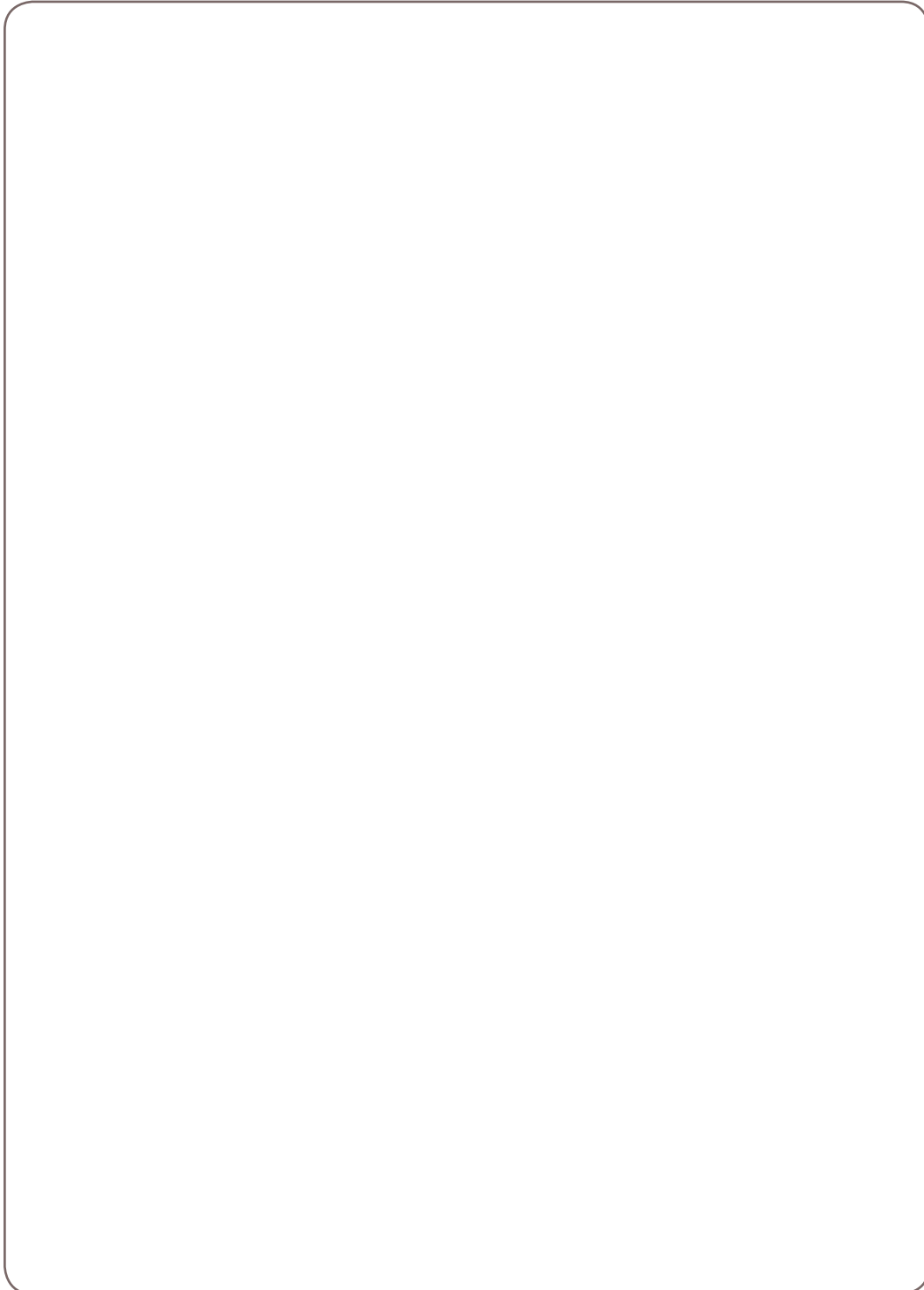
The relationship between the learning outcomes and the cross-curricular skills and Thinking Skills and Personal Capabilities is set out in the table below.

Learning Outcomes	Cross-Curricular Skills/Thinking Skills and Personal Capabilities
Demonstrate skills in the safe, hygienic, healthy and creative use of food	Managing information, Being Creative, Decision-Making, Working with Others, Self-Management
Research and manage information effectively, to investigate Home Economic issues, including Using Mathematics and Using ICT where appropriate	Managing Information Communication, Using Mathematics, Using ICT
Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate	Thinking, Problem-Solving, Decision-Making Communication, Using Mathematics, Using ICT
Demonstrate creativity and initiative when developing ideas and following them through	Being Creative
Work effectively with others	Working with Others
Demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance	Self-Management
Communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose	Communication Using ICT Using Mathematics

## Questions for Departments

- How can we plan for learning outcomes?
- How can our existing departmental assessment policy be amended to make reference to the learning outcomes?
- Which learning outcomes will be the most challenging for our department?

## Action

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## 4.4 Thinking Skills and Personal Capabilities

The Thinking Skills and Personal Capabilities Framework consists of five overlapping strands:

- Managing Information;
- Thinking, Problem-Solving, Decision-Making;
- Being Creative;
- Working with Others;
- Self-Management.

Each strand is broken down into further detail (see Appendix 4). These can facilitate lesson planning and provide criteria against which pupils' performances can be assessed and reported, for example, linking cause and effect, examining evidence, planning a task, etc.

Many of the skills are not new and are already being developed across a range of subjects. This single framework aims to make the development of thinking skills and personal capabilities more structured and explicit, to encourage application across a range of contexts and to provide a common language that pupils and teachers can use to talk about their thinking and learning.

The big shift, however, is to focus on opportunities in Home Economics where a specific thinking skill or personal capability can be used to deepen understanding of a particular Home Economics concept or context.

The context used provides opportunities for the development and practice of the thinking skill/personal capability. This promotes lessons where there is the parallel development of subject knowledge and understanding as well as the development of a particular mode of thinking. This approach is known as infusion - adding one thing to another to give new significance.

Planning for infusion involves, for example:

- (a) looking across a series of units of work in a particular year group and identifying where the most appropriate contexts are to introduce and develop specific skills, such as: evaluating most appropriate information, justifying opinions, reaching agreement within a group etc.
- (b) identifying the specific skills and capabilities best developed through Home Economics and setting up contexts to introduce and practice them, such as: distinguishing fact from opinion in relation to media information about healthy eating, making links between cause and effect of own behaviour in a family situation, examining options and weighing up pros and cons in relation to consumer choices, respecting the views and opinions of others, reaching agreements using negotiation and compromise when exploring the roles and responsibilities of individuals within a variety of home and family structures, learning ways to manage own time when completing practical cookery activities.

This explicit approach to developing the Thinking Skills and Personal Capabilities provides opportunities to observe, record, feedback and report on pupils' strengths and areas for future focus in terms of their development in Thinking Skills and Personal Capabilities. It also enables pupils to transfer particular thinking skills or personal/interpersonal capabilities to other contexts.

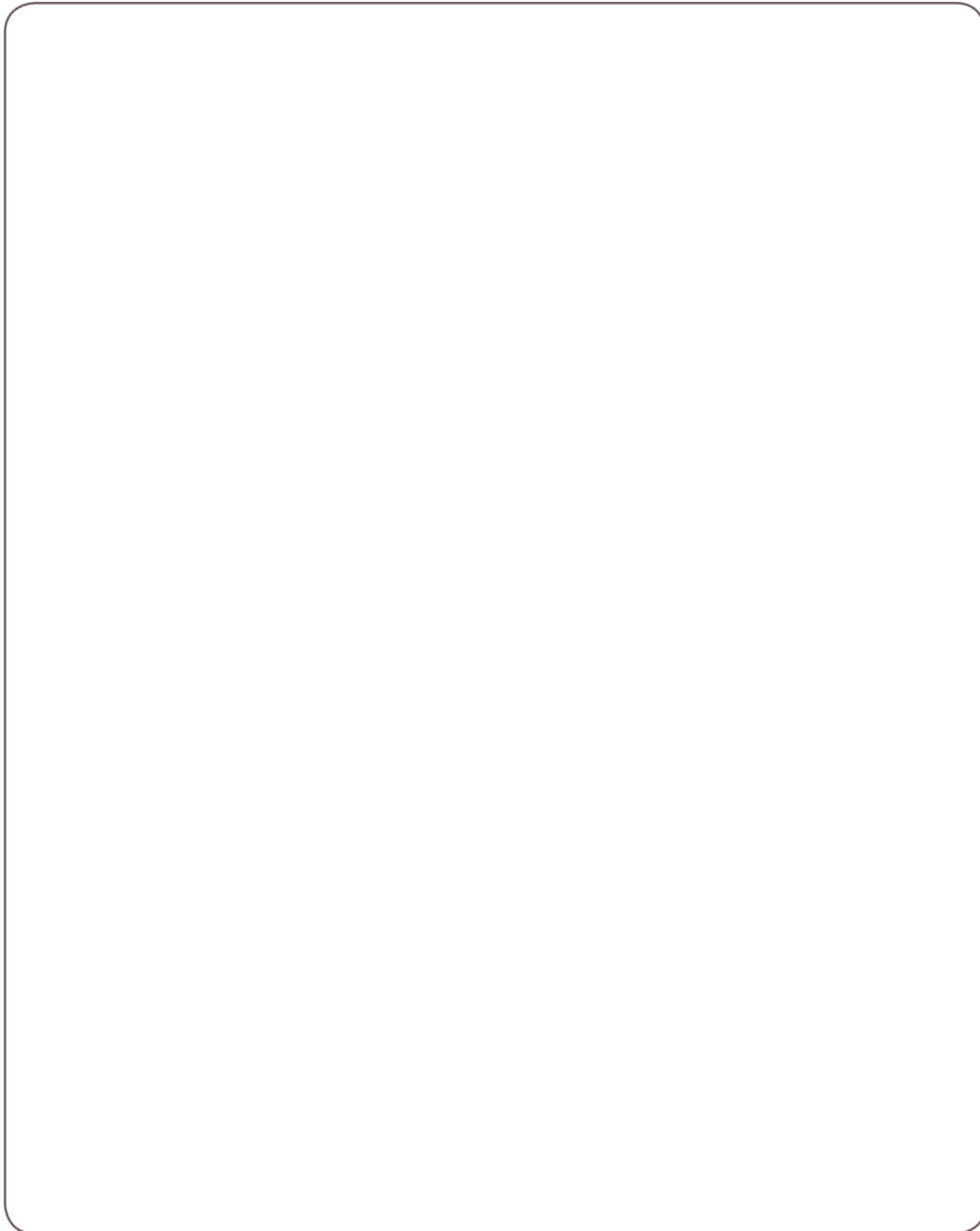
Progression in Thinking Skills and Personal Capabilities is only made through their practice and application in a range of contexts and at increasing levels of challenge and demand.

Continuing professional development materials have been developed to promote the infusion of Thinking Skills and Personal Capabilities across the curriculum. These materials are available at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk). For more information on Thinking Skills and Personal Capabilities, see Appendix 2 and Appendix 4.

### Questions for Departments

- How can Home Economics meaningfully develop each of the 5 strands of the Thinking Skills and Personal Capabilities framework?
- Where are the key opportunities in Home Economics for infusion?

### Action

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# Section 05

## Approaches to Learning and Teaching

### 5.1 Key Messages

#### Flexibility

Teachers now have the opportunity to use the minimum statutory requirement statements to devise schemes and units of work in Home Economics that follow the needs and interests of the pupil. This does not mean throwing out schemes of work that have been carefully developed over the years. It provides opportunities for teachers to build on those units that best engage and develop their pupils and replace or revitalise those units that did not engage the pupils so much.

#### Relevance

Teachers have opportunities to look for themes or issues that are real and relevant to the lives of pupils today. The Home Economics skills and concepts can be developed through many current issues locally or in the media that pupils express an interest in, for example, current advertising campaigns used to launch or market a new food, or investigating media coverage of the latest food scare.

#### Integrated

The Home Economics requirement is written to help teachers see alternatives to the teaching of discrete Home Economics themes and to construct units of work that integrate the knowledge and understanding from discrete themes to help pupils gain a better understanding of how the world around us works.

#### Values Based

The Key Concepts provide opportunities for pupils to reflect on, for example, moral, ethical, spiritual, social and cultural dimensions of Home Economics issues relating to real people and real places and to consider their own views and opinions about them, for example, the ethics of the genetic engineering of food or exploring issues related to Fair Trade products.

#### Action Orientated

There are also opportunities for pupils to be challenged about individual, collective social and environmental responsibilities. Furthermore, opportunities are signposted for pupils to act – individually or as a whole class/school – on those areas of concern, for example, consumer responsibilities about choice of food and equipment.

#### Future Focused

Pupils are challenged to think about the type of world they would like to share in years to come and how best to achieve it. They will also have opportunities to explore how the skills developed through Home Economics might help them in the future.

## 5.2 Assessment for Learning

Assessment for Learning is an approach that can support the learning and teaching process. Assessment for Learning focuses on the learning process (rather than the end product) and attempts not to prove learning, but rather improve it. It is formative assessment. It is a way for us to recognise learning during the process and it can help inform us of how the learning is progressing.

In Assessment for Learning:

- there is a high emphasis on *transferable learning*;
- assessment becomes a much more transparent process because it is based on critical information that is shared with the learners;
- learners are able to take *responsibility* for their own learning and for aspects of assessment.

'Assessment for Learning' is not something extra or 'bolted on.' It integrates with existing classroom practice. Assessment for Learning involves the following key actions:

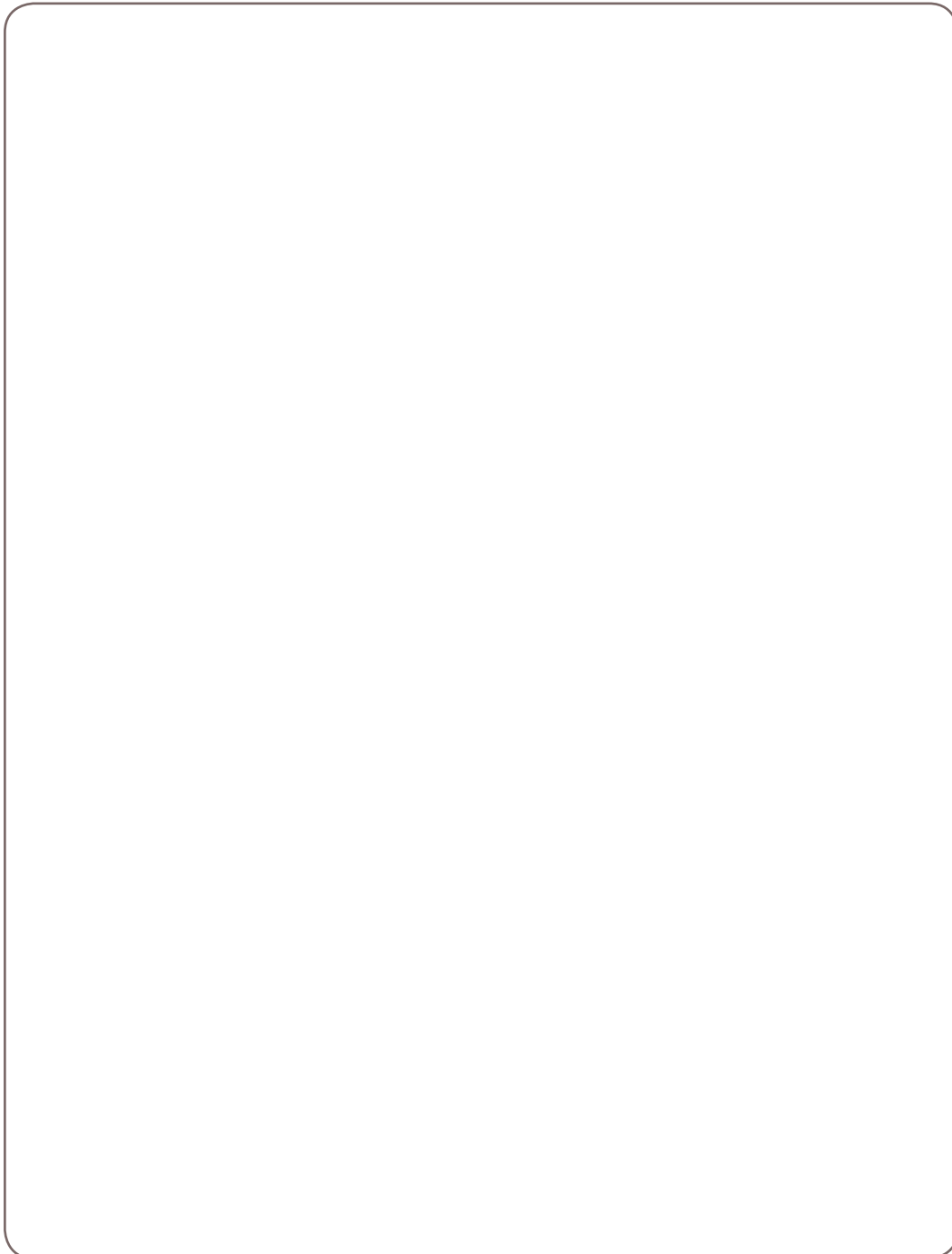
<b>Sharing learning intentions</b>	A learning intention is a description of what teachers want pupils to know, understand or be able to do by the end of an activity. It tells pupils what the focus for learning is going to be. It helps both teachers and pupils to focus on the learning rather than the activity, for example: Identify what pupils will be learning (We are learning to.....). Explain the reason for learning (We are learning this because.....).
<b>Sharing and negotiating success criteria</b>	Success criteria are statements that help pupils recognise if they have been successful in their learning. Pupils may be involved in deciding these. They summarise the processes or characteristics needed for success and they always link directly to the learning intention. They essentially spell out the steps or ingredients required to achieve the learning intention, offering specific guidance on how to be successful.
<b>Giving feedback to pupils</b>	Quality feedback is essential for effective learning and teaching. Feedback can motivate pupils by building self-esteem and reinforcing the positive. To be truly formative the feedback must inform the next steps in the learning process. For example, when offering written feedback: 1.Find two occasions where they have achieved success (symbols can be used); 2.Identify an aspect of their work that they can immediately improve; 3.Provide them with a prompt or strategy on how to improve; 4.Give them time to make this improvement.
<b>Effective questioning</b>	Effective questioning is about asking questions in a way that elicits maximum feedback from pupils, which can then be used to evaluate, plan and extend learning, for example: <ul style="list-style-type: none"> <li>• <b>Ask better questions:</b> ask 'open' questions or reframe questions where there is no single correct answer and pupils are rewarded for exploring options and sharing possible solutions;</li> <li>• <b>Ask questions better:</b> provide pupils with time to think; by increasing the wait time to 3 or 5 seconds between posing the question and asking for the answer, teachers can make a significant difference to the question's effectiveness.</li> </ul>
<b>Self and peer assessment</b>	Pupil reflection promotes independent learning, communication and support in the classroom. Teachers can develop pupil reflection in the classroom through the use of peer and self-assessment and self-evaluation.

Continuing Professional Development materials have been developed to promote Assessment for Learning across the curriculum.

## Questions for Departments

- What are the benefits of Assessment for Learning practice in our classroom?
- Which of the Assessment for Learning key actions are part of our existing classroom practice?
- Which do we need to give more attention to?
- How do we do this?

## Action



## 5.3 Connecting the Learning

The Northern Ireland Curriculum is designed to accommodate links across subjects. Many natural links exist, although at the moment these may be under-exploited. Where these links are identified and planned for, they have the potential to make learning more meaningful, informed and purposeful. Opportunities to connect the learning can range from small and informal to whole school and formally planned.

Any of the following could be used to help connect learning between Home Economics and other subjects:

- skills/ learning outcomes;
- key concepts within Learning for Life and Work;
- themes;
- knowledge;
- learning experiences;
- key elements;
- other suitable approaches.

(Examples of connecting learning across subjects are available in the Thematic and Collaborative Units, which are part of the Curriculum Support and Implementation Box).

## Connecting to other strands of Learning for Life and Work (LLW)

One way of beginning to make connections is to use Learning for Life and Work as a focus. Home Economics and the other three subject strands within Learning for Life and Work (Local and Global Citizenship, Education for Employability and Personal Development) contribute directly to the three curriculum objectives to develop the young person as:

- an individual;
- a contributor to society;
- a contributor to the economy and environment.

The other areas of learning also contribute to the curriculum objectives and Learning for Life and Work. Well planned and organised work within subjects make a distinctive and natural contribution to Learning for Life and Work and help to strengthen and enrich Learning for Life and Work provision as a whole.

Teachers have flexibility to enhance the breadth and depth of their subject's contribution to Learning for Life and Work. Subject teachers can therefore:

- raise awareness about the Learning for Life and Work key concepts;
- develop more detailed understanding about the Learning for Life and Work key concepts within their subject context.

## Connecting to Key Elements

Home Economics can connect to the key elements in the other areas of learning, for example:

### Personal Health

- Health awareness campaigns (*English could explore the use of language in these type of texts*)
- Lifestyle and dietary differences within and between countries (*Home Economics could collaborate with the Modern Languages department*)
- Incidence of disease such as heart disease and cancers and nutritional requirements for groups of people (*statistics could be analysed in partnership with Mathematics*)
- Nutrition in sport (*Home Economics could collaborate with the Physical Education department*)

### Economic Awareness

- Budgeting and financial planning for consumers (mathematical skills might be acquired *in Mathematics and promoted in Home Economics*)

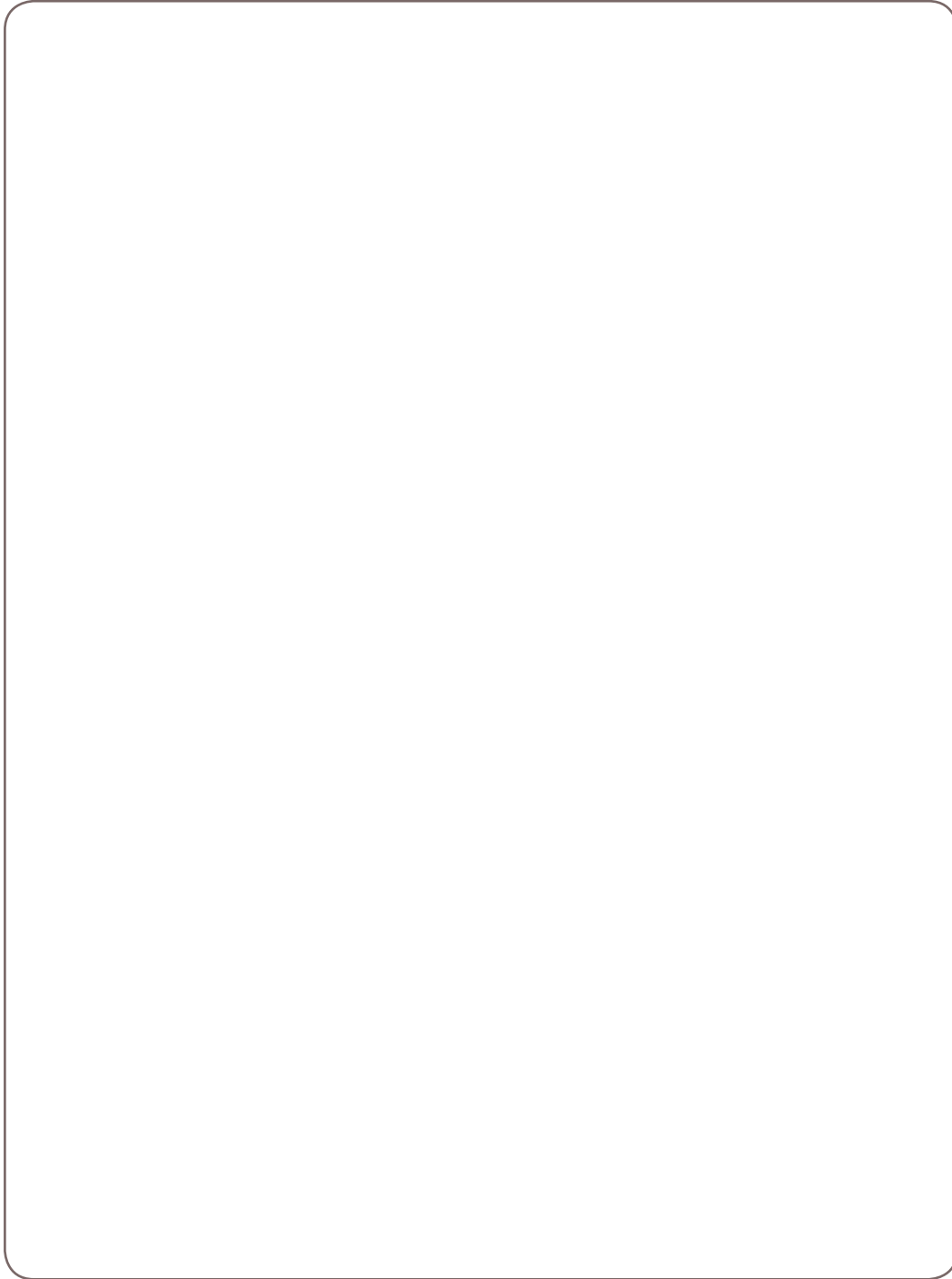
### Ethical Awareness

- Ethical dilemmas arising from scientific developments in food such as GM food (*could be explored by Science and Home Economics*)

## Questions for Departments

- Which aspects of our current practice promote connected learning?
- What are the issues around the management of connected learning?
- How will we know that pupils are learning to make connections ?

## Action



## 5.4 Active Learning

Engaging pupils more in their learning and providing them with opportunities to demonstrate Thinking Skills and Personal Capabilities requires an approach beyond traditional didactic methods.

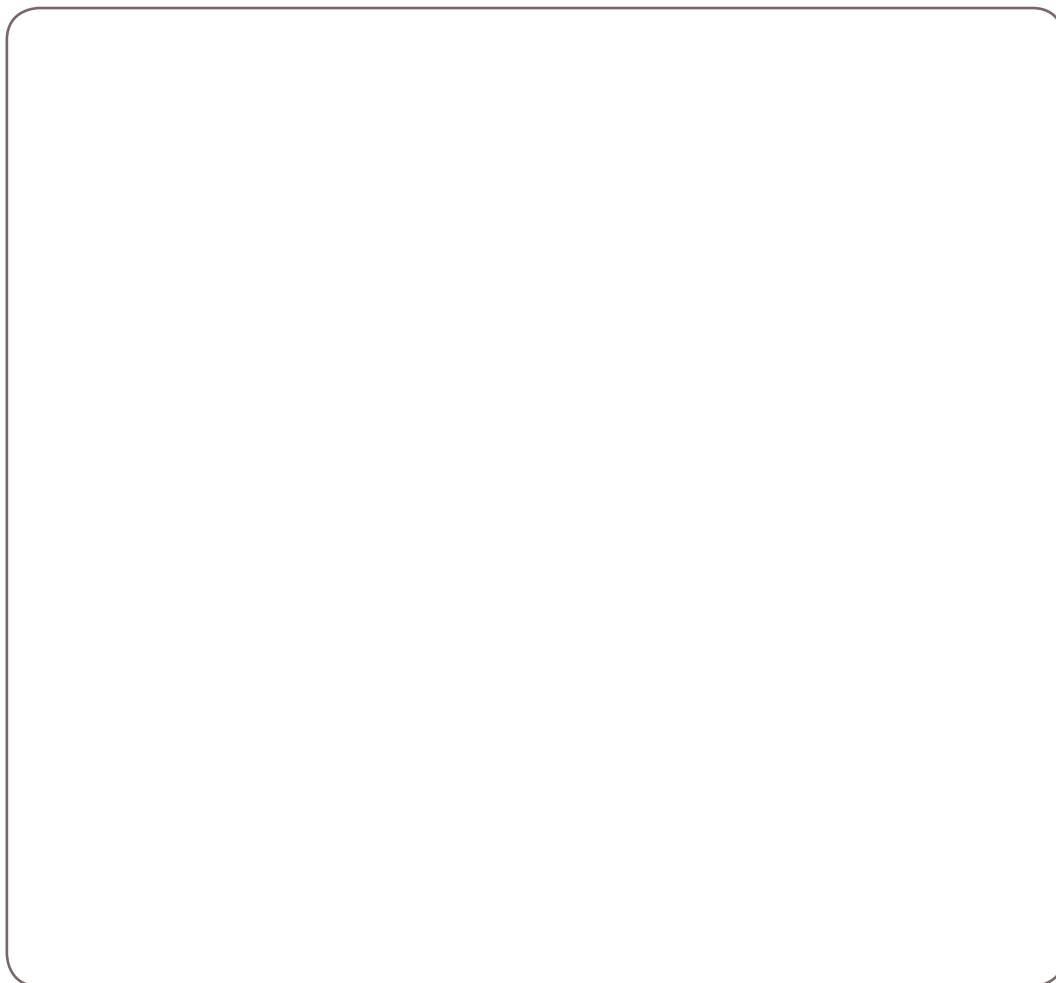
The glossary *Active Learning and Teaching Methods for Key Stage 3* is available at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk) and is included in the Curriculum Support and Implementation Box. This resource contains a wide range of active and experiential strategies to promote pupils' participation and engagement.

Home Economics can provide rich contexts to use a range of active learning strategies (further details can be found in Appendix 5).

### Questions for Departments

- What active learning strategies might work for us?
- How does the climate in our classrooms support the use of active learning?
- What are the implications for classroom management?

### Action





# Section 06

## Auditing and Planning

It is important to find out whether or not schemes of work are suitable for meeting the detail of the statutory requirements. It is therefore important to evaluate existing schemes of work in relation to the statutory statements in Home Economics. Departmental planning for the Northern Ireland Curriculum should be informed by this process.

### 6.1 Conducting a Departmental Audit

When planning to carry out a departmental audit, refer to the training materials *Planning for the Revised Curriculum at Key Stage 3*. Used in conjunction with the following guidance, departments can decide how to evaluate existing and planned provision.

Audits are a starting point for the long term planning process. There are a number of possible 'ways-in' to carrying out an audit. Some of these are outlined in the Table below and some might be better suited to Home Economics more than others.

Further details are available at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk).

Starting Point for Audit	Description of Process
Curriculum Objectives	<b>What</b> do we teach and <b>why</b> ? Look at how the topics currently taught address the broad curriculum objectives. The objectives provide a rationale for the topic.
Thinking Skills and Personal Capabilities	Starting with current units of work, it is possible to audit the provision of Thinking Skills and Personal Capabilities using the statements from the "From – To Progress Map". After completing an audit in this way, gaps in provision can easily be detected and it will then be possible to develop opportunities to ensure overall coverage in a year and progression across the key stage.
Learning Experiences	List the categories of learning experience from the 'Big Picture' document in a column. Beside each, match the units of work in your scheme which fit with the category. Assess the coverage: is there a good mixture and variety of experience planned?
'Blue Skies'	Begin with aspirations for a completely new scheme of work, and work up details so as to match planned experiences with Northern Ireland Curriculum requirements.

## 6.2 Long, Medium and Short Term Planning

### Long Term Planning

In producing long term plans or schemes of work, you need to consider:

- how Home Economics is delivered across the whole key stage;
- how Home Economics links with the wider curriculum objectives;
- how and when to develop specific skills and capabilities across the key stage;
- how Home Economics can actively link with other curricular areas;
- how Home Economics aligns with whole school development/circumstances.

### Medium Term Planning

In planning units of work, you need to consider:

- identifying big questions/issues to engage pupils and support an enquiry based approach;
- the learning and teaching activities and strategies that can develop the skills most effectively;
- how to build in time for monitoring, evaluating and reviewing.

### Short Term Planning

In planning a lesson or series of lessons, you need to consider:

- making the learning intentions explicit to clarify what you want the pupils to know, understand and /or be able to do;
- agreeing and negotiating with the pupils what success in a task/activity will look like;
- using a launch activity to engage the pupils and develop their sense of inquiry;
- using a range of activities/challenges;
- supporting and prompting pupil performance;
- planning plenaries to feedback, reflect on thinking and learning, make connections to other learning and set up next lesson(s).

Curriculum development is a process which requires ongoing evaluation.

Try figuring out why some lessons work, while others don't succeed as we would like.

For any scheme of work/ lesson or series of lessons it might be useful to ask:

- How well did the pupils respond?
  - did they enjoy it?
  - did they see the relevance?
  - were they motivated to learn?
- How much did they achieve?
  - what evidence of achievement was there?
  - was there evidence of learning?
  - how do I know this?
  - how did I collect it?
- What modifications could I make
  - in the content?
  - in the learning materials?
  - in the learning activities?

When did I last experience a “buzz” in the classroom?

- What theme/issue were the pupils learning about?
- What was the big enquiry/key question?
- What activity(ies) were they doing?
- What was the purpose of their learning?
- Why did I choose these particular resources to use with those pupils?

This guidance has been designed to be a practical help to heads of department and Home Economics teachers at Key Stage 3 and should be used in conjunction with the whole school development plan and other relevant documentation.

Every Home Economics department and school is different and will develop a focus to suit their needs and the needs of their pupils. More information on selecting a focus for development can be found in Appendix 6.



# Appendices

## Appendix 1

### Cross-Curricular Skills

#### Communication Across the Curriculum

Communication is central to the whole curriculum. Pupils should be able to communicate in order to express themselves socially, emotionally and physically, to develop as individuals, engage with others and contribute as members of society.

Pupils should be given opportunities to engage with and demonstrate the skill of communication and to transfer their knowledge about communication concepts and skills to real-life meaningful contexts across the curriculum.

The modes of communication include talking and listening, reading and writing. However, effective communication also includes non-verbal modes of communication, wider literacy and the use of multimedia and ICT technologies which may combine different modes. Pupils are therefore encouraged to become effective communicators by using a range of techniques, forms and media to convey information and ideas creatively and appropriately.

The requirements for Communication are set out below.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:

#### Talking and Listening

Pupils should be enabled to:

- listen to and take part in discussions, explanations, role-plays and presentations;
- contribute comments, ask questions and respond to others' points of view;
- communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
- structure their talk and speak clearly so that ideas can be understood by others;
- adapt ways of speaking to audience and situation;
- use non-verbal methods to express ideas and engage with the listener.

#### Reading

Pupils should be enabled to:

- read a range of texts\* for information, ideas and enjoyment;
- use a range of strategies to read with increasing independence;
- find, select and use information from a range of sources;
- understand and explore ideas, events and features in texts\*;
- use evidence from texts\* to explain opinions.

\* Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.

#### Writing

Pupils should be enabled to:

- talk about, plan and edit work;
- communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
- develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;
- write with increasing accuracy and proficiency.

## Using Mathematics Across the Curriculum

Using Mathematics is the skill of applying mathematical concepts, processes and understanding appropriately in a variety of contexts. Ideally these should be in relevant real life situations that require a mathematical dimension.

Pupils are likely to acquire and consolidate their mathematical knowledge, concepts and skills within the area of learning for Mathematics and Numeracy. However, they should be given opportunities to transfer their understanding, as appropriate, to other contexts across the curriculum. Pupils can demonstrate their mathematical knowledge, understanding and skills in a variety of ways to communicate, manage information, think critically, solve problems and make decisions.

The requirements for Using Mathematics are set out below.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to:

- choose the appropriate materials, equipment and mathematics to use in a particular situation;
- use mathematical knowledge and concepts accurately;
- work systematically and check their work;
- use mathematics to solve problems and make decisions;
- develop methods and strategies, including mental mathematics;
- explore ideas, make and test predictions and think creatively;
- identify and collect information;
- read, interpret, organise and present information in mathematical formats;
- use mathematical understanding and language to ask and answer questions, talk about and discuss ideas and explain way of working;
- develop financial capability;
- use ICT to solve problems and/or present their work.

## Using Information and Communications Technology Across the Curriculum

Using Information and Communications Technology (ICT) provides powerful tools and contexts to support meaningful learning and has the potential to transform and enrich pupils' learning experiences and environments across the curriculum. The creative use of ICT can empower learners to become independent, self-motivated and flexible, helping in turn to develop self-esteem and positive attitudes to learning, with which to realise their full potential. It also provides opportunities to collaborate within and beyond the classroom to pose questions, take risks and respond positively to 'what if' questions.

To help develop skills in researching, handling and communicating information pupils should have opportunities, using ICT, to engage in genuine research and purposeful tasks set in meaningful contexts. They should be encouraged to re-work information, present and exchange their ideas and translate their thinking into creative products and productions which show an awareness of audience and purpose.

The requirements for Using ICT are set out below.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills to:

### Explore

Pupils should be enabled to:

- access and manage data and information;
- research, select, process and interpret information;
- investigate, make predictions and solve problems through interaction with digital tools;
- understand how to keep safe and display acceptable online behaviour.

### Express

Pupils should be enabled to:

- create, develop, present and publish ideas and information using a range of digital media;
- create information and multimedia products using a range of assets.

### Exchange

Pupils should be enabled to:

- communicate using a range of contemporary methods and tools;
- share, collaborate, exchange and develop ideas digitally.

### Evaluate

Pupils should be enabled to:

- talk about, review and make improvements to work, reflecting on the process and outcome;
- consider the sources and resources used.

### Exhibit

Pupils should be enabled to:

- manage and present their stored work;
- showcase their learning across the curriculum.

## Cross-Curricular skills in Home Economics

Cross-curricular skill	Communication	Using Mathematics	Using ICT
<b>Purpose</b>	To provide opportunities for pupils to acquire, develop and demonstrate the cross curricular skill of communication	To provide opportunities for pupils to acquire, develop and demonstrate the cross curricular skill of Using Mathematics	To provide opportunities for pupils to acquire, develop and demonstrate the cross curricular skill of Using ICT
<b>Examples of processes</b>	Discussion, presentation, demonstration, asking questions, reading text for information, using evidence from text to explain opinion, communicating information in a clear and organised way, present ideas in a variety of formats for different audiences and purposes etc.	Use mathematical knowledge and concepts, use mathematics to solve problems and make decisions, mental mathematics, make and test predictions, data handling, using statistics, developing financial capability etc.	Explore information using electronic tools, create, develop, present and publish ideas using a range of digital media, communicate electronically, etc.
<b>Examples of contexts in Home Economics</b>	<ul style="list-style-type: none"> <li>• Planning how to present information clearly for different purposes, for example, dietary advice for younger children, letter of complaint for faulty goods</li> <li>• Obtaining viewpoints of others on issues such as parenting skills, managing aspects of family life or role reversal in families</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate cost of recipes to determine value for money and to make comparisons</li> <li>• Measure ingredients and make estimates</li> <li>• Analyse data on food labels to determine nutritional value</li> <li>• Analyse statistics in relation to trends in diet related disorders and diseases in Northern Ireland</li> </ul>	<ul style="list-style-type: none"> <li>• Use computer programmes to analyse diets, recipes or meals</li> <li>• E mail health professionals e.g. dietician or Environmental Health Officer as a source of information</li> <li>• Create power point presentation on food and culture to present to peers</li> </ul>

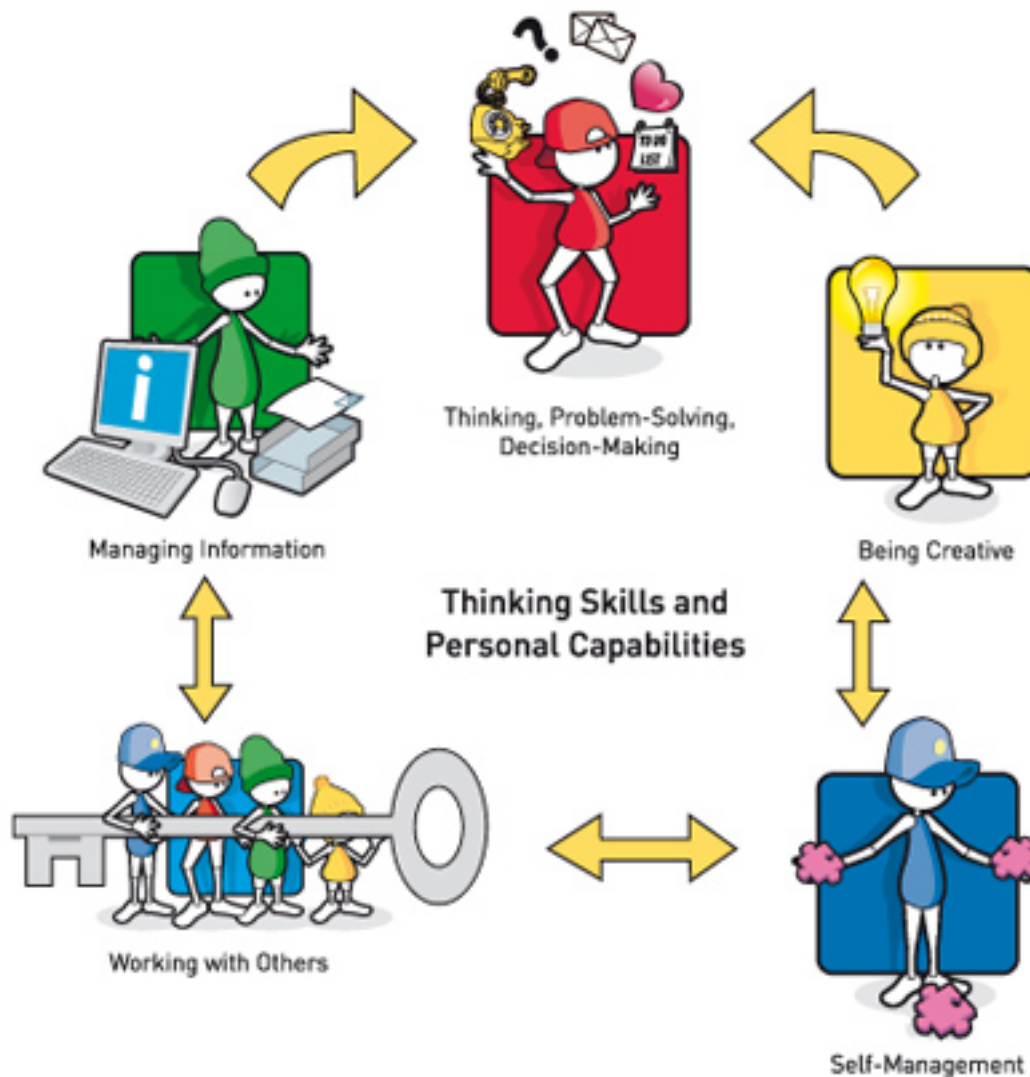
## Appendix 2

# Thinking Skills and Personal Capabilities

Thinking skills are tools that help pupils to go beyond the acquisition of knowledge in order to search for meaning, apply ideas, analyse patterns and relationships, create and design something new and monitor and evaluate their progress.

Personal and interpersonal skills and capabilities underpin success in all aspects of life. It is important, therefore, that pupil's self-esteem and self-confidence are explicitly fostered along with the ability to understand and manage their own emotions and to interact effectively with others.

Teachers should help pupils to develop Thinking Skills and Personal Capabilities by focusing on the following areas.



### Thinking Skills and Personal Capabilities in Home Economics

Thinking Skills and Personal Capabilities strands	Managing Information	Thinking, Problem-Solving and Decision-Making	Being Creative	Working with Others	Self-Management
<b>Purpose</b>	To develop learners' abilities in an information intensive environment	To engage pupils in active learning so that they can go beyond mere recall of factual information and the routine application of procedures	To encourage personal response of the learner by promoting dispositions for curiosity, exploration, experimentation and invention	To enable learners to engage in collaborative activities and to make the most of their learning when working with others	To help learners to become more self-directed so that they can manage their learning in new situations and in the longer term
<b>Examples of processes in which pupils are involved</b>	Asking, accessing, selecting, recording, integrating, communicating	Searching for meaning, deepening understanding, coping with challenges	Imagining, generating, inventing, taking risks for learning	Being collaborative, being sensitive to others' feelings, being fair and responsible	Evaluating strengths and weaknesses, setting goals and targets, managing and regulating self
<b>Examples of contexts in Home Economics</b>	Use different sources of information to investigate some of the changing needs of a family member, for example an adolescent or a toddler  Interpret data collected about methods of paying for goods  Research and collate information on the nutritive value of foods, such as breakfast cereals or low fat products	Sequence tasks to complete a practical cookery activity independently  Evaluate possible solutions to a family issue, such as toddler tantrums	Design a food label or advertise a campaign for a new product  Experiment with food	Collaborate with others to produce a group presentation for peers  Develop routines or turn taking, share and cooperate when cleaning up after practical cookery activities	Organise and plan how to investigate the eating habits of teenagers  Evaluate own performance in a written assessment, suggesting how their work could be improved  Plan and set goals for an individual practical cookery activity

## Appendix 3

# Exploring Topics in Home Economics

Although being selective about topics may be important for pupil engagement and relevance, it is the approach that will open up opportunities to develop thinking skills and capabilities and allow for varied and positive learning experiences for the pupil.

### Getting Started

Introductory activities are important to establish what pupils already know about an issue or topic, to connect the issue with their life experience and interests and to show why it is an important and interesting issue to explore.

Introductory activities may include brainstorming, card matching/ranking exercises.

It may take the form of a stimulus resource such as a video clip from a current health or food programme, photographs, statistical evidence about eating habits in Northern Ireland, a newspaper article or a leading question such as 'Is fast food junk food?'.

### Investigating or exploring the topic

Useful learning approaches will include different types of investigation or research including use of the internet, visitors, class surveys, interviews, questionnaires. Pupils may explore their own and others' views and opinions through small group work, circle time, discussion, debates, role-play. Views and conclusions may be effectively presented in visual, oral, written and ICT formats.

### Concluding the topic

It is often in concluding activities that the most profound learning takes place or is made explicit. Pupils should have opportunities to reflect on what they have done, what they have learnt and how they might put their learning into practice in relation to their diet and food choice. Learning may need to be drawn out by the teacher through discussion. It will also be useful to evaluate what has been done, perhaps using evaluation sheets or discussion.

### Exploring Issues in Home Economics

The process of exploring issues in Home Economics is not new and is probably a well established practice in many departments.

The process of exploring issues requires pupils to:

(a) identify the issue(s)

- what are the issues?
- why are they issues?
- who is involved and/or affected?
- in what ways are they affected?

(b) assemble relevant information

- use of primary and secondary sources of information

(c) analyse viewpoints

- identify and compare viewpoints of self and others
- give reasons why these are held
- consider the validity of others' viewpoints

(d) arrive at a personal viewpoint

- consider a range of viewpoints
- develop a personal viewpoint

(e) make a decision and take action, if appropriate

- consider the factors which may influence decisions and actions
- recognise that compromise/and or prioritising may be necessary when making a decision

(f) evaluate the process

- what can be learnt?
- on reflection, what might be improved?
- what conclusions might be drawn?

## Appendix 4

# More on Thinking Skills and Personal Capabilities

### Managing Information involves:

Asking, accessing, selecting, recording, integrating, communicating.

For example:

- Ask focused questions;
- Plan and set goals, break task into sub-tasks;
- Use own and other's ideas to locate sources of information;
- Select, classify, compare and evaluate information;
- Select most appropriate method for a task;
- Use a range of methods for collating, recording and representing information;
- Communicate with a sense of audience and purpose.

### Thinking, Problem-Solving, Decision-Making involves:

Activating learning, deepening understanding, coping with challenges.

For example:

- Sequence, order, classify, make comparisons;
- Make predictions, examine evidence, distinguish fact from opinion;
- Make links between cause and effect;
- Justify methods, opinions and conclusions;
- Generate possible solutions, try out alternative approaches, evaluate outcomes;
- Examine options, weigh up pros and cons;
- Use different types of questions;
- Make connections between learning in different contexts.

### Being Creative involves:

Imagining, generating, inventing, taking risks.

For example:

- Seek out questions to explore and problems to solve;
- Experiment with ideas and questions;
- Make new connections between ideas/information;
- Learn from and value other people's ideas;
- Make ideas real by experimenting with different designs, actions, outcomes;
- Challenge the routine method;
- Value the unexpected or surprising;
- See opportunities in mistakes and failures;
- Take risks for learning.

## Working with Others involves

Being collaborative, being sensitive to others' feelings, being fair and responsible.

For example:

- Listen actively and share opinions;
- Develop routines of turn-taking, sharing and cooperating;
- Give and respond to feedback;
- Understand how actions and words affect others;
- Adapt behaviour and language to suit different people and situations;
- Take personal responsibility for work with others and evaluate own contribution to the group;
- Be fair;
- Respect the views and opinions of others, reaching agreements using negotiation and compromise;
- Suggest ways of improving their approach to working collaboratively.

## Self-Management involves

Knowing strengths and weaknesses, setting goals and targets, managing and regulating self.

For example:

- Be aware of personal strengths, limitations and interests;
- Set personal targets and review them;
- Manage behaviour in a range of situations;
- Organise and plan how to go about a task;
- Focus, sustain attention and persist with tasks;
- Review learning and some aspect that might be improved;
- Learn ways to manage own time;
- Seek advice when necessary;
- Compare own approach with others and in different contexts.

The five strands are best considered as overlapping sets rather than separate entities and the expectation is that Home Economics teachers will find learning activities where certain skills and capabilities will be integral to the learning and will naturally cluster where they are most likely to be developed and most readily assessed.

For example, practical cookery tasks can provide opportunities for pupils to take responsibility for the planning of their own work and managing their time (*self-management skills*).

A learning activity planned to explore the responsibilities of a parent will provide opportunities for pupils to examine options and make links between cause and effect (*thinking, problem-solving and decision-making*), listen actively and share opinions (*working with others*) and possibly ask focused questions and locate sources of information (*managing information*).

A group activity that encourages pupils to investigate an open ended activity such as 'Should I buy FairTrade products?' will provide opportunities for examining evidence and distinguishing fact from opinion (*thinking, problem-solving and decision-making*) sourcing, recording and communicating information (*managing information*), negotiating and compromising with others (*working with others*), experimenting with ideas and questions (*being creative*).

It is important to recognise that progression in skills and capabilities is not linear. Pupils can only make progress through practice and repetition of the skills. The requirement for Home Economics is presented in a way that allows the teacher to plan learning activities that will suit the age, interest and ability of the pupils as well as developing a range of skills and capabilities in a range of contexts and at increasing levels of challenge and demand as they progress through the key stage.

## Appendix 5

# Active Learning Strategies

### Why is the concept of Active Learning important?

The Northern Ireland Curriculum is designed to give schools flexibility. Part of this flexibility is in the way that schools, departments and individual teachers choose to adopt teaching methods which facilitate active learning.

A classroom culture conducive to active learning is paramount in the successful use of selected activities. A pre-requisite for the success of the activities is teacher confidence and comfort in structuring and managing active learning. The potential that active learning has to motivate and engage pupils should be considered during planning, alongside issues of classroom management and implications for discipline.

It aims to accommodate visual, auditory and kinaesthetic styles of learning through :

- taking part;
- solving problems;
- making decisions;
- being creative;
- thinking critically;
- communicating effectively;
- working efficiently in teams and groups.

A number of teaching methods which promote active learning are set out in the booklet entitled *Active Learning and Teaching Methods for Key Stage 3* (included in the Curriculum Support and Implementation Box).

It is hoped that teachers will gradually integrate into their practice activities such as those described in the booklet.

The examples below are from *Active Learning and Teaching Methods*. This booklet gives guidance on generic approaches to active learning.

The activities listed here may be useful for teachers of Home Economics.

## Fact or Opinion

This activity asks pupils to judge whether something is a fact or an opinion. Distinguishing fact from opinion based on evidence is an important skill. For example, media reports and articles on diet, food, attitudes towards teenagers, responsibilities of parenting, stereotyping, consumer responsibilities could all provide suitable material for this type of activity.

## Memory Game

Much learning depends on active and effective use of memory and memory skills. This activity provides pupils with relevant contexts in which they can become aware of memorisation strategies and therefore helps make them more effective learners. It can also be a more interesting way to deliver factual information such as consumer legislation.

## Odd One Out

This is a useful activity which can be incorporated at any point of a topic – as a springboard for initial exploration of the topic or as a tool to consolidate knowledge.

## People Bingo

This activity can be used as an icebreaker for new groups, as an introduction to a particular topic or as a means of developing communicative skills. This works for almost any topic in Home Economics, for example, healthy living, organic food, eating fruit and vegetables.

## Revolving circle

This method builds up pupil confidence in communication techniques as they engage in short discussions. It also allows pupils to sample a wide range of views without holding a whole class discussion. Pupils may, as a result, refine their ideas or opinions on a particular issue. A wide range of issues within Home and Family life could be considered in this way, for example, the role of men and women in the family, acceptable rules for family life, caring for older people.

## Using Photographs

Photographs or short video clips can be used to stimulate discussion on a wide range of Home Economics issues, for example, photograph of a fast food restaurant to stimulate discussion on fast food, video clip of children behaving badly from a suitable television programme to stimulate discussion on parenting, range of photographs relating to a particular issue such as obesity.

## Appendix 6

# Selecting a Focus for Development

Focus Area for Development	Rationale for change	Suggestions
Include topics that are more challenging and engaging	<p>This is about motivating and challenging the pupils. Can you become interested and inspired about food without grouping it? What is more important—learning the advantages and disadvantages of a department store or knowing how to compare interest rates for credit cards? There are no right or wrong answers to these questions but check that the topics are relevant and challenging for pupils.</p> <p>This is an opportunity to reflect on what pupils <i>really</i> need to know and understand, and to let go of content that is no longer applicable in today's world.</p>	Pupils often relate best to what is currently in the media; topics of interest will vary from school to school
Introducing a wider range of recipes to develop more practical cookery skills and increase enjoyment	<p>Pupils enjoy practical cookery. These classes provide valuable learning experiences for them. They can develop skills – cooking skills, working with others, thinking for themselves, using equipment.</p> <p>The practical classroom provides opportunities for teachers to provide a positive learning experience, encourage positive and healthy attitudes to food, celebrate success and provide positive reinforcement for pupils.</p>	Increase practical cookery opportunities with recipes that reflect the interests and abilities of the pupils
Developing assessment for learning	This type of activity could provide opportunities for pupils to become more actively involved and interested in their learning and development.	<p>Develop an assessment where pupils receive positive comments and advice on what to improve and how to improve it rather than a mark</p> <p>Involve pupils in agreeing success criteria</p>
Introducing learning experiences that are active and hands on or are enquiry based	<p>Pupils learn by doing and enjoy a hands on approach. The activity does have to be relevant to them and suitable for their age group. If the activity is too challenging or not challenging enough then it won't provide a good learning experience. This is why teachers need to develop their own activities to suit their pupils. There are some very good resources already available which will allow pupils to work in groups to consider consumer issues in an entertaining and informative way.</p>	Develop a lesson that includes pupil activity and involvement

## Learning for Life and Work: Home Economics

The minimum content is set out below. The statutory requirements are set out in **bold** under the **Key Concepts** and **Learning Outcomes**. Additional non-statutory guidance and suggestions are set out in plain text and italics.

<p><b>Key Concept - Healthy Eating</b> Exploring Healthy Eating provides opportunities to develop understanding required in the choice, planning, storage, preparation, cooking and serving of food.</p>	<p><b>Key Concept - Home and Family Life</b> Exploring Home and Family Life provides opportunities to understand the importance of the family as a caring unit.</p>	<p><b>Key Concept - Independent Living</b> Exploring Independent Living provides opportunities to understand the importance of becoming discerning consumers and effective managers of resources.</p>
<p>Pupils should have opportunities to:</p> <p><b>Develop practical skills in the safe, hygienic, healthy and creative use of foods to plan, prepare, cook and serve a range of meals</b>, for example, <i>creative use of ingredients, cooking for different cultures and occasions, etc.</i></p> <p><b>Develop the practical skills in the safe use of a range of utensils and appliances in the preparation, cooking and serving of a variety of dishes</b>, for example, <i>selecting the equipment appropriate to the task; making use of labour saving appliances and new technology in the kitchen, etc.</i></p> <p><b>Investigate the impact of storage, preparation and cooking on food</b>, for example, <i>nutritional value, prevention of food poisoning, spoilage, etc.</i></p> <p><b>Explore ways to achieve a healthy diet</b>, for example, <i>an understanding of the current dietary recommendations and how they can be applied to food choice and preparation; understanding diet related disorders as a consequence of poor food choice.</i></p>	<p>Pupils should have opportunities to:</p> <p><b>Explore the roles and responsibilities of individuals within a variety of home and family structures</b>, for example, <i>sharing roles within the family, role reversal, etc.</i></p> <p><b>Develop awareness of parenting skills</b>, for example, <i>how parents/carers can nurture physical, intellectual, emotional, social, moral development.</i></p> <p><b>Investigate some of the changing needs of family members at different stages of the life cycle</b>, for example, <i>physical (including nutritional), intellectual, emotional, social needs.</i></p> <p><b>Explore strategies to manage family scenarios</b>, for example, <i>managing changes in family circumstances such as sibling rivalry, caring for relatives, etc.</i></p>	<p>Pupils should have opportunities to:</p> <p><b>Develop a range of skills to promote independence through planning, managing and using resources</b>, for example, <i>task and time management, cooking for and managing self, managing money, etc.</i></p> <p><b>Investigate a range of factors that influence consumer choices and decisions</b>, for example, <i>media and advertising, peer pressure, ethical issues, value for money, methods of payment, impulse and planned purchases, etc.</i></p> <p><b>Investigate consumer rights, responsibilities and support available in a range of scenarios</b>, for example, <i>making use of relevant legislation and consumer organisations; complaining effectively, etc.</i></p>
<p><b>Learning Outcomes</b></p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of Home Economics.</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>demonstrate skills in the safe, hygienic, healthy and creative use of food;</li> <li>research and manage information effectively to investigate Home Economics issues, including Using Mathematics and Using ICT where appropriate;</li> <li>show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating Using Mathematics and Using ICT where appropriate;</li> <li>demonstrate creativity and initiative when developing ideas and following them through;</li> <li>work effectively with others;</li> <li>demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance;</li> <li>communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</li> </ul>		

**NB:** Teachers may develop activities that combine many of the statutory requirements, provided that, across the key stage, all of the statutory aspects highlighted in **BOLD** (including each of the **Key Elements**) are met.



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**COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT** 29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG  
☎ +44 (0)28 9026 1200 📠 +44 (0)28 9026 1234 📞 +44 (0)28 9024 2063 ✉ info@ccea.org.uk 🌐 www.ccea.org.uk

