

Subject: Food Preparation and Nutrition

Year 7 & 8

Scheme of Learning 2025 - 2026

Subject leader: Miss E Jones, Mrs J Gower and Mrs Bawn

Topics by term	Topic overview for Year 7					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught <i>Knowledge of basic skills. This includes Food and personal hygiene and safety, Balancing the diet to become aware of healthy eating and why it is important. Making simple savoury and sweet dishes</i>	Introduction to Food Preparation and Nutrition Topic 1: <i>Introduction into Food Preparation</i> <ul style="list-style-type: none"> Food and personal safety and hygiene, rules of the room. Introduce the 4 C's. PRACTICAL ASSESSMENT TICK LIST (fruit kebabs)	Why we eat Topic 1 continued: <i>The Eatwell guide</i> Topic :2 <i>Making good choices</i> WRITTEN ASSESSMENT WITH PIT	Nutrients Topic 3: Macronutrients <i>Carbohydrates</i> <i>Proteins</i> <i>Fats</i> Micronutrients <i>Vitamins/minerals</i> PRACTICAL ASSESSMENT TICK LIST (Frittata)	Intro to baking Topic 4: <i>Using the cooker- Basic Baking</i> <i>Heat transfer</i> WRITTEN ASSESSMENT WITH PIT	Intro to baking Topic 4 continued: <i>Basic baking- Pastry and cake making</i> PRACTICAL ASSESSMENT TICK LIST (sausage rolls)	Food choices Topic 5: <i>Religion</i> <i>Dietary needs/health</i> <i>Lifestyle</i> <i>Practical assessment / challenge. Baked bean challenge and End of year test</i>

	PRACTICAL ASSESSMENT TICK LIST (Pizza toast)		PRACTICAL ASSESSMENT TICK LIST			WRITTEN ASSESSMENT WITH PIT
<p>National curriculum Guidelines for KS3</p> <p><i>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion.]</i></p>	<p>Pre-requisites</p> <p>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 to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p>	<p>Pre-requisites</p> <p>Students will have had an introduction in health, safety and hygiene in food preparation, and in basic nutrition.</p>	<p>Pre-requisites</p> <p>Students will have an understanding of the basic idea behind the Eatwell Guide. They will know the different sections of the guide and be able to say what its purpose is and the impact a bad diet will have on the eater.</p>	<p>Pre-requisites</p> <p>Students will have an understanding of the basics of the macro and micro nutrients, they will have a good idea of the foods that provide the basic nutrition and what happens to those who do not follow a good balanced diet.</p>	<p>Pre-requisites</p> <p>Students will have gained a good idea as to how to use the hob and oven, how to switch them on and off, and how this heat is used to cook various foods. Importantly, students will have learned what effect different cooking methods may have on different foods.</p>	<p>Pre-requisites</p> <p>Students will have gained a good knowledge of some basic techniques in the kitchen. They will know how to use various pieces of equipment and how to choose the correct tool for the task at hand. Students will also have a good idea as to the benefits of a healthy food <i>intake and lifestyle</i>.</p>
	<p><u>Why are we teaching this now?</u></p> <p>Food safety and hygiene is fundamental to all areas of practical learning. Students must be safe and hygienic at all times. The 4C's are a recognised way of learning the elements of cleaning, cross contamination, cooking and chilling. It is important that students are aware of</p>	<p><u>Why are we teaching this now?</u></p> <p>The Eatwell guide is a pictorial demonstration of how to achieve a balanced diet using the food groups. Students should learn how these food groups can help towards a healthy balanced diet.</p> <p>Choices made regarding diet and nutrition will ultimately determine the</p>	<p><u>Why are we teaching this now?</u></p> <p>With their knowledge of the Eatwell Guide, students can then learn what the individual nutritional components can do for the body. This enables them to make good choices in their own diet.</p>	<p><u>Why are we teaching this now?</u></p> <p>This is so that their knowledge of nutrition is enhanced and that they can make good choices for themselves and their families in the future.</p>	<p><u>Why are we teaching this now?</u></p> <p>Continuing with their nutritional knowledge but also advancing their skills to enable them to widen their repertoire of dishes that can be made.</p>	<p><u>Why are we teaching this now?</u></p> <p>Ensuring that students understand how to make healthy choices and why others might make a different choice. This takes the dangers of allergens and intolerances into account.</p>

	nutrition and how to build a healthy diet based on nutritional needs.	health and well being in later years.				
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Design and technology programmes of study: key stage 3 National curriculum in England -

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239089/SECONDARY_national_curriculum - Design and technology.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239089/SECONDARY_national_curriculum_-_Design_and_technology.pdf) =

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

National Curriculum							
Specification o References	Big questions	Topic area: main Items and optional learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
Term 1: <i>Introduction to Food Preparation and Nutrition- Focus- Developing confidence and understanding of the practical food room through the correct application of safety and hygiene to support the successful learning of essential cookery skills.</i>						Fruit kebabs –hygiene, knife safety Pizza toast – Knife safety, use of grill Oat biscuits – hygiene, use of oven and hob	
NC 1, 2	Topic 1: Introduction to Food Preparation and Nutrition: Safety & Hygiene. Basic Nutrition						
	Big Questions: What is food Safety? How do we use our senses when choosing our food?	Students will be taught: <ul style="list-style-type: none"> How to use the food room correctly and safely. Hygiene and safety routines in the kitchen How to use our senses to describe foods A range of Basic practical cookery skills. Stretch and Challenge- <i>Students will understand the importance of classroom rules and how to apply them in real-life situations. They will explore different ways of eating fruit and vegetables, using their senses to describe food and explain how flavour can be enhanced or modified. Through the Eatwell Guide, students will learn about</i>	Students will learn: Each lesson to begin with a recap starter activity for the embedding of previous learning. <ul style="list-style-type: none"> Identify and understand health and safety aspects of the classroom Be able to identify hygiene procedures and enforce them in lesson. Be able to show they are clear on the aspect of safety and hygiene in both 	Key Terms/Words: Hygiene Safety Cross Contamination Cleaning Chilling Cooking Bridge/Claw Eatwell Guide Senses Weight Volume (liquid) Enzymic Browning Listening Teamwork	Homework: Hygiene/safety poster covering 1 rule in detail 1 week, daily food diary Once Per Term Positive marking/ assessment of work and allowance for improvement tasks Prepared resources Practical outcomes Assessment: PRACTICAL MINI PLENARIES during PRACTICALS and Full PLENARY in	Exploring Food and Nutrition KS3 Text book page: 50 – where do bacteria come from 32 – vegetables 34 – Fruit 92/94 – knife skills, preparing fruit and veg 52 – washing up Knowledge organiser PP Teacher dems Textbooks	Pupils learn to cook a variety of recipes including traditional British foods and world foods.

		<p><i>food groups, their proportions, and nutritional benefits. They will also produce basic dishes and develop the ability to adapt and improve them.</i></p>	<p>theory and practical activities.</p> <ul style="list-style-type: none"> • Practice good teamwork. • Practice effective listening skills • Be able to use the senses to describe food and evaluate. (Parmar Violet sweet tasting experiment. • Develop a range of basic cooking/food prepping skills. • Students will show accurate chopping skills, to ensure a well presented product. • Discuss the '5 a day' <p><u>Cooks</u> French toast and fruit Kebabs</p> <p>Oaty biscuits</p> <p>Pizza Toast (assessment)</p>	<p>Numeracy:</p> <p>Weighing and measuring. Temperature Timing</p>	<p>follow up theory lessons.</p> <p><u>Every Lesson</u> 100% participation AFL- Questions that check understanding Think, Pair, Share/Turn and Talk</p>	<p>Practical equipment</p> <p>Ingredients set up in areas for making</p> <p>Homework sheets</p>	
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Term 2:

Why we eat- Focus Exploring the factors that influence food choices, understanding dietary needs, and examining the impact of excess or deficiency, using the Eatwell Guide as a tool for making informed decisions about a healthy diet.

Topic 1 Continued: The Eatwell Guide

Topic 2: Making good choices

Pitta Pockets(vegan), Jammy Buns, Christmas chocolate Twists

NC 1,2,3,4 Topic 1 Continued: The Eatwell Guide to include the new *Vegan Eatwell Guide*.

<p>Big Questions:</p> <p>What is the Eatwell guide and who is it for? How does the Vegan Eatwell guide differ?</p> <p>How can the Eatwell guide help us achieve a more healthy diet?</p>	<p>Students will be taught:</p> <ul style="list-style-type: none"> Nutritional needs of the Body. The nutrients our foods contain Why we need a balance of nutrients Energy Balance Different people group needs Cause and effect of obesity. <p>Stretch and Challenge- <i>Students will develop knowledge of the Eatwell Guide, understanding its food sections and how it promotes a healthy diet. They will learn to explain its principles and recognize key nutrient groups. Through practical cooking, students will gain experience producing basic dishes and build confidence in their skills. They will be encouraged to enhance and modify dishes to improve nutrition, flavour, or presentation.</i></p>	<p>Students will learn:</p> <p>Each lesson to begin with a recap starter activity for the embedding of previous learning.</p> <p>Students will:</p> <ul style="list-style-type: none"> Know the food groups and how to use them. Learn why we need energy supplying foods Learn the importance of correct energy intake. Know how to avoid obesity and why it important to do so. To use the Eatwell Guide to plan balanced menus. 	<p>Key Terms/Words:</p> <p>Energy and energy balance</p> <p>People groups</p> <p>Risks of malnutrition (excessive intake of energy giving foods)</p> <p>Malnutrition</p> <p>Numeracy:</p> <p>Weighing and measuring Temperature Timing Ratio</p>	<p>Homework:</p> <p>Students must supply ingredients and a container to transport food home</p> <p>Write an explanation of the Eatwell guide. Include images.</p> <p>Once Per Term Mid Term Assessment followed by PIT</p> <p>Positive marking/ assessment of work and allowance for improvement tasks Prepared resources Practical outcomes</p> <p>Assessment:</p> <ul style="list-style-type: none"> 20 question assessment which will be peer marked. Peer assessment Teacher practical log to be used as an evolving log/tracking of progression Verbal feedback during lesson 	<p>Text Book Pages:</p> <p>6 – why we eat food</p> <p>18 – Energy Balance</p> <p>20 – People groups nutritional needs</p> <p>Knowledge organiser</p> <p>PP /OHP</p> <p>Video (YouTube)</p> <p>Paper resources</p> <p>Recipe sheets</p> <p>Teacher dems</p> <p>Visualiser</p> <p>Textbooks</p> <p>Ingredients set up (by technician)</p>	<p>Pupils learn about Government guidance given on Healthy Eating and the concern for the health of the British population.</p> <p>Both classroom and practical based lessons in Food offer pupils the opportunity to reflect on their experiences, use their imagination and creativity when cooking.</p>
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NC 1,2,3	Term 2 Topic 2: Making Good Choices						
	<p>Big Questions:</p> <p>Why do we eat food and make certain food choices?</p> <p>How do the nutritional needs of different people groups change?</p> <p>What is malnutrition/obesity</p>	<p>Students will be taught:</p> <ul style="list-style-type: none"> Causes/needs around healthy food choices. How to make informed choices when choosing foods (looking at labels) <p>Stretch and Challenge- <i>Students will know the importance of healthy foods and how to recognize them. They will understand the need for a well-balanced diet, the effects it has on health, and the difference between good and bad food choices. Students will be able to explain basic nutritional needs and modify meals to improve health. Through</i></p>	<p>Students will learn:</p> <ul style="list-style-type: none"> To use the Eatwell Guide to plan balanced menus. Be able to recognise how we decide on our personal food intake Practice good teamwork That healthy growth and development can be achieved 	<p>Key Terms/Words:</p> <p>Food groups</p> <p>Malnutrition</p> <p>Obesity</p> <p>Eatwell Guide</p> <p>Nutrition</p> <p>Sections</p> <p>Food labelling</p> <p>Numeracy: Pie chart Divide Balance</p> <p>Weigh Measure Timing</p>	<p>Homework: Students must supply a container to transport food home</p>	<p>Text Book Knowledge organiser</p> <p>Eatwell guide laminates. Paper resources</p> <p>Recipe sheets</p> <p>Teacher dems</p> <p>Visualiser</p> <p>OHP Textbooks</p> <p>Practical equipment</p> <p>Ingredients set up (by technician) For teacher dems</p>	<p>Mutual respect is developed through the process of peer evaluation of each other's work and standards. A pupil's ability to self-reflect is developed through self-assessment.</p>

		<i>practical cooking, they will gain experience producing basic dishes and be encouraged to enhance and modify recipes to make them healthier or more appealing.</i>	<p>with a balance food groups.</p> <ul style="list-style-type: none"> Why some foods are no longer considered necessary in our diet. 	Temperature			
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Term 3:

Nutrition- Focus- Understanding macronutrients and their role in growth and development, exploring nutritional needs and the effects of excess or deficiency, and learning about the digestive system and the importance of fibre.

Pasta Bake (carbohydrates), Frittata (protein), Cheesy Tortilla toasties (Fats)

NC 1,2,3,4	Topic 3: <i>Macronutrients and micronutrients</i>						
	<p>Big Questions: Macronutrients: What are their names, which foods supply them and what is their function (job) in our body?</p> <p>Why do we need fibre?</p>	<p>Students will be taught:</p> <ul style="list-style-type: none"> Importance of macronutrients in our diet. How the functions of nutrients help growth and development. Nutritional foods and how to incorporate them in the diet. The issues of eating too many macronutrients How fibre aids the absorption of macronutrients and the digestive system <p>Stretch and Challenge- <i>Students will know that nutrients are an important part of a</i></p>	<p>Students will learn:</p> <p>Each lesson to begin with a recap starter activity for the embedding of previous learning.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognise the benefits of nutrients in the correct 	<p>Key Terms/Words:</p> <p>Listening</p> <p>Teamwork</p> <p>Digestion</p> <p>Fibre</p> <p>Cholesterol</p> <p>Macronutrient</p> <p>Fortified</p> <p>Numeracy:</p>	<p>Homework:</p> <p>Students must supply a container to transport food home.</p> <p>Plan a high fibre meal, explaining why it is important to include fibre in the diet, identify high fibre ingredients of the meal.</p> <p>Once Per Term Mid Term Assessment followed by PIT</p>	<p>Text Book Pages: 10 – macronutrients – protein 12 – macronutrients – fats and oils 14 – macronutrients carbohydrates 14 – Fibre</p> <p>Knowledge organiser</p> <p>PP</p>	<p>By developing individual skills, confidence, independence and creativity through practical cooking lessons. Pupils learn and make decisions about food safety and hygiene.</p> <p>Reflecting on the moral issues concerning food</p>

		<p><i>balanced diet. They will understand how to produce a balanced meal and explain the benefits and drawbacks of different macronutrients. Through cooking, students will gain experience making basic dishes and be encouraged to enhance and modify them to improve nutrition and taste.</i></p>	<p>proportions in the diet.</p> <ul style="list-style-type: none"> • Know how to ensure these nutrients are included in their diet and in the correct amounts. • Understand that fibre has great benefit to health and understand what fortified foods are. • Develop skills by making a range of dishes linked to nutrients. 	<p>Weighing and measuring</p> <p>Temperature</p> <p>Timing</p>	<p>Positive marking/ assessment of work and allowance for improvement tasks Prepared resources Practical outcomes</p> <p>Assessment: PRACTICAL</p> <p>MINI PLENARIES during PRACTICALS and Full PLENARY in follow up theory lessons.</p> <p>Every Lesson 100% participation AFL- Questions that check understanding Think, Pair, Share/Turn and Talk</p>	<p>Video (YouTube) Digestion.</p> <p>Paper resources</p> <p>Recipe sheets</p> <p>Teacher dems</p> <p>Visualiser</p> <p>Practical equipment</p> <p>Homework sheets</p>	<p>production in other countries of the world.</p>
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Term 4:

Topic 4 Introduction to baking- Focus- Understanding baking as a cooking method, exploring different types of pastry and their uses, and investigating basic cake baking, including various methods of combining ingredients.

NC 1,2,4							
Topic 4: <i>Using the oven – Basically baking - Heat transfer - Pastry and cakes</i>							
<p>Big Questions:</p> <p>What is Baking?</p> <p>What are the uses of pastry types?</p>	<p>Students will be taught:</p> <ul style="list-style-type: none"> Oven safety and its importance in a food room The sections of the cooker and basic heat transfer, how temperature is an important part of successful baking. Ratio of ingredients in baking Methods of baking resulting in various outcomes relating to taste, texture and appearance. Functions of ingredients in baking <p>Stretch and Challenge- <i>Students will understand the importance of accuracy in all aspects of baking and how ingredient ratios affect the final outcome. They will be able to explain the reasons behind different textures in baked goods. Through practical experience, students will have the opportunity to produce baked dishes successfully and independently, working within set timeframes, and will be encouraged to enhance and modify their dishes with finishing techniques.</i></p>	<p>Students will learn:</p> <ul style="list-style-type: none"> Practice good teamwork. Develop independence and timing skills. By using a range of baking methods students will develop an understanding of the functions of ingredients. Appreciate the importance of accuracy of all elements to baking. Learn the reasons for failure of baked goods. Learn the uses of different pastries and cakes. 	<p>Key Terms/Words:</p> <p>Personalised ideas</p> <p>Finishing techniques</p> <p>Raising agents</p> <p>Following instructions</p> <p>Shortening</p> <p>Resting</p> <p>Gluten formation</p> <p>Numeracy:</p> <p>Time management</p> <p>Ratio</p> <p>Weighing and measuring</p> <p>Temperature</p>	<p>Homework:</p> <p>Students must supply a container to transport food home.</p> <p>Once Per Term Mid Term Assessment followed by PIT</p> <p>Positive marking/ assessment of work and allowance for improvement tasks</p> <p>Prepared resources</p> <p>Practical outcomes</p> <p>Assessment:</p> <ul style="list-style-type: none"> 20 question assessment which will be peer marked. Peer assessment Teacher practical log to be used as an evolving log/tracking of progression Verbal feedback during lesson <p>MINI PLENARIES during PRACTICALS and Full PLENARY in follow up theory lessons.</p> <p>Every Lesson</p>	<p>Resources...</p> <p>Knowledge organiser</p> <p>PP</p> <p>Video (YouTube)</p> <p>Pastry making</p> <p>Paper resources</p> <p>Recipe sheets</p> <p>Teacher dems</p> <p>Visualiser</p> <p>Practical equipment</p> <p>Ingredients set up (by technician)</p>		

					100% participation AFL- Questions that check understanding Think, Pair, Share/Turn and Talk		
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Term 5:
Topic 4 continued: Focus- Exploring baking as a cooking method, identifying different types of pastry and their uses, and investigating basic cake baking techniques and methods of combining ingredients.

NC 2,3,4	Topic 4 continued : Basically baking – pastry and cake (continued from term 4)						
	<p>Big Questions:</p> <p>What are the uses of different pastry types?</p> <p>What has gone wrong?</p>	<p>Students will be taught:</p> <ul style="list-style-type: none"> Ratio of ingredients in baking Methods of baking resulting in various outcomes relating to taste, texture and appearance. Functions of ingredients in baking Varieties of pastry and cake How sugars can change the properties of baked goods. <p>Stretch and Challenge- <i>Students will know the importance of accuracy in all aspects of baking and understand how ingredient ratios affect the final product. They will be able to explain the reasons for different textures in baked goods. Through practical work, students will have the opportunity to produce baked dishes successfully within set timeframes, with limited help, and be encouraged to enhance and modify their creations using finishing</i></p>	<p>Students will learn:</p> <ul style="list-style-type: none"> Practice good teamwork. Develop independence and timing skills. Appreciate the importance of accuracy of all elements to baking. Learn the reasons for failure of baked goods. Learn the uses of different pastries and cakes. Use the rubbed in method to make pastry 	<p>Key Terms/Words:</p> <p>Personalised ideas</p> <p>Finishing techniques</p> <p>Raising agents</p> <p>Following instructions</p> <p>Shortening</p> <p>Shaping and forming</p> <p>Resting</p> <p>Gluten formation</p> <p>Rubbed in method</p> <p>Creaming method</p> <p>Melting method</p> <p>Whisking method</p> <p>Numeracy: Time management Ratio Temperature Weighing</p>	<p>Homework:</p> <p>Students must supply ingredients and a container to transport food home</p> <p>Create a mind map of types of pastries and cake and the dishes that can be made with them.</p> <p>Once Per Term Mid Term Assessment followed by PIT</p> <p>Positive marking/ assessment of work and allowance for improvement tasks</p> <p>Prepared resources</p> <p>Practical outcomes</p> <p>Assessment: PRACTICAL</p> <p>MINI PLENARIES during PRACTICALS and Full PLENARY in</p>	<p>Text Book Pages: 84 – Shortening and aeration – food science 80 -heat transfer – food science 82 – dry heat 104 – cooking methods 116 -118 - Dough</p> <p>Knowledge organiser</p> <p>PP / OHP</p> <p>Video (YouTube)</p> <p>Props</p> <p>Paper resources</p> <p>Recipe sheets</p>	

		<i>techniques, working mostly independently.</i>		Measuring	follow up theory lessons. Every Lesson 100% participation AFL- Questions that check understanding Think, Pair, Share/Turn and Talk	Teacher dems Visualiser Practical equipment Ingredients set up (by technician)	
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Term 6:
Food choices - Focus- Understanding the various reasons for food choices and restrictions, including medical, environmental, cultural, and religious factors.

NC 2,3,4 **Topic 7: Religion, Dietary needs/health Lifestyle. Final, end of year, round up assessment.**

	<p>Big Questions:</p> <p>What are the main factors which affect food/diet choice?</p> <p>Could lifestyle changes have led to a rise in childhood and adult obesity?</p>	<p>Students will be taught:</p> <ul style="list-style-type: none"> The main factors which may influence food choice. An appreciation of the reasons behind choosing a meat free diet. The alternatives to meat in recipes. How some peoples choices are governed by their religion. The influence of fashion, trends, media, peer pressure and lifestyle on food choices. Seasonality of foods / using locally produced ingredients <p>End of year practical PIT –</p>	<p>Students will:</p> <ul style="list-style-type: none"> Understand the different reasons behind why people have various ‘meat free’ diets and identify the different types. Learn the effect religion has on diet worldwide and how it relates to other countries eating habits. Consider health issues relating to eating habits. 	<p>Key Terms/Words:</p> <p>Vegan Vegetarian Lacto Lacto-ovo Ovo Pescatarian Semi vegetarian Meat replacement Seasonality</p> <p>Religion Low Fat High protein High/low Carb</p> <p>Numeracy: Weighing and measuring Timing</p>	<p>Homework:</p> <p>Students must supply a container to transport food home. Create a mind map of types of pastries and cake and the dishes that can be made with them.</p> <p>Once Per Term Mid Term Assessment followed by PIT Positive marking/ assessment of work and allowance for improvement tasks Prepared resources Practical outcomes</p> <p>Assessment:</p>		<p>Pupils are encouraged to recognise and respect cultural and social differences of other pupils within food lessons</p>
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		<p>Plan and produce a dish suitable for a specific dietary need</p> <p>Stretch and Challenge- <i>Students will be able to create a simple dish and complete a basic evaluation. They will identify the skills they have learned and incorporate these into their cooking, using appropriate terminology in their evaluations. They will evaluate all the steps involved, linking them to equipment, skills, health and safety, and hygiene. Additionally, they will clearly explain how to improve their work with examples and produce an imaginative and exciting dish.</i></p>	<ul style="list-style-type: none"> • Look at the seasons and how it can affect eating habits and food choices. <p><u>Cooks:</u> Tin of beans challenge</p> <p>Cup cakes</p> <p>Sausage Rolls</p>	Temperature Equal portioning	<ul style="list-style-type: none"> • 20 question assessment which will be peer marked. • Peer assessment • Teacher practical log to be used as an evolving log/tracking of progression • Verbal feedback during lesson <p>MINI PLENARIES during PRACTICALS and Full PLENARY in follow up theory lessons.</p> <p><u>Every Lesson</u> 100% participation AFL- Questions that check understanding Think, Pair, Share/Turn and Talk</p> <p>Students will complete end of year test. This will include questions on the H&S, hygiene, nutrients, Eatwell guide, dietary choices – 30 mins. This will be teacher marked.</p> <p>Homework: Create an A4, 1 sided information leaflet showing your research of a meat free diet.</p>		
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					<p>You must include:</p> <ul style="list-style-type: none"> • Reasons for following the diet • Food allowed / not allowed • Advantages /disadvantages • Recipes of at least 2 meat free meals and how they could be served. <p>MINI PLENARIES during PRACTICALS and Full PLENARY in follow up theory lessons.</p> <p><u>Every Lesson</u> No opt out AFL approach including: Drilling Call and Response Low Stakes Tests- Questioning/Quiz Mini and full Plenaries Optimal use of Last 10 Minutes</p>		
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Subject: Food Preparation and Nutrition

Year 7 & 8

Scheme of Learning 2025 - 2026

Subject leader: Miss E Jones, Mrs J Gower and Mrs Bawn

Topics by term	Topic overview for Year 8					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Topics taught</p> <p><i>The main focus is healthy food choices. Given an understanding of how to achieve this will provide life skills. Basic kitchen skills will enable students to produce meals from scratch, saving money and using fresh ingredients.</i></p>	<p>The Basics</p> <p>Topic 1: <i>Food Safety and hygiene recap (reminders taking up a short part of lesson 1 only)</i></p> <p>Topic 2: <i>Basic food skills / the Eatwell guide, food groups and nutrients.</i></p> <p>PRACTICAL ASSESSMENT TICK LIST</p>	<p>The Basics</p> <p>Topic 3: <i>The Eatwell Guide (cont'd) Groups and Nutrients</i></p> <p>Topic 4: <i>8 Dietary guidelines (to include food/diet choices)</i></p> <p>WRITTEN ASSESSMENT WITH PIT</p>	<p>Health and Nutrition Baking</p> <p>Topic 5: <i>Brilliant baking</i></p> <p>Topic 6: <i>Beliefs and life choices</i></p> <p>PRACTICAL ASSESSMENT TICK LIST</p>	<p>International Cuisine</p> <p>Topic 7: <i>British and International Cuisine.</i></p> <p>WRITTEN ASSESSMENT WITH PIT</p>	<p>Special Diets</p> <p>Topic 8: <i>Allergy Intolerance Beliefs / Life choice expanding on term 3</i></p> <p>PRACTICAL ASSESSMENT TICK LIST</p>	<p>Skill Developing and yearly roundup</p> <p>Topic 9: <i>Independent food skill development</i></p> <p>Topic 10: <i>Yearly roundup and assessment project. Young adolescent dietary needs</i></p> <p>WRITTEN ASSESSMENT WITH PIT</p>

<p><i>National curriculum Guidelines for KS3</i></p>	<p>Prerequisites As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling an enjoyment of learning new dishes and the flavour therein. Learning how to cook is a crucial life skill enabling pupils to feed themselves and others an affordable and healthy diet now and in later life.</p>	<p>Prerequisites Students will have prior knowledge of the Eatwell guide which they will build upon. The dietary guidelines will have been mentioned during practical lessons. These sets of learning will be the foundation to understanding the need for and how to gain healthy living</p>	<p>Prerequisites With their prior learning of healthy living they will further learn how baking can be a healthy way of cooking but this depends on the ingredients used. Their prior basic understanding of the beliefs and life choices of others will enable them to recognise the importance of inclusivity in food.</p>	<p>Prerequisites Students will have personal prior understanding of food from around the world. We will build on this knowledge to include how climate and tradition have an impact on the ingredients</p>	<p>Prerequisites Knowledge and understanding of Allergy and intolerance are especially important aspects of students moving from KS3 to KS4 as they begin to plan menus independently. As beliefs and life choices may also play a part in NEA tasks, it is a very relevant part of their learning</p>	<p>Prerequisites Students will have built a good knowledge of a range of techniques in the kitchen. They will know how to use various pieces of equipment and how to choose the correct tool for the task at hand. Students will also have a good idea as to the benefits of a healthy <i>food intake and lifestyle</i>. <i>They will have a more accepting view of how different life choices and dietary needs impact the lives of others.</i></p>
<p><i>Why do we teach this now</i></p> <p><i>Pupils at Key Stage 3 should: Understand and apply the principles of nutrition and health. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Become competent in a range of cooking techniques.</i></p>	<p><u>Why are we teaching this now?</u> <i>Students are now in the 2nd year of food at The Abbey School. They have a basic understanding of nutrition and hygiene that is expected in the food room. However, we recap the health safety and hygiene rules to ensure that we are compliant with health safety and hygiene regulations.</i></p>	<p><u>Why are we teaching this now?</u> <i>The students have now had basic grounding in the purpose of the EatWell Guide and they can recite the macro and micro nutrients. Students also know what the purpose of each nutrient is in the body. The dietary guidelines also focus on other</i></p>	<p><u>Why are we teaching this now?</u> <i>Students have a good grounding in the Eatwell Guidelines and are now able to suggest different nutrients for different needs. They are also seeing and using a wider variety of ingredients and kitchen utensils. Students are also beginning to understand that the presentation of food is an industry</i></p>	<p><u>Why are we teaching this now?</u> <i>Students have a reasonable repertoire of dishes that they have cooked and presented. In this section we learn about the specific foods that are associated with our own country. This links to British Values. We contrast this with ingredients and dishes from a small selection</i></p>	<p><u>Why are we teaching this now?</u> <i>Students now extend their knowledge of different foods and dishes to look at the restrictions that some people have on their diet through their own choice, culture, budget, seasonality or religion. All these relate to the PSHRSE topics of freedoms of choice and tolerance</i></p>	<p><u>Why are we teaching this now?</u> <i>Students have a good grounding of skills. We look at the needs of a specific group of people to enable them to achieve a healthy diet and lifestyle. This is based on the needs of an adolescent so as to make it accessible to them. This has the benefit of enhancing</i></p>

<p><i>Understand that source, seasonality and characteristics of a broad range of ingredients.</i></p>		<p><i>healthy living points as well as food.</i></p>		<p><i>of other countries, so that the students understand the associations between food and peoples</i></p>		<p><i>their independent skills.</i></p>
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Students will understand and apply the principles of nutrition and health; cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet; become more competent in a range of cooking; understand the source, seasonality and characteristics of a broad range of ingredients.

National Curriculum							
Specification o References	Big questions	Topic area: main Items and optional learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
Term 1: <i>The Basics Food Health, safety, Hygiene and basic nutrition (recap - 1 lesson)- Focus- Developing awareness of safety and hygiene practices, while building understanding of basic nutrition and foundational food preparation skills.</i>							
NC 1,2,3	Topic 1: Safety and Hygiene						
	Big Questions: <ul style="list-style-type: none"> What is food Safety and hygiene? What are the consequences if we are not safe and hygienic in our working practice? 	Students will be taught: The importance of correct hygiene and safety in a practical situation. How to keep risk of accident to a minimum Basic general practical skills progressing to using various parts of the cooker and electrical equipment. Knife safety skills will be a prominent part of all lessons. Stretch and Challenge- <i>Students will understand the lesson requirements and recall basic health and safety expectations. They will</i>	Students will: Each theory lesson to begin with a recap starter activity for the embedding of previous learning. Students will Learn: Know how to behave in a practical situation and understand the consequences of not doing so.	Key Terms/Words: Hygiene Safety Bacteria Cross contamination Hazard Bridge Hold Claw Grip Safe food storage Numeracy: Temperature Timing Binary fusion	Once Per Term Mid Term Assessment followed by PIT Positive marking/ assessment of work and allowance for improvement tasks Prepared resources Practical outcomes Assessment: PRACTICAL MINI PLENARIES during PRACTICALS and Full PLENARY in follow up theory lessons.	Teacher led discussion on the lesson content. Knowledge organiser PP (example available but teachers can produce their own to suit) Video (YouTube) Paper resources Recipe sheets Visualiser	By developing individual skills, confidence, independence and creativity through practical cooking lessons. Pupils learn and make decisions about food safety and hygiene.

		<i>implement all necessary safety and hygiene practices effectively. They will also be able to explain the consequences of disregarding food safety rules.</i>	Learn basic cooking skills including knife skills, using the cooker, combining ingredients, presentation.		Every Lesson 100% participation AFL- Questions that check understanding Think, Pair, Share/Turn and Talk	Balanced diet YouTube with questions to complete.	
NC 1,2,3	Topic 2 (Term one): Basic Food Skills, the Eatwell Guide / food groups						
	Big Questions: <ul style="list-style-type: none"> Who is the Eatwell guide for and why should we follow it? Why do we need nutrients and what is malnutrition? 	Students will be taught: How the Eatwell Guide links food groups to Nutrients. Include the vegan Eatwell Guide. What 'malnutrition' means. The illnesses which can be caused by an unbalanced diet Food Preparation skills Knife safety methods Stretch and Challenge- <i>Students will recognise the Eatwell Guide as a tool for healthy eating and understand the importance of balance and good nutrition. They will recall the principles of the guide, use the food groups effectively, and understand the reasons behind poor diet choices. They will also be able to list and explain the main nutrients and apply the</i>	Students will learn: How to use the Eatwell Guide to help design a healthy, balanced menu. How malnutrition affects people in Western civilisation. Some reasons for malnutrition and bad diet. (Environmental, budget, bad choices through a lack of education Nutrient sources, effects of deficiency and excess.	Key Terms/Words: Eatwell Guide Nutrition Malnutrition Balanced diet Numeracy: 5 a day Pie Chart Weighing & measuring Temperature control Timing	Homework: Students must supply a container to transport food home.	Pages 8-9 Exploring Food and Nutrition. PP (example available but teachers can produce their own to suit) BBC Bitesize	

		<i>Eatwell Guide when planning menus.</i>	<p>Basic practical skills.</p> <p>Prepare and cook a selection of dishes demonstrating the range of food groups and nutrients.</p> <p><u>Cooks</u> Pizza Calzone Fajita Cinnamon swirls (cooks could be changed)</p>				
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Term 2:
The Basics continued- Focus- Understanding the need for a balanced diet of different food groups, learning to prepare healthy meals that support growth and development.

NC 1,2,3,4	Topic 3: The Eatwell Guide (cont'd) Food Groups and Nutrients						
	<p>Big Question:</p> <p><u>What are the 5 Main Nutrients and what is their role in the body?</u></p>	<p>Students will be taught: How the Eatwell Guide links food groups to Nutrients. Include the vegan Eatwell Guide.</p> <p>The 5 main nutrients and their role in the body.</p> <p>How to balance foods In order to avoid food related ill health.</p>	<p>Students will learn:</p> <p>Each lesson to begin with a recap starter activity for the embedding of previous learning.</p> <p>Safe use of equipment</p>	<p>Key Terms/Words:</p> <p>Starch Sugars/ Carbohydrates</p> <p>Breakfast Fibre Hydration Energy balance (exercise). Fruit</p>	<p>Homework tasks: Students bring A container for practical sessions</p> <p>Once Per Term Mid Term Assessment followed by PIT Positive marking/ assessment of work and allowance for improvement tasks</p>	<p>Page 6/7 Exploring Food and Nutrition Teacher own P/P. (or can modify previous years JHG PP)</p> <p>Teacher demonstratio ns of method, equipment and</p>	

		<p>Macronutrients and micronutrients. The amounts needed to be healthy</p> <p>How making good lifestyle choices will be of benefit throughout life.</p>	<p>What happens if we eat too much or too little of macro and micronutrients</p> <p>Basic cooking skills: Knife skills Combining ingredients Use of the cooker (hob and oven)</p> <p>How to use the 'Hand of Nutrient's to remember the 5 main nutrients</p> <p>How bad diet and lack of food education has led to a rise in illnesses such as obesity, especially in the young.</p> <p><u>Cooks</u> Dutch apple cake ? ?</p>	<p>Numeracy: 5 a day <i>Pie Chart</i> <i>Weighing & measuring</i> <i>Temperature control</i> <i>Timing</i></p>	<p>Prepared resources Practical outcomes</p> <p>Assessment:</p> <ul style="list-style-type: none"> • 20 question assessment which will be peer marked. • Peer assessment • Teacher practical log to be used as an evolving log/tracking of progression • Verbal feedback during lesson <p>MINI PLENARIES during PRACTICALS and Full PLENARY in follow up theory lessons.</p> <p>Every Lesson 100% participation AFL- Questions that check understanding Think, Pair, Share/Turn and Talk</p>	<p>ingredients for practical lessons. If practical room available</p> <p>Energy Balance page 18/19</p>	
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NC 1,2,3	Topic 4: 8 Dietary guidelines. 1. Base meals on high fibre starchy carbohydrates. 2. Eat lots of fruit and Vegetables. 3. Eat more fish 4. Cut down on Saturated fats and sugars (to include food/diet choices). 5. Eat less salt (no more than 6g per day for adults) 6. Get active and be a healthy weight. 7. Do not get thirsty. 8. Don't skip breakfast.						
	<p>Big Questions:</p> <p>What are the 8 Healthy Guidelines and why were they introduced?</p> <p>How can we apply the guidelines to our lifestyle?</p>	<p>Students will be taught:</p> <p>Guidelines 1– 8: What the guidelines are and why we have them. (see above for list)</p> <p>The implications of not following the guidelines.</p> <p>How to interpret the guidelines and find ways to follow them.</p> <p>Taste tests will help determine if our thought preferences match out actual taste preference (only achievable if we have an appropriate room available)</p> <p>Stretch and Challenge- <i>Students will know the 8 dietary guidelines and understand why they were introduced. They will grasp the importance of these guidelines and be able to produce dishes or resources aligned with them. Additionally, they will explain each guideline, discuss the benefits of following them, and describe the</i></p>	<p>Students will learn:</p> <p>Each lesson to begin with a recap starter activity for the embedding of previous learning.</p> <p>Ways in which to ensure following the 8 Guidelines for a Healthy Lifestyle</p> <p>By holding tasting sessions, if lower fat/salt/sugar products would be good alternatives to higher content products. May not be possible due to unsuitable rooming</p>	<p>Key Terms/Words:</p> <p>Sensory analysis Evaluate Compare Investigate Cholesterol Obesity</p> <p>Numeracy: Measuring & weighing. Timing. Temperature 5 a day</p>	<p>Homework:</p> <p>Students bring container for practical lessons.</p>	<p>GCSE food preparation and nutrition – video on the 8 tips for healthy eating (BBC Bitesize)</p> <p>Jamie Oliver – Mario at the dentist (sugar) YouTube</p>	<p>Acknowledging and exploring government guidelines for healthy eating and dietary requirements to make healthy life choices.</p> <p>Pupils learn about Government guidance given on Healthy Eating and the concern for the health of the British population</p>

		consequences of not adhering to the guidelines.					
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Term 3:

Dietary Needs- Focus- Gaining knowledge of the diverse reasons behind special dietary needs and food choices through a variety of investigations.

NC 1,2,3,4	Topic 5: Special Dietary Needs – Beliefs and life choices						
<p>Big Questions:</p> <p><u>What factors affect food choice?</u></p> <p><u>What is the difference between a dietary need and a dietary choice?</u></p>	<p>Student will be taught:</p> <p>How a variety of factors influence the foods we choose to eat including Religious beliefs and restrictions around food.</p> <p>Stretch and Challenge- <i>Students will know that diets vary across cultures and religions. They will understand the dietary needs of different cultures and be familiar with the staple foods of those countries. They will also be able to explain how cultural and religious beliefs influence dietary requirements.</i></p>	<p>Students will learn:</p> <p>To Identify special dietary needs.</p> <p>To prepare and cook a main meal dish to demonstrate foods suitable for special diets:</p> <p>To identify the dietary needs for those with special diets due to religious/cultural needs. The reasons behind our food choices.</p> <p>Cooks Parmesan chicken nuggets.</p>	<p>Key Terms/Words:</p> <p>Personal choice. Ethics. Vegan. Vegetarian. Fair trade Sustainability Food traceability Religious restriction</p> <p>Numeracy: Weighing / measuring Timing Portioning Costing Food miles</p>	<p>Once Per Term</p> <p>Mid Term Assessment followed by PIT</p> <p>Positive marking/ assessment of work and allowance for improvement tasks Prepared resources Practical outcomes</p> <p>Assessment: PRACTICAL</p> <p>MINI PLENARIES during PRACTICALS if time allows and Full PLENARY in follow up theory lessons.</p> <p>Every Lesson 100% participation AFL- Questions that check understanding Think, Pair, Share/Turn and Talk</p>	<p>Worksheets PP</p> <p>Page 68/69 Exploring food and nutrition</p> <p>Packaging (food) identifying traceability Traceability Logos (Red tractor) Discussion points</p>	<p>Reflecting on the ethical issues around food such as price, income, fair trade, food miles and sustainability.</p> <p>Opportunities are provided to appreciate the views of others</p>	

			Chocolate crinkle biscuits. Cous cous Stuffed Vegetables.				
	Topic 6: Brilliant baking						
	<p><u>Big Questions:</u></p> <p><u>How is heat transferred in baking?</u></p> <p><u>What are raising agents and why must we use them?</u></p>	<p>Students will be taught: To identify the nutritional role of sugar in the diet. Introduce an awareness of its overuse in current diet trends.</p> <p>Methods of combining ingredients.</p> <p>Use of dry heat to cook</p> <p>The effects of baking on foods. (jacket potato example)</p> <p>Egg white experiment to show if a foam is stable (fresh eggs, old eggs, add oil, cream of tartar) Page 87</p> <p>Safe use of equipment</p> <p>Stretch and Challenge- <i>Students will identify the ingredients and methods used to make cakes. They will explain the importance</i></p>	<p>Students will learn: How to: Explain the methods used, and the functions of the main ingredients.</p> <p>Explain the science of aeration. Why is the fat and sugar beaten together? Why it changes colour. Why it is important to fold in the flour. The reasons why cake /pastry fails The reason a cake will rise</p>	<p>Key Terms/Words: Aeration Denaturation Coagulation</p> <p>Methods of combining: Creaming. Melting. Rubbed in. Whisking.</p> <p>Sensory analysis Evaluate</p> <p>Numeracy: Ratio Temperature Timing Weighing and measuring</p>	<p>MINI PLENARIES during PRACTICALS and Full PLENARY in follow up theory lessons.</p> <p>Homework: Students container for practical lessons</p>	<p>Page 82 – 104 baking</p> <p>YouTube videos of fun in baking to show science.</p> <p>Flour types page 26-27 Lesson Specific P/P for each lesson</p> <p>Teacher demonstrations of method, equipment and ingredients for practical lessons.</p> <p>Lesson Specific Worksheets</p> <p>Recipe sheets</p>	

		of ingredient ratios in baking. Additionally, they will be able to modify a basic cake recipe to make it healthier while understanding how correct ratios affect the outcome.	Possible Cooks <ul style="list-style-type: none"> • Brownies • Scones (fruit/Cheese) • Swiss Roll • Upside down sponge 			Investigation tasks (P.87)	
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Term 4:

British and International Cuisines: Focus- Exploring the differences between British and international cuisines, investigating the growing interest in global foods, the reasons behind changing culinary habits, and the global impact of this desire for new flavours and experiences.

NC 1,2,3,4	Topic 7: Foods From around the world – to include global/ethical impact
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	<p>Big Questions:</p> <p><u>What does cuisine mean?</u></p> <p><u>What is international cuisine?</u></p> <p><u>What foods are considered to be traditional British?</u></p>	<p>Students are taught:</p> <p>How climate affects the foods eaten in different countries.</p> <p>Why our eating habits changing</p> <p>That world travel has impacted on the way we eat.</p> <p>That people moving countries has brought about the need for supermarkets to change their stocks.</p> <p>Fairtrade, Red Tractor, Food Miles meanings</p>	<p>Students will learn:</p> <p>Pupils learn to cook a variety of recipes including traditional British foods and world foods.</p> <p>To plan a British menu.</p> <p>To prepare and cook a dish to demonstrate cuisine from another country</p> <p>Safe use of equipment and</p>	<p>Key Terms/Words:</p> <p>Sensory analysis. Evaluate Culture Religion Migration Fair trade Food Miles Red Tractor</p> <p>Numeracy: Food miles Weighing and measuring Timing Temperature</p>	<p>Homework: Students bring ingredients for practical lessons</p> <p>Once Per Term Mid Term Assessment followed by PIT Positive marking/assessment of work and allowance for improvement tasks Prepared resources Practical outcomes</p> <p>Assessment:</p> <ul style="list-style-type: none"> • 20 question assessment which will be peer marked. • Peer assessment 	<p>Page 70 British Cuisine (exploring food and Nutrition)</p>	<p>Reflecting on the moral issues concerning food production in other countries of the world.</p>
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		<p>To produce:</p> <ul style="list-style-type: none"> Chinese Sweet and sour Indian Curry in a hurry Mexican Fajita American Cheesecake 	<p>a range of cooking methods</p> <p>The traditions of other cultures</p>		<ul style="list-style-type: none"> Verbal feedback during lesson <p>MINI PLENARIES during PRACTICALS and Full PLENARY in follow up theory lessons.</p> <p>Every Lesson 100% participation AFL- Questions that check understanding Think, Pair, Share/Turn and Talk</p>		
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Term 5:

Special Diets: Focus – Pupils will learn to identify common food allergies and intolerances, understand their impact on health and diet, and develop the skills to adapt recipes safely and appropriately to meet individual dietary needs.

NC 1,2,3	Topic 8: Allergy and intolerance						
	<p>Big Questions:</p> <p><u>What are food allergies and intolerances?</u></p>	<p>Students will be taught:</p> <p>How to recognise allergens on food labels.</p> <p>The law and labels</p> <p>How to recognise when a person is having an allergic reaction</p> <p>How food allergies and intolerances affect the diet.</p>	<p><u>Students will learn:</u></p> <p>Each lesson to begin with a recap starter activity for the embedding of previous learning.</p>	<p>Key Terms/Words:</p> <p>Sensory analysis Anaphylactic Adrenalin Allergen Epipen Food intolerance Lactose intolerance Coeliac</p>	<p>Once Per Term Mid Term Assessment followed by PIT</p> <p>Positive marking/ assessment of work and allowance for improvement tasks Prepared resources Practical outcomes</p> <p>Assessment: PRACTICAL</p>	<p>Teacher demonstrations of method, equipment and ingredients for practical lessons.</p> <p>Lesson Specific Worksheets</p>	

		<p>The main ingredients which can cause food allergies/reactions.</p>	<p>How to use food labels to prevent allergic reaction to food.</p> <p>What to do if a person is experiencing anaphylactic shock.</p> <p>To recite at least 5 allergens. How to recognise allergens on food labels.</p> <p>How to provided meals for those suffering from allergies or intolerances to food.</p> <p>Safe use of equipment and a range of cooking methods.</p>		<p>MINI PLENARIES during PRACTICALS if time allows and Full PLENARY in follow up theory lessons.</p> <p>Every Lesson 100% participation AFL- Questions that check understanding Think, Pair, Share/Turn and Talk</p>	<p>Pages 66/67 (exploring food and Nutrition)</p>	
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Term 6:
Annual Roundup- Focus- Investigating the dietary needs of young adolescents and developing the ability to justify food choices based on specific dietary requirements.

NC **Topic 9: Dietary needs of specific individuals – young adolescent.**

1,3,4,5	<p>Big Question:</p> <p><u>Why do nutritional needs of individuals differ?</u></p> <p><u>What foods would be beneficial to an adolescent?</u></p>	<p>Students will be taught: The needs of adolescents.</p> <p>Why adolescents need these specific foods.</p> <p>How to incorporate these nutrients into the diet.</p> <p>Stretch and Challenge- <i>Students will recognise that individuals have different nutritional needs. They will identify reasons behind these needs and explain how understanding individual nutrition can support a healthy eating plan.</i></p>	<p>Students will learn: Discuss why nutritional requirements vary e.g. age, gender, physical activity levels and state of health.</p> <p>Plan, prepare and cook a main meal dish for a person with a specific dietary need.</p> <p>Safe use of equipment</p> <p>Possible meals for making: Chicken Tikka Pittas Lemon cheesecake Turkey Burgers Breakfast muffins</p>	<p>Key Terms/Words: Portioning Nutritional intake needs Adapting to meet needs</p> <p>Numeracy: Percentage Weighing and measuring Time. Temperature. Circumference</p>	<p>Homework: Design a flyer or leaflet for the school dining room explaining the benefits of a healthy diet</p> <p>Once Per Term Mid Term Assessment followed by PIT Positive marking/ assessment of work and allowance for improvement tasks Prepared resources Practical outcomes</p> <p>Assessment: End of Year</p> <ul style="list-style-type: none"> • 20 question assessment which will be peer marked. • Peer assessment • Teacher practical log to be used as an evolving log/tracking of progression • Verbal feedback during lesson 	<p>Pages 18, 19,20 21 (exploring food and Nutrition)</p>	
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					<p>MINI PLENARIES during PRACTICALS and Full PLENARY in follow up theory lessons.</p> <p>Every Lesson 100% participation AFL- Questions that check understanding Think, Pair, Share/Turn and Talk</p>		
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Knowledge		Developing and Planning	
5	<ul style="list-style-type: none"> ✓ I can identify and explain nutritional content of dishes. ✓ I make and know how these fit with the Eatwell Guide ✓ I can fully explain the function and sources of nutrients from ingredients. 	5	<ul style="list-style-type: none"> ✓ I can adapt and develop recipes for special dietary groups giving reasons for changes.
4	<ul style="list-style-type: none"> ✓ I can name and describe the main nutrients and their functions provided by the Eatwell Guide groups. 	4	<ul style="list-style-type: none"> ✓ Ideas include labelled sketches and detailed annotation . ✓ I can plan meals to suit dietary needs
3	<ul style="list-style-type: none"> ✓ I can describe where ranges of foods are from and how they differ. ✓ I can transfer knowledge from one topic to another and see how they are linked. 	3	<ul style="list-style-type: none"> ✓ I can show clear evidence of forward planning. ✓ I can set myself up for practical with no help or guidance from my teacher.
2	<ul style="list-style-type: none"> ✓ I can explain the factors that influence food choice for health and social reasons. ✓ I can name the main nutrients and their functions provided by the Eatwell Guide groups. 	2	<ul style="list-style-type: none"> ✓ I can read the BQ and task and know what I need to do to achieve. ✓ I can think ahead and have most items necessary for the lesson.
1	<ul style="list-style-type: none"> ✓ I can describe and explain the principles of the Eatwell Guide. ✓ I can identify a range of factors that would influence food choice. 	1	<ul style="list-style-type: none"> ✓ I can get myself ready for a practical activity when asked. ✓ I can select the ingredients that are suitable and meet the criteria of the task/BQ with help. ✓ I can read a recipe through to remind me of what I need to do.
B	<ul style="list-style-type: none"> ✓ I can name the sections of the Eatwell Guide. ✓ I know the names of the main nutrients. 	B	<ul style="list-style-type: none"> ✓ I need to be reminded of how to set up for a practical. ✓ I sometimes need help selecting the equipment to enable me to make the product successfully.
Making		Evaluating	
5	<ul style="list-style-type: none"> ✓ I can use all the main equipment in the room and I am fully competent in the use of the cooker. ✓ I can develop and produce a product to a high standard giving suggestions to improve the recipe. 	5	<ul style="list-style-type: none"> ✓ I can talk about the nutritional content of the dish in full detail, giving suggestions on how to include more nutrients. ✓ I can suggests ways to improve the sensory aspects of the dish giving reasons why.
4	<ul style="list-style-type: none"> ✓ I can carry out a range of techniques without help or guidance from my teacher. ✓ Consistently follows all health and safety rules without needing to be reminded. 	4	<ul style="list-style-type: none"> ✓ I can use nutritional information and sensory vocabulary to help discuss ad evaluate a dish. ✓ I can use a broad range of criteria for evaluating my dish.
3	<ul style="list-style-type: none"> ✓ I can make an excellent product. ✓ My product is successful because I am able to follow the recipe independently and part of a team. 	3	<ul style="list-style-type: none"> ✓ I can talk about the nutritional content of the dish when evaluating. ✓ I can explain fully in writing my strengths and weaknesses.
2	<ul style="list-style-type: none"> ✓ I can manage my own work space without guidance from the teacher. ✓ I consistently apply basic hygiene and safety rules. 	2	<ul style="list-style-type: none"> ✓ I can explain in writing whether the product has been successful. ✓ I can use comments from others to help me evaluate my product.
1	<ul style="list-style-type: none"> ✓ My product is quiet basic but completed with increasing independence. ✓ I can use my ingredients and equipment correctly. ✓ I can try to overcome any problems myself. 	1	<ul style="list-style-type: none"> ✓ I can use a sensory star profile to help me describe my product. ✓ I can say what went well and how to modify.
B	<ul style="list-style-type: none"> ✓ I can carry out basic skills like peeling vegetables with help. ✓ I can carry out basic hygiene rules. ✓ My product is completed with help. 	B	<ul style="list-style-type: none"> ✓ I can say one good and one bad point about my product. ✓ I understand the use of sensory vocabulary. ✓ I can state something that I learned each lesson.

Practical Assessment Criteria

Use the following criteria to work out what you need to do in practical lessons to meet or exceed your target level.

Criteria	Level b	Level 1	Level 2	Level 3	Level 4	Level 5
Preparation for Practical	I was not prepared for the practical lesson. I forgot some ingredients, and did not weigh/prepare my ingredients in advance.	I prepared some, but not all, of my ingredients in advance. I needed support from my teacher / family / friends to help with this.	All of my ingredients were prepared in advance. I needed support from my teacher / family / friends to help with this.	All of my ingredients were prepared in advance as requested. I received some support from my teacher / family / friends to help with this.	I independently prepared all of my ingredients before the practical lesson.	I was fully prepared for the practical lesson. I showed consideration of time restrictions by making some product components in advance (if necessary).
Health, Safety and Hygiene	I had to be reminded of basic health, safety and hygiene procedures to follow throughout the lesson.	I followed basic health, safety and hygiene procedures, but needed to be reminded of rules a few times during the lesson.	I independently followed basic health, safety and hygiene procedures throughout the lesson. I only needed advice when handling / cooking more high risk ingredients, e.g. chicken.	I showed a good awareness of health, safety and hygiene procedures associated with preparing, cooking and storing food throughout the lesson.	I showed an excellent awareness of health, safety and hygiene procedures associated with preparing, cooking and storing food throughout the lesson.	I showed an outstanding awareness of health, safety and hygiene procedures associated with preparing, cooking and storing food throughout the lesson. I was able to offer advice and support to others.
Level of Support	I needed help and support from my teacher throughout the lesson.	I used the method to make the product, but needed some support from my teacher during the lesson. I also asked my peers for advice if I got stuck.	I worked mostly independently during the lesson by using the method to make the product. I asked my peers for advice if needed. I did not really need teacher support.	I worked independently throughout the lesson by relying on the method to make the product. I did not require support from my teacher or peers.	I worked independently throughout the lesson and was confident with making the product. I offered support to my peers if they needed help.	I worked completely independently because I had practised making the product at home. I offered support and advice to my peers when they needed help.
Recipe Modifications	I only used basic ingredients to make the product, and decided not to use ingredients to add flavour / texture / colour.	I used all of the suggested ingredients. I chose my additional ingredients based on my own flavour / texture / colour preferences.	I used all of the suggested ingredients. When choosing my additional ingredients, I thought about how they would improve the sensory qualities of the product.	I chose my additional ingredients based on the preferences of others, e.g. friends / family members. I also looked to modify more of the recipe than what was suggested to make it healthier.	I modified more of the recipe than what was suggested, with a focus on enhancing the nutritional value and aesthetic qualities of the product.	I found my own recipe for the product to clearly demonstrate a wider range of higher level practical skills. I showed a full understanding of the working properties of all ingredients used.
Attention to Detail	No attention to detail.	Some attention to detail.	Satisfactory attention to detail.	Good attention to detail.	Excellent attention to detail.	Exemplary attention to detail.