

Subject: Food Preparation and Nutrition

Year 7 & 8

Scheme of Learning 2026 - 2027

Subject leader: Miss E Jones, 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>	BQ: Do I know about Health, Safety and Hygiene? Fruit Kebabs (Hygiene, Knife Safety) Oaty Biscuits (Hygiene Use of oven and Hob)	BQ: Do I know how to use The Eatwell Guide? Pitta pockets Christmas chocolate twists	BQ: Do I know what Nutrients are? Pasta bake (Carbohydrates) Tortilla toasties (Fats_	BQ: Do I know about basic baking and Heat Transfer? Jammy buns Sausage rolls	BQ: Do I know about Basic Baking? Cup cakes Bread rolls	BQ: What are food allergies and intolerances? Scones Muffins
National curriculum Guidelines for KS3	Pre-requisites As part of their work with food, pupils should be taught how to cook and apply the principles	Pre-requisites Students will have had an introduction in health, safety and hygiene in food	Pre-requisites Students will have an understanding of the basic idea behind the Eatwell Guide. They will	Pre-requisites Students will have an understanding of the basics of the macro and micro nutrients,	Pre-requisites Students will have gained a good idea as to how to use the hob and oven, how to switch	Pre-requisites Students will have gained a good knowledge of some basic techniques in the

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.]	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.	preparation, and in basic nutrition.	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.	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.	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.	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 intake and lifestyle.
	<u>Why are we teaching this now?</u> 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.	<u>Why are we teaching this now?</u> 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. Choices made regarding diet and nutrition will	<u>Why are we teaching this now?</u> 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.	<u>Why are we teaching this now?</u> 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.	<u>Why are we teaching this now?</u> Continuing with their nutritional knowledge but also advancing their skills to enable them to widen their repertoire of dishes that can be made.	<u>Why are we teaching this now?</u> 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.

	It is important that students are aware of nutrition and how to build a healthy diet based on nutritional needs.	ultimately determine the 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 =

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)
NC 1, 2	TERM 1: Food Safety and Hygiene						
	Big Questions: Do I know about Health, Safety and Hygiene?	Students will be taught: - 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 food groups, their proportions, and nutritional benefits. They will also produce basic dishes and develop the ability to adapt and improve them.</i>	Students will learn: - 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 theory and practical activities. - 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.	Key Terms/Words: Hygiene Safety Cross Contamination Cleaning Chilling Cooking Bridge/Claw Eatwell Guide Senses Weight Volume (liquid) Enzymic Browning Listening Teamwork Numeracy: Weighing and measuring. Temperature Timing	Homework: 4 WK Project Term 2 See Scheme of Homework Assessment Green Practical Fruit Kebabs PIT & Feedback Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation	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 Practical equipment	Pupils learn to cook a variety of recipes including traditional British foods and world foods.

			- Students will show accurate chopping skills, to ensure a well presented product. - Discuss the '5 a day' Cooks Fruit Kebabs Oaty biscuits			Ingredients set up in areas for making Homework sheets	
NC 1,2,3,4	TERM 2: The Eatwell Guide						
	Big Questions: Do you know how to use the Eatwell Guide?	Students will be taught: - 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. 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</i>	Students will learn: Students will: - Know the food groups and how to use them. - Learn why we need energy supplying foods - Learn the importance of correct energy intake.	Key Terms/Words: Energy and energy balance People groups Risks of malnutrition (excessive intake of energy giving foods) Malnutrition Numeracy:	Homework: 4 WK Project Term 2 See Scheme of Homework Assessment Yellow Practical Pitta Pockets PIT & Feedback Every Lesson Do Now Retrieval	Text Book Pages: 6 – why we eat food 18 – Energy Balance 20 – People groups nutritional needs Knowledge organiser	Pupils learn about Government guidance given on Healthy Eating and the concern for the health of the British population. Both classroom and practical based lessons in Food offer

		<i>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>	- Know how to avoid obesity and why it important to do so. - To use the Eatwell Guide to plan balanced menus.	Weighing and measuring Temperature Timing Ratio	I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation	PP /OHP Video (YouTube) Paper resources Recipe sheets Teacher dems Visualiser Textbooks Ingredients set up (by technician)	pupils the opportunity to reflect on their experiences, use their imagination and creativity when cooking.
NC 1,2,3,4	TERM 3: Nutrients						
	Big Questions: Do I know what nutrients are?	Students will be taught: - 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 Stretch and Challenge- <i>Students will know that nutrients are an important part of a balanced diet. They will understand how to produce a balanced meal and explain the benefits and drawbacks of different macronutrients. Through cooking,</i>	Students will learn: Students will: - Recognise the benefits of nutrients in the correct proportions in the diet. - 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.	Key Terms/Words: Listening Teamwork Digestion Fibre Cholesterol Macronutrient Fortified Numeracy: Weighing and measuring Temperature Timing	Homework: 4 WK Project Term 2 See Scheme of Homework Assessment <i>Green Practical Pasta Bake</i> <i>PIT & Feedback</i> Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation	Text Book Pages: 10 – macronutrient s – protein 12 – macronutrient s – fats and oils 14 – macronutrient s carbohydrates 14 – Fibre Knowledge organiser PP	By developing individual skills, confidence, independence and creativity through practical cooking lessons. Pupils learn and make decisions about food safety and hygiene. Reflecting on the moral issues concerning food production in

		<i>students will gain experience making basic dishes and be encouraged to enhance and modify them to improve nutrition and taste.</i>	Develop skills by making a range of dishes linked to nutrients.			Video (YouTube) Digestion. Paper resources Recipe sheets Teacher dems Visualiser Practical equipment Homework sheets	other countries of the world.
NC 1,2,4	TERM 4: Using the oven – Basically baking - Heat transfer						
	Big Questions: Do I know about basic baking and heat transfer?	Students will be taught: - 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 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</i>	Students will learn: - 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.	Key Terms/Words: Personalised ideas Finishing techniques Raising agents Following instructions Shortening Resting Gluten formation Numeracy: Time management Ratio Weighing and measuring Temperature	Homework: 4 WK Project Term 2 See Scheme of Homework Assessment Yellow Practical Jammy Buns PIT & Feedback Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation	Resources... Knowledge organiser PP Video (YouTube) Pastry making Paper resources Recipe sheets Teacher dems	

		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.	- Learn the reasons for failure of baked goods. - Learn the uses of different pastries and cakes.			Visualiser Practical equipment Ingredients set up (by technician)	
NC 2,3,4	TERM 5: Basically baking – pastry and cake (continued from term 4)						
	Big Questions: Do I know about basic baking?	Students will be taught: - 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. 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 techniques, working mostly independently.</i>	Students will learn: - 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	Key Terms/Words: Personalised ideas Finishing techniques Raising agents Following instructions Shortening Shaping and forming Resting Gluten formation Rubbed in method Creaming method Melting method Whisking method Numeracy: Time management Ratio Temperature Weighing Measuring	Homework: 4 WK Project Term 2 See Scheme of Homework Assessment Green Practical Bread Rolls PIT & Feedback Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation	Text Book Pages: 84 – Shortening and aeration – food science 80 -heat transfer – food science 82 – dry heat 104 – cooking methods 116 -118 - Dough Knowledge organiser PP / OHP Video (YouTube) Props Paper resources	

						Recipe sheets	
						Teacher dems	
						Visualiser	
						Practical equipment	
						Ingredients set up (by technician	

NC 2,3,4	TERM 6: Allergy and intolerance						
	Big Questions: What are food allergies and intolerances?	<u>Students will be taught:</u> How to recognise allergens on food labels. The law and labels How to recognise when a person is having an allergic reaction How food allergies and intolerances affect the diet. The main ingredients which can cause food allergies/reactions.	<u>Students will learn:</u> Each lesson to begin with a recap starter activity for the embedding of previous learning. How to use food labels to prevent allergic reaction to food. What to do if a person is experiencing anaphylactic shock. To recite at least 5 allergens. How to recognise allergens on food labels. How to provided meals for those suffering from allergies or intolerances to food. Safe use of equipment and a range of cooking methods.	Key Terms/Words: Sensory analysis Anaphylactic Adrenalin Allergen Epipen Food intolerance Lactose intolerance Coeliac	<u>Assessment</u> Yellow Written EOY EXAM PIT & Feedback <u>Every Lesson</u> Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation	Teacher demonstrations of method, equipment and ingredients for practical lessons. Lesson Specific Worksheets Pages 66/67 (exploring food and Nutrition)	

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Topics by term	Topic overview for Year 8					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught <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>	BQ: Do I know the Dietary Guidelines? Fajitas Cinnamon swirls	BQ: Do I know what the Macro and Micro nutrients are? Dutch apple cake Pain au chocolate	BQ: Do I know about nutrients? Parmesan chicken nuggets Chocolate crinkle biscuits	BQ: What are the belief and life choices that people make? Sweet and sour chicken Shortbread	BQ: What are food allergens and intolerances? Curry in a hurry Mini pizza	BQ: Why do the nutritional needs of individuals differ? Bread sticks Choc chip cookies
National curriculum Guidelines for KS3	Prerequisites As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy	Prerequisites Students will have prior knowledge of the Eatwell guide which they will build upon.	Prerequisites Their prior learning about macro and micro nutrients will enable them to understand how baking can contribute to	Prerequisites Their understanding of the functions of carbohydrates, proteins, fats, vitamins and minerals will	Prerequisites Students will have built a good knowledge of a range of techniques in the kitchen. They will know how to use various	Prerequisites Knowledge and understanding of Allergy and intolerance are especially important aspects of

	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.	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	a healthy diet and how ingredient choices can affect the nutritional value of food.	support them in making informed decisions when selecting ingredients and adapting recipes to meet different dietary needs.	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> . <i>They will have a more accepting view of how different life choices and dietary needs impact the lives of others.</i>	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
<i>Why do we teach this now</i> <i>Pupils at Key Stage 3 should: Understand 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. Understand that source, seasonality and characteristics of a broad range of ingredients.</i>	<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>	<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 healthy living points as well as food.</i>	<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>	<u>Why are we teaching this now?</u> <i>Students have a secure understanding of the Eatwell Guide and macro and micro nutrients, enabling them to make informed dietary choices. Through revisiting nutrition since Year 7, they have developed a strong foundation for Hospitality and Catering at GCSE, where nutrition forms a significant part of the course. They are also gaining confidence in using a wider range of ingredients, equipment</i>	<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>	<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 the. This has the benefit of enhancing their independent skills.</i>

				and presentation techniques.		
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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)
NC 1,2,3	TERM 1: The Dietary guidelines.						
	Big Questions: Do I know the dietary guidelines?	Students will be taught: <u>Guidelines 1– 8:</u> What the guidelines are and why we have them. (see above for list) The implications of not following the guidelines. How to interpret the guidelines and find ways to follow them. Taste tests will help determine if our thought preferences match out actual taste preference (only achievable if we have an appropriate room available) 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,</i>	Students will learn: Each lesson to begin with a recap starter activity for the embedding of previous learning. Ways in which to ensure following the 8 Guidelines for a Healthy Lifestyle 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	Key Terms/Words: Sensory analysis Evaluate Compare Investigate Cholesterol Obesity Numeracy: Measuring & weighing. Timing. Temperature 5 a day	Homework: 4 WK Project Term 2 See Scheme of Homework <u>Assessment</u> Green Practical Fajitas PIT & Feedback <u>Every Lesson</u> Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation	GCSE food preparation and nutrition – video on the 8 tips for healthy eating (BBC Bitesize) Jamie Oliver – Mario at the dentist (sugar) YouTube	Acknowledging and exploring government guidelines for healthy eating and dietary requirements to make healthy life choices. Pupils learn about Government guidance given on Healthy Eating and the concern for the health of the British population

		<i>discuss the benefits of following them, and describe the consequences of not adhering to the guidelines.</i>					
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NC 1,2,3,4	TERM 2: Macro and Micro Nutrients (<i>Macro</i>)						
	Big Questions: Do I know what the Macro and Micro nutrients are?	Students will be taught: • 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 Stretch and Challenge- <i>Students will know that nutrients are an important part of a 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>	Students will learn: Students will: • Recognise the benefits of nutrients in the correct proportions in the diet. • 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.	Key Terms/Words: Listening Teamwork Digestion Fibre Cholesterol Macronutrient Fortified Numeracy: Weighing and measuring Temperature Timing	Homework: 4 WK Project Term 2 See Scheme of Homework Assessment Yellow Practical Dutch apple cake PIT & Feedback Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation	Text Book Pages: 10 – macronutrients – protein 12 – macronutrients – fats and oils 14 – macronutrients carbohydrates 14 – Fibre Knowledge organiser PP Video (YouTube) Digestion. Paper resources Recipe sheets Teacher dems Visualiser Practical equipment Homework sheets	By developing individual skills, confidence, independence and creativity through practical cooking lessons. Pupils learn and make decisions about food safety and hygiene. Reflecting on the moral issues concerning food production in other countries of the world.

NC 1,2,3,4	TERM 3: Nutrients (Micro)						
	Big Questions: Do I know about nutrients?	Students will be taught: - Importance of micronutrients in maintaining good health and wellbeing. - How vitamins and minerals support growth, development and body functions. - Foods rich in micronutrients and how to incorporate them into a balanced diet. - The health issues associated with deficiencies or excesses of certain micronutrients. - How micronutrients work alongside other nutrients to support the body's systems, including immunity, bone health and energy release. Stretch and Challenge- <i>Students will know that micronutrients are an essential part of a balanced diet. They will understand the functions of key vitamins and minerals and explain the benefits of obtaining sufficient micronutrients through food. Through cooking, students will gain experience preparing dishes that are rich in vitamins and minerals and be encouraged to adapt recipes to improve their nutritional value and support health and wellbeing.</i>	Students will learn: Students will: - Recognise the benefits of vitamins and minerals in maintaining health and wellbeing. - Know how to include a range of micronutrient-rich foods in the diet to meet nutritional needs. - Understand the consequences of vitamin and mineral deficiencies and the role of fortified foods in supporting nutrient intake. - Develop practical skills by making a range of dishes that provide key vitamins and minerals.	Key Terms/Words: Listening Teamwork Digestion Fibre Cholesterol Macronutrient Fortified Numeracy: Weighing and measuring Temperature Timing	Homework: 4 WK Project Term 2 See Scheme of Homework Assessment Green Practical Parmesan chicken nuggets PIT & Feedback Every Lesson Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation	Text Book Pages: 10 – macronutrients – protein 12 – macronutrients – fats and oils 14 – macronutrients carbohydrates 14 – Fibre Knowledge organiser PP Video (YouTube) Digestion. Paper resources Recipe sheets Teacher demos Visualiser Practical equipment Homework sheets	By developing individual skills, confidence, independence and creativity through practical cooking lessons. Pupils learn and make decisions about food safety and hygiene. Reflecting on the moral issues concerning food production in other countries of the world.

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NC 1,2,3,4	TERM 4: Special Dietary Needs – Beliefs and life choices						
	Big Questions: What are the beliefs and life choices that people make?	<u>Student will be taught:</u> How a variety of factors influence the foods we choose to eat including Religious beliefs and restrictions around food. <u>Stretch and Challenge-</u> <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>	<u>Students will learn:</u> To Identify special dietary needs. To prepare and cook a main meal dish to demonstrate foods suitable for special diets: To identify the dietary needs for those with special diets due to religious/cultural needs. The reasons behind our food choices. Cooks Parmesan chicken nuggets. Chocolate crinkle biscuits. Cous cous Stuffed Vegetables. Safe use of equipment	<u>Key Terms/Words:</u> Personal choice. Ethics. Vegan. Vegetarian. Fair trade Sustainability Food traceability Religious restriction <u>Numeracy:</u> Weighing / measuring Timing Portioning Costing Food miles	Yellow Practical Sweet and Sour chicken PIT & Feedback <u>Every Lesson</u> Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation	Worksheets PP Page 68/69 Exploring food and nutrition Packaging (food) identifying traceability Traceability Logos (Red tractor) Discussion points	Reflecting on the ethical issues around food such as price, income, fair trade, food miles and sustainability. Opportunities are provided to appreciate the views of others

NC 1,2,3	TERM 5: Allergy and intolerance						
	Big Questions: What are food allergies and intolerances?	<u>Students will be taught:</u> How to recognise allergens on food labels. The law and labels How to recognise when a person is having an allergic reaction How food allergies and intolerances affect the diet. The main ingredients which can cause food allergies/reactions.	<u>Students will learn:</u> How to use food labels to prevent allergic reaction to food. What to do if a person is experiencing anaphylactic shock. To recite at least 5 allergens. How to recognise allergens on food labels. How to provide meals for those suffering from allergies or intolerances to food. Safe use of equipment and a range of cooking methods.	Key Terms/Words: Sensory analysis Anaphylactic Adrenalin Allergen Epipen Food intolerance Lactose intolerance Coeliac	Assessment Green Practical Curry in a hurry PIT & Feedback <u>Every Lesson</u> Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation	Teacher demonstrations of method, equipment and ingredients for practical lessons. Lesson Specific Worksheets Pages 66/67 (exploring food and Nutrition)	
NC 1,3,4,5	TERM 6: Dietary needs of specific individuals						
	Big Question:	Students will be taught: The needs of adolescents.	Students will learn:	Key Terms/Words:	Homework:	Pages 18, 19,20 21	

	Why do nutritional needs of individuals differ?	Why adolescents need these specific foods. How to incorporate these nutrients into the diet. 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>	Discuss why nutritional requirements vary e.g. age, gender, physical activity levels and state of health. Plan, prepare and cook a main meal dish for a person with a specific dietary need. Safe use of equipment Possible meals for making: Chicken Tikka Pittas Lemon cheesecake Turkey Burgers Breakfast muffins	Portioning Nutritional intake needs Adapting to meet needs Numeracy: Percentage Weighing and measuring Time. Temperature. Circumference	4 WK Project Term 2 See Scheme of Homework <u>Assessment</u> Yellow Written EOY EAM PIT & Feedback <u>Every Lesson</u> Do Now Retrieval I Do (Explicit Instruction) We Do (Guided Practice) You Do (Independent Practice) Pace and Participation	(exploring food and Nutrition)	
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Knowledge		Developing and Planning	
5	✓ 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	✓ I can adapt and develop recipes for special dietary groups giving reasons for changes.
4	✓ I can name and describe the main nutrients and their functions provided by the Eatwell Guide groups.	4	✓ Ideas include labelled sketches and detailed annotation . ✓ I can plan meals to suit dietary needs
3	✓ 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	✓ I can show clear evidence of forward planning. ✓ I can set myself up for practical with no help or guidance from my teacher.
2	✓ 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	✓ 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	✓ I can describe and explain the principles of the Eatwell Guide. ✓ I can identify a range of factors that would influence food choice.	1	✓ 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	✓ I can name the sections of the Eatwell Guide. ✓ I know the names of the main nutrients.	B	✓ 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	✓ 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	✓ 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	✓ 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	✓ 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	✓ 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	✓ I can talk about the nutritional content of the dish when evaluating. ✓ I can explain fully in writing my strengths and weaknesses.
2	✓ I can manage my own work space without guidance from the teacher. ✓ I consistently apply basic hygiene and safety rules.	2	✓ I can explain in writing whether the product has been successful. ✓ I can use comments from others to help me evaluate my product.
1	✓ 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	✓ I can use a sensory star profile to help me describe my product. ✓ I can say what went well and how to modify.
B	✓ 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	✓ 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 0	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.