

The Warriner School Subject Curriculum Map



Subject: Food – Preparation and Nutrition	Year Group: Yr. 8	Unit: Healthy Eating – A Balanced Diet
<p>Unit objectives: (NC Statements)</p> <ul style="list-style-type: none"> • Pupils will deepen their knowledge and understanding of food and nutrition. • Pupils will deepen their knowledge food provenance. • Pupils will further develop their food skills and techniques. • Pupils will further develop and demonstrate the principles of food hygiene and safety. • Pupils will deepen and apply their knowledge of consumer food and drink choice. • Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently. • Pupils will build and apply a repertoire of knowledge, understanding and skills in order to create and make recipes and dishes for a wide range of people. • Pupils will evaluate and test their ideas and the work of others. 		
<p>Context for study: This scheme of work has been developed to enable pupils to develop and demonstrate a range of food skills, increasing in complexity and accuracy, to cook a range of dishes, safely and hygienically, and to apply their knowledge of nutrition and food provenance. In addition, they will consider the factors that affect food choice, food availability and food waste.</p>		

<p>Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)</i></p> <p>:</p> <ul style="list-style-type: none"> • To know the principles of The Eatwell guide and the 8 tips for healthy eating; • To know energy and how needs change through life; • To know the name of key nutrients, sources and functions; • To know how to adapt and follow recipes using a variety of ingredients and equipment to prepare and cook a range of more complex dishes; • To know how to develop and demonstrate a wider range of food skills and techniques; • To know how to develop and demonstrate the principles of food hygiene and safety in a range of situations; • To know how to explain the factors that affect food and drink choice; • To know how to demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making; • To know how to develop and apply their knowledge and understanding of food science; • To know how to apply and consolidate their literacy and numeracy skills by using them purposefully in real-life scenarios;
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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <ul style="list-style-type: none"> • Q&A during the lessons • Ability to correctly identify methods of manufacture in order • Short answer questions that demonstrate understanding and AfL 	<p>Literacy and Oracy development opportunities:</p> <p>Reading:</p> <p>Pupils should be taught to understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> • learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries;
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<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>Practical outcomes Weekly assessment tasks supporting learning objectives Formative Summative Assessment Task</p>	<p>Writing:</p> <p>Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> • summarising and organising material, and supporting ideas and arguments with any necessary factual detail; • applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form; <p>Pupils should be taught to plan, draft, edit and proof-read through:</p> <ul style="list-style-type: none"> • considering how their writing reflects the audiences and purposes for which it was intended; • paying attention to accurate grammar, punctuation and spelling; <p>Grammar and vocabulary:</p> <p>Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through:</p> <ul style="list-style-type: none"> • using Standard English confidently in their own writing and speech; <p>Spoken English:</p> <p>Pupils should be taught to speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> • using Standard English confidently in a range of formal and informal contexts, including classroom discussion; • giving short speeches and presentations, expressing their own ideas and keeping to the point; • participating in formal debates and structured discussions, summarising and/or building on what has been said.
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Differentiated learning outcomes summary

Differentiated learning outcomes summary

All pupils will:	Most pupils should:	Some pupils will have progressed further and could:
<p>Carry out 5 hours practical cooking, making a range of dishes.</p> <p>List, develop and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.</p>	<p>Carry out with precision, 5 hours practical cooking, making a range of dishes adapting or modifying the recipe when required.</p> <p>Explain, develop and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.</p>	<p>Independently carry out with precision, 5 hours practical cooking, making a range of dishes adapting or modifying the recipe as necessary.</p> <p>Describe, develop and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients and manage their implementation independently.</p>

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<p>Recall the principles of <i>The Eatwell Guide</i> and relate it to their own diet. Name the nutrients provided by <i>The Eatwell Guide</i> food groups.</p> <p>Explain the importance of a 'balanced diet'.</p> <p>Define energy, state why it is needed and list sources of energy in the diet. Describe how energy needs change through life stages. Define energy balance and describe the consequences of an imbalance.</p> <p>State the main sources of carbohydrate, fat and protein why they are needed in the diet. State the main dietary recommendations for carbohydrate, protein, fat and fibre.</p> <p>List the sources, types and functions of vitamins A, D, B group and C and the minerals calcium, iron and sodium. List the dietary recommendations for these nutrients and how it relates to their diet.</p> <p>Identify the factors that can affect individual food choice.</p> <p>Create a recipe for a main meal dish to meet a specific context or occasion.</p>	<p>Explain the principles of <i>The Eatwell Guide</i> and relate it to the diet. Name the main nutrients and their functions provided by <i>The Eatwell Guide</i> food groups.</p> <p>Explain the sources and functions of water and the importance of hydration.</p> <p>Define energy, explain why it is needed and identify sources of energy in the diet. Describe and explain why energy needs changes throughout different life stages. Explain energy balance and the consequences of an imbalance.</p> <p>Explain why carbohydrate, protein, fat and fibre are needed in the diet. Name and explain the sources and dietary recommendations for carbohydrate, protein, fat and fibre.</p> <p>Explain the sources, types and functions of vitamins A, D, B group and C and the minerals calcium, iron and sodium. Describe the dietary recommendations for these nutrients and how it relates to their diet.</p> <p>Explain and summarise the factors that affect individual food choice.</p> <p>Plan and create a recipe for a main meal dish to meet a specific context or occasion.</p>	<p>Use the principles of <i>The Eatwell Guide</i>, when devising meals and menus for themselves and others. Name the nutrients and their functions provided by <i>The Eatwell Guide</i> food group and recognise that the amount of energy and nutrients provided by food depends on the portion eaten.</p> <p>Explain the sources and functions of water, discuss the importance of hydration and apply the principles to their own diet.</p> <p>Define energy, explain why it is needed and categorise different sources of energy in the diet.</p> <p>Describe and evaluate the energy needs required throughout different life stages. Explain energy balance and the consequences of an imbalance to a range of the population.</p> <p>Name the macronutrients; explain why they are needed in the diet and the consequences of over or under consumption. Explain the sources, functions and dietary recommendations for carbohydrate, protein, fat and fibre.</p> <p>Name the micronutrients; explain why they are needed in the diet. Explain the sources, types and functions of vitamins A, D, E, K, B group and C and the minerals calcium, iron and sodium. Describe the dietary recommendations for these nutrients and how it relates to their diet and the diet of others.</p> <p>Explain the factors that affect individuals' food choice and the effects it may have on health.</p>
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		Independently, plan and create a recipe for a main meal dish to meet a specific context or occasion.
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National Curriculum (focus areas for Year 8 D&T shown in bold)

Mathematics:

Number

Pupils should be taught to:

- understand and use place value for decimals, measures and integers of any size
- order positive and negative integers, decimals and fractions
- interpret percentages and percentage changes as a fraction or a decimal
- use standard units of mass, length, time, money and other measures, including with decimal quantities;

Ratio, proportion and rates of change

Pupils should be taught to:

- change freely between related standard units [for example time, length, area, volume/capacity, mass]

Science:

Nutrition and digestion

- content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed;

Energy

- comparing energy values of different foods (from labels) (kJ).

RSE and Health education: (statutory from September 2020)

Healthy eating

Secondary school pupils should continue to develop knowledge specified for primary:

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- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

and cover the specified secondary content:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Physical health and fitness

Secondary school pupils should continue to develop knowledge specified for primary:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).

and cover the specified secondary content:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

(Note: there are additional statements for Physical health and fitness in the statutory guidance.)

Health and prevention

Secondary school pupils should continue to develop knowledge specified for primary:

- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

and cover the specified secondary content:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

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(Note: there are additional statements for Health and prevention in the statutory guidance.)