

# NHSG Key Stage 3 Unit Overview for Y7 Food and Nutrition theory lessons



| Scheme of Learning   | Y7 Food and Nutrition theory lessons  |
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| Learning outcome.  | <p>The aim of our Y7 food theory curriculum is for students to make informed choices about their diet using information on how to lead a safe, healthy, sustainable life with regards to the food they eat.</p> <p><b>Subject content:</b><br/>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Food safety and hygiene</li> <li>• Healthy Eating</li> <li>• Scientific properties of ingredients</li> <li>• Where food comes from.</li> </ul> <p><b>Skill set:</b></p> <ul style="list-style-type: none"> <li>• Ability to apply knowledge of food hygiene &amp; safety with particular regard to food storage and understand the conditions needed for bacterial growth.</li> <li>• Ability to identify nutrients within foods and use them to analyse and explain how diets could lead to health problems and suggest improvements.</li> <li>• Ability to compare the nutritional content of two ready-made pizzas with reference to the DRVs. Also, to explore the functional properties of ingredients used to make pizza (Gluten and yeast).</li> </ul> |
| Key Questions  | <ul style="list-style-type: none"> <li>• Why is hygiene and safety important in the food room and explain how you can demonstrate good practice?</li> <li>• How can people achieve a balanced diet and why is this important for our health?</li> <li>• How do ingredients in a pizza work together and what are the physical and chemical functions of each ingredient?</li> <li>• Where do different types of foods come from?</li> </ul>   |
| <b>Knowledge</b><br>What key concepts are covered?<br>What key skills are developed?<br>What key terminology is learned (i.e. glossary)? | <p><b>Concepts:</b> Hygiene and safety, Cooking equipment, Bacterial growth, Food safety and storage, The nutrients, The Eatwell guide, Diet related disease, Understanding functions of pizza ingredients, Food provenance and where food comes from, Planning practical's.</p> <p><b>Skills:</b> Analysis, Comparative, Decision making</p> <p><b>Terminology:</b> Pathogenic, Micro-organism, Cross-Contamination, Function, Source, Fermentation, Provenance, Grown, Caught, Reared</p>   |
| Ongoing Assessment   | <p><b>Peer and self-marking using mark schemes:</b></p> <p>Hygiene and safety match up, Cooker safety questions, Cooking methods fill in the gaps, Food safety and bacterial growth questions, Nutrients and the Eatwell guide assessment, Pizza ingredients functions assessment.</p>  |



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| <b>Key Assessment</b>              | <p><b>Teacher marked assessments:</b></p> <p>Diet related diseases assessment- In class assessment without using notes, 12 minutes.</p> <p>End of term test- In class assessment without using notes, 15 minutes.</p> <p>Total marks equate to colours.</p>   |
| <b>Clear sequencing of content</b> | <p>The SOL begins with the teaching of H&amp;S, food hygiene and bacterial growth in order to prepare students to safely handle and cook foods in their practical's. Once established, the theory work moves onto Nutrition and Healthy eating where students work through functions and sources of nutrients and later understand how these make up the Eatwell Guide.</p> <p>This SOL provides basic knowledge for Y7 to build upon in Y8 and Y9.</p>   |
| <b>Links to Careers</b>            | <ul style="list-style-type: none"> <li>• Food scientist e.g Chemistry/Biology</li> <li>• Nutritionist</li> <li>• Dietician</li> <li>• Medicine</li> <li>• Food safety officer/ Food manufacturing inspector e.g FSA</li> <li>• Hospitality and catering sector</li> </ul>   |
| <b>Diversity and Inclusion</b>     | <ul style="list-style-type: none"> <li>• Discussion about ingredients from different cuisines and their nutritional value.</li> <li>• Changing names and images within the resources to reflect diverse cultures.</li> <li>• Understanding of key topics including case studies such as food provenance (Banana's from Costa Rica).</li> </ul>  |
| <b>Support</b>                     | <p>PowerPoints available on subject SharePoint.</p> <p>Structured booklet pages to complete each theory lesson.</p> <p>Revision list and tips provided for end of term test.</p>  |
| <b>Challenge</b>                   | <p>Throughout each topic booklet are a range of extension activities that students are encouraged to complete in class if they are particularly strong in any topic area, or outside of class if they would like to stretch their knowledge as part of their homework.</p> <p>Additionally, students are guided to the following resources to further develop their knowledge:</p> <p>Food a fact of life- <a href="https://www.foodafactoflife.org.uk/">https://www.foodafactoflife.org.uk/</a></p> <p>British Nutrition Foundation- <a href="https://www.nutrition.org.uk/putting-it-into-practice/">https://www.nutrition.org.uk/putting-it-into-practice/</a></p> |

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British Heart Foundation- <https://www.bhf.org.uk/informationsupport/support/healthy-living/healthy-eating/healthy-eating-toolkit/eatwell-plate>