

# NHSG Key Stage 3 Unit Overview for Y9 Food and Nutrition theory lessons



Scheme of Learning	Y9 Food and Nutrition theory lessons
Learning outcome.	<p>The aim of our Y9 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 awareness of the social, ethical, cultural and economic factors that affect people's food choice.</p> <p><b>Subject content:</b></p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Vitamin and Mineral deficiencies</li> <li>• Special dietary requirements e.g Coeliac disease, Lactose intolerance, Allergies.</li> <li>• Planning and costing of the processes involved in making a cheesecake.</li> <li>• Food security</li> <li>• Food and the environment</li> <li>• Cultural and Religious beliefs affecting food choice</li> <li>• The science behind the making of a starch-based sauce</li> <li>• The science behind marinating and characteristics of Asian cuisines</li> <li>• The science behind raising agents</li> </ul> <p><b>Skill set:</b></p> <ul style="list-style-type: none"> <li>• Ability to identify specific types of vitamins and minerals within foods and explain the functions/ deficiency in the body.</li> <li>• Ability to read ingredient labels and understand whether someone could be at risk when eating a certain food.</li> <li>• Ability to cost ingredients to work out how much a cheesecake costs to make.</li> <li>• Ability to understand why some areas of the world suffer from food insecurity and suggest solutions to the problems faced.</li> <li>• Ability to plan meals which are inclusive of peoples cultural and religious beliefs.</li> <li>• Ability to explain the function of different types of raising agents in the making of baked goods.</li> </ul>
Key Questions	<ul style="list-style-type: none"> <li>• Why are vitamins and minerals necessary in the diet?</li> <li>• What are good sources of vitamins and minerals?</li> <li>• What types of ingredients should be avoided by someone with Lactose intolerance, Coeliac Disease or Allergies?</li> <li>• How do you cost a cheesecake?</li> <li>• What stage should cream be whipped to?</li> <li>• What factors lead to food insecurity?</li> <li>• How can we ensure everyone has food security?</li> <li>• How can food production damage the environment?</li> <li>• How can cultural and religious beliefs influence food choice?</li> </ul>

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	<ul style="list-style-type: none"> <li>• How do ingredients in a marinade tenderise meats and alternatives?</li> <li>• What are the characteristics of different Asian cuisines?</li> <li>• How do raising agents create the desired texture in baked goods?</li> <li>•</li> </ul>
<b>Knowledge</b> What key concepts are covered? What key skills are developed? What key terminology is learned (i.e. glossary)?	<p><b>Concepts:</b> Micronutrients, Food labelling, Food security, the environment, Cuisines, understanding functions of marinade ingredients, Culture and Religion, Raising Agents</p> <p><b>Skills:</b> Analysis, Comparative, Decision making, Planning, Costing,</p> <p><b>Terminology:</b> Function, Source, Lactose, Gluten, Allergen, Intolerance, Genetic Modification, Sustainability, Fairtrade, Food waste, Gelatinisation, Pollution, Food miles, Raising agent, Denaturation, Coagulation</p>
<b>Ongoing Assessment</b>	<p><b>Peer and self-marking using mark schemes:</b></p> <p>Micronutrient crossword, Factors affecting food choice, Understanding ingredients on a food label</p>
<b>Key Assessment</b>	<p><b>Teacher marked assessments:</b></p> <p>Special diets assessment- In class assessment without using notes, 10 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>This SOL builds on the basic knowledge of Healthy Eating, Food provenance, Food science, learnt in Y7 and 8.</p> <p>The SOL begins with the recap of food hygiene knowledge to remind the students of expectations and rules when cooking foods in their practical's. Once recapped, the theory work moves onto and in depth look into each micronutrient which allows students to understand more about the functions of each nutrient. Student will use this knowledge to identify micronutrients within meals and identify deficiency disease.</p> <p>Throughout the SOL, Students are introduced to different factors that can influence food choice such as culture, religion, allergies, intolerance, environmental and ethical beliefs. Student will also learn about the functions of key ingredients e.g starch in bechamel sauce and acids in marinades. The SOL concludes with the teaching of the ingredients used to make muffins and understanding how these ingredients are processed and the chemical functions.</p>
<b>Links to Careers</b>	<ul style="list-style-type: none"> <li>• Food scientist e.g Chemistry/Biology</li> <li>• Nutritionist/ Dietician</li> </ul>

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	<ul style="list-style-type: none"> <li>• Medicine e.g Gastroenterologist</li> <li>• Food safety officer/ Food manufacturing inspector e.g FSA</li> <li>• Hospitality and catering sector</li> <li>• Law and legislation in the food industry e.g food labelling</li> <li>• Food product developer e.g supermarkets and restaurants.</li> <li>• WHO/UNICEF researcher and aid worker</li> </ul>
Diversity and Inclusion	<ul style="list-style-type: none"> <li>• Understanding why certain countries may suffer with food insecurity.</li> <li>• Changing names and images within the resources to reflect diverse cultures.</li> <li>• Understanding of religious and cultural beliefs linked to food and how these influence peoples food choice.</li> <li>• Understanding characteristics of different Asian cuisines</li> </ul>
Support	<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>
Challenge	<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> <p>Allergy UK- <a href="#">Food Allergy</a>   <a href="#">Allergy UK</a>   <a href="#">National Charity</a></p> <p>Special diets- <a href="#">Cultural/religious considerations</a> - <a href="#">Special diets</a> - <a href="#">GCSE Hospitality (CCEA) Revision</a> - <a href="#">BBC Bitesize</a></p>