

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Food Preparation and Nutrition Scheme of Learning

### YEAR 10 TERM 1 (Section A)

#### Intent – Rationale

This unit is taught through theory and practical work, to link the theory of Nutrition with practical tasks to plan to meet the needs of specific dietary needs. With a focus on the Health of the Nations, Government Guidelines and Health issues linked with food, drink and exercise.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p><b>Year 7 the students have developed knowledge and understanding of ‘The EatWell Guide’, Food Safety &amp; adapting recipes to meet the needs of the end consumer.</b></p> <p><b>Year 8 Developing practical skills and the introduction of Macronutrients</b></p> <p><b>Year 9 Planning meals / dishes for particular dietary needs</b></p> <p><b>Through planning</b></p>	<ul style="list-style-type: none"> <li>• Year 10 Term 3 &amp;4</li> <li>• Year 10 Term 5&amp;6</li> <li>• Year 11 NEA1 &amp; 2</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li>• <b>Biology – Nutrients &amp; Digestive System</b></li> <li>• <b>Chemistry – reactions between ingredients</b></li> <li>• <b>PE – Nutrition / Dietary Needs</b></li> <li>• <b>History – Government Guidelines since the end of WW11</b></li> <li>• <b>PSHE – families / background</b></li> <li>• <b>EP – Religious Beliefs and occasions</b></li> </ul>	<ul style="list-style-type: none"> <li>• SP1 / C1, 2– in selection of ingredients, times of the year, celebrations. Awareness and consideration of others.</li> <li>• SP2- in all aspects of planning, practical and reflection</li> <li>• SP4 – through evaluation, planning and development</li> <li>• M3- planning &amp; research – with the purchase and use of a range of ingredients</li> <li>• SO 1,2,3 – through team work, presentations, respect, develop mutual respect for individuals selections.</li> </ul>

# KESTEVEN AND SLEAFORD HIGH SCHOOL

What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li>• Time plans, written instructions, subject specific terminology</li> <li>• Recipes &amp; methods</li> <li>• Independent Research</li> </ul>	<ul style="list-style-type: none"> <li>• Costing, Budgets, weighing &amp; measuring, Timing</li> </ul>

## Food Preparation & Nutrition Scheme of Learning Year 10 Term 1

### Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?
<b><u>Know</u></b>
<ul style="list-style-type: none"> <li>• Government Guidance in achieving a Balanced Diet</li> <li>• Problem solving through the knowledge of specific Dietary / Health issues</li> <li>• How to carryout nutritional analysis</li> </ul>
<b><u>Apply</u></b>
<ul style="list-style-type: none"> <li>• Identify with the needs of the consumer in the selection and planning of dishes</li> <li>• Using a range of equipment to achieve a successful outcome</li> <li>• Use the planning sheets to enable success within time constraints</li> <li>• Consider the professionals available who have developed recipes / dishes</li> </ul>
<b><u>Extend</u></b>
<ul style="list-style-type: none"> <li>• Carryout taste testing / peer &amp; family feedback to develop / change / adapt dishes</li> <li>• Apply the scientific understand of how ingredients react</li> <li>• Challenge skills used in practical work</li> </ul>

# KESTEVEN AND SLEAFORD HIGH SCHOOL

<b>What subject specific language will be used and developed in this topic?</b>	<b>What opportunities are available for assessing the progress of students?</b>
<ul style="list-style-type: none"> <li>• Diet -what is consumed, food &amp; drink</li> <li>• Basal Metabolic Rate (BMR), Body Mass Index (BMI), Recommended Daily Intake (RDI), Daily Recommended Values (DRV)</li> <li>• Diverticulitis/ Diabetes/ Cancer/ Obesity/ Overweight</li> <li>• Rickets/ Osteomalacia/ Osteoporosis</li> <li>• Coronary Heart Disease / Heart Attack / Cardio Vascular Disease</li> <li>• Cholesterol / Saturated &amp; Unsaturated Fats/ Plaque / Arteries</li> <li>• Dental Caries / Plaque/ Acid</li> </ul>	<ul style="list-style-type: none"> <li>• Practical Outcomes</li> <li>• Skills demonstrated</li> <li>• Presentation skills</li> <li>• Evaluation skills</li> <li>• Unit Assessments</li> <li>• Classwork and Homework</li> <li>• Tracking points</li> </ul>

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1 & 2 Diet Related Health	Identify with the Government Guidelines, be able to understand the nutritional groups.	Be able to apply nutritional groups to the Eatwell Guide and provide guidance for some dietary needs.	 A 1 Diet Related Health.ppt <ul style="list-style-type: none"> <li>• Link Eatwell Guide</li> <li>• Food Diary</li> <li>• Work sheet</li> <li>• Text Book pg2- 11</li> </ul>
3. Nutritional and Dietary Needs of groups	To be aware of differing needs of specific groups, be able to adapt recipes.	To be able to identify differing needs, select and adapt recipes in line with the needs.	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Planning for practical</li> <li>• Text Book pig 12</li> <li>• Pg. 32-37</li> <li>• HWK – Modifying recipes</li> </ul>
4. Government Focus on Obesity	To be able to adapt a recipe to demonstrate the reduction of fat in a savoury dish	Students adapt a recipe to show how a recipe can be adapted with a change in ingredients and / or cooking methods	<ul style="list-style-type: none"> <li>• Text Book pg. 13-14</li> <li>• Adapt a recipe to reduce the fat content</li> <li>• Timeplan for making</li> </ul>
5. Practical for Group A– reduction in Fat Content Group B – How much energy	Group A-Students demonstrate good techniques and work to time constraints Group B – be able to work independently to present the energy requirements of 2 or 3 groups.	Group A – High standards of finishing techniques, time management and presentation. Group B- to be able to identify energy requirements of groups and the nutritional impact that changing ingredients may have.	 A 2 Major Dietary Conditions.ppt <ul style="list-style-type: none"> <li>• Use of PC's to research</li> <li>• Use of Text books pg 8-9, 14</li> </ul>

## KESTEVEN AND SLEAFORD HIGH SCHOOL

			<ul style="list-style-type: none"> <li>• Produce a fact sheet / guidance booklet</li> <li>• Practical for Half group- (Covid Risk Assessment)</li> </ul>
6. Practical for Group B – reduction in Fat Content Group A – How much energy	<p>Group B-Students demonstrate good techniques and work to time constraints</p> <p>Group A– be able to work independently to present the energy requirements of 2 or 3 groups.</p>	<p>Group B – High standards of finishing techniques, time management and presentation.</p> <p>Group A- to be able to identify energy requirements of groups and the nutritional impact that changing ingredients may have.</p>	 <p>A 2 Major Dietary Conditions.ppt</p> <ul style="list-style-type: none"> <li>• Use of PC's to research</li> <li>• Use of Text books pg. 8-9, 14</li> <li>• Practical for Half group- (Covid Risk Assessment)</li> </ul>
7. BMR / BMI/ Energy & PAL	To be able to identify the key factors in using these terms/ can show the differences	Is able to demonstrate the consequences of not maintaining these	<ul style="list-style-type: none"> <li>• Text Book pg 38-42</li> <li>• Complete the 'Test yourself questions' pg 42</li> <li>• Complete a food diary</li> <li>• Research software packages that can be used to Analyse Nutritional intake – input own food diary</li> </ul>
8. Nutritional Analysis	Students to revisit previous skill of demonstrating the use of 'Food for P6' for comparing recipes	To be able to Analysis and Explanation skills, making further suggestions for change.	<ul style="list-style-type: none"> <li>• Use of PC's to carry out Nutritional analysis</li> <li>• Produce food labels for dishes produced</li> <li>• Write up further guidance</li> </ul>

## KESTEVEN AND SLEAFORD HIGH SCHOOL

<p>9. Diet Related Health Issues Continued- Diverticulitis Osteoporosis Diabetes (Type 1&amp;2) Cardio vascular Disease Malnutrition</p>	<p>Students will understand key diet related illnesses. Working in groups to gather information and produce a presentation</p>	<p>Students will be able to correctly apply key terminology and explain how to maintain a healthy lifestyle whilst having a balanced diet. Working in groups to be able to share their learning through presentations.</p>	<p style="text-align: center;"> A 2 Major Dietary Conditions.ppt</p> <ul style="list-style-type: none"> <li>•</li> <li>• Text Book pg 14-19</li> <li>• Groups discussions for foods to avoid/ include</li> <li>• Group work for presentations</li> </ul>
<p>10. Team Work</p>	<p>To continue to develop group work &amp; presentation</p>	<p>To manage the team ensuring all information is relevant and using terminology correctly through presentation (Verbal &amp; Written)</p>	<ul style="list-style-type: none"> <li>• Team work to continue preparing presentations.</li> </ul>
<p>11. Recap &amp; Recall</p>	<p>Students to be able to complete the long answer questions with good use of terminology. Short answer questions to show knowledge &amp; recall</p>	<p>Long answer questions to be evaluated / analysed and justified in greater detail with good application of terminology. Short answer questions to show knowledge &amp; understanding and application.</p>	<ul style="list-style-type: none"> <li>• Past exam questions, under time constraints</li> <li>• Self-mark initially in line with mark schemes.</li> <li>• Teacher to collect in and check / mark</li> </ul>
<p>12. Sugar in the Diet (or not)?</p>	<p>Will be able to categorise sugars _ Free &amp; Non-Free Understand sugars as a carbohydrate and some functions</p>	<p>Will be able to categorise sugars in terms of the scientific structure using the correct terminology</p>	<ul style="list-style-type: none"> <li>• Text book pg 52-53</li> </ul> <p style="text-align: center;"> Carbohydrates.ppt</p> <ul style="list-style-type: none"> <li>•</li> <li>• Question &amp; answers</li> <li>•</li> <li>•</li> </ul>
<p>13.What is an Investigation?</p>	<p>Will understand how to plan for an effective investigation, producing relevant resources</p>	<p>Will Plan and prepare for an effective investigation,</p>	<p>Plan for practical investigations in small groups</p>

## KESTEVEN AND SLEAFORD HIGH SCHOOL

		using a wider range of ingredients.	Budget for ingredients – use of supermarket websites Produce resources
14. Group 1 Investigation into sugar in Baked Goods Group 2 Macro Nutrients	<ol style="list-style-type: none"> <li>1. Will be able to set up a basic investigation following guidance and record results, giving guidance as to best result</li> <li>2. Workbook completed</li> </ol>	<ol style="list-style-type: none"> <li>1. Will be able to explain the results using key terminology – aeration, structure</li> <li>2. Work book completed in detail, challenging to higher level response</li> </ol>	<ol style="list-style-type: none"> <li>1. Practical investigation in small groups.</li> <li>2. Independent complete work book</li> </ol>
15. Group 2 Investigation into sugar in Baked Goods Group 2 macronutrients	<ol style="list-style-type: none"> <li>2. Will be able to set up a basic investigation following guidance and record results, giving guidance as to best result</li> <li>1. Work book completed</li> </ol>	<ol style="list-style-type: none"> <li>2. Will be able to explain the results using key terminology – aeration, structure</li> <li>1. Work book completed</li> </ol>	<ol style="list-style-type: none"> <li>2. Practical investigation in small groups.</li> <li>1. Independent complete workbook</li> </ol>
16. End of Term Review	To be able to respond confidently to most questions with some terminology applied	To be able to respond to all questions with a good use of terminology	Mid Unit review / Short answer questions