

# Year 7 Food & Nutrition

LEVEL 1/2 AWARD IN HOSPITALITY AND CATERING WJEC Unit 2 (Unit 1 deals with the Catering and Hospitality industry which is introduced as part of a new subject as a vocational pathway, this is not part of the Cooking and Nutrition National Curriculum which falls under Design)

- AC1.1 describe functions of nutrients in the human body
- AC1.2 compare nutritional needs of specific groups
- AC1.3 explain characteristics of unsatisfactory nutritional intake
- AC1.4 explain how cooking methods impact on nutritional value
- AC2.1 explain factors to consider when proposing dishes for menus
- AC2.2 explain how dishes on a menu address environmental issues
- AC2.3 explain how menu dishes meet customer needs
- AC2.4 plan production of dishes for a menu
- AC3.1 use techniques in preparation of commodities Techniques
- AC3.2 assure quality of commodities to be used in food preparation
- AC3.3 use techniques in cooking of commodities
- AC3.4 complete dishes using presentation techniques Presentation techniques
- AC3.5 use food safety practices

## Year 8

What is the unit of work being taught?	When?	What skills or key content is being taught?	How does this relate to the GCSE specification?	How will you be assessing students?
Yr 8 Diet and Health	7 week rotation	Revisit nutrients –recall the essential nutrients and their functions <ul style="list-style-type: none"> <li>● Name the micro- nutrients</li> <li>● To know the sources, types and functions of the named Vitamins and minerals.</li> <li>● Know the nutritional value, structure and functions of eggs.</li> <li>● Name two fat- soluble vitamins</li> <li>● Name two water-soluble vitamins</li> <li>● Name three minerals</li> <li>● To know the sources, types and functions of Proteins</li> <li>● To know the importance of complete Protein for vegans.</li> <li>● Explain complementation of protein</li> <li>● Give one example of protein complementation</li> <li>● Identify how many grams of protein your family members require a day?</li> <li>● Define energy:</li> <li>● Explain how energy needs change through life.</li> <li>● Calculate how much Protein is in one slice of beans on toast with no butter or margarine?</li> <li>● Identify and explain the factors that affect individual food choice</li> <li>● Recall and apply the principles of <i>The Eatwell Guide</i> and the 8 tips for healthy eating, to their own diet</li> <li>● The know the effects of too little and too much energy giving foods</li> </ul> <ul style="list-style-type: none"> <li>● Demonstrate a range of food preparation and cooking techniques in the preparation,               <ul style="list-style-type: none"> <li>○ Mini Apple cake or carrot cake</li> </ul> </li> </ul>	AC1.1 describe functions of nutrients in the human body Nutrients  AC1.2 compare nutritional needs of specific groups AC2.1 explain factors to consider when proposing dishes for menus AC2.3 explain how menu dishes meet customer needs  AC1.3 explain characteristics of unsatisfactory nutritional intake Characteristics AC1.4 explain how cooking methods impact on nutritional value  AC2.1 explain factors to consider when proposing dishes for menus	<b>Self assessment:</b> Students track progress using the 'My learning journey' booklet and end of book practical assessment sheet <b>Peer assessment end:</b> of book practical assessment sheet <b>Formative Assessment:</b> Class work is assessed and dedicated improvement time is provided for students to respond to their assessment. <b>Summative Assessment:</b> Response to end of rotation Canteen brief both practical and theory. Teacher, peer assessment self assessment of dishes at end of each practical if time allows.



		<ul style="list-style-type: none"> <li>● Understand and recognise the Recommended daily intake (RDI) or Recommended daily amount (RDA) are the amount of nutrient required for a healthy diet each day.</li>   <li>● Produce a nutritional food label and evaluate the food value of the dish for the boy. <b>Place into the browser</b> <a href="http://explorefood.foodafactoflife.org.uk/Calculator/Recipe">http://explorefood.foodafactoflife.org.uk/Calculator/Recipe</a></li>   <li>● Assess own and others dishes through discussion work including EBI</li> <li>● Track your progress using the 'My learning journey' booklet</li> </ul>	<p>AC2.3 explain how menu dishes meet customer needs</p> <p>AC2.2 explain how dishes on a menu address environmental issues</p> <p>AC2.4 plan production of dishes for a menu</p> <p>AC3.1 use techniques in preparation of commodities Techniques</p> <p>AC3.2 assure quality of commodities to be used in food preparation</p> <p>AC3.3 use techniques in cooking of commodities</p> <p>AC3.4 complete dishes using presentation techniques</p> <p>AC3.5 use food safety practices</p>	
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## Year 7

What is the unit of work being taught?	When?	What skills or key content is being taught?	How does this relate to the GCSE specification?	How will you be assessing students?
<b>Yr7 Introduction to cooking and Nutrition</b>	7 week rotation	<ul style="list-style-type: none"> <li>● Research and complete the Vitamins function sheet</li> <li>● Name the essential nutrients and their functions</li> <li>● Understand the food value of starchy Foods</li> <li>● Understand where bread, rice, potatoes and pasta come from</li> </ul> <ul style="list-style-type: none"> <li>● Recall and apply the principles of <i>The Eatwell Guide</i> and the 8 tips for healthy eating, to their own diet;</li> <li>● Produce and analyse their own Eatwell plate</li> <li>● Discuss analysis of your own Eatwell plate</li> </ul> <p><b>Sensory analysis</b></p> <ul style="list-style-type: none"> <li>● Understand the importance of Sensory analysis</li> <li>● To recognise the five senses and how they are used in evaluating dishes</li> </ul> <p><b>Hygiene and Safety rules</b></p> <ul style="list-style-type: none"> <li>● Understand the hygiene and safety rules when working in in the food room</li> <li>● Demonstrate a range of food preparation and cooking techniques in</li> </ul>	<p>AC1.1 describe functions of nutrients in the human body Nutrients            AC1.2 compare nutritional needs of specific groups            AC2.1 explain factors to consider when proposing dishes for menus Factors            AC1.4 explain how cooking methods impact on nutritional value            AC2.2 explain how dishes on a menu address environmental issues Dishes            AC2.3 explain how menu dishes meet customer needs</p> <p>AC1.4 explain how cooking methods impact on nutritional value            AC1.3 explain characteristics of unsatisfactory nutritional intake Characteristics            AC2.4 plan production of dishes for a menu</p> <p>AC3.2 assure quality of commodities to be used in food preparation            AC3.3 use techniques in cooking of commodities            AC3.4 complete dishes using presentation techniques            AC3.5 use food safety practices</p> <p>AC3.5 use food safety practices            AC2.4 plan production of dishes for a menu            AC3.1 use techniques in preparation of commodities Techniques            AC3.2 assure quality of commodities to be</p>	<p><b>Self assessment:</b> Students track progress using the 'My learning journey' booklet and end of book practical assessment sheet  <b>Peer assessment end:</b> of book practical assessment sheet  <b>Formative Assessment:</b> Classwork is assessed and dedicated improvement time is provided for students to respond to their assessment.  <b>Summative Assessment:</b>            Response to end of rotation Canteen brief both practical and theory.            Teacher, peer assessment self assessment of dishes at end of each practical if time allows.</p>

		<p>the planning, preparation, making and serving of:</p> <ul style="list-style-type: none"> <li>● Fruit kebabs, Ratatouille, Herby Vegetarian Crumble, Welsh Rarebit, Chicken Kebabs, Fish Gougons.</li> <li>● Assess own and others dishes through discussion work</li> </ul> <p><b>To select food suitable for a teenager and appropriate for the school canteen.</b></p> <ul style="list-style-type: none"> <li>● Plan, prepare, make a school canteen dish</li> <li>● Identify how and why people make different food and drink choices</li> <li>● Use the Standards for school lunches to design a dish Suitable for the school canteen.</li> </ul> <ul style="list-style-type: none"> <li>● Recall and apply the principles of food safety and hygiene</li> <li>● Produce a nutritional label for the dish.</li> <li>● Analyse your label. Did you make the right choice of food for the school canteen?</li> </ul>	<p>used in food preparation</p> <p>AC3.3 use techniques in cooking of commodities</p> <p>AC3.4 complete dishes using presentation techniques Presentation techniques</p> <p>AC3.5 use food safety practices This should be in relation to preparation and cooking of commodities and in relation to use of equipment</p> <p>AC1.1 describe functions of nutrients in the human body</p> <p>AC1.2 compare nutritional needs of specific groups</p> <p>AC1.3 explain characteristics of unsatisfactory nutritional intake</p> <p>AC1.4 explain how cooking methods impact on nutritional value</p> <p>AC2.1 explain factors to consider when proposing dishes for menus</p> <p>AC2.2 explain how dishes on a menu address environmental issues</p> <p>AC2.3 explain how menu dishes meet customer needs</p> <p>AC2.4 plan production of dishes for a menu</p> <p>AC3.1 use techniques in preparation of commodities Techniques</p> <p>AC3.2 assure quality of commodities to be used in food preparation AC3.3 use techniques in cooking of commodities</p> <p>AC3.4 complete dishes using presentation techniques Presentation techniques</p> <p>AC3.5 use food safety practices</p> <p>AC1.4 explain how cooking methods impact on nutritional value</p>	
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		<ul style="list-style-type: none"> <li>● Assess own and others dishes through discussion work including EBI</li> <li>● Track your progress using the 'My learning journey' booklet</li> </ul>	<p>AC2.1 explain factors to consider when proposing dishes for menus</p> <p>AC1.1 describe functions of nutrients in the human body</p> <p>AC1.2 compare nutritional needs of specific groups</p> <p>AC1.3 explain characteristics of unsatisfactory nutritional intake</p> <p>AC1.4 explain how cooking methods impact on nutritional value</p> <p>AC2.1 explain factors to consider when proposing dishes for menus</p> <p>AC2.2 explain how dishes on a menu address environmental issues</p> <p>AC2.3 explain how menu dishes meet customer needs</p> <p>AC2.2 explain how dishes on a menu address environmental issues</p> <p>AC2.4 plan production of dishes for a menu</p> <p>AC3.1 use techniques in preparation of commodities Techniques</p> <p>AC3.2 assure quality of commodities to be used in food preparation</p> <p>AC3.3 use techniques in cooking of commodities</p> <p>AC3.4 complete dishes using presentation techniques Presentation techniques</p> <p>AC3.5 use food safety practices</p>	
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# Year 9 Food & Nutrition

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## Year 9

What is the unit of work being taught?	When?	What skills or key content is being taught?	How does this relate to the GCSE specification?	How will you be assessing students?
Making Choices	7 week rotation	<p><b>Diet through life</b></p> <ul style="list-style-type: none"> <li>● To recognise the different key stages in life.</li> <li>● To understand why different amounts of energy and nutrients are required through life.</li> <li>● To describe the needs of different life stages to maintain health.</li> <li>● To understand the effect of poor diet on our health.</li> <li>● To understand the term 'Hidden Sugar' and Hidden fats'.</li> <li>● Discuss diet related disease</li> <li>● Know their causes</li> <li>● Know how to prevent them</li> </ul> <ul style="list-style-type: none"> <li>● Name three foods you eat or drink containing hidden fat</li> <li>● Name three foods you eat or drink containing hidden sugar</li> </ul> <ul style="list-style-type: none"> <li>● Make a decision-are you going to change your eating habits? If so what and why?</li> <li>● Know the nutrients found in Milk and their functions</li> <li>● Understand why babies live off milk</li> <li>● Recognise Phenylketonuria as an amino acid which may cause intolerance</li> <li>● Understand 'lactose intolerance'</li> <li>● Explain why vegans will not consume dairy products</li> <li>● Explain protein complementation</li> </ul>	<p>AC1.1 describe functions of nutrients in the human body</p> <p>AC1.2 compare nutritional needs of specific groups</p> <p>AC2.1 explain factors to consider when proposing dishes for menus</p> <p>AC2.2 explain how dishes on a menu address environmental issues</p> <p>AC1.2 compare nutritional needs of specific groups</p> <p>AC1.3 explain characteristics of unsatisfactory nutritional intake</p> <p>AC2.1 explain factors to consider when proposing dishes for menus</p> <p>AC1.2 compare nutritional needs of specific groups</p> <p>AC2.1 explain factors to consider when proposing dishes for menus</p> <p>AC1.4 explain how cooking methods impact on nutritional value</p> <p>AC2.2 explain how dishes on a menu address environmental issues Dishes</p> <p>AC2.3 explain how menu dishes meet customer needs</p>	<p><b>Self assessment:</b> Students track progress using the 'My learning journey' booklet and end of book practical assessment sheet</p> <p><b>Peer assessment end:</b> of book practical assessment sheet</p> <p><b>Formative Assessment:</b> Class work is assessed and dedicated improvement time is provided for students to respond to their assessment.</p> <p><b>Summative Assessment:</b> Response to end of rotation Canteen brief both practical and theory.</p> <p>Teacher, peer assessment self assessment of dishes at end of each practical if time allows.</p>

		<ul style="list-style-type: none"> <li>● Understand the Farm Animal Welfare Council's 'Five Freedoms'</li> <li>● Understand the Priority of a Dairy Farmer</li> <li>● Recognise the one year cycle of a cow</li> <li>● Explain each stage</li> <li>● Recognise the different Milking systems</li> <li>● Understand the Red Tractor logo</li> <li>● Explain why some environmentalists' become Vegetarians</li> </ul> <ul style="list-style-type: none"> <li>● Discover the amount of sugar in your diet</li> <li>● Decide if you are going to change your eating habits</li> <li>● Explain why</li> </ul> <ul style="list-style-type: none"> <li>● To adapt a dish made in Year 9 to suit an elderly person</li> <li>● Consider the nutritional and lifestyle needs of an elderly person.</li> <li>● Use the image below to help you choose the foods providing the nutrients required.</li> <li>● Write out your recipe and method</li> <li>● Make the dish</li> </ul>	<p>AC2.4 plan production of dishes for a menu</p> <p>AC1.2 compare nutritional needs of specific groups  AC1.4 explain how cooking methods impact on nutritional value  AC2.1 explain factors to consider when proposing dishes for menus  AC2.2 explain how dishes on a menu address environmental issues  AC1.3 explain characteristics of unsatisfactory nutritional intake  Characteristics</p> <p>AC1.4 explain how cooking methods impact on nutritional value  AC2.1 explain factors to consider when proposing dishes for menus  AC3.1 use techniques in preparation of commodities</p> <p>AC2.1 explain factors to consider when proposing dishes for menus  AC2.2 explain how dishes on a menu address environmental issues  Dishes  AC2.4 plan production of dishes for a menu</p>	
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		<ul style="list-style-type: none"> <li>● Produce a nutritional label for your dish.</li> <li>● Analyse it by comparing to the RDA for your elderly person</li> <li>● Did you make the correct choice of food? Give reasons for your choice.</li> </ul> <ul style="list-style-type: none"> <li>● To understand the effect of poor diet on our health.</li> <li>● To understand the term 'Hidden Sugar' and Hidden fats'.</li> <li>● Discuss diet related disease</li> <li>● Know their causes</li> <li>● Know how to prevent them</li> </ul> <ul style="list-style-type: none"> <li>● Name three foods you eat or drink containing hidden fat</li> </ul> <ul style="list-style-type: none"> <li>● Name three foods you eat or drink containing hidden sugar</li> </ul> <ul style="list-style-type: none"> <li>● Make a decision-are you going to change your eating habits? If so what and why?</li> </ul>	<p>AC2.1 explain factors to consider when proposing dishes for menus  AC2.2 explain how dishes on a menu address environmental issues  AC2.4 plan production of dishes for a menu  AC3.1 use techniques in preparation of commodities  AC3.2 assure quality of commodities to be used in food preparation  AC3.4 complete dishes using presentation techniques  AC3.5 use food safety practices</p> <p>AC3.2 assure quality of commodities to be used in food preparation</p> <p>AC2.2 explain how dishes on a menu address environmental issues</p> <p>AC2.4 plan production of dishes for a menu</p> <p>AC3.1 use techniques in preparation of commodities Techniques</p> <p>AC3.2 assure quality of commodities to be used in food preparation</p>	
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		<ul style="list-style-type: none"> <li>● Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes;</li> <li>● Demonstrate a range of food preparation and cooking techniques in the planning, preparation, making and serving of: Risotto Quiche or mini Quiches Pineapple Upside –Down cake Hand- made Pasta Chosen dish for brief</li> <li>● Assess own and others dishes through discussion work</li> <li>● Recall and apply the principles of food safety and hygiene;</li> <li>● Track your progress using the 'My learning journey' booklet</li> </ul>	<p>AC3.3 use techniques in cooking of commodities</p> <p>AC3.4 complete dishes using presentation techniques Presentation techniques</p> <p>AC3.5 use food safety practices</p>	
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