

Year 8, Nutrition and Health, Technology Department

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>What prior learning does this build upon? (links to KS2 national curriculum)</p> <ul style="list-style-type: none"> <i>understand and apply the principles of a healthy and varied diet</i> <i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i> <i>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</i> <i>The SOL also builds on last years learning, building upon the basic principles on kitchen safety, as well as improving practical skills in the kitchen with more complex dishes.</i> <p>What future learning does it underpin? Why is worth teaching this content?</p> <ul style="list-style-type: none"> <i>Nutrition and Health is a topic which we build upon in Year 9, and is also a focus of a large section of the Hospitality and Catering coursework.</i> <p>Why is it taught in this order? Sequencing?</p> <ul style="list-style-type: none"> <i>During Year 8, students cover nutrition in science and the content taught in this topic is complimentary to it, building upon the</i> 	<p>What are the key knowledge and skills that will be taught through this unit?</p> <ul style="list-style-type: none"> <i>Theory: Refresher on food safety for late starters. Identify new learning. A detailed look at the Eatwell Plate. Plating theory and presentation. Identifying Allergens and Allergies. Nutritional Menu Design.</i> <i>Practical: preparing ingredients, using different utensils and appliances, knife skills, different cooking methods, following recipes, presentation.</i> <p>How will those skills and this knowledge be applied here and in the future?</p> <ul style="list-style-type: none"> <i>The content covered in this SOL will allow students to apply their knowledge of Nutrition to everyday life through plenty real-world links. The learning is developed and built upon in Year 9 and in much further detail in KS4. I would also hope that students are applying their learning outside of the classroom to make informed choices about their diet. The practical skills covered in the kitchen will be invaluable for students as they begin to prepare and cook food for themselves.</i> 	<p>Key words and terminology that must be learned using the whole school strategy of etymology/ morphology/ using it in context</p> <ul style="list-style-type: none"> <i>Allergen</i> <i>Micronutrients</i> <i>Macronutrients</i> <i>Balanced Diet</i> <i>Nutrition</i> <i>Nutritional Requirements</i> <i>Eatwell Plate</i> <i>Malnutrition</i> <i>Anaphylaxis</i> <i>Calorie</i>

<p><i>scientific foundation and making it explicitly applicable to their practical work. It follows a Year 7 SOL based on kitchen safety to allow students to safely access the practical work and precedes a Year 9 SOL based around food and culture, which requires a level of maturity to be discussed in class.</i></p> <p>How does this link to the secondary national curriculum?</p> <ul style="list-style-type: none"> <i>• understand and apply the principles of nutrition and health</i> <i>• cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</i> <i>• become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</i> <i>• understand the source, seasonality and characteristics of a broad range of ingredients</i> 		
<p>Challenge and Support:</p>	<p>World wide learning/ links to 21st century:</p>	<p>Cultural capital/ Industry/ Enrichment:</p>

How and where will students be stretched and challenged in this unit?

- Throughout the theory lessons, students are given opportunities to use their creativity and understanding to produce challenging pieces of work. This is achieved through Stretch and Challenge style questions for students who finish an activity early, larger pieces of work set across various mediums (menu design, performances, etc.) which allow students to put their learning into action. In the practical lessons, students will be constantly pushed into learning new skills and to experiment with their dishes. A particular focus is to improve students presentation and plating applying some concepts we learn in the classroom directly into the kitchen.

How is this scheme ambitious at all levels?

- *This SOL is designed to build upon foundational learning in Year 7 and to push students to produce dishes of restaurant quality. Our theory work draws in aspects from science, English. Maths and design allow students with differing skillsets to thrive. The course is very content rich and aims to allow students to make informed decisions about their own dietary choices.*

What scholarly directed reading will be prescribed for HPAs?

How is this content relevant to the wider world?

- The hospitality sector is a huge part of the UK economy employing over 3.2 million people and producing £130 billion in economic activity. It generates £39 billion in taxation for the UK Government and is the 3rd largest private sector employer representing around 10% of UK employment.
- The skills learnt here will help students cook for themselves at home and open the door for them to eventually work in the catering industry, which is a huge private sector employer of young people in the Broadland area.

How will this learning inform understanding about global/ social issues?

- Childhood obesity is often caused by poor nutrition, often as a result of poverty and misinformation about food. The theory and practical side of the course informs students about how to make smarter decisions about food and gives them access to healthy and delicious alternatives to some unhealthy favourites, which will hopefully spark an interest in them to eat more healthily.

How does this learning relate to careers?

- This content has a direct link to careers in the hospitality and catering industry, which is the 3rd largest private sector employer. Catering jobs will be accessible from a young age and can take individuals down many walks of life, from working in the high-end restaurants and hotels, to working in the military or offshore.

What soft employability skills are developed through this unit?

- Communication and Teamwork (in the kitchen, especially during closedown)
- Adaptability and problem solving (dishes will not always turn out how students envisage- *if half the food in uncooked, but the rest is burning, what can we do to save it?*)
- Working under time pressure.

How does this learning enrich students' cultural capital?

- The content of this course aims at providing students with the option of being more independent in terms of their own cooking and skillset. With the ground rules established of how to stay safe and how to create nutritional meals, students can experiment more with cooking both at school and at home and build confidence in their culinary skills.

<ul style="list-style-type: none"> • <i>A series of articles and non-fiction texts examining nutritional health.</i> <p>What further support may students require to access learning? (SEND/PP)</p> <ul style="list-style-type: none"> • PP students have their ingredients provided for them for our practical lessons. PP and SEND students are given extra care and attention in the kitchen, with a focus on making sure they have a finished product they can take home, but also the opportunity to do every part of the preparation and cooking. In the theory lesson, students will receive the necessary level of support and guidance to allow them to access learning and to achieve well, in reference to their students profiles. 		
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<p>What historical, social, or cultural context will be developed?</p> <ul style="list-style-type: none"> • <i>Britain’s issues with obesity and it is effect on health. Allergies and anaphylaxis, how to avoid allergic reactions and what to do if you see one take place. Readdressing kitchen safety covered in the previous year-standards are more or less uniform throughout the world, but especially in the UK & EU where they are codified. Variation in presentation and plating techniques and what they are intended to invoke.</i> 	<p>Does this unit relate to another cross curricular unit of study?</p> <ul style="list-style-type: none"> • Opportunities to develop numeracy. • In dealing with weighing out ingredients and measuring, also there are some cases where students will need to scale up or scale down recipes. Numeracy is also used in the comparison of RDA’s for different nutrients. • Opportunities to promote reading aloud. • <i>Each lesson includes opportunities to read aloud from a variation of sources.</i> 	<p>What are the common misconceptions within this scheme and how can they be addressed?</p> <ul style="list-style-type: none"> • <i>That unhealthy food is not enjoyable. That certain food groups are unhealthy and cannot be enjoyed as part of a balanced diet. The difference between an allergy and an intolerance.</i>

Are there opportunities to promote moral or spiritual development?

- *There is plenty of academic research suggesting that cooking in schools boost students' mental wellbeing (L. Franklin, 2020). It also provides student with a sense of pride in the foods they produce as cooking is a very transformative process where you can produce something wholly different than the sum of its parts (e.g. a cake doesn't resemble flour, egg and sugar). Cooking can also provide students with a new way in which they can be independent, helping them feel more mature.*

Are there opportunities to promote personal development?

- Students are responsible for their utensils and equipment, keeping them clean and organised throughout the lesson. Students experience multiple levels of Maslow's Hierarchy of Needs in personal development through the course, with their safety needs being met in a very literal way, their esteem needs by feeling proud of what they have produced, which they often do, their cognitive needs through being pushed in the theory lessons and their aesthetic needs in the continuing work on presentation and plating skills.

Opportunities for extended writing?

- There is a piece of extended writing about the importance of good nutrition, and how an individual can achieve it.

Assessment timeline:

How are the knowledge and skills going to be assessed through this unit?

- There are two formative tests, a practical skills summative test and a theory summative test. The formative tests will take the form of class quizzes, the practical skills test is an observed cooking practical, and the theory summative test is online on Google Classroom.

What will be the timings of assessments?

- The formative tests happen at the start of the course, in the first two theory lessons. The practical summative takes place at the midway point on the fourth practical lesson. The theory summative is the sixth and final theory lesson.

What pre test, formative, summative testing methods will be used?

- The theory tests both formative and summative are all multiple choice with questions covering a variety of topics and layouts. The practical summative is observation based and they are marked on Practice, Health and Safety, Plating and Closedown.

Are the assessments also assessing prior knowledge? (cumulative)

- Yes, less so for this Year 7 scheme of learning, but similar questions are part of the Year 8 and 9 assessments.

Will you use any low stakes testing to test memory retention?

- Students will be questioned in the plenaries of lessons and will be asked to explain the previous lessons content at the start of the following lesson.

What success criteria/ model answers/ WAGOLs will be used?

- Students are given a target grade for their summative tests in a percentage score, their success criteria would be beating that. For their practical, students are given WAGOLs in the form of photos of previous student's dishes (anonymously) and asked to critique them and say what they like, they are also given a whole lesson on presentation and plating immediately before the practical summative test to prepare them for this directly.

How will assessments inform future planning and monitor progress?

- The statistics provided from the Google Classroom summative tests allow me to identify subject areas where students are consistently weaker, to give me the opportunity to re-plan my lessons covering that content.

Home learning

What home learning is being set and when and how does this link to learning?

- **2.1.1** Proteins **2.1.2** Proteins **2.1.3** Fats **2.1.4** Carbohydrates **2.1.5** Carbohydrates 2
- 2.2.1** Fat-Soluble Vitamins **2.2.2** Water-Soluble Vitamins **2.2.3** Minerals & Water **2.2.4** Minerals & Water 2
- 2.2.5** End of Topic - Macro & Micronutrients **2.3.1** Informed Choice for Balanced Diet **2.3.2** Informed Choice for
- Balanced Diet **2.3.3** Energy Needs **2.3.4** Nutritional Analysis **2.3.5** Diet-Related Problems **2.3.7** Diet-Related
- Problems 2 **2.3.8** End of Topic Test - Nutritional Needs & Health

- **Food Technology Practical Activities-** Students have a selection of practical cooking challenges to complete at home. For students without consistent kitchen access, there is a comparable set of engaging non-practical tasks. “Cook a meal high in protein” “Adapt and cook a recipe so it is suitable for someone with an allergy” “Make your own BBQ sauce” “Help out with a food shop. What did you find surprisingly expensive and what did you find surprisingly cheap?” “Watch and review a cooking programme. Who is it aimed at? Is it good?” “What does EHO stand for and what do they do?”

What assessment method will be used to give feedback on home learning?

- *Feedback 4*

Scholarly reading?

- *The Nutritional Menu Design will require students to research nutrition as well as appropriate dishes, encouraging them to draw from a variety of sources.*

Feedback

What tasks, homework or assessments will require Feedback Four?

- In the technology department we are trialling our own feedback methods using a front sheet. These will contain personalised comments and feedback on the students attainment across practical and theory work based in: Evaluate, Make, Theory and Literacy.

What other feedback will be used? Class common misconceptions/ peer/ self?

- I speak to each student individually at the end of every practical lesson, to give feedback on their dish and for them to vocalise a WWW and an EBI. Students are then prompted to discuss what they would want to change in a recipe to make it better for them or to improve its taste/texture/presentation.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													