

## “Why do we need different nutrients in our diet?”

[Food, Year 8, unit 1 of 3: Understanding the importance of nutrition]

| What previous learning am I building on?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | What am I learning that is new?                                                                                                                                                                                                                                                                                                        |
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| <p>Students will build on their basic knowledge of what the Eatwell guide is and the food groups they have. In this unit students will research the different types of nutrients (Macronutrients and Micronutrients) in food group and explain why they are needed in our diets.</p> <p>Students will be taught how Fibre and digestion work hand in hand and how nutrients are absorbed into our bodies they will explain the purpose of Fibre in our diet and how it aids digestion.</p>                                                                                                                                                      | <p>By the end of this unit, I will:</p> <ul style="list-style-type: none"> <li>• Understand the functions of different type of nutrients presented on the Eatwell guide.</li> <li>• Adapt recipes and recommend diet for groups of people.</li> <li>• Be able to prepare two dishes considering health, safety and hygiene.</li> </ul> |
| Learning Journey – lesson title and main activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                        |
| <p><b>1 – Baseline test</b></p> <p>Students will complete a baseline test to assess their knowledge and understanding in year 7 of health and safety in food, Eatwell guide/healthy eating, seasonal food/where food comes from and packaging information.</p>                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                        |
| <p><b>2 – Macronutrients in the Eatwell guide / Mac and cheese demo</b></p> <p>In this lesson students will investigate the macronutrients nutrients that come from the Eatwell plate, students will gain an understanding of the functions and why these nutrients are needed in our diet. Students will also explain what carbohydrates are and the different between LBV and HBV. Students will observe how mac and cheese is made and explain the nutrients that comes from these ingredients and the role Fats play in our nutritional needs.</p> <p>Students will produce a fact sheet on each of the macronutrient in their booklets</p> |                                                                                                                                                                                                                                                                                                                                        |
| <p><b>3 – Mac and cheese practical</b></p> <p>All Students will utilise the 4 C's by demonstrating their skills and putting their knowledge of Hygiene into practice. Students will also complete a self-evaluation sheet on their practical, reflecting their product. Most students will explain how they can adapt mac and cheese to incorporate a range of nutrients.</p>                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                        |
| <p><b>4 – Micronutrients in the Eatwell guide/ Jam Tart demo</b></p> <p>Students will develop a further understanding of the different micronutrients in the Eatwell plate. Students will gather information about the different micronutrients (vitamins and minerals) and completed a research grid in their booklets.</p> <p>Students will also be shown how to make the pastry for jam tarts and will arrange the methods in the correct order.</p>                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                        |
| <p><b>5 – Jam Tart practical.</b></p> <p>All Students will utilise the 4 C's by demonstrating their skills and putting their knowledge of Hygiene into practice. Students will also complete a self-evaluation sheet on their practical, reflecting their product.</p>                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                        |
| <p><b>6 – Different diets for different groups of people.</b></p> <p>Students will identify the key stages in life: Pregnancy; toddlers; childhood; adolescence; adulthood, older adulthood to understand their nutritional needs.</p>                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                        |

*Students will compare different groups of people and their needs; they will also complete a fact sheet through a reading task.*

## **7 – Digestion and Energy balanced**

Students will explain why Fibre is needed in our diet and complete a diagram of the digestive system. Students will also discuss the energy requirements for different age group and produce a menu of two dishes for a given age group and explain how their menu will meet the needs of their customers.

### **How will I be assessed at the end of this unit?**

In this topic you will complete a baseline test which will demonstrate what you already know. You will be assessed through your practical's. Your menu that you have design and explained will also be assessed on how well you have understood this topic.

| <b>How will my literacy skills be developed?</b>                                                                                                                                                           | <b>What homework will I be set?</b>                                                                                                                                                                                                                                                                                                                                                                                                    | <b>How can I learn more/stretch myself?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Where can I go for more help?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| In this unit, there are several research reading tasks that that will help you complete the factsheet in your booklets. You will also be given keywords for each lesson that you will write in a glossary. | <p>For this unit, you will need to complete the evaluation sheet with nutritional analysis for each practical.</p> <p>You will also be set a short research task to help you to complete a menu for a given group of people and explain why</p> <p><a href="https://www.foodafactoflife.org.uk/11-14-years/nutritional-analysis-11-14-years/">https://www.foodafactoflife.org.uk/11-14-years/nutritional-analysis-11-14-years/</a></p> | <p>If you would like more reading to help you. Please visit the website below:</p> <p><a href="https://www.foodafactoflife.org.uk/11-14-years/healthy-eating-11-14-years/">https://www.foodafactoflife.org.uk/11-14-years/healthy-eating-11-14-years/</a></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/z4f7xfr#:~:text=Dietary%20fibre%20is%20plant%20material,such%20as%20broccoli%20and%20carrots.">https://www.bbc.co.uk/bitesize/articles/z4f7xfr#:~:text=Dietary%20fibre%20is%20plant%20material,such%20as%20broccoli%20and%20carrots.</a></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zrfs6g8#z2pp3qt">https://www.bbc.co.uk/bitesize/articles/zrfs6g8#z2pp3qt</a></p> | <p><a href="https://www.nhs.uk/live-well/eat-well/digestive-health/how-to-get-more-fibre-into-your-diet/">https://www.nhs.uk/live-well/eat-well/digestive-health/how-to-get-more-fibre-into-your-diet/</a></p> <p>BOOK: Exploring Food and Nutrition for Key Stage 3<br/>BOOK: Exploring Food and Nutrition for Key Stage 3 April 2019<br/>by Yvonne Mackey (Author), Bev Saunder (Author)</p> <p><a href="https://www.youtube.com/watch?v=vwvrEFq8F38">https://www.youtube.com/watch?v=vwvrEFq8F38</a></p> |

## “What impact do our food choices have on the world?”

[Food, Year 8, unit 2 of 3: Environmental Impact]

| What previous learning am I building on?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | What am I learning that is new?                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>Over the last year students have started to discuss foods that are in a Eatwell guide and what they need to have a balanced diet.</p> <p>In this unit students will be exploring the food cycle and how that impacts the environment. Students will be able to give solutions to environmental problem by using the 3R's and will also discuss ethically sourced foods.</p> <ul style="list-style-type: none"> <li>• CO2, farming</li> <li>• 3 R's (reduce, reuse, recycle)</li> <li>• Ethically sourced.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>By the end of this unit, I will:</p> <ul style="list-style-type: none"> <li>- Understand : High risk food, reuse, refuse and reduce, ethically sourced, fair trade, locally sourced, climate change ,carbon footprints</li> <li>- Know: Environmental impact, sustainable farming, Food waste</li> <li>- Be able to Fry, use a hob, make breadcrumbs, whisk, build knife skills, portion control, H and S and eggs as high-risk food</li> </ul> |
| Learning Journey – lesson title and main activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>1 – What is the environmental impact of the food culture on our earth? (CO2 and Farming)</p> <p>The students will be taught about the environmental impact of our food choices, with a focus and outcome being on:</p> <p>Where food comes from - grown, caught and reared</p> <p><b>How food production contributes to CO<sub>2</sub> emissions</b> (e.g., transport, packaging, food miles).</p> <p><b>How different farming practices affect the environment</b> (e.g., intensive vs. organic farming, deforestation for agriculture, overfishing, methane from livestock).</p> <p><b>How food waste contributes to environmental problems.</b></p> <p><b>How individuals can make more sustainable food choices</b></p> <ol style="list-style-type: none"> <li>1. Do now- what do you know? Think pair share with key terms find out what they know then feed it back the group</li> <li>2. Then everyone to think of how to make more sustainable food choice and teacher to suggest ideas using slides</li> <li>3. Make a poster to encourage people to make more sustainable food choices in pairs</li> <li>4. Then present your work to the class</li> </ol> |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>2 – Frittata Demo - <b>What is a Frittata? How can we choose eggs that are sustainable and healthy?</b></p> <p>Definition and origin (Italian open-faced omelette)</p> <p>Difference between a frittata and other egg-based dishes like quiche or omelette</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

There will be demonstrating how to make a frittata, focusing on practical cookery  
By the end of the demo, students will:

Understand the structure and method of making a frittata  
Be able to explain the function of key ingredients  
Identify good hygiene and safety practices during food preparation  
Be prepared to recreate the dish independently with confidence

### 3 – Frittata Practical

Students will utilise the 4 C's by demonstrating their skills and putting their knowledge of Hygiene into practice.  
Students will also complete a self-evaluation sheet on their practical, reflecting their product.  
Recreate the dish independently with confidence

Skills Focused:

Knife skills (chopping veg), Whisking eggs. Food Safety & Hygiene. Handling raw eggs safely. Cooking with awareness of timing and texture

### 4 – How can we respond better to help our earth?

Focusing on sustainability, ethical sourcing (Fair Trade), and the 3 Rs (Reduce, Reuse, Recycle): Students are going to be taught what Fair Trade is and why it matters.

Explore the importance of ethically sourced ingredients.  
How the 3 Rs (Reduce, Reuse, Recycle) help protect the environment.  
How students can apply these principles in their food choices and kitchen practices.

The outcome being that students will understand the importance of making ethical and sustainable food choices.  
They will be able to identify Fair Trade symbols and explain their significance.  
They will apply the 3 Rs when considering food packaging and kitchen waste.  
They will demonstrate awareness of global food issues and personal responsibility in sustainability

### 5 – Demo Fish cake

A demonstration on how to prepare, shape, and cook fish cakes using simple, accessible ingredients.  
They will be taught how to combine cooked fish (e.g., cod or tuna), mashed potato, herbs, and seasoning to form the base mixture.

Included is fish safely

Mash and combine ingredients

Present uniform shaped fish cakes

Coat in breadcrumbs and then oven bake safely

Oven bake safely

To be covered. Food provenance: Where fish comes from, different types of sustainable fish

Nutrition: The nutritional value of fish (protein, omega-3, low fat)

Food safety: Safe handling of fish, cross-contamination, hygiene practices

Cooking methods: Frying vs baking – healthier options

Function of ingredients:

The outcome;

The students will understand how fish cakes are made and the techniques involved.

Learn about the function of each ingredient.

They will be able to explain how to make fish cakes and discuss how they can be adapted (e.g., different fish, herbs, or coatings).

They will be better

### 6 – Practical. Fish cake

Students prepared for their practical lesson where they make fish cakes themselves.

They will utilise the 4 C's by demonstrating their skills and putting their knowledge of Hygiene into practice.

Students will also complete a self-evaluation sheet on their practical, reflecting their product.

### 7 - Easter dyed eggs (Ethically source)

Animal welfare, food ethics, and consumer choices.

Battery cage hens / VS free roaming

Students will be taught about and be able to explain the difference between battery cage and free-roaming (free-range) chickens.

Identify the welfare and ethical concerns surrounding both systems and reflect on how these production methods affect food quality and consumer choices

How will I be assessed at the end of this unit?

Complete this

| How will my literacy skills be developed?                                                                                                                                                                  | What homework will I be set?                                                                                                                                                                    | How can I learn more/stretch myself?                                                                                                          | Where can I go for more help?                                                                                                                                                                                                                                                                                                                                                                                               |
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| In this unit, there are several research reading tasks that that will help you complete the factsheet in your booklets. You will also be given keywords for each lesson that you will write in a glossary. | For this unit, you will need to complete the evaluation sheet with nutritional analysis for each practical.<br><br>You will also be set a short research task Evaluation. Poster. Questionnaire | <a href="https://www.foodfactoflife.org.uk/search-results?q=food+hygiene">https://www.foodfactoflife.org.uk/search-results?q=food+hygiene</a> | BOOK: Exploring Food and Nutrition for Key Stage 3<br>BOOK: Exploring Food and Nutrition for Key Stage 3<br>April 2019<br>by Yvonne Mackey (Author), Bev Saunderson (Author)<br><a href="https://www.foodfactoflife.org.uk/11-14-years/where-food-comes-from-11-14-years/food-availability-11-14-years/">https://www.foodfactoflife.org.uk/11-14-years/where-food-comes-from-11-14-years/food-availability-11-14-years/</a> |

### “[Enquiry question]”

[Food, Year 8, unit 3 of 3: Culture and Religion]

| What previous learning am I building on?                                          | What am I learning that is new?                                                                                                                                                   |
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| <ul style="list-style-type: none"> <li>Religion, culture, festive food</li> </ul> | By the end of this unit, I will: <ul style="list-style-type: none"> <li>Understand [vocabulary, concepts]</li> <li>Know [factual content]</li> <li>Be able to [skills]</li> </ul> |
| Learning Journey – lesson title and main activities                               |                                                                                                                                                                                   |
| 1 – Food choice (different types of diet)                                         |                                                                                                                                                                                   |

| <p>Identify factors that influence food choices (e.g., culture, religion, ethics, health, lifestyle, cost).</p> <p>Describe different types of diets (e.g., vegetarian, vegan, gluten-free, halal, kosher, lactose-intolerant).</p> <p>Explain the importance of catering for different dietary needs.</p>                                                                                                                                                      |                                                                                                                                                                                                          |                                                             |                                                                                                                                                                      |
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| <p>2 – Fajita demo / cultural foods</p> <p>Students can understand why we must create nutritional balance when creating food products</p> <p>Will describe which ingredients provide each nutrient</p> <p>Students can suggest ways to stay safe when making the fajita</p>                                                                                                                                                                                     |                                                                                                                                                                                                          |                                                             |                                                                                                                                                                      |
| <p>3 Fajita Practical</p> <p>Students will utilise the 4 C's by demonstrating their skills and putting their knowledge of hygiene into practice. Students will also complete a self-evaluation sheet on their practical, reflecting their product.</p>                                                                                                                                                                                                          |                                                                                                                                                                                                          |                                                             |                                                                                                                                                                      |
| <p>4 – Religious Food and celebration (research)</p> <p>The name of the celebration?</p> <p>What is its religious or cultural significance?</p> <p>What traditional foods are eaten during the celebration?</p> <p>Dietary rules followed (e.g. halal, kosher)?</p> <p>Key ingredients or preparation methods</p>                                                                                                                                               |                                                                                                                                                                                                          |                                                             |                                                                                                                                                                      |
| <p>5 – Chickpea curry demo</p> <p>Students will understand the function and nutritional value of chickpeas and spices in a vegetarian meal.</p> <p>Will observe safe and hygienic preparation techniques.</p> <p>Will identify key steps in making a simple chickpea curry</p>                                                                                                                                                                                  |                                                                                                                                                                                                          |                                                             |                                                                                                                                                                      |
| <p>6 – Chickpea practical</p> <p>Students will prepare and cook a simple vegetarian curry independently.</p> <p>Demonstrate correct use of knife skills and hob safety.</p> <p>Evaluate personal hygiene and cooking outcomes.</p> <p>Students will utilise the 4 C's by demonstrating their skills and putting their knowledge of Hygiene into practice. Students will also complete a self-evaluation sheet on their practical, reflecting their product.</p> |                                                                                                                                                                                                          |                                                             |                                                                                                                                                                      |
| <p>7 – End of Year Test</p> <p>Students will complete and end of year test to assess their knowledge throughout the year</p>                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                          |                                                             |                                                                                                                                                                      |
| <p>How will I be assessed at the end of this unit?</p>                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                          |                                                             |                                                                                                                                                                      |
| <p>Students create a short poster or Slide presentation to share their findings.</p>                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                          |                                                             |                                                                                                                                                                      |
| How will my literacy skills be developed?                                                                                                                                                                                                                                                                                                                                                                                                                       | What homework will I be set?                                                                                                                                                                             | How can I learn more/stretch myself?                        | Where can I go for more help?                                                                                                                                        |
| <p>Key words and completing tasks using them.</p> <p><b>Christianity</b> – Christmas / Easter</p> <p><b>Islam</b> – Ramadan / Eid al-Fitr</p>                                                                                                                                                                                                                                                                                                                   | <p>Monthly.</p> <p>Research on religious or cultural celebrations.</p> <p>Own background or family.</p> <p>Writing short paragraphs about the food eaten during this event and what it means to you.</p> | <p>Cooking at home</p> <p>Photos of the dishes prepared</p> | <p><a href="https://www.foodfactoflife.org.uk/search-results?q=Culture+and+religion">https://www.foodfactoflife.org.uk/search-results?q=Culture+and+religion</a></p> |

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| <b>Judaism</b> – Passover<br>/ Hanukkah<br><b>Hinduism</b> – Diwali<br><b>Sikhism</b> – Vaisakhi<br><b>Buddhism</b> – Vesak |  |  | BOOK: Exploring<br>Food and<br>Nutrition for Key<br>Stage 3<br>BOOK: Exploring<br>Food and<br>Nutrition for Key<br>Stage 3<br>April 2019<br>by Yvonne<br>Mackey (Author),<br>Bev Saunder<br>(Author) |
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