




# YEAR 10 AUTUMN TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Food, nutrition and health

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| <b>Curriculum Intent</b>                                  | <p>In addition to working further on objectives from Year 9, pupils will be taught, following National Curriculum guidelines, the following this term:</p>  |
| <b>Skills/Assessment Objective Links</b>                  | <ul style="list-style-type: none"> <li>• The Eatwell Guide and Dietary Guidelines with general principles of a healthy diet, following on from year 8 and 9 information studied</li> <li>• Macronutrients and micronutrients</li> <li>• Protein – functions, sources, deficiency, excess</li> <li>• Carbohydrate – functions, sources, deficiencies, excess</li> <li>• Fats – functions, sources, excess and diet related illnesses from excess</li> <li>• Vitamins – functions, sources, deficiency, excess and effect of cooking/preparation</li> <li>• Minerals – functions, sources, deficiency, excess</li> <li>• Water – function in the body, sources and amount needed, effects of lack of water</li> <li>• Making informed choices for a varied, balanced diet</li> <li>• Information and advice sources of health and diet</li> <li>• Meal planning</li> <li>• Cost of food</li> <li>• Portion size</li> <li>• Changing nutritional needs, nutritional needs of different age groups</li> <li>• Disease associated with ageing</li> <li>• Planning balanced meals for different dietary groups – vegetarians and vegans, coeliac disease, lactose intolerance, high-fibre diet</li> <li>• Energy and energy needs and sources, BMR, PAL</li> <li>• How to carry out nutritional analysis</li> <li>• Planning and modifying recipes, meals and diets</li> <li>• Relationship between diet and health</li> <li>• Diet related diseases</li> </ul> |
| <b>Spiritual, moral, social, and cultural development</b> | <p><b>SMSC:</b> Consideration of others when carrying out practical work, helping others where possible, working as a cooperative team in unit areas.</p> <p><b>PSHE/British Values:</b> Taking responsibility for personal health and wellbeing, being aware of what makes a healthy diet and the effects of nutritional deficiency and excess.</p> <p><b>Skills Builder:</b> weighing, measuring, personal hygiene, use of equipment, organization, time management</p>   |
| <b>Numeracy</b>   | <p>Accurate weighing, measuring, use of hob and oven for temperature control, figures for reference nutrient intakes for each nutrient, ability to modify amounts of ingredients for recipes, portion control in practical work, knowledge of how to work out BMR and PAL</p>   |
| <b>Literacy</b>   | <p><b>Vocabulary Tier 2:</b> follow, weigh, measure, reduce, add, mix, health, disease, cook, clean, diet, recipes, meals, cost, modify, adapt, change</p> <p><b>Vocabulary Tier 3:</b> macronutrients, micronutrients, vitamins, minerals, protein, amino acids, carbohydrate, sucrose, glucose, maltose, fats, oils, lipids, coeliac, lactose intolerant, coronary heart disease, anaemia, obesity, malnutrition, osteoporosis, rickets, free sugars, hypertension, cardiovascular disease, BMI, PAL</p> <p><b>Reading:</b> textbook, fact sheets, PowerPoints, recipes</p> <p><b>Writing:</b> answers in booklets, instructional writing, evaluations, extended writing, long response exam essays</p> <p><b>Oracy:</b> answering questions, giving opinions, evaluating own and other's work</p>  |
| <b>Becoming future ready</b>                              | <p><b>Careers/Employability:</b> food preparation roles, nutritionist, dietician</p>  |
| <b>Adaptation</b>   | <p>Throughout this topic, quality first teaching will provide differentiation:</p>  |
| <b>QFT/SEND Provision</b>                                 | <p><b>By product:</b> through practical work food products will vary in standard and quality depending on ability and support provided</p> <p><b>By resource:</b> Booklets and factsheets provide stretch and challenge and scaffolding, word banks, literacy booklets</p> <p><b>By Intervention:</b> by providing different levels of supervision and support, especially with practical activities</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue including in metacognition starters</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p>  |

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|   | <p><b>By Task:</b> Pupils will be involved in the identification of targets which are meaningful to them and selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning. Pupils will be encouraged to present the meals they make at home as a full meal, meeting the requirements of the Eatwell Guide Dietary Guidelines. They will be asked to reflect on their own and family's diet and suggest modifications. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>  |  |
| <b>Implementation Curriculum Delivery</b>                     | <p>To be able to:</p> <ul style="list-style-type: none"> <li>• Carry out practical work safely and hygienically</li> <li>• Demonstrate good time management and organisation in practical work</li> <li>• Produce good quality, well finished food products and know how they can be served as a full meal following the guidance of the Eatwell Guide and dietary guidelines</li> <li>• Describe the components and approximate amounts of each food group in a healthy diet</li> <li>• Explain the reasons for the dietary requirements and be able to link to health</li> <li>• Describe the different nutrient groups – for the 5 groups describe the source, functions and effects of deficiency and excess.</li> <li>• Plan healthy meals following current dietary advice</li> <li>• Describe diet related diseases and how to avoid them</li> <li>• Describe how to plan healthy meals taking into account cost and portion size</li> <li>• Describe the requirements of different age groups</li> <li>• Describe the requirements of different special diets</li> <li>• Explain energy needs and how they differ, including BMR and PAL</li> </ul> <p>Red denotes interleaving; aspects of knowledge covered previously.</p> |  |
| <b>Learning Outcomes (Knowledge)</b>                          |   |  |
| <b>Current learning to be developed in the future within:</b> | <p>Knowledge of nutrition will be taught and recapped throughout each unit and all practical work to interlink topics.</p> <p>Practical work will continue to be developed with complex skills building throughout the year in preparation for the NEA2.</p>  |  |
| <b>Assessment</b>   | Refer to assessment maps for formative and summative assessment opportunities.  |  |
| <b>Impact</b>   | Attainment and Progress – Refer to assessment results / data review documentation.  |  |