



Big Question

AoLE: Health & Well-being	Subject: Food & Nutrition	Year: 7
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
<p>What is a healthy balanced diet?</p>	<p>The aim of this unit is to introduce students to both the theory knowledge and practical skills of cooking. We will be reinforcing the importance of a healthy eating alongside developing basic practical skills in the kitchen. The unit will be delivered in two sections; one to help the students develop their practical skills and be introduced to a variety of equipment and ingredients within the food room. The second, through a series of focused practical tasks involving the pupils recreating a range of healthy, balanced dishes. Within the units, pupils will be encouraged to disassemble and evaluate existing products, carry out sensory analysis, and modify recipes. They will work individually and in small teams as appropriate to the task in question. Aspects of food hygiene and safety, time management and portion control will be addressed. A variety of evaluation styles will be introduced to the pupils and they will be encouraged to utilise them in order to review the products made.</p>	<p>The prior knowledge of the learners in relation to this subject is unknown, as not all primary schools focus on food and nutrition at KS2. Therefore, within the first lesson the students will complete a written task which will allow them to explain their previous knowledge of the subject, in relation to theory, e.g. healthy eating and nutrition and also practical knowledge. It will allow students to inform the teacher of past cooking experiences in primary school and also if they have experienced any practical cooking at home with family and friends.</p>

What does progression look like in this 'Big Question'?

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can reflect on the way that past events and experiences have affected my thoughts, feelings and actions.</p> <p>I can apply my knowledge and understanding of a balanced diet and nutrition to make choices which will allow me to maintain my physical health and well-being.</p> <p>I can plan and prepare a variety of nutritious meals.</p>	<p>Evaluate products in relation to taste, texture and appearance and how the product can be developed.</p> <p>Analyse different food groups explaining the function of each nutrient within our body and identify the sources they come from.</p> <p>Analyse how different foods can affect a person's diet, resulting in possible health issues. Independently follow a method to produce healthy snack based products without assistance. The dish may be produced using a variety of high level making skills and excellent health and safety procedures.</p>
Advancing	<p>I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being.</p> <p>I can plan and prepare basic, nutritious meals.</p> <p>I can reflect and learn from the past in order to anticipate and prepare myself and others for future experiences.</p> <p>I can anticipate, assess and manage risks.</p>	<p>Explain why a healthy balanced diet is important and discuss the different types of nutrition that are required for the body to function.</p> <p>Describe the positive and negative aspects of the product and how the product can be improved.</p> <p>With little assistance throughout, follow a method to produce a healthy snack based product. The dish may be produced using high level making skills and very good health and safety procedures.</p>
Securing	<p>I can set appropriate goals.</p> <p>I can identify and assess risks, and I can take steps to reduce them.</p>	<p>Describe the different food groups that are required for a healthy balanced diet and identify the different types of foods from each group.</p>



	<p>I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.</p> <p>I can reflect on my experiences.</p> <p>I can identify and assess risks.</p>	<p>Identify the good and bad points of the product and how it could be improved next time.</p>
Beginning	<p>I can ask for help when I need it from people I trust.</p> <p>I can reflect on my experiences.</p> <p>I can make decisions based on what I know.</p>	<p>With assistance throughout, follow a method to produce a healthy snack based product. The dish will be produced using low level skills throughout and good health and safety procedures.</p> <p>Identify good and bad points of the practical activity.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p>Authentic learning experiences:</p> <p>Tasting Sessions: Tasting sessions are completed which include ingredients from locally sourced shops and from different cultures, e.g. fruits, vegetables. The students then go on to use these ingredients to produce dishes in the kitchen.</p>	<p>Literacy Starters: Starter tasks are completed regularly at the beginning of the lesson which consist of spelling tests or definitions of keywords.</p> <p>Literacy Lesson: A literacy lesson takes place with tasks specifically focused towards adjectives and using them to describe the properties of food.</p> <p>Literacy Mats: These are placed on the tables when written work is taking place, especially extended writing tasks. They inform the students of subject specific keywords, sentence starters and connectives.</p> <p>Numeracy: Numeracy takes place constantly throughout practical lessons, e.g. weighing, measuring, timing, portion control, recipe adjustment, etc.</p> <p>Numeracy Starter: Starter tasks are completed regularly at the beginning of the lesson which consists of a variety of subject specific mathematical questions, e.g. units, weighing/measuring, portion control.</p>

Assessment (How will we know that students have learnt what we taught them?)	
<p>Formative assessment:</p> <p>Oracy:</p> <ul style="list-style-type: none"> • Class discussion - question and answer sessions. • Constant communication in practical lessons. <p>Peer/self assessment:</p> <ul style="list-style-type: none"> • Ongoing self assessment of practical work during lessons. • Peers discuss their practical work during and at the end of the lesson. • End of unit feedback completed once each unit/topic is completed. 	<p>Summative assessment:</p> <p>Assessment 1: Baseline Assessment - this is to allow the teacher to identify previous knowledge, strengths and areas of weakness that may need to be focused upon and developed throughout the year.</p> <p>Assessment 2: Extended writing Task - this is to allow the students to demonstrate their knowledge of the topic and their ability to use their literacy skills within the subject.</p>



- A colour coded practical skills progress checklist is completed at the end of each term.

Practical evaluation

- Evaluation of practical work in lessons and at home.
- The teacher and students constantly feedback on practical work, during and at the end of each lesson.
- Written evaluations are completed in their booklet

Assessment 3:

Practical Assessment Task - this is to allow the students to demonstrate how their practical skills have progressed over the year and identify areas that need to be focused on and developed next year.

Evaluation (To be completed 2024)

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Strengths	Areas for Development	Pupil Voice