



Big Question

AoLE: Health & Well-being	Subject: Food & Nutrition	Year: 8
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
What are the functions of nutrients in the body?	The aim of this unit is for students to build on previous knowledge of nutrition and to reinforce the importance of a healthy balanced diet, the consequence of bad food choice and the functions of different nutrients within the body. The unit will be delivered in the theme of 'Takeaway to Fakeaway', which will allow the students to recreate their favourite takeaway meals into 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 be watching documentaries about common takeaway/restaurant establishments and will be researching their favourite and local restaurants in their area. 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.	In year 7 the students focused on the topic of healthy eating. This allowed the students to gain basic knowledge about the importance of a health balanced diet and what it consisted of. Alongside the theory work, the students were given the opportunity to produce a variety of healthy products and to develop basic practical skills in the kitchen.

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 Macro and Micro nutrients explaining the function of each within our body and identify the sources they come from.</p> <p>Analyse how different foods can affect a person's diet, in relation to their age. Explain common health issues and the consequences of a lack of nutrition.</p> <p>Independently follow a method to produce healthy takeaway dishes 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. 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 the importance of nutrition and discuss the Macro and Micro nutrients 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. With little assistance throughout, follow a method to produce healthy takeaway dishes. 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. 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>Describe the different types of nutrition that are required for a healthy balanced diet with reference to Macro and Micro nutrients.</p> <p>Identify the good and bad points of the product and how it could be improved next time.</p>



Beginning	I can ask for help when I need it from people I trust. I can reflect on my experiences. I can make decisions based on what I know.	With assistance throughout, follow a method to produce healthy takeaway dishes. The dish will be produced using low level skills throughout and good health and safety procedures. Identify good and bad points of the practical activity.
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Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
Tasting Sessions: Tasting sessions are completed which include dishes from different cultures, e.g. Italian, Chinese, Indian, etc. The students then go on to produce those dishes in the kitchen. Local Experiences: Researching local restaurants and takeaways to find their favourite.	Literacy Starters: Starter tasks are completed regularly at the beginning of the lesson which consist of spelling tests or definitions of keywords. Literacy Task: This task specifically focuses on answering subject related questions in an extended writing format. The student can demonstrate their knowledge of the topic and their ability to use their literacy skills. 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. Numeracy: Numeracy takes place constantly throughout practical lessons, e.g. weighing, measuring, timing, portion control, recipe adjustment, etc. 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.

Assessment (How will we know that students have learnt what we taught them?)	
Formative assessment: Oracy: <ul style="list-style-type: none">Class discussion - question and answer sessions.Constant communication in practical lessons. Peer/self assessment: <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.A colour coded practical skills progress checklist is completed at the end of each term. Practical evaluation <ul style="list-style-type: none">Evaluation of practical work in lessons and at home.Teacher and students constantly feedback on practical work, during and at the end of each.	Summative assessment: 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. 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. 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)

Strengths	Areas for Development	Pupil Voice