




	DIET	EAT WELL	ENERGY	NUTRIENTS	DIGESTION	ACTIVITY
<p><b>YEAR 5/6 B</b></p> <p><b>Theme:</b> <b>Healthy Eating</b></p>	<p><b>The key learning objectives are:</b> People around the world choose and combine different food to make meals and snacks. The total amount and range of food and drinks consumed is called the diet;</p>	<p>A healthy diet is made from a variety of different food and drinks, as depicted in the Eatwell Guide;</p>	<p>To be active and healthy, food is needed to provide energy for the body.</p>	<p>A variety of food is needed in the diet because different food contains different substances that are needed for health. These are nutrients, water and fibre.</p>	<p>The nutrients provided by the diet are released through the process of digestion;</p>	<p>Being active is important for health, making the body fitter and stronger.</p>
	<p>A range of factors that determine what people eat</p> <p>What people eat and why</p> <ul style="list-style-type: none"> <li>• Religion, e.g. Islam, Judaism;</li> <li>• Climate, e.g. hot, dry or cold countries;</li> <li>• Preference, e.g. likes and dislikes;</li> <li>• Culture, e.g. Japanese,</li> </ul>	<p>Eatwell Guide food groups</p> <p><b>Learners will be able to:</b></p> <p>identify the food in each food group</p> <p>understand proportions in which different types of food are needed for a well-balanced and healthy diet</p> <p>devise meals and snacks for yourself and others.</p>	<p>Different types of food provide different amounts of energy</p> <p>Food and drinks (except water) provide energy for the body so that we can grow, be active and stay healthy. Food and drink are the 'fuel' for the body.</p> <p>Different types of food and drink provide different amounts of energy</p> <p>Why we measure energy from food in kilojoules (kJ) or kilocalories (kcal) Calories</p>	<p>nutrients, fibre and water</p> <p>Measurements: abbreviations (g = gram, mg = milligram, µg = microgram</p> <p>carbohydrate, protein, fat, vitamins and minerals and fibre</p> <p>Energy is provided by the nutrients <b>carbohydrate, fat and protein</b></p>	<p>The process of digestion</p> <p>digestive system and the digestive stages for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine</p>	<p><b>3 different types of physical activity:</b></p> <ul style="list-style-type: none"> <li>• active living, e.g. walking, gardening;</li> <li>• active recreation, e.g. play, dance, cycling;</li> <li>• organised sport, e.g. school sport, competitions.</li> </ul> <p><b>Benefits of activity</b> <i>strong bones; strong muscles; a healthy heart</i></p> <p><b>Hydration and activity</b></p>

	Afro-Caribbean.		<b>Serving size and energy</b>		
	Dishes and meals eaten around the world		A variety of food is needed in the diet because different food contains different substances that are needed for health. These are nutrients, water and fibre;		
	food from different food groups to have a healthy diet				

<p>2023/24 YEAR 7/8 B COOKERY</p>	<p><b>Theory Focus</b> H&amp;S Recap Hazards/Hygiene HATTIE Complete Learner Journals, prior learning <a href="#">year-7-8-my-learning-journey-ws1114ap.docx (sharepoint.com)</a>  Sensory descriptors (taste/aroma) &amp; evaluation</p>	<p><b>Theory Focus</b> Food Nutrition &amp; Health: Nutrients &amp; functions  Eatwell Guide  Food Provenance, organic, non-organic farming &amp; foods, production methods  Global Warming, Food Miles</p>	<p><b>Theory Focus:</b> Food Commodities Protein Alternatives Food Science: shortening, aeration &amp; functional property.  Investigate fat = quality of short crust pastry, sensory evaluation  Time Plans- choosing own recipe and planning  Mise en place Sequencing</p>	<p><b>Theory Focus:</b> Evaluate own practical performance, written or verbal of previous 3 terms.  Q&amp;A what they have enjoyed, learnt. Update Learner Journals  Interleaving Year 7: Nausea, Vomiting, Diarrhoea, Mis en place  Vegetables &amp; diet, 5 a day  High Risk Foods  Fish: Denaturation and coagulation</p>	<p><b>Theory Focus:</b> Filo Pastry  Leftovers  Traffic Light Labelling, Food Labels  Allergies, Food Intolerance, Coeliac disease  Recipe analysis: Healthier alternatives  Chemical Raising Agents  5 Food Miles  Verbal &amp; written evaluation. WWW/EBI</p>	<p><b>Theory Focus:</b> Heat transfer Gelatinisation Starch  Food Provenance  Cereals – rice &amp; oats, Cholesterol  Where does food come from?  Time plans  Year 7/8 Learning Journal reviewing skills  Write a time frame for an individual recipe  Verbal &amp; written evaluation. WWW/EBI</p>
	<p><b>Practical/recipes:</b></p> <ul style="list-style-type: none"> <li>Hot Chocolate</li> <li>Fruit Salad</li> <li>Smoothies</li> <li>Couscous Salad</li> <li>Pizza</li> </ul> <p><b>Working with:</b> Fruit, Vegetables, Pasta (couscous),</p>	<p><b>Practical/recipes:</b></p> <ul style="list-style-type: none"> <li>Fruit crumble or</li> <li>Baked apple</li> <li>Savoury Muffins</li> <li>Scone Dough &amp; Pizza</li> </ul> <p><b>Working with:</b> Fruit, Vegetables, Scone Dough (V, Gluten Free alternatives)</p>	<p><b>Practical/recipes:</b></p> <ul style="list-style-type: none"> <li>Falafels or</li> <li>Humus</li> </ul>	<p><b>Interleaving:</b> Eatwell guide  Fish  Food waste</p>	<p><b>Practical/recipes:</b></p> <ul style="list-style-type: none"> <li>Samosas</li> <li>Cheesecake</li> <li>Ginger Biscuits</li> </ul> <p><b>Working with:</b></p>	<p><b>Practical/recipes:</b> Starch based sauce. Pasta &amp; Cheese or Tomato Sauce</p>

	<p>Dough and protein /dairy toppings (V, Gluten Free alternatives)</p> <p><b>Links to DT:</b> <b>Falcons</b> DT Paper Mechanics, Pizza Box Design)</p> <p><b>Skills Focus:</b> Measuring accurately Hob Safety Knife skills/cutting safely. Techniques and styles: claw, bridge, batons, julienne, macedoine etc. Creating/assembling/ cooking a range of well-balanced healthy meals</p>	<p><b>Links to DT:</b> <b>Eagles</b> DT Paper Mechanics, Pizza Box Design)</p> <p><b>Skills Focus:</b> Rubbing-in method Oven safety Batch consistency Independent/supporte d Prep for practical using HATTIE Verbal &amp; written evaluation Cooking a range of well-balanced healthy meals</p>	<ul style="list-style-type: none"> <li>• Shortcrust Pastry</li> <li>• Cookies</li> <li>• Finale Chosen Dish</li> </ul> <p><b>Working with:</b> Protein Alternatives Pulses Fats/pastry</p> <p><b>Links to DT:</b> <b>Kites/Harriers</b> DT Paper Mechanics, Pizza Box Design)</p> <p><b>Skills Focus:</b> Creaming method Consistency: Shape and Texture Oven safety Cooking a range of well-balanced healthy meals</p>	<p>Verbal &amp; written evaluation. WWW/EBI</p> <p><b>Practical/recipes:</b></p> <ul style="list-style-type: none"> <li>• Pasta &amp; Egg Salad Pot</li> <li>• Frittata</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• Vegan Omelette</li> <li>• Fish Fingers, vegan alternatives</li> <li>• <a href="#">Vegan 'fish' finger sandwich recipe - BBC Food</a></li> </ul> <p><b>Working with:</b> Vegetables, Pasta, Eggs, Fish</p> <p><b>Skills Focus:</b> Knife skills – preparation of vegetables Grill &amp; Hob used safely</p>	<p>Bicarbonate of soda - vs- baking powder Flour, Fats, Vegetables, Sugars, egg</p> <p><b>Skills Focus:</b> Filo Pastry Consistency, size, texture Oven safety Electric Whisk Decoration Piping bag &amp; Nozzle Texture</p>	<p>Savoury Rice Independent recipe selected</p> <p><b>Working with:</b> Pasta, cheese, flour, rice, vegetables</p> <p><b>Skills Focus:</b> Reduction, Emulsion Sauces Conduction Convection Radiation All-in-one method Roux method Al dente Colander Interleaving: Using a hob safely Knife skills – vegetables Simmer Sequencing and dovetailing</p>
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Curriculum Long Term Plan  
DT/Cooking

				Consistency (fish Finger)		
				Weighing/measuring to avoid food waste		





2023/24 YEAR 9 B DT						