

Year 11 NCFE Food

	HT1 Balanced diets	HT2 Healthy eating	HT3 Adapting Recipes	HT4 Nutrients	HT5 Nutrition	HT6 Exam
Learning outcomes/composite knowledge: Pupils will be able to...	<p>1.1 Explain what is meant by a balanced diet (LO1)</p> <p>1.2 Describe the nutrients that make up a balanced diet</p> <p>1.3 Explain nutrients requirements for different groups of people</p>	<p>1.4 Explain healthy eating advice</p> <p>1.5 Explain how nutritional information on food labels can inform healthy eating</p> <p>1.6 Assess a food diary and make recommendations</p>	<p>2.1 Assess a recipe in terms of its contribution to healthy eating</p> <p>2.2 Explain how the recipe could be changed to make the finished dish healthier and suit the personal needs of an individual.</p> <p>2.3 Describe other factors that could affect the finished dish</p>	<p>1.1 Balanced diet: to include portion control, water intake and dietary fibre, RI/GDAs etc</p> <p>1.2 Nutrients: macro (carbohydrates, fats, proteins), micro (vitamins A, B group C and D), minerals (irons and calcium), source, function, deficiency</p> <p>1.3 Groups of people: age (babies and toddlers, pre-schoolers, children, teenagers, adults, older), gender, activity level, health conditions (lactose intolerance, nut allergy, coronary heart disease, vegans)</p> <p>1.4 Healthy eating advice: current UK government guidelines on, for example, fat, salt, fibre, and fruit and vegetables.</p>	<p>1.5 Nutritional information: e.g., fat content, calorie content, serving size</p> <p>1.6 Recommendations: including current healthy advice, individual requirements for a balanced diet, RI/GDAs</p> <p>2.1 Recipe: e.g., cooking method, ingredients, portion size, serving suggestion, cost</p> <p>2.3 Other factors: e.g., taste, texture, moisture, appeal, appearance</p>	<p>1.1 Assess the requirements of a set brief</p> <p>1.2 Select a menu of dishes for the brief</p> <p>1.3 Develop a plan of action for making the dishes</p> <p>1.4 Review and revise plan from feedback</p> <p>2.1 Demonstrate how to prepare themselves and environment for cooking</p> <p>2.2 Apply the plan to make the dishes on the menu</p> <p>2.3 Demonstrate cooking skills to make the dishes on the menu</p> <p>2.4 Demonstrate safe and hygienic working practices throughout</p>

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Knowledge Components	Declarative Knowledge: know what	<ul style="list-style-type: none"> I know what a balanced diet consists of. I know the 6 elements of the Eat Well plate. I know what carbohydrates are. I know what proteins are. I know what a mineral is. I know what vitamins are. I know what dairy and alternative products are. I know what fats are and why they are important. I know what the digestive system is. I know what the recommended daily intake (RDI) and government guidelines are different nutrients/micronutrients/macronutrients. 	<ul style="list-style-type: none"> I know what RDI means and its value for a balanced diet. I know what Nutritional value means and how to read a food label. I know what the traffic light system on a food label is. And how to read it. I know what saturated and unsaturated mean I know and understand the importance of recording a food diary over 3 days and know what substitutions are required to make healthier options. 	<ul style="list-style-type: none"> I know what a recipe is I know the importance of following a recipe I know the 3 components of a recipe I know how to correctly weigh ingredients. I know what I need to do to adapt a recipe to suit the dietary needs of others. I know what cooking methods are suitable for cooking dishes. I know what to look for when choosing a recipe, I know to look for fresh ingredients, I know to use correct quantities and which 	<ul style="list-style-type: none"> I know what a balanced diet is. I know what the food plate is and how important portion control is. I know what RDI (Recommended Daily Intake) means. I know what Government Guidelines are. I know what Macro and Micronutrients are. I know what the 14 main allergies are and how they affect individuals I know the importance of life stages and their dietary needs. I know the importance of a balanced diet, and the effects of a bad diet, 	<ul style="list-style-type: none"> I know what a food label is. I know what the Traffic Light System on a food label is. I know what the meaning fat content is. I know what calorie content is and the importance of a calorie-controlled diet. I know what portion control is. I know what GDA/RDI means. I know what cooking methods are, and which would be appropriate for each dish. I know what sensory analyse is and why it is important, I know what the definition of food cost. I know what a serving suggestion is. 	<ul style="list-style-type: none"> I know what a set brief is I know what a time plan is I know what the 5 points to storing food is I know what the 5 points to storing raw meat is I know what the 5 points to storing fish is I know what the 5 points to storing dried food is I know what the 5 points for using electrical equipment is I know what the 5 points to using the oven is I know what the 5 points to knives is I know what the colour coding for chopping boards is I know what to evaluate in my set brief

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			<ul style="list-style-type: none"> I know what choices I have when looking at a balanced diet. 	<p>cooking style best suits a dish.</p> <ul style="list-style-type: none"> I know what dietary requirements are required for people with allergies, people with lifestyle illnesses, and religious requirements. 	<p>and lifestyle diseases.</p> <ul style="list-style-type: none"> I know what vitamins and minerals are, and their importance for a balanced diet. 		
	Procedural Knowledge: know how	<ul style="list-style-type: none"> I know how to present a balanced meal. I know how important the Eat well plate is for a balanced diet. I know how carbohydrates work and are stored fat. I know how protein works and its importance for a balanced diet. I know how minerals, vitamins, fruit and vegetables are all equally important for a balanced diet. I know how fibre is important for the digestive system. I know how important it is that different age groups have different nutrient requirements. 	<ul style="list-style-type: none"> I know how to explain healthy eating advice is I know how to make the right food choices, that I would need for a balanced diet I know how the colours on the food traffic light system, a positive impact can have when reading the label I know how to 	<ul style="list-style-type: none"> I know how to read a recipe is I know the order of ingredients and their importance in a recipe. I know what a bulk ingredient is. I know what a weighing scale is, and how to measure in grams, ounces, cups, kilograms. I know what a measuring jug is and how to measure 	<ul style="list-style-type: none"> I know how the impact an unhealthy diet can become the beginning of lifestyle diseases. I know how to follow GDA (Guided Daily Allowance) and RDI (Recommended Daily Intake). I know how allergies effect individuals. I know how to list the 14 main allergies. I know how the Eatwell Plate importance 	<ul style="list-style-type: none"> I know how to read a food label I know how to read the traffic light food label at a glance I know how to select dishes and their accompaniments. I know what cooking methods are appropriate for each dish I will be cooking I know how to evaluate my dishes 	<ul style="list-style-type: none"> I know how to write a time plan I know how to read a time plan I know how to action a time plan I know the 5 points of kitchen safety I know how to read a set brief I know how to action a set brief. I know how to demonstrate a variety of cooking skills I know how to present myself and my working environment for safe and hygienic cooking practices.

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			<p>differentiate saturated and unsaturated fats, and their importance for a balanced diet.</p> <ul style="list-style-type: none"> • I know how making small changes and substitutes to my diet will stop the onset of lifestyle diseases. • I know how the different life stages are and their importance for a balanced diet, and development for each group. • I know how to write a food diary is, and its significance for a balanced diet. 	<p>pints, fluid ounces and milli litres.</p> <ul style="list-style-type: none"> • I know what personal choices are and can use my knowledge to adapt a recipe to suit the requirements of an individual • I know that people have a varied and complex personal choice when choosing food. • I know how food restrictions have an impact on religion have when it comes to food choices. 	<p>when planning a balanced diet.</p> <ul style="list-style-type: none"> • I know how to menu plan for people during different life stages, including a balanced diet 		<ul style="list-style-type: none"> • I know how to present my practical work to a professional standard.

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National Curriculum reference	<p>Understand and apply the principles of nutrition and health</p> <p>Cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet</p> <p>Become competent in a range of cooking</p> <p>Understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>Understand and apply the principles of nutrition and health</p> <p>Cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet</p> <p>Become competent in a range of cooking</p> <p>Understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>Cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet</p> <p>Become competent in a range of cooking</p> <p>Understand the source, seasonality and characteristics of a broad range of ingredients</p>					
Exemplar Composite Task(s)	<p>PPT presentation demonstrating the 6 sections of the Eatwell plate.</p> <p>PPT presentation demonstrating macro/micronutrient.</p> <p>SEEC model for explicit teaching of key vocabulary.</p>	<p>PPT presentation demonstrating the 3 colours of the food traffic light system.</p> <p>PPT presentation demonstrating nutrition.</p> <p>SEEC model for explicit teaching of key vocabulary.</p>	<p>PPT presentation demonstrating the 3 parts of recipe, and the cooking methods used.</p> <p>PPT presentation demonstrating how to access a recipe, and making healthier choices</p> <p>SEEC model for explicit teaching of key vocabulary.</p>	<p>PPT presentation demonstrating the Eatwell plate and the RDIs.</p> <p>Unit 3 workbook. A cross reference of unit 1+2, covering nutrition and balanced diets</p> <p>SEEC model for explicit teaching of key vocabulary.</p>	<p>Unit 4 workbook. The theory side to the practical exam, covering health and safety, time planning, evaluation.</p> <p>SEEC model for explicit teaching of key vocabulary.</p>	<p>Unit 4 workbook. The theory side to the practical exam, covering health and safety, time planning, evaluation.</p> <p>SEEC model for explicit teaching of key vocabulary.</p>