



# Christ's College Guildford



## SUBJECT: Food & Nutrition Year 7 Pathways

| <u>Year 7</u>                  | 2-3 Pathway  | 4-6 Pathway  | 7-9 Pathway   |
|--------------------------------|--|--|---|
| <b>Greater Depth (GDS)</b>     | Students always know that different people choose to eat different foods. They can explain the meaning of a healthy diet and can place foods into the eatwell guide. Students can identify that foods come from plants or animals. They can always prepare themselves for cooking but need prompts to work hygienically and safely. Students can prepare a range of simple dishes with help. | Students can list a range of factors that will influence choices in food with ease. They can understand and explain the eatwell guide and the eight guidelines for healthy eating and their role in maintaining a balanced diet. Students know where a range of basic food commodities come from and how they are processed. They can always work safely and apply basic hygiene rules to keep their food safe to eat. Students can prepare a range of simple dishes on their own. They know why some ingredients are used in the recipes they make. | Students can fully explain the importance of energy balance and understand that energy needs change during the life cycle. They can name and explain with ease the main nutrients represented in the eatwell guide and their functions in the body, and can discuss the role of this guide and the eight tips for healthy eating in maintaining a healthy diet. Students can explain the primary and secondary processing of a range of basic commodities. They can always use food labelling to inform their choice of foods. They always understand and apply good hygiene and safety principles without prompting when cooking and understand the role and function of a number of the ingredients they use. Students can prepare a range of simple dishes independently with high levels of precision, with ease. |
| <b>Expected Standard (EXS)</b> | Students know that different people choose to eat different foods. They can briefly explain the meaning of a healthy diet and can place foods into the eatwell guide. Students can identify that foods come from plants or animals. They can prepare themselves for cooking but need prompts to work hygienically and safely. Students can prepare a range of simple dishes with             | Students can list a range of factors that will influence choices in food. They can understand the eatwell guide and the eight guidelines for healthy eating and their role in maintaining a balanced diet. Students know where a range of basic food commodities come from and how they are processed. They can work safely and apply basic hygiene rules to keep my food safe to eat. Students can prepare a range  | Students can explain the importance of energy balance and understand that energy needs change during the life cycle. They can name and explain the main nutrients represented in the eatwell guide and their functions in the body, and can discuss the role of this guide and the eight tips for healthy eating in maintaining a healthy diet. Students can explain the primary and secondary  |



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|                                     | <p>help.</p>  | <p>of simple dishes on their own. They know why some ingredients are used in the recipes they make.</p>   | <p>processing of a range of basic commodities. They can use food labelling to inform their choice of foods. They understand and apply good hygiene and safety principles without prompting when cooking and understand the role and function of a number of the ingredients they use. Students can prepare a range of simple dishes independently with high levels of precision.</p>   |
| <p><b>Working Towards (WTS)</b></p> | <p>Students sometimes know that different people choose to eat different foods. They can, when prompted, briefly explain the meaning of a healthy diet and can place foods into the eatwell guide. Students can usually identify that foods come from plants or animals. They can usually prepare themselves for cooking but need prompts to work hygienically and safely. Students can prepare a range of simple dishes with help.</p> | <p>Students can at times list a range of factors that will influence choices in food. They can sometimes understand the eatwell guide and the eight guidelines for healthy eating and their roles in maintaining a balanced diet. Students know where a range of basic food commodities come from and how they are processed. They can usually work safely and apply basic hygiene rules to keep their food safe to eat. Students can at times prepare a range of simple dishes on their own. They know why some ingredients are used in the recipes they make.</p> | <p>Students can at times explain the importance of energy balance and understand that energy needs change during the life cycle. They can usually name and explain the main nutrients represented in the eatwell guide and their functions in the body, and can discuss the role of this guide and the eight tips for healthy eating in maintaining a healthy diet. Students are starting to explain the primary and secondary processing of a range of basic commodities. They can usually use food labelling to inform their choice of foods. They understand and apply good hygiene and safety principles without prompting when cooking and understand the role and function of a number of the ingredients they use. Students can usually prepare a range of simple dishes independently with high levels of precision.</p> |