



SUBJECT: Food & Nutrition Year 8 Pathways

Year 8	2-3 Pathway	4-6 Pathway	7-9 Pathway
Greater Depth (GDS)	<p>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.</p>	<p>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.</p>	<p>Students can fluently explain a range of diet related illnesses. They can calculate the energy and nutritional value of a dish and evaluate its place in the diet. Students can always suggest appropriate changes where necessary. They understand the importance of seasonality and sustainability and the effect this has on food production, availability and price. Students are accurate at recognising and explaining a range of food assurance marks. They understand the growth conditions of micro-organisms and can take steps to control their growth and spread. They can always explain and apply temperature control measures to reduce risk. Students have a secure understanding of the role (functions) of a range of ingredients and can use this knowledge to modify recipes (chemical and biological raising agents, thickening, coagulation/setting, shortening, etc). Students can frequently make simple changes to medium skilled recipes and work independently to prepare them with precision.</p>
Expected Standard (EXS)	<p>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 roles in maintaining a balanced diet. Students know where a range of</p>	<p>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</p>	<p>Students can explain a range of diet related illnesses. They can calculate the energy and nutritional value of a dish and evaluate its place in the diet. Students can suggest appropriate changes where necessary. They understand the importance of seasonality and sustainability and the effect</p>



	<p>basic food commodities come from and how they are processed. They can 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.</p>	<p>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 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>this has on food production, availability and price. Students can recognise and explain a range of food assurance marks. They understand the growth conditions of micro-organisms and can take steps to control their growth and spread. They can explain and apply temperature control measures to reduce risk. Students can explain the role (functions) of a range of ingredients and can use this knowledge to modify recipes (chemical and biological raising agents, thickening, coagulation/setting, shortening, etc). Students can make simple changes to medium skilled recipes and work independently to prepare them with precision.</p>
<p>Working Towards (WTS)</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</p>	<p>Students can at times explain a range of diet related illnesses. They can usually calculate the energy and nutritional value of a dish and evaluate its place in the diet. Students can sometimes suggest appropriate changes where necessary. They understand the importance of seasonality and sustainability and the effect this has on food production, availability and price. Students can find and explain a range of food assurance marks. They understand the growth conditions of micro-organisms and can take steps to control their growth and spread. They can talk about and apply temperature control measures to reduce risk. Students can explain the role (functions) of a range of ingredients and can use this knowledge to</p>



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		<p>number of the ingredients they use. Students can usually prepare a range of simple dishes independently with high levels of precision.</p>	<p>modify recipes (chemical and biological raising agents, thickening, coagulation/setting, shortening, etc). Students can make simple changes to medium skilled recipes and work independently to prepare them with precision.</p>
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