



# Christ's College Guildford



## SUBJECT: Food & Nutrition Year 9 Pathways

Year 9	2-3 Pathway	4-6 Pathway	7-9 Pathway
<b>Greater Depth (GDS)</b>	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.	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	Students can always design dishes and meals to meet a range of special dietary needs (including age, religion, allergies, vegetarian, etc). They can assess and evaluate their changes using nutritional analysis with ease. Students can discuss the effect of food production on the environment and can assess ways to reduce food waste. They always work with very high levels of safety and hygiene control and can independently assess and control risks. Students can explain the functional properties of a range of ingredients and discuss their role in food production (including maillard reaction aeration, gelatinisation, coagulation, etc). They can adapt recipes to meet specific criteria and apply a wide range of medium and high skill to prepare dishes independently to a high standard.
<b>Expected Standard (EXS)</b>	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 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 this has on food production, availability and price. Students can recognise and explain a range of food	Students can design dishes and meals to meet a range of special dietary needs (including age, religion, allergies, vegetarian, etc). They can assess and evaluate their changes using nutritional analysis. Students can discuss the effect of food production on the environment and can assess ways to reduce food waste. They can work with very high levels of



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	<p>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>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>safety and hygiene control and can independently assess and control risks. Students can explain the functional properties of a range of ingredients and discuss their role in food production (including maillard reaction aeration, gelatinisation, coagulation, etc). They can adapt recipes to meet specific criteria and apply a wide range of medium and high skill to prepare dishes independently to a high standard.</p>
<p><b>Working Towards (WTS)</b></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>	<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 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>Students can sometimes design dishes and meals to meet a range of special dietary needs (including age, religion, allergies, vegetarian, etc). They can usually assess and evaluate their changes using nutritional analysis. Students can discuss the effect of food production on the environment and can assess ways to reduce food waste. They can usually work with very high levels of safety and hygiene control and can independently assess and control risks. Students can explain the functional properties of a range of ingredients and discuss their role in food production (including maillard reaction aeration, gelatinisation, coagulation, etc). They can normally adapt recipes to meet specific criteria and apply a wide range of medium and high skill to prepare dishes independently to a high standard.</p>



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