Curriculum Summary Document

Year 7- Food and Nutrition

Building Healthy Habits Through Food and Nutrition

Module/Unit of Learning	Taught During	What will students learn?	How does this help to build a broad and strong foundation?	Links to other Subjects
The Eat Well Guide	Autumn one	Students are introduced to the Eatwell Guide and how it helps people make balanced food choices. They learn about the main food groups and why a varied diet is important. Kitchen safety is introduced before students make a fruit smoothie, practising safe knife handling. They begin to explore carbohydrates, fruit and vegetables and the nutrients these foods provide.	Establishes core nutrition knowledge and safe routines from the start of the course. Students begin to connect food choices with energy, growth and health, while developing confidence using basic kitchen equipment and following instructions.	**Science-** Students apply their understanding of nutrients, energy, digestion and the functions of carbohydrates, proteins, fats, vitamins and minerals. **Maths-** Students develop numeracy through weighing and measuring ingredients, following quantities, adjusting portions, timing cooking processes and interpreting nutritional information. **English-** Students develop subject-specific vocabulary and practise explaining nutritional concepts, food choices and kitchen safety procedures. They read and interpret recipes, follow written instructions in the correct sequence, and communicate ideas. **Geography-** Students explore where food comes from and how it travels from farm to fork. They consider food production, food miles, seasonality and the environmental impact of food choices, developing an awareness of how food systems connect people, places and the environment.
	Autumn two	Students build on their understanding of the Eatwell Guide by exploring carbohydrates, fruit and vegetables, followed by dairy, protein and fats. They consider the role different food groups play in a balanced diet and apply their learning when preparing pasta salad and banana bread. Practical work reinforces hygiene, organisation, measuring and safe food preparation.	Consolidates the foundations of healthy eating by helping students identify a wider range of nutrients and understand that different foods have different roles. The practical lessons develop independence, accuracy and confidence, preparing students for more complex recipes in later years.	
Workplace and Kitchen Safety	Spring one	Students learn how to work safely in a kitchen, including personal hygiene, safe use of equipment and preventing cross-contamination. They explore the role of an Environmental Health Officer and why food businesses must follow food-safety rules. Practical learning includes preparing chicken goujons, with attention to handling raw chicken safely and keeping work areas clean.	Builds essential knowledge and habits that protect students and others from food-related illness. Students learn to recognise risks, take responsibility for their workspace and understand that food safety matters in both home and professional kitchens.	

	Spring two	Students continue to develop safe and organised working practices while exploring where food comes from through the farm-to-fork journey. They consider how ingredients are produced and transported. Practical work includes savoury herb swirls and developing dough/bread-making skills with scones.	Connects practical food preparation with the wider food system and the responsibilities involved in preparing food safely. Students extend their range of practical skills, learn to manage a sequence of steps and begin to consider the journey and impact of ingredients.	**PE-** Students make connections between nutrition, hydration, energy and physical performance. Through the swimmer-themed learning cycle, they explore how food choices before, during and after exercise can support energy levels, participation, recovery and overall health. **Life**- Students consider how balanced food choices contribute to physical health and wellbeing, building positive habits and greater independence. They develop personal responsibility by following kitchen safety procedures, understanding food hygiene, recognising the importance of allergies and considering how everyday choices can affect their health and the wellbeing of others. **Art-** Students develop creativity and presentation skills when preparing and presenting dishes. They consider colour, shape, texture and visual appeal, making purposeful choices to create attractive food while recognising that presentation should complement nutritional value and quality. **Hospitality and catering-** introducing students to macro and micronutrients, kitchen safety, food hygiene and practical food preparation.
Life as an Athlete (swimmer)	Summer one	Students explore nutrition for a swimmer, focusing on what the body needs before, during and after exercise. They consider how food and drink provide energy and support activity and recovery. Students apply the theory by planning and preparing a pre-exercise meal, such as a healthy omelette, and a suitable snack for during exercise, such as homemade pizza with vegetables.	Helps students apply their earlier knowledge of food groups and nutrients to a real-life sporting context. They begin to understand that food choices can be adapted to meet different activity needs, while practising planning, preparation and evaluation skills.	
	Summer two	Students learn about post-exercise nutrition and how food and drink can support recovery after physical activity. They apply this understanding by preparing a sweet treat, such as oat breakfast cookies. Students review their practical work and explain how their choices relate to the needs of a swimmer.	Completes the link between nutrition and physical activity by considering preparation, activity and recovery. Students revisit balanced eating, practise making purposeful ingredient choices and develop their ability to explain and evaluate how a dish meets a particular need.	