**Year:** 9 – Spring Term (12 Weeks – 6 lessons)

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**Unit:** Diet Through Life

**Overview**:

This SoW links with topics covered at GCSE. There’s a deeper focus on nutrition and balanced diets at different life stages with a particular focus on the teenage years. Energy balance is also discussed and the differing requirements for active or sedentary lifestyles. To focus this theory, students will research and investigate the needs of a professional athlete, creating cross-curricular links with PE. This is also a useful topic to maintain boys’ interest in the subject.

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| **Outline scheme** | **Timeframe** | **Learning Aims** | **Assessment / marking milestone** | **Skills Development including Literacy, Numeracy DCF** | **Independent learning tasks (including investigations, homework etc)** | **Links to resources** |
| In the project students will learn –   * How diet requirements change throughout life. * The nutritional and energy needs of both males and females throughout different stages of life; infancy & childhood, adolescence, adulthood and later adulthood. * How energy balance and nutritional requirements for different groups of people (notably athletes and according to their sport). * Menu planning for specific dietary needs. | 6 lessons | **CHALLENGING:**  Know the main life stages.  Understand why energy requirements are higher for those who participate in professional sport.  Use the eatwell guide to plan a healthy and balanced main meal.  **MORE CHALLENGING:**  Understand why energy requirements change throughout life.  Explain why dietary needs are different according to gender, size and level of activity.  Plan a meal that includes a healthy balance of protein, carbohydrates and fat.  **MOST CHALLENGING:**  Explain the need for different nutrients throughout each life stage (and link to key events e.g. puberty or menopause).  Plan a meal for a specific person (or group) according to their specific energy and nutrient requirements. | Plan and prepare a main meal suitable for a professional rugby player, showing consideration to sources of macro and micro nutrients. | **Literacy**   * Spelling & pronouncing key vocabulary * Reading & following step-by-step recipes   **Numeracy**   * Key temperatures * Weighing & measuring * Purchasing ingredients   **Digital Competency** | * Complete a nutritional analysis and a star diagram on final dish. |  |