Programme of Study

Food Preparation Nutrition



Year 8

NB: Students are on a carousel half of the year group does Food Technology and Graphics the other half does computer Science (Classes are split between graphics and food then they rotate) then Spring second half term computer science, Food Tech and graphics rotate

Autumn	Autumn	Spring	Spring	Summer	Summer
First half term	Second Half term	First half term	Second Half term	First half term	Second Half term
Topic / Key Question:	Topic / Key Question:	Topic / Key Question:	Topic / Key Question:	Topic / Key Question:	Topic / Key Question:
Getting to know the Food	Where does our food	How to make the right	Getting to know the	Where does our food come	How to make the right choices?
Technology room, Recap:	come from?	choices?	Food Technology room,	from?	
Why is temperature			Recap:		Commodities: Food
control important?	Food Safety: Embedded	Commodities: Food	Why is temperature	Food Safety: Embedded	provenance/miles: Where does our
	throughout the rotation.	provenance/miles: Where	control important?	throughout the rotation.	food come from? Carbohydrates,
Introduction to Food and	Culinary Skills: Further	does our food come from?		Culinary Skills: Further	Proteins, Fruit, and vegetables. Diary,
Nutrition in Year 8. How we	development of cutting	Carbohydrates, Proteins,	Introduction to Food and	development of cutting	Oils and Spreads.
will develop the skills learnt	techniques and safe use of	Fruit, and vegetables.	Nutrition in Year 8. How	techniques and safe use of	Food Science: Raising agents.
in Year 7 and build on those	knives.	Diary, Oils and Spreads.	we will develop the skills	knives.	Dextrinisation. Aeration: Victoria
skills during this rotation.	Reading and following a	Food Science: Raising	learnt in Year 7 and build	Reading and following a	Sponge. Coagulation: Quiche
	recipe	agents. Dextrinisation.	on those skills during	recipe	Culinary Skills: Rubbing in Method.
Links to GCSE options and	Food Science:	Aeration: Victoria Sponge.	this rotation.	Food Science:	Reading and following a recipe
careers in Food.	Sensory Analysis	Coagulation: Quiche.		Sensory Analysis comparison	Nutrition: Food labelling, food choices
	comparison of bread	Culinary Skills: Rubbing in	Links to GCSE options	of bread products.	The Science of cooking: Cooking
Health and Safety	products.	Method.	and careers in Food.	Gelatinisation, fermentation,	Method. Using the oven, Baking:
Kitchen Equipment	Gelatinisation,	Reading and following a		raising agents: Yeast: Bread.	Seasonal Muffins.
Expectations and	fermentation, raising	recipe	Health and Safety	The Science of Cooking:	
routine for working in	agents: Yeast: Bread.	Nutrition: Food labelling,	Kitchen Equipment	baking, boiling. Cooking	Outcomes:
the food room	The Science of Cooking:	food choices	Expectations and	Methods. Using the hob.	 recall and apply the
The safe and effective	baking, boiling. Cooking	The Science of cooking:	routine for working	Commodities: Using	principles of The Eatwell
use of knives.	Methods. Using the hob.	Cooking Method. Using	in the food room	seasonal/local Food.	guide and the 8 tips for
Food Safety:	Commodities: Using	the oven, Baking: Seasonal		Carbohydrates, Diary and	healthy eating.
	seasonal/local Food.	Muffins.			

Embedded throughout the rotation. Food poisoning. The 4 C's

The Science of Cooking:

Cooking Method Using the Hob

Culinary Skills: Cutting

techniques

Reading and following a recipe

Food Science:

Gelatinisation:

Macaroni Cheese.

Denaturing: Spicy Chicken wrap

Nutrition:

Macronutrient, Micronutrients

Outcomes:

- recall and apply the principles of The Eatwell guide and the 8 tips for healthy eating.
- explain energy and how needs change through life.
- name the key nutrients. sources and functions, Mac n Cheese
- adapt and follow recipes using a variety of ingredients and equipment to prepare and cook a range of

Carbohydrates, Diary and Proteins, Fruit, and vegetables. Oils and Spreads

Nutrition: Fats and sugars, related health issues, Food Choices.

Outcomes:

- recall and apply the principles of The Eatwell auide and the 8 tips for healthy eating.
- explain energy and how needs change through life.
- name the key nutrients. sources, and functions.
- adapt and follow recipes using a variety of ingredients and equipment to prepare and cook a range of more complex dishes. Quiche
- develop and demonstrate a wider range of food skills and techniques.
- develop and demonstrate the principles of food hygiene and safety in a range of situations.

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- explain the factors that affect food and drink choice.
- demonstrate the knowledge. understanding

The safe and effective use of knives.

Food Safety: Embedded throughout the rotation. Food poisoning. The 4 C's The Science of

Cooking: Cooking Method Using the Hob **Culinary Skills:**

Cutting techniques Reading and following a recipe

Food Science:

Gelatinisation: Macaroni Cheese.

Denaturing: Spicy Chicken wrap

Nutrition:

Macronutrient, Micronutrients

Outcomes:

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Proteins, Fruit, and vegetables. Oils and Spreads **Nutrition:** Fats and sugars, related health issues. Food Choices.

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- develop and demonstrate the principles of food hygiene and safety in a range of situations.
- explain the factors that affect food and drink choice.
- demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making.
- develop and apply their knowledge and understanding of food science.
- apply and consolidate their literacy and numeracy skills by using them purposefully in real-life scenarios.

Rationale for sequence:

As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating.

Pupils will be taught to:

- more complex dishes.
- develop and demonstrate a wider range of food skills and techniques.
- develop and demonstrate the principles of food hygiene and safety in a range of situations.
- explain the factors that affect food and drink choice.
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- develop and apply their knowledge and understanding of food science.
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Rationale for sequence:

As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating.

Pupils will be taught to:

- understand and apply the principles of nutrition and health
- cook a repertoire of savoury dishes

- and skills needed to engage in an iterative process of planning and making.
- develop and apply their knowledge and understanding of food science.
- apply and consolidate their literacy and numeracy skills by using them purposefully in real-life scenarios.

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As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating.

Pupils will be taught to:

- understand and apply the principles of nutrition and health
- cook a repertoire
 of savoury dishes
 so that they can
 feed themselves
 and others a
 healthy and
 varied diet

- adapt and follow recipes using a variety of ingredients and equipment to prepare and cook a range of more complex dishes.
- develop and demonstrate a wider range of food skills and techniques.
- develop and demonstrate the principles of food hygiene and safety in a range of situations.
- explain the factors that affect food and drink choice.
- demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making.
- develop and apply their knowledge and understanding

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- develop and apply their knowledge and understanding of food science.
- apply and consolidate their literacy and numeracy skills by using them purposefully in real-life scenarios.

Rationale for sequence:

As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating.

Pupils will be taught to:

- understand and apply the principles of nutrition and health
- cook a repertoire of savoury dishes so that they can feed themselves and others a healthy and varied diet
- become competent in a range of cooking

understand the source, seasonality, and

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- cook a repertoire of savoury dishes so that they can feed themselves and others a healthy and varied diet
- become competent in a range of cooking

understand the source, seasonality, and characteristics of a broad range of ingredients.

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principles of nutrition and	so that they can	 become 	of food	characteristics of a broad	
healthy eating.	feed themselves	competent in a	science.	range of ingredients.	
	and others a	range of cooking	 apply and 		
Pupils will be taught to:	healthy and	understand the source,	consolidate		
 understand and 	varied diet	seasonality, and	their literacy		
apply the	become	characteristics of a broad	and numeracy		
principles of	competent in a	range of ingredients.	skills by using		
nutrition and	range of cooking		them		
health	understand the source,		purposefully in real-life		
 cook a repertoire 	seasonality, and		scenarios.		
of savoury dishes	characteristics of a broad		scenanos.		
so that they can	range of ingredients.		Rationale for sequence:		
feed themselves			-		
and others a			As part of their work		
healthy and varied			with food, pupils will be		
diet			taught how to cook and		
become			apply the principles of		
competent in a			nutrition and healthy		
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understand the					
			Pupils will be taught to:		
source,			 understand and 		
seasonality, and			apply the		
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			oi a bioau		

Home-learning - See HL sheets. Retrieval Tasks. Consolidation of knowledge. Independent work research and evaluating. recipe reading	Home-learning - See HL sheets. Retrieval Tasks. Consolidation of knowledge. Independent work research and evaluating. recipe reading	Home-learning - See HL sheets • Retrieval Tasks. • Consolidation of knowledge. • Independent work • research and evaluating. • recipe reading	range of ingredients. Home-learning - See HL sheets. Retrieval Tasks. Consolidation of knowledge. Independent work research and evaluating. recipe reading	Home-learning - See HL sheets. Retrieval Tasks. Consolidation of knowledge. Independent work research and evaluating. recipe reading	Home-learning - See HL sheets. Retrieval Tasks. Consolidation of knowledge. Independent work research and evaluating. recipe reading
Continuous assessment to cover: All topics using Google Forms, Quizezz, Edpuzzle Practical Assessment: Pizza Continuous assessment of practical skills throughout rotation. PRACTICALS		Continuous assessment to cover: All topics using Google Forms, Quizezz, Edpuzzle		Continuous assessment to cover: All topics using Google Forms, Quizezz, Edpuzzle Practical Assessment: Pizza Continuous assessment of practical skills throughout rotation.	

- Seasoned Wedges with a simple dip
- Spicy Wraps meat and vegetarian options/ gluten free
- Macaroni Cheese vegan option/gluten free
- Bread gluten free/ vegan/vegetarian option
- Quiche vegan/vegetarian options
- Savoury Rice
- Victoria Sponge cake (If timetable allows) Egg free: Shortbread

Time allowing for these to happen.

Curriculum day / week visit: tbc (design technology)

External visitors:

Enrichment: Baking club

Keywords:

Health and Safety: The Four C's (Cooking, Chilling, Cleaning, Cross-contamination). Food poisoning, Pathogens, High risk foods. Danger zone, temperature, bacteria, pathogens

Food Science: Conduction, convection, dextrinisation, Caramelisation, gelatinisation, raising agent (chemical and mechanical), baking powder, bicarbonate of soda, baking powder, self-raising flour, sieving. Aeration, Denaturing, Coagulation. Yeast, fermentation, gluten

Culinary Skills: folding, knives, bridge, and claw hold, combining, weighing, measuring. Kneading, shaping

Method of Cooking: Melting method, grilling, baking, rubbing-in method, boiling, reduction, **Nutrition**: The Eatwell Guide, Carbohydrates, proteins, vitamins and minerals, Fats and Sugar

Students will also be linking to the NC for Design Technology

- Design: Develop specifications to inform the design of innovative, functional appealing products that respond to the needs in a variety of situations.
- Make: Select from and use specialist tools techniques, processes, and equipment.
- **Evaluate:** Test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups.

Reading / literacy:	Reading / literacy:	Reading / literacy:	Reading / literacy:	Reading / literacy:	Reading / literacy:
Reading	Reading	Reading	Reading	Reading	Reading
 learning new subject specific vocabulary Writing applying their growing 	 learning new subject specific vocabulary Writing 	 learning new subject specific vocabulary Writing 	 learning new subject specific vocabulary Writing 	 learning new subject specific vocabulary Writing 	 learning new subject specific vocabulary Writing applying their growing
knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. • paying attention to accurate grammar, punctuation, and spelling.	 applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the 	 applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the 	 applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the 	 applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the 	knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. paying attention to accurate grammar,
Grammar and vocabulary Pupils should be taught to consolidate and build on their	appropriate form.	appropriate form.paying attention to accurate	appropriate form.	appropriate form.	punctuation, and spelling.

knowledge of grammar and vocabulary through:

 using Standard English confidently in their own writing and speech.

Spoken English

Pupils should be taught to speak confidently and effectively, including through:

 using Standard English confidently in a range of formal and informal contexts, including classroom discussion. paying attention to accurate grammar, punctuation, and spelling.

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Pupils will be taught to:

- understand and use place value for decimals, measures, and integers of any size
- interpret percentages and percentage

- interpret percentages and percentage changes as a fraction or a decimal
- use standard units of mass, length, time, money

Ratio, proportion, and rates of change

Pupils will be taught to:

 change freely between related standard units [for example time, length, area, volume/capacity, mass]

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Science:

Nutrition and digestion

 content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre, and water, and why each is needed.

Energy

 comparing energy values of different foods (from labels) (kJ).

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