The Sutton Academy

Knowledge Rich Curriculum Plan

Year 8 Food Technology

Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
Lesson 0 – Introduction to the Food Rooms	Understand the rules, expectations, and routines in the food room. Learn about the Food Department staff and courses. Know how to behave safely in practical and theory lessons. Understand the importance of allergies and dietary requirements.	Rules : Guidelines that must be followed. Expectations : What is required or anticipated of students. Sanctions : Penalties for breaking rules. Contract : An agreement to follow rules. Allergies : An immune reaction to certain foods. Dietary Requirements : Special needs or restrictions in a person's diet.	Students have prior knowledge of food room rules and expectations from Year 7. This lesson reinforces and refreshes their understanding.	Teacher checks student contract signed. Class discussion about rules. Students update or confirm allergies/dietary needs form.	
Lesson 1 – Macronutrients	Know at least one function and source of each macronutrient: protein, fat, carbohydrate. Explain why they are important for health.	Macronutrients : Nutrients needed in large amounts. Protein : Needed for growth and repair. Carbohydrates : Provides energy. Fat : Stores energy and keeps warm.	Prior knowledge of Eatwell Guide and food groups from Year 7. Basic understanding of nutrients.	Written responses to case studies. Class discussion and recall tasks.	"Today we're learning about macronutrients – the big nutrients we need a lot of. There are three: **protein**, **carbohydrates**, and **fat**. **Protein** helps our bodies grow and repair – think of muscles, skin, hair. **Carbohydrates** give us energy to move and think. Pasta, rice, bread are rich in these. **Fats** store energy and keep us warm, and help absorb some vitamins. It's important to balance them. Too much fat or too much sugar-heavy carbs can lead to health problems."
Lesson 2 – Practical – Loaded Potato Skins	Use knife skills safely (bridge and claw). Prepare potatoes with toppings. Use oven safely.	Bridge Hold : Knife technique for cutting. Claw Grip : Knife technique for holding food. Bake : Cooking in the oven.	HATTIE routines. Knife skills from Year 7.	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	
Lesson 3 – Practical – Spaghetti Bolognese	Prepare ingredients safely. Cook mince-based sauce on hob. Combine pasta and sauce.	Simmer : Cooking just below boiling. Mince : Finely chopped meat. Combine : Mix together.	HATTIE routines. Bridge and claw technique. Use of hob from Year 7.	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	
Lesson 4 – Practical – Deli Pasta Salad	Cook pasta correctly. Cool safely. Prepare vegetables with knife skills. Combine dressing ingredients.	Boil : Cooking in hot water. Drain : Removing water. Combine : Mix ingredients.	HATTIE routines. Bridge and claw technique. Knife skills from Year 7.	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	
Lesson 5 – Practical – Seasonal Chocolate Apples	Melt chocolate safely. Coat apples evenly. Decorate attractively using seasonal themes.	Melt : Change from solid to liquid. Coat : Cover food. Decorate : Make food attractive.	HATTIE routines. Bridge and claw technique. Understanding of portioning and decorating from Year 7.	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	
Lesson 6 – Assessment	Complete exam paper accurately. Demonstrate knowledge of macronutrients, practical methods, food safety, multicultural influences. Use command words to structure answers.	Fill-in : To write information in spaces. Answer : A response to a question. Explain : Make clear by describing. Discuss : Talk about in detail.	All previous content from Lessons 1–5: Macronutrients, practical dishes, knife skills, food safety rules.	Written exam with multiple choice, short-answer and extended answer questions. Peer/teacher marking.	

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Lesson 7 – Whole Class Feedback & Gap Analysis	Identify strengths and areas for development from assessment. Set personal improvement targets. Correct misunderstandings or misconceptions.	Feedback : Information about work used for improvement. Assessment : Judging work. Target : An objective or goal. Gap Analysis : Identifying areas for improvement.	Results of assessment in Lesson 6. Awareness of own answers and gaps in understanding.	Whole class feedback. Individual target setting. Teacher and peer discussion.	
Lesson 8 – Fish, Denaturation & Coagulation of Protein	Explain why fish is important in diet. Classify types of fish. Understand denaturation and coagulation of proteins.	Denaturation : Protein changes shape/structure. Coagulation : Protein sets when cooked. Classification : Sorting into groups.	Macronutrients from HT1. Food safety and knife skills.	Written classification tasks. Information cards.	"Protein changes when heated. **Denaturation** means its structure unravels. **Coagulation** means it sets firmly. Think of an egg: raw, it's liquid. Cooked, it's solid white. Fish is similar – as it cooks, the proteins denature and coagulate, turning opaque and firm."
Lesson 9 – Practical – Fish Goujons	Prepare and cut fish safely. Use coating techniques. Cook in oven or on hob safely.	Coating : Covering food with layer. Breading : Adding breadcrumb layer. Bake : Cooking in oven.	Knife skills. Bridge/claw technique.	Teacher visual assessment of practical skills.	
Lesson 10 – Food Waste	Discuss reasons food is wasted. Explore ways to reduce food waste at home.	Food Waste : Food no longer fit to eat. Leftovers : Food remaining after meals.	Previous knowledge of food storage and safety.	Written match-up tasks. Class discussion.	"Today we're talking about food waste – food that's thrown away instead of eaten. Why does this matter? It wastes money, energy, water, and adds to landfill. Let's think about ways to reduce waste: using leftovers, planning meals, freezing food. Every small change helps."
Lesson 11 – Practical – Chocolate Pear Marble Cake	Measure ingredients accurately. Combine using marbling technique. Bake safely.	Marbling : Mixing two colours/patterns. Bake : Cooking in oven.	Measuring and weighing. HATTIE routines.	Teacher visual assessment of practical skills.	
Lesson 12 – Using Seasonal Food	Understand why seasonal food is used. Identify advantages and disadvantages of seasonal food.	Glut : Excess supply. Seasonal Food : Food available at certain times.	Prior learning on food provenance and food miles.	Written tasks. Seasonal menu planning.	"Seasonal food is produce that grows naturally at a certain time of year in your region. Eating seasonally is good because it's fresher, often cheaper, and better for the environment since it reduces transport (food miles). Think about strawberries in summer vs winter – which tastes better and why?"
Lesson 13 – Practical – Seasonal Chocolate Crinkle Cookies	Weigh and measure accurately. Shape and portion dough evenly. Bake safely.	Crinkle : Cracked appearance. Portion : Dividing equally. Bake : Cooking in oven.	Measuring and weighing. Oven safety.	Teacher visual assessment of practical skills.	
Lesson 14 – Allergens	Define food allergy and intolerance. Identify common allergens. Explain labelling requirements.	Allergen : Substance causing reaction. Allergic Reaction : Body's response to allergen. Intolerance : Digestive reaction.	Food safety and hygiene rules.	Written labelling tasks. Class discussion.	"An allergen is something that causes an allergic reaction.

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					Common food allergens include nuts, milk, eggs, fish. For some people, even tiny amounts can be dangerous – causing swelling or breathing problems. That's why food labels MUST show allergens clearly."
Lesson 15 – Practical – Gluten, Egg & Dairy Free Chocolate Cake	Adapt recipes for allergies. Measure and combine ingredients accurately. Bake safely.	Gluten-Free : Without gluten protein. Dairy-Free : No milk products. Egg-Free : No eggs used.	Knowledge of allergens from Lesson 14.	Teacher visual assessment of practical skills.	
Lesson 16 – Chemical Raising Agents	Investigate how raising agents work. Define chemical raising agents. Carry out simple experiments.	Raising Agent : Makes mixtures rise. Baking Powder : Chemical raising agent. Bicarbonate of Soda : Chemical raising agent.	Knowledge of baking methods.	Written sequencing tasks. Class experiments.	"Chemical raising agents make cakes and breads rise by creating bubbles of gas. Baking powder and bicarbonate of soda react with moisture and heat to produce carbon dioxide. That gas gets trapped in the batter or dough, making it light and airy instead of dense."
Lesson 17 – Practical – Irish Soda Bread	Measure and combine ingredients accurately. Use chemical raising agent. Shape and bake evenly.	Kneading : Working dough. Chemical Raising Agent : Produces CO_2 to make bread rise.	Previous bread and baking practical's.	Teacher visual assessment of practical skills.	
Lesson 18 – Assessment	Complete exam paper accurately. Demonstrate knowledge of macronutrients, fish, food waste, allergens, raising agents, practical methods. Use command words to structure answers.	Fill-in : To write information in spaces. Answer : A response to a question. Explain : Make clear by describing. Discuss : Talk about in detail.	All previous content from Lessons 8–17: fish, protein denaturation, practical dishes, food waste, allergens, raising agents.	Written exam with multiple choice, short-answer and extended-answer questions. Peer/teacher marking.	
Lesson 19 – Practical – Seasonal Love Heart Jam Tarts	Weigh and measure ingredients. Prepare pastry correctly. Use seasonal ingredients for filling.	Pastry : Dough for baking. Filling : Substance inside. Seasonal : Available in season.	Knowledge of measuring and weighing. Knife skills.	Teacher visual assessment of practical skills.	
Lesson 20 – Whole Class Feedback & Gap Analysis	Identify strengths and areas for development from assessment. Address misunderstandings or misconceptions. Complete secure, stretch, and sustain challenges.	Feedback : Information about work used for improvement. Assessment : Judging work. Target : An objective or goal. Gap Analysis : Identifying areas for improvement.	Results of Assessment in Lesson 18. Awareness of own answers and gaps in understanding.	Whole class feedback. Completion of secure, stretch, and sustain challenge tasks. Individual target setting.	
Lesson 21 – Practical – Mac 'N' Cheese	Use hob safely. Prepare white sauce. Combine pasta and sauce evenly.	Simmer : Cook just below boiling. Combine : Mix ingredients.	HATTIE routines. Bridge/claw technique.	Teacher visual assessment of practical skills.	
Lesson 22 – Practical – Savoury Rice	Boil rice correctly. Practise knife skills. Combine cooked rice with vegetables.	Boil : Cooking in hot water. Drain : Removing liquid.	Knife skills. Heat transfer methods.	Teacher visual assessment of practical skills.	

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Lesson 23 – Methods of Heat Transfer	Identify and explain conduction, convection, radiation. Know why we cook food.	Conduction : Heat through solids. Convection : Heat in air/water. Radiation : Heat rays directly.	Heat transfer in previous practicals. Basic cooking methods.	Written tasks. Labelling diagrams. Q&A.	"Heat moves in three main ways: Conduction: heat travels through solids. Your pan gets hot on the hob. Convection: heat moves in liquids or gases, like water boiling or oven air circulating. Radiation: heat travels in rays, like under a grill. Understanding these helps us cook food evenly and safely."
Lesson 24 – Food Commodities – Cereals, Oats & Rice	Identify types and uses of rice/oats. Explain nutritional value. Explore milling and processing.	Rolled Oats : Steamed and flattened. Oatmeal : Ground oats. Polishing : Removing bran/germ.	Prior cereal use in baking. Heat transfer understanding.	Written tasks. Comprehension questions.	"Today we'll learn about cereals. Oats: steamed, rolled, or ground. Used for porridge, biscuits. Rice: different types like basmati, jasmine, sushi rice. Milling removes husk, bran, germ – making brown rice become white rice. Brown rice is higher in fibre, better for digestion."
Lesson 25 – Practical – Cranberry Cookies	Weigh and measure accurately. Shape and portion dough. Bake evenly.	Portion : Dividing equally. Bake : Cooking in oven.	Weighing and measuring. Oven safety.	Teacher visual assessment of practical skills.	
Lesson 26 – Dough-Bread and Pastry	To understand what dough is, the role of ingredients in bread making, and the importance of kneading, proving, and shaping.	**Dough: A mixture of dry ingredients and liquid that is mixed, kneaded, shaped, and then baked.** **Bread: A mixture of flour, yeast, sugar, salt, and liquid, which is made into a dough.** **Kneading: Working dough to develop the gluten, giving it elasticity and strength.** **Prove: Leaving dough to rise as yeast produces gas bubbles.** **Knock back: Knocking out the air and kneading the dough again.** **Texture: The way something feels when touched or eaten.**	Students may know basic baking or cooking from home or KS2, but likely have little formal understanding of bread dough ingredients or processes.	Written responses to *Activate* and *Application* questions covering ingredients, kneading, proving, shaping, and baking transformation. Class discussion and teacher Q&A to check understanding.	"Today we're learning about dough for bread." Dough is made from flour, liquid, yeast, salt, and sugar. It's mixed, kneaded, shaped, and baked. Kneading develops gluten, giving strength and elasticity. Proving lets yeast make gas, so the dough rises and becomes airy. Shaping gives the bread its final form and keeps the crumb even.

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					Baking sets the shape, makes a crisp crust, and a soft inside.
Lesson 27/28 – Practical – Pizza Dough/Pizza	Use kneading technique. Prove dough. Shape and bake pizza with toppings.	Kneading : Working dough. Prove : Letting dough rise.	Dough making skills. Weighing/measuring.	Teacher visual assessment of practical skills.	
Lesson 29 – Planning for Practical	Create time plan. Prepare ingredients and equipment list. Sequence work logically.	Time Plan : Step-by-step work order. Mise-en-place : Preparation before cooking. Sequencing : Best order of steps.	Knowledge of recipe and cooking methods.	Written time plan and equipment list.	
Lesson 30 – Practical Assessment	Independently prepare, cook, and serve dish demonstrating range of skills safely.	Assessment : Judging work quality. Presentation : Appearance of dish.	All practical skills learned this year.	Teacher visual assessment. Photograph of final dish.	
Lesson 31 – Practical Assessment Evaluation	Evaluate performance. Identify strengths, weaknesses, and areas to improve.	Evaluation : Judging success. Strengths : Positives. Weaknesses : Areas to improve.	Completed practical assessment.	Written self-assessment. Teacher/peer discussion.	
Lesson 32 – Assessment	Complete exam paper accurately. Demonstrate knowledge of macronutrients, protein denaturation, allergens, practical methods, multicultural influences, cooking methods. Use command words to structure answers.	Fill-in : To write information in spaces. Answer : A response to a question. Explain : Make clear by describing. Discuss : Talk about in detail.	All previous content from Lessons 21–31: heat transfer, cereals and rice, practical cooking methods, allergens, industrial processes.	Written exam with multiple choice, short-answer and extended-answer questions. Peer/teacher marking.	
Lesson 33 – Whole Class Feedback & Gap Analysis	Identify strengths and areas for development from assessment. Address misunderstandings or misconceptions. Complete secure, stretch, and sustain challenge tasks.	Feedback : Information about work used for improvement. Assessment : Judging work. Target : An objective or goal. Gap Analysis : Identifying areas for improvement.	Results of Assessment in Lesson 32. Awareness of own answers and gaps in understanding.	Whole class feedback. Completion of secure, stretch, and sustain challenge tasks. Individual target setting.	
Lesson 34 – Practical – Dutch Apple Cake	Weigh and measure accurately. Use rubbing-in method. Bake evenly.	Rubbing-in : Mixing fat into flour. Bake : Cooking in oven.	Previous baking skills. Measuring and weighing.	Teacher visual assessment of practical skills.	
Lesson 35 – Practical – Homemade Burgers	Prepare meat safely. Shape evenly. Cook on hob or oven.	Shape : Form into even portions. Cook : Apply heat.	Knife skills. Bridge/claw technique.	Teacher visual assessment of practical skills.	
Lesson 36 – Practical – Chocolate Crunch Bars	Melt chocolate safely. Combine ingredients. Portion evenly.	Melt : Change solid to liquid. Combine : Mix ingredients. Portion : Divide equally.	Melting chocolate in previous lessons.	Teacher visual assessment of practical skills.	
Lesson 37 – British Cuisine	To explore traditional British ingredients, dishes, and eating patterns, and understand how these reflect the country's food culture and history.	Ingredients: **Items that are combined to make a food product.** Culture: **The ideas, customs, and social behaviour of a particular people or society.** Meal: **An occasion when food is eaten.** Cuisine: **The style of cooking of a particular country or region.** Traditional: **Long-established, passed down through generations.**	Students may have eaten British-style meals at home but may not know regional variations, traditional ingredients, or how history and geography shape eating patterns.	Written responses to Activate and Application questions about crops, livestock, traditional ingredients, dishes, and meals. Class discussion on personal food experiences, cultural traditions, and regional differences.	"Cuisine means the style of cooking of a whole country or region—like 'British cuisine' or 'Indian cuisine'. A meal is just one eating occasion, like lunch or dinner." "When we say 'traditional' dishes or ingredients, we mean foods that have been eaten for generations, passed down in

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					families and communities. It's part of what makes British food culture unique."
Lesson 37 – International Cuisine	To explore the traditional ingredients, dishes, and cooking methods of Italian, Chinese, and Indian cuisines, and understand how culture, climate, and regional differences shape what people eat.	Ingredients: **Items combined to make a food product.** Culture: **The ideas, customs, and social behaviour of a particular people or society.** Climate: **Usual weather conditions in a place that affect food production.** Cuisine: **The style of cooking of a particular country or region.** Staple Food: **A basic food eaten routinely in large quantities.**	Students will have learned about British cuisine in the previous lesson and may have personal experience eating foods from other countries, but may not know how culture, climate, and regional differences shape these cuisines.	Written responses to *Activate* and *Application* questions on Italian, Chinese, and Indian cuisines. Class discussions about experiences with international foods. Creative tasks such as designing menus or posters to show understanding of ingredients, dishes, and cultural influences.	"Cuisine means the style of cooking of a whole country or culture, like Italian cuisine. A dish is one specific meal or recipe within that cuisine." "Climate is important because it affects what can grow. For example, Italy's south is hot and perfect for olives and tomatoes, while the north supports animals for cheese and cured meats."