



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 1 – Food Practical Lesson Procedures, Rules and Year 7 Skills Baseline	Re-establish the rules, expectations and routines used before, during and after practical work. Apply safe personal preparation, equipment care, washing-up and finished-product procedures. Retrieve key Year 7 safety, nutrition and practical knowledge to identify starting points for Year 8.	Rules: guidelines that must be followed. Expectations: what students are required to do. Sanctions: consequences for not following procedures. Contract: an agreement to follow food-room rules. Dietary requirement: a food need linked to health, belief, culture or choice. Baseline: a starting-point check of existing knowledge and skills.	Year 7 food-room routines, mise en place, weighing, washing-up, knife and cooker safety, the Eatwell Guide and basic food science.	Teacher questioning and discussion. Student contract completed and signed. Allergy and dietary information checked. Year 7 retrieval baseline used to identify support and challenge.	“Year 8 practicals involve more independent and multi-stage work, so the same safety routines must be followed every time. Prepare yourself and the work area before cooking, keep the area controlled while working, then wash, dry, return and clean everything fully. The baseline is a starting point, not a final grade.”
Lesson 2 – Macronutrient: Protein	Explain the functions of protein in growth, repair and maintenance. Describe proteins as chains of amino acids and compare essential with non-essential amino acids. Distinguish HBV and LBV protein foods and explain protein complementation.	Macronutrient: a nutrient needed by the body in large amounts. Protein: a nutrient used for growth, repair and maintenance. Amino acid: a building block used to make proteins. Essential amino acid: an amino acid that must come from food. HBV protein: protein providing all essential amino acids in sufficient amounts. LBV protein: protein low in one or more essential amino acids. Protein complementation: combining plant proteins so their amino acids complement one another.	Year 7 Eatwell Guide food groups, balanced-diet principles and familiar animal and plant protein foods.	Macronutrient and micronutrient sorting. Applied growth-and-repair scenarios. Essential/non-essential and HBV/LBV comparisons. Protein-complementation examples and exit ticket.	“Amino acids are the building blocks of protein. Essential amino acids cannot be made by the body, so the diet must supply them. HBV foods provide all essential amino acids in sufficient amounts. LBV foods still provide useful protein; eating a variety of plant proteins across the day can provide the full range.”
Lesson 3 – Practical – Spaghetti Bolognese: Protein and Raw-Meat Safety	Prepare onion and pepper accurately using safe bridge-and-claw knife control. Handle raw mince safely, prevent cross-contamination and brown the meat thoroughly. Control simmering to produce a well-developed sauce and explain how the mince supplies HBV protein.	Raw meat: uncooked meat that may carry harmful microorganisms. Cross-contamination: transfer of harmful microorganisms from one food or surface to another. Browning: cooking food to develop colour and flavour. Simmering: cooking liquid gently just below boiling. HBV protein: protein containing all essential amino acids. Dicing: cutting food into small, even cubes.	Lesson 2 protein knowledge; Year 7 knife skills, hob control, weighing, mise en place and washing-up routines.	Teacher observation of raw-meat hygiene, knife control, even cutting, browning, heat control and simmering. Finished-sauce quality and explanation of protein function.	“Raw mince can carry harmful bacteria. After handling it, wash hands and clean the knife, board and surfaces before touching other ingredients. Browning develops colour and flavour; simmering then allows the sauce to reduce, thicken and develop a more balanced taste.”

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Lesson 4 – Macronutrient: Fats and Oils (Lipids)	Explain the functions of fat and distinguish fats from oils at room temperature. Classify common saturated- and unsaturated-fat sources. Explain how excess saturated fat can raise LDL cholesterol and increase coronary-heart-disease risk.	Lipid: the scientific term for fats and oils. Oil: a lipid that is usually liquid at room temperature. Fat-soluble vitamins: vitamins A, D, E and K, which need fat for absorption. Saturated fat: a fat type that can raise LDL cholesterol when eaten in excess. Unsaturated fat: a fat type generally considered a healthier replacement choice. LDL cholesterol: cholesterol associated with fatty deposits in arteries.	Macronutrient classification, protein functions and the fat choices used in Spaghetti Bolognese.	Function and source questions. Fat/oil and saturated/unsaturated sorting. Bolognese ingredient application. Heart-health cause-and-effect explanation and exit ticket.	“The body needs some fat for energy, insulation, organ protection and absorption of vitamins A, D, E and K. The issue is type and amount. Regular excess saturated fat can raise LDL cholesterol; fatty deposits may build up, narrow coronary arteries and reduce blood flow. Unsaturated fat is usually the better replacement, but portion size still matters.”
Lesson 5 – Practical – Deli Pasta Salad: Fat, Energy and Portion Control	Boil pasta safely and judge when it is al dente before draining and cooling it. Prepare vegetables accurately using bridge-and-claw knife skills and combine the dish hygienically. Explain how mayonnaise affects fat and energy content and why portion control matters.	Al dente: cooked until firm to the bite. Mayonnaise: an oil-based dressing that can be high in fat and energy. Portion size: the amount of food served or eaten. Energy: the fuel supplied by food for body processes and activity. Colander: equipment used to drain food safely. Chilling: keeping food cold to slow microbial growth.	Lesson 4 fats and oils; Year 7 hob safety, knife control, weighing and safe storage of finished products.	Teacher observation of boiling, al-dente judgement, safe draining, even cutting, accurate portioning and chilling. Explanation of mayonnaise, fat and energy.	“Al dente pasta is cooked but still firm, not raw and not falling apart. Mayonnaise contains fat and is energy dense, so measuring a sensible amount protects flavour and texture without making the dish unnecessarily high in fat and energy.”
Lesson 6 – Macronutrient: Carbohydrate and Tracking 1 Revision Launch	Explain carbohydrate as the body’s main energy source and link digestion to glucose. Distinguish starch, sugars, free sugars and dietary fibre and identify suitable sources. Explain the benefits of wholegrain and higher-fibre choices and begin structured Tracking 1 revision.	Carbohydrate: a macronutrient whose main function is to provide energy. Glucose: a simple sugar used by cells for energy. Starch: a complex carbohydrate found in bread, rice, pasta and potatoes. Dietary fibre: plant carbohydrate that supports healthy digestion. Free sugars: added sugars plus sugars in honey, syrups, juice and smoothies. Wholegrain: grain containing all parts of the original grain.	Protein and fat as macronutrients; pasta as a starch food; Year 7 balanced-diet and Eatwell Guide knowledge.	Carbohydrate classification and source questions. Fibre and free-sugar scenarios. Meal-improvement task. Tracking 1 revision checklist, retrieval questions and practice responses.	“Carbohydrate is not one single substance. Starch is broken down to glucose for energy. Free sugars should be limited because they are easy to overconsume. Fibre is not fully digested; it adds bulk and helps waste move through the digestive system. Wholegrain foods usually provide more fibre than refined versions.”

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Lesson 7 – Tracking 1 Assessment Week	Retrieve and apply knowledge from Lessons 1–6 and the linked practical work. Demonstrate understanding of protein, amino acids, fats and oils, carbohydrate, fibre and food safety. Follow assessment instructions and use command words and key vocabulary accurately.	Assessment: a task used to judge knowledge and understanding. Recall: bring learned information back from memory. Compare: identify similarities and differences. Explain: give reasons and make links clear. Apply: use knowledge in a new situation. Evidence: information used to support an answer.	Lessons 1–6, Spaghetti Bolognese and Deli Pasta Salad practicals, revision organiser and practice questions.	Formal one-hour Tracking 1 Assessment: 20 multiple-choice marks, 18 short-answer marks and 12 extended-response marks. Focus: protein, HBV/LBV, complementation, fats, carbohydrate, fibre and practical application.	“Read the command word and mark allocation before answering. Use one accurate point for each available mark, then link the point to a reason or effect when the question says explain. Use precise terms such as essential amino acid, HBV, saturated, LDL, fibre and free sugars, and attempt every question.”
Lesson 8 – Practical – Loaded Potato Skins: Starch and Dietary Fibre	Bake a potato safely, cut it accurately and scoop the flesh while keeping the skin intact. Mash, season, refill and finish the potato skins with consistent portions. Explain how potato provides starch and why retaining the skin can increase dietary fibre.	Starch: a complex carbohydrate used by the body for energy. Dietary fibre: plant material that supports digestion. Whole skin: the outer layer retained on the potato. Cavity: a hollow space made to hold a filling. Bridge hold: a safe hold for cutting round or unstable food. Claw grip: a safe hold with fingertips tucked away from the blade.	Lesson 6 carbohydrate knowledge; Year 7 oven and knife safety; protein and fat choices used in the filling.	Teacher observation of oven safety, safe cutting, careful scooping, mashing, filling, portioning and finish. Written explanation of starch and fibre.	“The potato flesh is mainly a source of starch. Keeping the skin intact gives the filling a container and retains more fibre than using the flesh alone. Fibre supports digestion, while even portions help the two skins heat and brown consistently.”
Lesson 9 – Tracking 1 Feedback, Corrections and Gap Analysis	Interpret the Tracking 1 mark, whole-class feedback and question-level strengths. Correct misconceptions about plant proteins, fat, carbohydrate, fibre and raw-meat safety. Complete the assigned Secure, Sustain or Stretch challenge and set a precise improvement target.	Feedback: information used to improve future work. Misconception: an incorrect idea that needs to be corrected. Gap analysis: identifying missing or insecure knowledge. Correction: an accurate replacement for an error. Justification: a reason supported by knowledge or evidence. Target: a precise action for improvement.	Completed Tracking 1 Assessment, personal responses and the knowledge from Lessons 1–8.	Whole-class feedback and model responses. Question corrections. Teacher-selected Secure, Sustain or Stretch challenge. Personal target recorded and checked.	“Feedback is only useful when it changes the next response. LBV does not mean useless protein; plant foods can be complemented. The body needs some fat, but type and portion matter. Starchy carbohydrate provides glucose for energy, while fibre supports digestion. Build explanations as clear cause-and-effect chains.”
Lesson 10 – Protein Food Science: Fish, Denaturation and Coagulation	Classify common examples as white fish, oily fish or shellfish and compare their nutritional features. Explain why fish is an HBV protein food and identify useful oily-fish fats. Describe how heat causes	White fish: pale-fleshed fish that is generally low in fat. Oily fish: fish that stores oil in its flesh. Shellfish: aquatic animals with shells, such as prawns or mussels. Denaturation: a change in	Protein functions, HBV/LBV foods, amino acids and safe handling of raw foods.	Fish-classification and comparison tasks. HBV and omega-3 application. Denaturation/coagulation sequence and cooked-fish indicators. Extended explanation and exit ticket.	“Denaturation and coagulation are different stages. Heat first breaks some bonds so the folded protein changes shape: denaturation. The changed chains then move closer, form new bonds and set: coagulation. In fish, the flesh changes from soft and translucent to firm, opaque and flaky.”

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	denaturation followed by coagulation and recognise cooked-fish signs.	the shape and structure of a protein. Coagulation: denatured proteins joining together and setting. Opaque: not transparent; a sign that fish protein has set.			
Lesson 11 – Practical – Fish Goujons: Coating, Safe Preparation and Protein Changes	Cut fish into even strips and apply flour, egg and breadcrumbs in the correct order. Prevent cross-contamination from raw fish and egg and bake the goujons thoroughly. Explain how fish and egg proteins denature and coagulate while the coating becomes crisp.	Coating: a layer added around food before cooking. Raw fish: uncooked fish that may carry harmful microorganisms. Cross-contamination: transfer of microorganisms from raw food or equipment. Denaturation: protein changing shape during heating. Coagulation: protein joining and setting during heating. Even size: pieces made to a similar thickness for consistent cooking.	Lesson 10 fish classification and protein science; knife control, oven safety and raw-food hygiene.	Teacher observation of strip size, coating order, handwashing, equipment separation, tray spacing and doneness. Explanation of fish and egg protein changes.	“Flour dries the surface, beaten egg acts as the adhesive and then sets, and breadcrumbs form the outer layer that becomes crisp. Raw fish and raw egg can contaminate hands, bowls and equipment, so clean and separate them from ready-to-eat food.”
Lesson 12 – Micronutrients: Vitamins and Minerals	Distinguish vitamins from minerals and explain why micronutrients are needed in small amounts. State functions, sources and deficiency effects for vitamins A, C and D and minerals calcium, iron and sodium. Explain nutrient partnerships, including vitamin D with calcium and vitamin C with plant iron.	Micronutrient: a vitamin or mineral needed in small amounts. Vitamin: an organic micronutrient needed for body processes. Mineral: a micronutrient element needed for structures and processes. Deficiency: poor health caused by insufficient nutrient intake. Absorption: movement of digested nutrients into the blood. Fortified food: food to which vitamins or minerals have been added.	Macronutrient and micronutrient classification, balanced diet, fish nutrition and Year 7 nutritional-needs work.	Vitamin/mineral sorting. Function, source and deficiency tables. Calcium, iron and sodium scenarios. Micronutrient-rich savoury-rice plan and exit ticket.	“Small amount does not mean unimportant. Vitamin D helps the body absorb calcium for bones and teeth. Vitamin C helps the body absorb iron from plant foods. Iron is needed to make haemoglobin, which carries oxygen; too little can contribute to anaemia and tiredness.”
Lesson 13 – Practical – Savoury Rice: Micronutrients, Colour and Knife Skills	Prepare onion, mushrooms and pepper accurately and use the hob safely to cook rice. Combine colourful vegetables and peas to improve variety, micronutrient content and presentation. Explain how vitamin C can support plant-iron absorption	Micronutrient: a vitamin or mineral needed in small amounts. Vitamin C: a vitamin supporting skin, healing and plant-iron absorption. Iron: a mineral needed to make haemoglobin. Sodium: a mineral needed in small amounts; excess can	Lesson 12 micronutrients; Year 7 bridge-and-claw knife skills, hob control and rice-based practical experience.	Teacher observation of knife safety, even cutting, hob control, rice texture, colour and clean-down. Explanation of micronutrient adaptations and sodium control.	“Different-coloured vegetables provide a wider range of micronutrients. Peppers can add vitamin C, while peas or pulses can add plant iron. Vitamin C helps that iron to be absorbed. Stock is useful for flavour, but it must be measured because it can increase sodium.”

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	and why stock must be measured to control sodium.	raise blood pressure. Stock: a flavoured liquid that may add sodium. Dicing: cutting ingredients into even cubes.			
Lesson 14 – Seasonal Practical – Christmas Chocolate Crinkle Cookies	Weigh ingredients accurately and combine them into a consistent cookie dough. Shape and portion equal-sized pieces, coat them neatly and bake with controlled timing. Apply knowledge of fat, sugar, energy and portion size to the finished product.	Mixture: ingredients combined together. Dough: a firm mixture that can be shaped. Binding: bringing ingredients together into one mixture. Portioning: dividing a mixture into equal amounts. Free sugars: added sugars and sugars in syrups, honey, juice and smoothies. Consistency: similar size, shape, texture and finish.	Accurate weighing, oven safety, carbohydrate and fat knowledge, and experience of portioning baked products.	Teacher observation of measuring, mixing, dough consistency, equal sizing, tray spacing, baking and cooling. Health explanation linked to fat, sugar and portions.	“Equal portions bake at a similar speed and give a consistent finish. Cookies are an occasional food because they can be high in fat and free sugars; portion size and frequency matter even when the practical method is successful.”
Lesson 15 – Food Waste, Seasonal Food and Christmas Clean-Down	Explain why avoidable food waste increases and identify actions that reduce it. Describe seasonal food and possible benefits linked to freshness, cost, food miles and availability. Distinguish use-by from best-before dates and apply safe cooling, storage and reheating guidance to leftovers.	Food waste: food that is discarded, spoiled or left uneaten. Seasonal food: food naturally harvested at a particular time of year. Use-by date: a food-safety date that must not be exceeded. Best-before date: a quality date; stored food may still be safe after it. Leftovers: edible food remaining after a meal. Food miles: the distance food travels from production to consumption.	Micronutrients, Christmas cookie practical, Year 7 provenance and basic food-storage routines.	Christmas food-waste scenario. Meal planning and seasonal-food reasoning. Date-label comparison. Leftover cooling, refrigeration and reheating decisions. End-of-term clean-down check.	“Use-by is about safety: do not eat food after it. Best-before is about quality: check storage and signs of spoilage before discarding. Plan portions, check cupboards and freeze food in time. Cool cooked leftovers quickly, refrigerate them within two hours and reheat until steaming hot throughout.”
Lesson 16 – Food Labels and Nutrition Information + Tracking 2 Revision Launch	Identify mandatory and useful information on food packaging. Interpret ingredient lists, allergen emphasis, nutrition declarations, per-100g values and portion values. Use traffic-light information to compare similar foods and begin structured Tracking 2 revision.	Ingredients list: ingredients ordered from greatest to smallest amount by weight. Nutrition declaration: a table showing energy and key nutrients. Per 100g: a standard amount used to compare similar foods. Traffic-light label: front-of-pack colours showing low, medium or high levels. Reference intake: guidance showing typical daily nutrient amounts. Allergen: a substance that	Use-by and best-before dates, macronutrients, micronutrients and health effects.	Food-label identification and ingredient-order questions. Per-100g and portion calculations. Traffic-light comparison task. Tracking 2 retrieval checklist and practice questions.	“Per 100g allows a fair comparison because the same amount is used for each product; the portion column shows what is actually eaten. Ingredients are listed by weight, greatest first. A red traffic light means high, not forbidden, so use the full label and consider portion and frequency.”

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		can trigger an allergic reaction.			
Lesson 17 – Practical – Chocolate Pear Marble Tray Bake: Using Ripe Fruit and Reducing Waste	Use ripe pear safely to reduce avoidable food waste and improve a baked product. Apply the all-in-one method, accurate weighing and controlled mixing. Create equal pear pieces, a clear marble effect and a well-risen, evenly baked tray bake.	Ripe: fully developed and ready to eat. All-in-one method: mixing the main cake ingredients together in one stage. Combining: mixing ingredients into one even mixture. Raising agent: an ingredient that produces gas so a mixture rises. Food waste: edible food discarded unnecessarily. Marble effect: a visible swirl made from two contrasting mixtures.	Food-waste and date-label knowledge, weighing, baking, portioning and seasonal cookie skills.	Teacher observation of fruit checks, accurate weighing, all-in-one mixing, equal cutting, marbling, oven use and doneness. Explanation of how ripe fruit reduces waste.	“Ripe does not mean spoiled. Sound ripe fruit may be softer and sweeter, making it useful in baking and preventing waste. It must still be checked for mould, damage and unsafe storage. Equal pieces spread moisture and flavour more consistently through the cake.”
Lesson 18 – Food Allergies, Intolerances and Allergen Labelling	Distinguish food allergy, food intolerance and coeliac disease. Identify the 14 regulated allergens and interpret emphasised ingredients and “may contain” warnings. Explain anaphylaxis, emergency action and controls that prevent allergen cross-contact during recipe adaptation.	Food allergy: an immune-system reaction to a food. Food intolerance: a reaction that does not involve the immune system. Coeliac disease: an autoimmune condition in which gluten damages the small intestine. Allergen: a substance that can trigger an allergic reaction. Cross-contact: accidental transfer of allergen traces. Anaphylaxis: a severe, potentially life-threatening allergic reaction.	Lesson 16 food labels and allergen emphasis; food-room hygiene, cross-contamination and safe recipe handling.	Allergy/intolerance/coeliac comparison. Regulated-allergen identification. Label and “may contain” interpretation. Emergency scenario and free-from preparation controls. Exit ticket.	“A food allergy involves the immune system and a tiny amount may cause a serious reaction. An intolerance does not involve the immune system and often causes digestive symptoms. Coeliac disease is autoimmune: gluten damages the small intestine. For breathing difficulty or throat swelling, tell an adult, follow the emergency plan and call 999.”
Lesson 19 – Tracking 2 Assessment Week	Retrieve and apply knowledge from Lessons 10–18 and the linked practical work. Demonstrate understanding of fish science, micronutrients, food waste, labels, allergies and safe recipe adaptation. Use command words, calculations and precise technical vocabulary accurately.	Assessment: a formal check of knowledge and application. Classify: place items into the correct groups. Interpret: work out meaning from information or data. Calculate: use numbers to find an answer. Explain: give a linked reason or process. Recommend: suggest a suitable action and justify it.	Lessons 10–18, fish and baking practicals, Tracking 2 revision organiser and practice questions.	Formal one-hour Tracking 2 Assessment: 20 multiple-choice marks, 18 short-answer marks and 12 extended-response marks. Focus: fish protein science, micronutrients, waste, date labels, nutrition information and allergen safety.	“Use the evidence given in tables and scenarios rather than repeating general facts. For science questions, describe the sequence. For label questions, state the value and unit. For safety questions, identify the risk, the control and why the control protects the consumer.”
Lesson 20 – Practical – Gluten-, Egg- and Dairy-Free Chocolate Cake	Adapt a chocolate-cake recipe so it is free from gluten, egg and milk. Check every ingredient label	Free-from: made without a stated allergen or ingredient. Substitute: an ingredient	Lesson 18 allergen safety, Lesson 16 label reading, and tray-bake mixing and oven skills.	Teacher observation of label checks, clean work area, equipment control, accurate substitution, mixing and baking.	“Plant-based does not automatically mean milk-free, and gluten-free does not automatically mean safe from every allergen. Check every label every time. Clean the worktop first, use clean or dedicated

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	and "may contain" statement and prevent allergen cross-contact through preparation and equipment controls. Use substitutes accurately and evaluate how they affect structure, moisture and finished quality.	used in place of another. Gluten: proteins found in wheat and some other cereals. Cross-contact: accidental transfer of allergen traces. Recipe adaptation: changing ingredients or method to meet a need. Dedicated equipment: clean equipment reserved to avoid allergen transfer.		Finished-product quality and explanation of safe adaptation.	equipment, avoid shared spoons and crumbs, and consider how removing egg or gluten changes binding, structure and moisture."
Lesson 21 – Tracking 2 Feedback, Corrections, Gap Analysis and Half-Term Clean-Down	Interpret Tracking 2 performance and identify secure and insecure knowledge. Correct misconceptions about denaturation, coagulation, date labels, nutrient partnerships and allergen safety. Complete the assigned Secure, Sustain or Stretch challenge, set a target and complete half-term clean-down.	Feedback: information used to improve future responses. Misconception: an incorrect idea that needs correction. Correction: an accurate response replacing an error. Evidence: specific information supporting a judgement. Consolidation: strengthening knowledge so it can be recalled and applied. Target: a precise next step for improvement.	Completed Tracking 2 Assessment and all knowledge from Lessons 10–20.	Whole-class feedback and model answers. Question corrections. Teacher-selected Secure, Sustain or Stretch challenge. Personal target and clean-down routines checked.	"Protein changes shape before it sets: denaturation then coagulation. Best-before is quality, not an automatic safety cut-off. Plant-based is not the same as allergen-free. Strong corrections name the precise rule, then apply it to the scenario rather than writing a vague statement."
Lesson 22 – Food Science: Chemical Raising Agents	Explain how chemical raising agents release carbon dioxide and how gas bubbles create an open texture. Compare baking powder, bicarbonate of soda and self-raising flour. Analyse investigation evidence and apply the science to Irish soda bread and failed-product troubleshooting.	Chemical raising agent: an ingredient that releases gas through a chemical reaction. Carbon dioxide: the gas that forms bubbles and makes mixtures rise. Baking powder: an alkali and dry acid activated by moisture and heat. Bicarbonate of soda: an alkali needing moisture and a separate acid. Self-raising flour: plain flour with baking powder already added. Activation: starting a chemical reaction that releases gas.	Free-from baking, accurate weighing, starch and protein setting, and safe oven use.	Raising-agent comparison. Gas-bubble and structure explanation. Investigation evidence and fair-test question. Irish-soda-bread application, troubleshooting and exit ticket.	"The raising agent releases carbon dioxide. Tiny bubbles expand as the mixture heats, then starch and proteins set around them. Baking powder already contains a dry acid; bicarbonate needs moisture and a separate acidic ingredient. Once wet and dry ingredients meet, gas begins to form, so mix lightly and bake promptly."
Lesson 23 – Practical – Irish Soda Bread: Chemical Raising Agents	Measure flour, bicarbonate, milk and lemon juice accurately. Create an acidic liquid, combine the dough lightly, shape and score it, then bake	Acid: a substance that reacts with bicarbonate of soda. Carbon dioxide: gas that forms bubbles in the dough. Bicarbonate of soda: an alkaline chemical raising	Lesson 22 chemical raising agents; weighing, dough handling, oven safety and clean-down procedures.	Teacher observation of measuring, acid preparation, light mixing, shaping, scoring, prompt baking and doneness. Explanation of the carbon-dioxide process.	"The reaction starts when the acidic liquid meets the bicarbonate. Leaving the dough allows gas to escape before the structure sets. Overworking develops more gluten and can make the loaf tough. The cross gives room for expansion and helps heat reach the centre."

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	promptly. Explain how bicarbonate reacts with acid and moisture to release carbon dioxide and raise the loaf.	agent. Dough: a firm mixture of flour and liquid. Scoring: cutting the surface to guide expansion. Promptly: without unnecessary delay.			
Lesson 24 – Seasonal Baking: Hot Cross Bun Muffins	Explain the functions of self-raising flour, egg, milk, fat, sugar, fruit and flavourings in muffins. Describe how spice, dried fruit, citrus and a cross create seasonal identity. Explain why gentle mixing, accurate measuring, equal portioning and prompt baking give consistent results.	Ingredient function: the job an ingredient performs in a recipe. Flavour: the overall impression created by taste and aroma. Aroma: the smell released by food. Sensory qualities: appearance, aroma, taste and texture. Portioning: dividing mixture into measured, equal amounts. Consistency: producing items with a similar size, texture and finish.	Chemical raising agents, Irish soda bread, accurate weighing and previous cake and cookie practicals.	Seasonal-feature identification. Ingredient-function questions. Overmixing and unequal-portion diagnosis. Practical success checklist and exit ticket.	“Self-raising flour supplies structure and raising agent. Egg binds and then sets, milk adds moisture and activates the raising agent, and fat adds tenderness. Mix only until combined: overmixing develops gluten and can cause a tough texture with tunnels. Equal portions bake at the same rate.”
Lesson 25 – Seasonal Practical – Hot Cross Bun Muffins	Measure dry and wet ingredients accurately and combine them without overmixing. Fold in dried fruit, divide the mixture equally and bake it promptly. Apply a neat seasonal finish and explain how ingredients and portioning affect the final quality.	Muffin: a small quick bread raised chemically. Mixed spice: a blend creating warm seasonal flavour and aroma. Bicarbonate of soda: an alkaline raising agent activated by acid and moisture. Portioning: dividing mixture evenly. Cross: the decoration giving the product seasonal identity. Consistency: similar size, rise, colour and texture.	Lesson 24 ingredient functions and mixing; Lessons 22–23 raising-agent science and prompt baking.	Teacher observation of weighing, gentle mixing, fruit distribution, equal portioning, oven control and seasonal finish. Explanation of ingredient and portioning effects.	
Lesson 26 – Retrieval, Practical Skills Review and Easter Clean-Down	Retrieve key Year 8 nutrition, food-science, consumer-awareness and safety knowledge. Review mise en place, accuracy, technical control, time management, clean-as-you-go and presentation. Evaluate practical performance and set a precise target for future independent work.	Retrieval: recalling knowledge without being given the answer. Mise en place: preparing ingredients, equipment and the work area. Accuracy: completing a task correctly and precisely. Practical skill: a technique used safely and accurately. Time management: organising tasks to finish within the available time.	All lessons and practical experiences from Lessons 1–25, including assessment feedback and personal targets.	Mixed retrieval questions. Practical-success scenarios and sequencing tasks. Self-rating against preparation, safety, skills, timing and finish. Specific “I will ... so that ...” target and clean-down check.	“Retrieval strengthens memory because the answer is brought back without prompts. A successful practical is not judged by appearance alone: it must also be safe, accurate, well timed and properly cleaned down. A useful target states the exact action and the result it should improve.”

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		Evaluation: judging strengths and identifying improvements.			
Lesson 27 – Food Science: Starch Gelatinisation and Methods of Heat Transfer	Explain how starch granules absorb liquid, swell and thicken a sauce when heated. Describe the roux method and why milk is added gradually while stirring. Distinguish conduction, convection and radiation and apply all three to macaroni cheese.	Starch gelatinisation: starch absorbing liquid, swelling and thickening when heated. Roux: a cooked mixture of flour and fat used to begin a sauce. Viscosity: the thickness and resistance to flow of a liquid. Conduction: heat transfer through direct contact or a solid. Convection: heat transfer through moving liquid or air. Radiation: heat transfer by infrared rays.	Carbohydrate and starch knowledge, chemical raising agents, hob and oven safety, and controlled stirring.	Gelatinisation sequence and white-sauce troubleshooting. Roux-method ordering. Heat-transfer identification and explanations. Macaroni-cheese application, extended response and exit ticket.	“Flour supplies starch. As liquid and heat are added, starch granules absorb water, swell and make the sauce more viscous. Add milk gradually and stir so starch disperses evenly and lumps do not form. Conduction heats the pan, convection moves heat through water or sauce, and radiation can brown cheese under the grill.”
Lesson 28 – Practical – Macaroni Cheese: Gelatinisation and Heat Transfer	Cook pasta until al dente and drain it safely. Make a smooth cheese sauce by forming a roux, adding milk gradually and controlling heat and stirring. Apply gelatinisation and heat-transfer knowledge while dovetailing tasks and finishing the dish under the grill.	Gelatinisation: starch thickening a liquid when heated. Roux: flour and fat combined to begin a sauce. Conduction: heat moving through the saucepan. Convection: heat circulating through water or sauce. Al dente: cooked until firm to the bite. Dovetailing: completing another task while food cooks or heats.	Lesson 27 sauce science and heat transfer; Deli Pasta Salad, hob control, safe draining and grill safety.	Teacher observation of sequencing, pasta timing, roux formation, gradual liquid addition, stirring, sauce consistency, grill finish and clean-down. Explanation of gelatinisation.	“Cheese adds flavour and nutrients, but it is not the main reason the sauce thickens. Starch from the flour gelatinises with milk and heat. Gentle heating and continuous stirring produce a smooth sauce; high heat or stopping the stirring can cause lumps, sticking or scorching.”
Lesson 29 – Practical Assessment Planning	Select a suitable low-, medium- or high-skill dish that meets the assessment brief. Produce accurate ingredient and equipment lists and identify hazards with effective controls. Create a sequenced 60-minute time plan using mise en place, dovetailing, clean-as-you-go and planned presentation.	Brief: the instructions and requirements of a task. Time plan: a schedule showing what happens, when and in what order. Sequencing: arranging tasks in a logical and efficient order. Skill level: the degree of challenge in a chosen dish. Mise en place: preparing ingredients, equipment and the work area. Dovetailing: completing useful work while another task cooks or heats.	Practical Skills Review, macaroni-cheese organisation and the full range of Year 8 practical methods.	Completed planning booklet checked for suitability, ingredients, equipment, hazards, controls, timings, sequencing, cleaning and presentation. Teacher approval before assessment cooking.	“A time plan is chronological and specific. Start with the task that takes longest, preheat early and build in checks for doneness. Dovetail by preparing, cleaning or presenting while another component cooks. Include safety controls and enough time for final presentation and complete washing-up.”
Lesson 30 – Practical Assessment: Cook and Present the Chosen Dish	Follow the approved time plan to prepare, cook and present one dish within 60 minutes.	Independence: working safely without unnecessary prompts.	Approved Lesson 29 plan and all Year 8 practical,	Practical assessment rubric covering preparation, food safety, technical skills, independence, time management, sensory	“Use the plan as a working guide and monitor progress against the times. Adapt calmly if a task takes longer, but never compromise safety. Check the

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	Work independently while maintaining hygiene, food safety, accurate technical skills and controlled timing. Complete quality checks, photograph the final dish and leave the work area fully cleaned.	Technical skill: a practical method demonstrated accurately. Hygiene: practices that keep people, equipment and food clean. Time management: controlling tasks so the dish is completed on time. Presentation: the final appearance and arrangement of the dish. Quality control: checking that a product meets required standards.	safety and organisational knowledge.	quality, presentation and clean-down. Planning, practical performance and evaluation contribute to the end-of-year grade.	food is cooked, taste or inspect only when permitted, present deliberately and leave clear evidence of independent organisation."
Lesson 31 – Practical Assessment Evaluation and Tracking 3 Revision Launch	Evaluate the final dish using precise sensory evidence and the attached photograph. Judge practical performance against the time plan, grading criteria and teacher feedback. Identify specific improvements and begin structured Tracking 3 revision.	Evaluation: a reasoned judgement about strengths and improvements. Evidence: specific information used to support a judgement. Sensory qualities: appearance, aroma, taste and texture. Strength: an aspect that was successful. Improvement: a precise change that would make work better. Reflection: thinking carefully about what happened and why.	Lesson 29 time plan, Lesson 30 practical performance, photograph, product tasting and teacher rubric.	Sensory profile and evidence-based written evaluation. Comparison with time plan and grading criteria. Precise future targets. Tracking 3 revision checklist and cumulative retrieval questions.	"Avoid comments such as 'nice' or 'good'. Make a judgement, give sensory or practical evidence, then state the exact improvement and its intended effect. For example: 'The sauce was lumpy because the milk was added too quickly; next time I will add it gradually while whisking so the starch disperses evenly.'"
Lesson 32 – Practical – Homemade Burgers: Protein, Raw-Meat Safety, Shaping and Heat Transfer	Handle minced beef safely and prevent cross-contamination throughout preparation. Bind, season and shape equal burger patties using controlled knife and hand skills. Cook the burgers thoroughly and explain how protein, binding and heat transfer affect the finished product.	Raw meat: uncooked meat that may contain harmful microorganisms. Cross-contamination: transfer of microorganisms from raw meat or equipment. Protein: a nutrient supporting growth, repair and maintenance. Binding: holding ingredients together in a stable mixture. Patty: a flattened, shaped portion of a food mixture. Heat transfer: movement of heat into and through food.	Protein and HBV foods, Spaghetti Bolognese raw-meat safety, bridge-and-claw control and heat-transfer theory.	Teacher observation of raw-meat controls, even dicing, mixing, binding, shaping, tray use and thorough cooking. Explanation linking safety, protein and heat transfer.	"Mince has a large exposed surface area, so harmful microorganisms may be mixed throughout it. Keep raw meat separate, wash hands and clean equipment immediately, make even patties and cook them thoroughly so heat reaches the centre."
Lesson 33 – Tracking 3 Assessment Week	Retrieve and apply cumulative Year 8 knowledge, with emphasis on Lessons 22–31. Demonstrate understanding of	Assessment: a formal judgement of knowledge and application. Retrieve: recall learned	All Year 8 learning, including practical-assessment planning, cooking and	Formal one-hour Tracking 3 Assessment: 20 multiple-choice marks, 18 short-answer marks and 12 extended-response marks.	"For food-science questions, explain the complete chain rather than naming the final change. For practical scenarios, identify each fault, give the correction and link it to safety, texture, rise, sauce

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	raising agents, muffin science, gelatinisation, heat transfer and practical organisation. Use accurate command-word responses and link food science to practical outcomes.	knowledge from memory. Sequence: place stages in the correct order. Analyse: examine information and identify relationships. Explain: give a linked process or reason. Evaluate: make a supported judgement.	evaluation, plus Tracking 3 revision materials.	Focus: cumulative nutrition and safety, chemical raising agents, muffins, gelatinisation, heat transfer and practical planning.	quality, timing or presentation. Use the mark allocation to judge how many developed points are required."
Lesson 34 – Tracking 3 Feedback, Corrections and Gap Analysis	Interpret Tracking 3 performance and identify strengths across cumulative Year 8 content. Correct misconceptions about raising agents, sauce thickening, heat transfer and practical sequencing. Complete the assigned Secure, Sustain or Stretch challenge and set a final knowledge or practical target.	Feedback: information used to improve the next response. Misconception: an incorrect idea that needs correction. Correction: an accurate replacement response. Consolidation: strengthening knowledge through practice. Justification: a reason supported by evidence or science. Target: a precise action for future improvement.	Completed Tracking 3 Assessment, cumulative revision and practical-assessment experience.	Whole-class feedback and model answers. Question corrections. Teacher-selected Secure, Sustain or Stretch challenge. Final personal target checked for precision.	"Baking powder contains a dry acid; bicarbonate needs a separate acid. Cheese does not create the main thickening in white sauce: flour starch gelatinises. An oven can involve conduction, convection and radiation. A strong practical plan includes mise en place, sequencing, dovetailing and clean-as-you-go."
Lesson 35 – Practical – Pizza Dough: Gluten Development, Kneading and Proving	Weigh flour, fat, yeast, salt and warm water accurately and combine them into a dough. Knead to develop a gluten network and shape the dough smoothly. Label and store the dough for proving and explain how yeast, warmth and kneading support a successful rise.	Yeast: a microorganism that releases carbon dioxide during fermentation. Gluten: an elastic protein network formed in wheat dough. Kneading: working dough to develop gluten and improve structure. Proving: resting dough so yeast gas can expand it. Warm water: water warm enough to activate yeast without killing it. Dough: a firm mixture of flour and liquid.	Irish soda bread, chemical raising agents, practical planning, accurate weighing and dough handling.	Teacher observation of measuring, yeast use, dough consistency, kneading technique, smooth shaping, labelling and storage. Explanation of yeast, warmth, gluten and proving.	"Yeast is a biological raising agent. In suitable warmth it releases carbon dioxide. Kneading develops an elastic gluten network that can trap the gas. Water that is too hot can kill the yeast; water that is too cold slows activity. Proving gives the gas time to expand the dough."
Lesson 36 – Practical – Finish and Bake Pizza: Toppings and Presentation	Shape proved dough into an even pizza base and spread sauce consistently. Select and arrange toppings for flavour, colour, nutrition and controlled moisture. Bake safely until the base is cooked and the cheese has melted and browned, then present the pizza neatly.	Proved dough: dough expanded by gas during resting. Toppings: ingredients placed on the surface of a dish. Heat transfer: movement of heat into and through food. Melt: change from solid to liquid through heating. Browning: development of	Lesson 35 pizza dough, heat transfer, oven safety, nutrition and presentation skills.	Teacher observation of dough handling, even base thickness, sauce and topping control, oven use, doneness and presentation. Explanation of topping, baking and quality choices.	"Proved dough contains gas held by the gluten network, so shape it evenly without crushing every bubble. Too many wet toppings can make the centre heavy or soggy. The pizza is ready when the base is cooked through and the surface is evenly melted and browned."

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		colour and flavour during cooking. Presentation: the final arrangement and appearance of food.			
Lesson 37 – Practical – Sausage Rolls: Pastry, Protein and Safe Baking	Handle sausage meat safely and prepare a well-seasoned protein filling. Roll pastry evenly, shape the filling, seal the edges and portion the rolls consistently. Use egg wash for colour and bake until the pastry is golden and the filling is thoroughly cooked.	Raw meat: uncooked meat requiring strict hygiene controls. Protein: a nutrient supporting growth, repair and maintenance. Pastry: a dough made from flour, fat and liquid. Filling: ingredients enclosed inside another food. Sealing: joining pastry edges securely. Egg wash: beaten egg brushed on pastry for colour and finish.	Homemade-burger raw-meat safety, dough and shaping skills, oven control and equal portioning.	Teacher observation of meat hygiene, pastry rolling, filling, sealing, equal sizing, egg wash and thorough baking. Finished-product quality and explanation of safe method.	“Keep sausage meat away from ready-to-eat ingredients and clean hands and equipment immediately. Even pastry and filling portions cook at a similar rate. A secure seal reduces leakage, and the finished roll needs both golden pastry and thoroughly cooked filling.”
Lesson 38 – Food Commodities and British Cuisine: Meat, Pastry and Regional Choices	Define food commodity, cuisine and provenance and trace a finished product back to raw ingredients. Explain how meat and pastry function in British dishes and identify nutritional and practical contributions. Justify how farming, climate, coastline, local ingredients and tradition influence regional British food choices.	Commodity: a raw food or ingredient that is produced, bought and sold. Regional food: a dish or ingredient linked to a particular area. Meat: animal flesh used as food and often supplying HBV protein. Cuisine: the style of cooking linked to a country or region. Provenance: where food comes from and how it is produced. Pastry: dough made from flour, fat and liquid to enclose a filling.	Sausage-roll practical, protein and fats, Year 7 provenance and knowledge of British ingredients and dishes.	Commodity and provenance definitions. Sausage-roll ingredient tracing. Meat, pastry and nutrition questions. Regional-dish comparison and British sausage-roll design challenge.	“A sausage roll is a finished product, but it is made from commodities such as pork, wheat flour, fat and egg. Provenance traces where those ingredients came from and how they were produced. Regional dishes develop because local farming, climate, coastline, work patterns and traditions make some ingredients and methods more available or useful.”
Lesson 39 – Food Commodities and International Cuisine: Staple Foods and Culture	Explain how staple food commodities such as rice, wheat, maize and potatoes are used around the world. Describe how culture, religion, climate, farming, cost, availability and personal needs influence food choice. Compare international cuisines and design a suitable dish using a staple, protein, vegetables and characteristic flavourings.	Staple food: a food eaten regularly that forms a main part of the diet. Cuisine: the cooking style of a country, region or culture. Commodity: a raw food material produced, traded and used in products. Culture: shared traditions, beliefs and practices of a group. Climate: long-term weather conditions that affect farming. Food choice: the reasons	Lesson 38 British cuisine and commodities; Eatwell Guide, provenance, dietary needs and practical food choices.	Staple-food and cuisine tables. Climate and farming explanation. Italian, Chinese and Indian cuisine comparison. International dish-design challenge and end-of-year exit ticket.	“A staple food is a regular foundation of the diet, not the only food eaten. It is usually combined with protein foods, vegetables and flavourings. Climate and farming affect what can be produced locally, while culture, religion, cost, migration, trade, health and personal preference shape how ingredients are used.”



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		and decisions behind what people eat.			