

Curriculum Overview - Year 8 Food:

Students will learn how to apply the principles of nutrition and healthy eating. Students will be using the Eatwell guide, food and its nutritional value and health and safety preparing and making food. Students will learn the importance of hygiene and the potential hazards when working in the technical area. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge: Pasta Pot, Spaghetti Bolognese, Shepherd's Pie Jackets, Fish Fingers, Samosa, Sausage Rolls, Cheesecake and Pasta Bake.

When	Topic	Link with School Intent 1 – Curriculum (C) 2 – Standards (S) 3 – Achievement (A) 4- Pastoral Support (P.S) 5- Educational experiences (EE) 6- Quality of teaching and learning. (T&L)	Department Intent (What we intend our students to have learnt?) <i>Differentiated:</i> Key words/writing frames/ Build vocab. using literacy sheet/Chunked information instructional worksheets/Exemplar work displayed/Peer assessment and support/Seating plan/Working in groups <i>Extension:</i> Working independently/Explore potential to adapt recipes/Propose various alternatives to suit different dietary requirements/Produced high-quality finished products	Cross-curricula practical application	Implementation
Year 8	<ul style="list-style-type: none"> Preparing for practical work Personal safety Washing up Using an oven safely Knife skills Fruit and vegetable preparation skills Macronutrients – functions Micronutrients – functions Food commodities – potatoes 	C/S/A/ T&L C/S/A/ T&L C/S/A/ C/S/A/ T&L C/S/A/ T&L C/S/A/ T&L C/S/A/ T&L C/S/A/ T&L C/S/A/ T&L C/S/A/ T&L C/S/A/ T&L C/S/A/ T&L	Safety & Hygiene: <ul style="list-style-type: none"> Reinforce rules on kitchen safety Recap and recall how to set up a practical lesson (HATTIE) Food Preparation: <ul style="list-style-type: none"> Use the hob, grill and oven safely Use of electrical equipment safely Demonstrate knife skills Preparing fruit and vegetables Prepare, combine and shape ingredients 	<ul style="list-style-type: none"> Science: Functional and chemical properties of <i>proteins</i>-gluten formation <i>Mechanical</i> raising agents – shortening and aeration <i>Chemical</i> raising agents <p>English: descriptive adjectives of sensory analysis</p>	<ul style="list-style-type: none"> Food Investigation into ingredient choices. Research and plan ingredient investigation Carry out practical investigations linked to a hypothesis based on scientific understanding Record the results of your

	<ul style="list-style-type: none"> • and vegetables Food waste • Food labelling • Sensory Evaluations 	<p>C/S/A/ T&L</p> <p>C/S/A/ T&L</p> <p>C/S/A/ T&L</p> <p>C/S/A/ T&L</p> <p>C/S/A/ T&L</p> <p>C/S/A/ T&L</p> <p>C/S/A/ T&L</p> <p>C/S/A/ T&L</p> <p>C/S/A/ T&L</p>	<ul style="list-style-type: none"> • Functions of ingredients in <i>bread</i> • Shape a bread dough <p>Nutrition:</p> <ul style="list-style-type: none"> • Name the three macronutrients and state at least one function and source of each • Explain why vegetables are an important part of our diet • Knowing what information needs to on a food label and why • List the characteristics we judge food on when we eat • Describe the sensory characteristics of a variety of different foods using the correct sensory descriptors • Explain why sensory evaluation is carried out • Examine a traffic light label and analyse how the information helps the consumer make an informed choice • Describe how to avoid food waste 	<p>Maths:</p> <ul style="list-style-type: none"> • Measurement • Ratio • Fractions <p>Geography:</p> <ul style="list-style-type: none"> • Foods are grown and harvested. <p>PE:</p> <ul style="list-style-type: none"> • Diets • Macronutrients • Micronutrients <p>Art and Design:</p> <ul style="list-style-type: none"> • Presentation and decoration 	<p>food investigations using charts, graphs, tables</p> <ul style="list-style-type: none"> • Set up taste testing carry out sensory analysis use star profiles to record your results.
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