



Programme of Study

Food Preparation Nutrition

Year 8

NB: Students are on a carousel half of the year group does Food and Nutrition, then 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 and Graphics rotate

Autumn First half term	Autumn Second Half term	Spring First half term	Spring Second Half term	Summer First half term	Summer Second Half term
<p>Topic / Key Question: Getting to know the Food Technology room, Health and Safety Recap: Why is temperature control important?</p> <p>Introduction to Food and Nutrition in Year 8. How we will develop the skills learnt in Year 7 and build on those skills during this rotation.</p> <p>Links to GCSE options and careers in Food.</p> <p>Health and Safety Kitchen Equipment Expectations and routine for working in the food room The safe and effective use of knives:</p>	<p>Topic / Key Question: Where does our food come from?</p> <p>Food Safety: Embedded throughout the rotation. Culinary Skills: Further development of cutting techniques and safe use of knives. Reading and following a recipe</p> <p>Food Science: Sensory Analysis Comparison of bread products.</p> <p>Nutrition: Macronutrient, Micronutrients Gelatinisation, fermentation, raising agents: Yeast: Pizza.</p>	<p>Topic / Key Question: How to make the right choices?</p> <p>Commodities: Food provenance/miles: Where does our food come from? Carbohydrates, Proteins, Fruit, and vegetables. Dairy, Oils and Spreads. Food Science: Coagulation: Cheese and onion Quiche. Culinary Skills: Rubbing in Method. Reading and following a recipe Nutrition: Fats and sugars</p> <p>Food Science: Aeration, Raising Agents, dextrinization: Victoria Sponge</p>	<p>Topic / Key Question: Getting to know the Food Technology room, Health and Safety Recap: Why is temperature control important?</p> <p>Introduction to Food and Nutrition in Year 8. How we will develop the skills learnt in Year 7 and build on those skills during this rotation.</p> <p>Links to GCSE options and careers in Food.</p> <p>Health and Safety Kitchen Equipment Expectations and routine for working in the food room The safe and effective use of knives: Crudities with Simple Dip</p>	<p>Topic / Key Question: Where does our food come from?</p> <p>Food Safety: Embedded throughout the rotation. Culinary Skills: Further development of cutting techniques and safe use of knives. Reading and following a recipe</p> <p>Food Science: Sensory Analysis comparison of bread products.</p> <p>Nutrition: Macronutrient, Micronutrients Gelatinisation, fermentation, raising agents: Yeast: Pizza.</p>	<p>Topic / Key Question: How to make the right choices?</p> <p>Commodities: Food provenance/miles: Where does our food come from? Carbohydrates, Proteins, Fruit, and vegetables. Dairy, Oils and Spreads. Food Science: Coagulation: Cheese and onion Quiche. Culinary Skills: Rubbing in Method. Reading and following a recipe Nutrition: Food labelling, food choices Food Science: Aeration, Raising Agents, dextrinization: Victoria Sponge</p>

<p>Crudities with Simple Dip</p> <p>Food Safety: Embedded throughout the rotation. Food poisoning. The 4 C's</p> <p>The Science of Cooking: Cooking Method Using the Hob</p> <p>Culinary Skills: Cutting techniques Reading and following a recipe</p> <p>Food Science: Gelatinisation: Macaroni Cheese. Denaturing: Spicy Chicken wrap</p> <p>Outcomes:</p> <ul style="list-style-type: none"> recall and apply the principles of <i>The Eatwell guide</i> 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 	<p>The Science of Cooking: baking, boiling. Cooking Methods. Using the hob.</p> <p>Commodities: Using seasonal/local Food. Carbohydrates, Dairy and Proteins, Fruit, and vegetables. Oils and Spreads</p> <p>Nutrition: Fats and sugars, related health issues, Food Choices.</p> <p>Food Science: Dextrinisation Vegetable Tagine and Cous-Cous</p> <p>Outcomes:</p> <ul style="list-style-type: none"> recall and apply the principles of <i>The Eatwell guide</i> 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 	<p>Outcomes:</p> <ul style="list-style-type: none"> recall and apply the principles of <i>The Eatwell guide</i> 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. 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 	<p>Food Safety: Embedded throughout the rotation. Food poisoning. The 4 C's</p> <p>The Science of Cooking: Cooking Method Using the Hob</p> <p>Culinary Skills: Cutting techniques Reading and following a recipe</p> <p>Food Science: Gelatinisation: Macaroni Cheese. Denaturing: Spicy Chicken wrap</p> <p>Outcomes:</p> <ul style="list-style-type: none"> recall and apply the principles of <i>The Eatwell guide</i> 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 more complex dishes. develop and demonstrate a 	<p>The Science of Cooking: baking, boiling. Cooking Methods. Using the hob.</p> <p>Commodities: Using seasonal/local Food. Carbohydrates, Dairy and Proteins, Fruit, and vegetables. Oils and Spreads</p> <p>Nutrition: Fats and sugars, related health issues, Food Choices.</p> <p>Food Science: Dextrinisation Vegetable Tagine and Cous-Cous</p> <p>Outcomes:</p> <ul style="list-style-type: none"> recall and apply the principles of <i>The Eatwell guide</i> 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 	<p>Outcomes:</p> <ul style="list-style-type: none"> recall and apply the principles of <i>The Eatwell guide</i> 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. 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 of food science.
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<p>equipment to prepare and cook a range of more complex dishes.</p> <ul style="list-style-type: none"> 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 of food science. apply and consolidate their literacy and numeracy skills by using them purposefully in real-life scenarios. 	<p>food skills and techniques.</p> <ul style="list-style-type: none"> 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. <p>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.</p>	<p>understanding of food science.</p> <ul style="list-style-type: none"> apply and consolidate their literacy and numeracy skills by using them purposefully in real-life scenarios. <p>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.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> 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 <p>understand the source, seasonality, and characteristics of a broad range of ingredients.</p>	<p>wider range of food skills and techniques.</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>Pupils will be taught to:</p>	<ul style="list-style-type: none"> 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 of food science. apply and consolidate their literacy and numeracy skills by using them purposefully in real-life scenarios. <p>Rationale for sequence: As part of their work with food, pupils will be taught how to cook and apply the</p>	<ul style="list-style-type: none"> apply and consolidate their literacy and numeracy skills by using them purposefully in real-life scenarios. <p>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.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> 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 <p>understand the source, seasonality, and characteristics of a broad range of ingredients.</p>
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<p>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.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • 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 characteristics of a broad range of ingredients. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • 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 <p>understand the source, seasonality, and characteristics of a broad range of ingredients.</p>		<ul style="list-style-type: none"> • 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 characteristics of a broad range of ingredients. 	<p>principles of nutrition and healthy eating.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • 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 <p>understand the source, seasonality, and characteristics of a broad range of ingredients.</p>	
<p>Home-learning - See HL sheets.</p> <ul style="list-style-type: none"> • Retrieval Tasks. • Consolidation of knowledge. • Independent work • research and evaluating. • recipe reading 	<p>Home-learning - See HL sheets.</p> <ul style="list-style-type: none"> • Retrieval Tasks. • Consolidation of knowledge. • Independent work • research and evaluating. • recipe reading 	<p>Home-learning - See HL sheets</p> <ul style="list-style-type: none"> • Retrieval Tasks. • Consolidation of knowledge. • Independent work • research and evaluating. • recipe reading 	<p>Home-learning - See HL sheets.</p> <ul style="list-style-type: none"> • Retrieval Tasks. • Consolidation of knowledge. • Independent work • research and evaluating. • recipe reading 	<p>Home-learning - See HL sheets.</p> <ul style="list-style-type: none"> • Retrieval Tasks. • Consolidation of knowledge. • Independent work • research and evaluating. • recipe reading 	<p>Home-learning - See HL sheets.</p> <ul style="list-style-type: none"> • Retrieval Tasks. • Consolidation of knowledge. • Independent work • research and evaluating. • recipe reading

<p>Writing</p> <ul style="list-style-type: none"> • 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. <p>Grammar and vocabulary Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through:</p> <ul style="list-style-type: none"> • using Standard English confidently in their own writing and speech. <p>Spoken English Pupils should be taught to speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> • using Standard English confidently in a range of formal and informal contexts, including classroom discussion. 	<p>Writing</p> <ul style="list-style-type: none"> • 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. <p>Grammar and vocabulary Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through:</p> <ul style="list-style-type: none"> • using Standard English confidently in their own writing and speech. <p>Spoken English Pupils should be taught to speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> • using Standard English confidently in a range of formal and informal contexts, including classroom discussion. 	<p>Writing</p> <ul style="list-style-type: none"> • 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. <p>Grammar and vocabulary Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through:</p> <ul style="list-style-type: none"> • using Standard English confidently in their own writing and speech. <p>Spoken English Pupils should be taught to speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> • using Standard English confidently in a range of formal and informal contexts, including classroom discussion. 	<p>Writing</p> <ul style="list-style-type: none"> • 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. <p>Grammar and vocabulary Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through:</p> <ul style="list-style-type: none"> • using Standard English confidently in their own writing and speech. <p>Spoken English Pupils should be taught to speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> • using Standard English confidently in a range of formal and informal contexts, including classroom discussion. 	<p>Writing</p> <ul style="list-style-type: none"> • 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. <p>Grammar and vocabulary Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through:</p> <ul style="list-style-type: none"> • using Standard English confidently in their own writing and speech. <p>Spoken English Pupils should be taught to speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> • using Standard English confidently in a range of formal and informal contexts, including classroom discussion. 	<p>Writing</p> <ul style="list-style-type: none"> • 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. <p>Grammar and vocabulary Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through:</p> <ul style="list-style-type: none"> • using Standard English confidently in their own writing and speech. <p>Spoken English Pupils should be taught to speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> • using Standard English confidently in a range of formal and informal contexts, including classroom discussion.
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<p>Numeracy: Number</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> understand and use place value for decimals, measures, and integers of any size interpret percentages and percentage changes as a fraction or a decimal use standard units of mass, length, time, money <p>Ratio, proportion, and rates of change</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> change freely between related standard units [for example time, length, area, volume/capacity, mass] 	<p>Numeracy: Number</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> understand and use place value for decimals, measures, and integers of any size interpret percentages and percentage changes as a fraction or a decimal use standard units of mass, length, time, money <p>Ratio, proportion, and rates of change</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> change freely between related standard units [for example time, length, area, volume/capacity, mass] 	<p>Numeracy: Number</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> understand and use place value for decimals, measures, and integers of any size interpret percentages and percentage changes as a fraction or a decimal use standard units of mass, length, time, money <p>Ratio, proportion, and rates of change</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> change freely between related standard units [for example time, length, area, volume/capacity, mass] 	<p>Numeracy: Number</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> understand and use place value for decimals, measures, and integers of any size interpret percentages and percentage changes as a fraction or a decimal use standard units of mass, length, time, money <p>Ratio, proportion, and rates of change</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> change freely between related standard units [for example time, length, area, volume/capacity, mass] 	<p>Numeracy: Number</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> understand and use place value for decimals, measures, and integers of any size interpret percentages and percentage changes as a fraction or a decimal use standard units of mass, length, time, money <p>Ratio, proportion, and rates of change</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> change freely between related standard units [for example time, length, area, volume/capacity, mass] 	<p>Numeracy: Number</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> understand and use place value for decimals, measures, and integers of any size interpret percentages and percentage changes as a fraction or a decimal use standard units of mass, length, time, money <p>Ratio, proportion, and rates of change</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> change freely between related standard units [for example time, length, area, volume/capacity, mass]
<p>Science: Nutrition and digestion</p> <ul style="list-style-type: none"> content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary 	<p>Science: Nutrition and digestion</p> <ul style="list-style-type: none"> content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary 	<p>Science: Nutrition and digestion</p> <ul style="list-style-type: none"> content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary 	<p>Science: Nutrition and digestion</p> <ul style="list-style-type: none"> content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary 	<p>Science: Nutrition and digestion</p> <ul style="list-style-type: none"> content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, 	<p>Science: Nutrition and digestion</p> <ul style="list-style-type: none"> content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins,

<p>fibre, and water, and why each is needed.</p> <p>Energy</p> <ul style="list-style-type: none"> comparing energy values of different foods (from labels) (kJ). 	<p>fibre, and water, and why each is needed.</p> <p>Energy</p> <ul style="list-style-type: none"> comparing energy values of different foods (from labels) (kJ). 	<p>fibre, and water, and why each is needed.</p> <p>Energy</p> <ul style="list-style-type: none"> comparing energy values of different foods (from labels) (kJ). 	<p>fibre, and water, and why each is needed.</p> <p>Energy</p> <ul style="list-style-type: none"> comparing energy values of different foods (from labels) (kJ). 	<p>vitamins, minerals, dietary fibre, and water, and why each is needed.</p> <p>Energy</p> <ul style="list-style-type: none"> comparing energy values of different foods (from labels) (kJ). 	<p>vitamins, minerals, dietary fibre, and water, and why each is needed.</p> <p>Energy</p> <ul style="list-style-type: none"> comparing energy values of different foods (from labels) (kJ).
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