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

Crudities with Simple	The Science of Cooking:	Outcomes:	Food Safety:	The Science of Cooking:	Outcomes:
Dip	baking, boiling. Cooking	 recall and apply the 	Embedded throughout	baking, boiling. Cooking	• recall and apply the
Food Safety:	Methods. Using the hob.	principles of The	the rotation. Food	Methods. Using the hob.	principles of The
Embedded	Commodities: Using	Eatwell guide and	poisoning. The 4 C's	Commodities: Using	Eatwell guide and
throughout the	seasonal/local Food.	the 8 tips for healthy	The Science of	seasonal/local Food.	the 8 tips for healthy
rotation. Food	Carbohydrates, Diary and	eating.	Cooking:	Carbohydrates, Diary and	eating.
poisoning. The 4 C's	Proteins, Fruit, and	 explain energy and 	Cooking Method Using	Proteins, Fruit, and	 explain energy and
The Science of	vegetables. Oils and	how needs change	the Hob	vegetables. Oils and	how needs change
Cooking:	Spreads	through life.	Culinary Skills: Cutting	Spreads	through life.
Cooking Method Using	Nutrition: Fats and sugars,	name the key	techniques	Nutrition: Fats and sugars,	name the key
the Hob	related health issues, Food	nutrients, sources,	Reading and following	related health issues, Food	nutrients, sources,
Culinary Skills: Cutting	Choices.	and functions.	a recipe	Choices.	and functions.
techniques	Food Science:	 adapt and follow 	Food Science:	Food Science:	 adapt and follow
Reading and following	Dextrinisation	recipes using a	Gelatinisation:	Dextrinisation	recipes using a
a recipe	Vegetable Tagine and	variety of ingredients and	Macaroni Cheese.	Vegetable Tagine and	variety of ingredients and equipment to
Food Science:	Cous-Cous	equipment to	Denaturing: Spicy	Cous-Cous	prepare and cook a
Gelatinisation:		prepare and cook a	Chicken wrap		range of more
Macaroni Cheese.	Outcomes:	range of more			complex dishes.
Denaturing: Spicy	 recall and apply 	complex dishes.	Outcomes:	Outcomes:	 develop and
Chicken wrap	the principles of	 develop and 	 recall and apply 	 recall and apply 	demonstrate a wider
	The Eatwell	demonstrate a wider	the principles of	the principles of	range of food skills
	guide and the 8	range of food skills	The Eatwell	The Eatwell	and techniques.
	tips for healthy	and techniques.	guide and the 8	guide and the 8	 develop and
Outcomes:	eating.	 develop and 	tips for healthy	tips for healthy	demonstrate the
 recall and apply 	 explain energy 	demonstrate the	eating.	eating.	principles of food
the principles of	and how needs	principles of food	 explain energy 	 explain energy 	hygiene and safety
The Eatwell	change through life.	hygiene and safety	and how needs change through	and how needs change through	in a range of
guide and the 8	 name the key 	in a range of situations.	life.	life.	situations.
tips for healthy	nutrients,	 explain the factors 	 name the key 	 name the key 	 explain the factors that affect food and
eating.explain energy	sources, and	that affect food and	nutrients, sources	nutrients,	drink choice.
and how needs	functions.	drink choice.	and functions,	sources, and	 demonstrate the
change through	 adapt and follow 	 demonstrate the 	Mac n Cheese	functions.	knowledge,
life.	recipes using a	knowledge,	 adapt and follow 	 adapt and follow 	understanding and
 name the key 	variety of	understanding and	recipes using a	recipes using a	skills needed to
nutrients,	ingredients and	skills needed to	variety of	variety of	engage in an
sources and	equipment to	engage in an	ingredients and	ingredients and	iterative process of
functions, Mac n	prepare and	iterative process of	equipment to	equipment to	planning and
Cheese	cook a range of	planning and	prepare and cook	prepare and	making.
 adapt and follow 	more complex	making.	a range of more	cook a range of	 develop and apply
recipes using a	dishes, Quiche	 develop and apply 	complex dishes.	more complex	their knowledge and
variety of	 develop and 	their knowledge and	develop and	dishes, Quiche	understanding of
ingredients and	demonstrate a		demonstrate a		food science.
	wider range of				

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.
- apply and consolidate their literacy and numeracy skills by using them purposefully in real-life scenarios.

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.

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. understanding of food science.

 apply and consolidate their literacy and numeracy skills by using them purposefully in reallife scenarios.

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

Pupils will be taught to:

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

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.

Rationale for sequence:

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

Pupils will be taught to:

 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.

Rationale for sequence: As part of their work with food, pupils will be taught how to cook and apply the apply and consolidate their literacy and numeracy skills by using them purposefully in reallife scenarios.

Rationale for sequence:

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

Pupils will be taught to:

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

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

 Rationale for sequence: As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Pupils will be taught to: understand and apply the principles of nutrition and health cook a repertoire of savoury dishes so that they can feed themselves and others a healthy and varied diet become competent in a range of cooking understand the source, seasonality, and characteristics of a broad range of ingredients. 	Pupils will be taught to: • understand and apply the principles of nutrition and health • cook a repertoire of savoury dishes so that they can feed themselves and others a healthy and varied diet • become competent in a range of cooking understand the source, seasonality, and characteristics of a broad range of ingredients.		 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. 	principles of nutrition and healthy eating. Pupils will be taught to: • understand and apply the principles of nutrition and health • cook a repertoire of savoury dishes so that they can feed themselves and others a healthy and varied diet • become competent in a range of cooking understand the source, seasonality, and characteristics of a broad range of ingredients.	
 Home-learning - See HL sheets. Retrieval Tasks. Consolidation of knowledge. Independent work research and evaluating. recipe reading 	 Home-learning - See HL sheets. Retrieval Tasks. Consolidation of knowledge. Independent work research and evaluating. recipe reading 	 Home-learning - See HL sheets Retrieval Tasks. Consolidation of knowledge. Independent work research and evaluating. recipe reading 	 Home-learning - See HL sheets. Retrieval Tasks. Consolidation of knowledge. Independent work research and evaluating. recipe reading 	 Home-learning - See HL sheets. Retrieval Tasks. Consolidation of knowledge. Independent work research and evaluating. recipe reading 	 Home-learning - See HL sheets. Retrieval Tasks. Consolidation of knowledge. Independent work research and evaluating. recipe reading

Continuous assessment to cover:		Continuous assessment to cover:		Continuous assessment to cover:			
All topics using Google Forms, Quizezz, Edpuzzle		All topics using Google Forms, Quizezz, Edpuzzle		All topics using Google Forms, Quizezz, Edpuzzle			
Practical Assessment: Pizza				Practical Assessment: Pizza			
Continuous assessment of pra	actical skills throughout		Co	Continuous assessment of practical skills throughout			
rotation.			ro	rotation.			
PRACTICALS							
Crudities with Simple	P Din gluten free						
-	gan option/gluten free						
	id vegetarian options/ gluten free	2					
 Sensory Analysis/Tas 		-					
	gan/vegetarian option						
 Victoria Sponge vega 							
	uiche vegan/vegetarian options						
	table allows) vegan/vegetarian o	ptions					
Time allowing for these to							
Curriculum day / week visit: tbc (design technology)							
External visitors:							
Enrichment: baking club							
Keywords:							
Health and Safety: The Four C's (Cooking, Chilling, Cleaning, Cross-contamination). Food poisoning, Pathogens, High risk foods. Danger zone, temperature, bacteria,							
pathogens							
Food Science: Conduction, convection, dextrinisation, Caramelisation, gelatinisation, raising agent (chemical and mechanical), baking powder, bicarbonate of soda,							
baking powder, self-raising flour, sieving. Aeration, Denaturing, Coagulation. Yeast, fermentation, gluten							
Culinary Skills: folding, knives, bridge, and claw hold, combining, weighing, measuring. Kneading, shaping, rubbing-in method							
Method of Cooking: Melting method, grilling, baking, boiling, reduction, simmering, stir frying,							
Nutrition: The Eatwell Guide, Carbohydrates, proteins, vitamins and minerals, Factors affecting Food Choice, Fats and Sugar. Food labelling.							
Students will also be linking to the NC for Design Technology							
• Design: Develop specifications to inform the design of innovative, functional appealing products that respond to the needs in a variety of situations.							
Make: Select from and use specialist tools techniques, processes, and equipment.							
Evaluate: Test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups.							
Reading / literacy:	Reading / literacy:	Reading / literacy:	Reading / literacy:	Reading / literacy:	Reading / literacy:		
Reading	Reading	Reading	Reading	Reading	Reading		
learning new	learning new	learning new	learning new	learning new	learning new		
subject specific	subject specific	subject specific	subject specific	subject specific	subject specific		
vocabulary	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary		

Writing	Writing	Writing	Writing	Writing	Writing
 Writing applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. paying attention to accurate grammar, punctuation, and 	 Writing applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. paying attention to accurate grammar, punctuation, and 	 Writing applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. paying attention to accurate grammar, punctuation, and 	 Writing applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. paying attention to accurate grammar, punctuation, and 	 Writing applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. paying attention to accurate grammar, 	 Writing applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. paying attention to accurate
spelling.	spelling.	spelling.	spelling.	punctuation, and spelling.	grammar, punctuation, and
 Grammar and vocabulary Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through: using Standard English confidently in their own writing and speech. Spoken English Pupils should be taught to speak confidently and effectively, including through: using Standard English confidently in a range of formal and informal contexts, including classroom discussion. 	Grammar and vocabulary Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through: • using Standard English confidently in their own writing and speech. Spoken English Pupils should be taught to speak confidently and effectively, including through: • using Standard English confidently in a range of formal and informal contexts, including classroom discussion.	 Grammar and vocabulary Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through: using Standard English confidently in their own writing and speech. Spoken English Pupils should be taught to speak confidently and effectively, including through: using Standard English confidently in a range of formal and informal contexts, including classroom discussion. 	 Grammar and vocabulary Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through: using Standard English confidently in their own writing and speech. Spoken English Pupils should be taught to speak confidently and effectively, including through: using Standard English confidently in a range of formal and informal contexts, including classroom discussion. 	 Grammar and vocabulary Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through:	spelling. Grammar and vocabulary Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through: • using Standard English confidently in their own writing and speech. Spoken English Pupils should be taught to speak confidently and effectively, including through: • using Standard English confidently in a range of formal and informal contexts, including classroom

Numeracy:	Numeracy:	Numeracy:	Numeracy:	Numeracy:	Numeracy:
Number	Number	Number	Number	Number	Number
 Pupils will be taught to: 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 Ratio, proportion, and rates of change Pupils will be taught to: change freely between related standard units [for example time, length, area, volume/capacity, mass] 	 Pupils will be taught to: 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 Ratio, proportion, and rates of change Pupils will be taught to: change freely between related standard units [for example time, length, area, volume/capacity, mass] 	 Pupils will be taught to: 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 Ratio, proportion, and rates of change Pupils will be taught to: change freely between related standard units [for example time, length, area, volume/capacity, mass] 	 Pupils will be taught to: 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 Ratio, proportion, and rates of change Pupils will be taught to: change freely between related standard units [for example time, length, area, volume/capacity, mass] 	 Pupils will be taught to: 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 Ratio, proportion, and rates of change Pupils will be taught to: change freely between related standard units [for example time, length, area, volume/capacity, mass] 	Pupils will be taught to: 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 Ratio, proportion, and rates of change Pupils will be taught to: change freely between related standard units [for example time, length, area, volume/capacity, mass]
Science:	Science:	Science:	Science:	Science:	Science:
Nutrition and digestion	Nutrition and digestion				
content of a healthy	• content of a healthy	 content of a healthy 	• content of a healthy	 content of a 	 content of a
human diet:	human diet:	human diet:	human diet:	healthy human	healthy human
carbohydrates,	carbohydrates,	carbohydrates,	carbohydrates,	diet:	diet:
lipids (fats and oils),	carbohydrates,	carbohydrates,			
proteins, vitamins,	proteins, vitamins,	proteins, vitamins,	proteins, vitamins,	lipids (fats and	lipids (fats and
minerals, dietary	minerals, dietary	minerals, dietary	minerals, dietary	oils), proteins,	oils), proteins,