Programme of Study

Food Preparation Nutrition

Year 8

NB: Students are on a carousel half of the year group does Food Technology and 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 Tech 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
Topic / Key Question: **Getting to know the Food Technology room, Recap: Why is temperature control important?** 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. Links to GCSE options and careers in Food. **Health and Safety** Kitchen Equipment Expectations and routine for working in the food room The safe and effective use of knives. **Food Safety:**	Topic / Key Question: **Where does our food come from?** **Food Safety:** Embedded throughout the rotation**.** **Culinary Skills:** Further development of cutting techniques and safe use of knives. Reading and following a recipe **Food Science:** Sensory Analysis comparison of bread products. Gelatinisation, fermentation, raising agents: Yeast: Bread. **The Science of Cooking:** baking, boiling. Cooking Methods. Using the hob. **Commodities:** Using seasonal/local Food.	Topic / Key Question: **How to make the right choices?** **Commodities:** Food provenance/miles: Where does our food come from? Carbohydrates, Proteins**,** Fruit, and vegetables**.** Diary, Oils and Spreads**.** **Food Science:** Raising agents. Dextrinisation. Aeration: Victoria Sponge. Coagulation: Quiche. **Culinary Skills**: Rubbing in Method. Reading and following a recipe **Nutrition:** Food labelling, food choices **The Science of cooking**: Cooking Method. Using the oven, Baking: Seasonal Muffins.	Topic / Key Question: **Getting to know the Food Technology room, Recap:** **Why is temperature control important?** 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. Links to GCSE options and careers in Food. **Health and Safety** Kitchen Equipment Expectations and routine for working in the food room	Topic / Key Question: **Where does our food come from?** **Food Safety:** Embedded throughout the rotation**.** **Culinary Skills:** Further development of cutting techniques and safe use of knives. Reading and following a recipe **Food Science:** Sensory Analysis comparison of bread products. Gelatinisation, fermentation, raising agents: Yeast: Bread. **The Science of Cooking:** baking, boiling. Cooking Methods. Using the hob. **Commodities:** Using seasonal/local Food. Carbohydrates, Diary and	Topic / Key Question: **How to make the right choices?** **Commodities:** Food provenance/miles: Where does our food come from? Carbohydrates, Proteins**,** Fruit, and vegetables**.** Diary, Oils and Spreads**.** **Food Science:** Raising agents. Dextrinisation. Aeration: Victoria Sponge. Coagulation: Quiche **Culinary Skills**: Rubbing in Method. Reading and following a recipe **Nutrition:** Food labelling, food choices **The Science of cooking**: Cooking Method. Using the oven, Baking: Seasonal Muffins. **Outcomes:** • recall and apply the principles of *The Eatwell guide* and the 8 tips for healthy eating.

Embedded throughout the rotation. Food poisoning. The 4 C's **The Science of Cooking**: Cooking Method Using the Hob **Culinary Skills:** Cutting techniques Reading and following a recipe **Food Science**: Gelatinisation: Macaroni Cheese. Denaturing: Spicy Chicken wrap **Nutrition**: Macronutrient, Micronutrients **Outcomes:** • recall and apply the principles of *The Eatwell guide* 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	Carbohydrates, Diary and Proteins, Fruit, and vegetables. Oils and Spreads **Nutrition:** Fats and sugars, related health issues, Food Choices. **Outcomes:** • recall and apply the principles of *The Eatwell guide* 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 food skills and techniques. • develop and demonstrate the principles of food hygiene and safety in a range of situations.	**Outcomes:** • recall and apply the principles of *The Eatwell guide* 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	The safe and effective use of knives. **Food Safety:** Embedded throughout the rotation. Food poisoning. The 4 C's **The Science of Cooking**: Cooking Method Using the Hob **Culinary Skills:** Cutting techniques Reading and following a recipe **Food Science**: Gelatinisation: Macaroni Cheese. Denaturing: Spicy Chicken wrap **Nutrition**: Macronutrient, Micronutrients **Outcomes:** • recall and apply the principles of *The Eatwell guide* 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	Proteins, Fruit, and vegetables. Oils and Spreads **Nutrition:** Fats and sugars, related health issues, Food Choices. **Outcomes:** • recall and apply the principles of *The Eatwell guide* 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 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,	• 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. • 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:

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Continuous assessment to cover: All topics using Google Forms, Quizezz, Edpuzzle Practical Assessment: Pizza Continuous assessment of practical skills throughout rotation.		Continuous assessment to cover: All topics using Google Forms, Quizezz, Edpuzzle		Continuous assessment to cover: All topics using Google Forms, Quizezz, Edpuzzle Practical Assessment: Pizza Continuous assessment of practical skills throughout rotation.	
PRACTICALS					

- Seasoned Wedges with a simple dip
- Spicy Wraps meat and vegetarian options/ gluten free
- Macaroni Cheese vegan option/gluten free
- Bread gluten free/ vegan/vegetarian option
- Quiche vegan/vegetarian options
- Savoury Rice
- Victoria Sponge cake (If timetable allows) Egg free: Shortbread

Time allowing for these to happen.

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
Method of Cooking: Melting method, grilling, baking, rubbing-in method, boiling, reduction,
Nutrition: The Eatwell Guide, Carbohydrates, proteins, vitamins and minerals, Fats and Sugar

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** • learning new subject specific vocabulary **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 spelling. **Grammar and vocabulary** Pupils should be taught to consolidate and build on their	Reading / literacy: **Reading** • learning new subject specific vocabulary **Writing** • applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.	Reading / literacy: **Reading** • learning new subject specific vocabulary **Writing** • applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. • paying attention to accurate	Reading / literacy: **Reading** • learning new subject specific vocabulary **Writing** • applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.	Reading / literacy: **Reading** • learning new subject specific vocabulary **Writing** • applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.	Reading / literacy: **Reading** • learning new subject specific vocabulary **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 spelling.

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.	• paying attention to accurate grammar, punctuation, and 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 discussion.	grammar, punctuation, and 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 discussion.	• paying attention to accurate grammar, punctuation, and 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 discussion.	• paying attention to accurate grammar, punctuation, and 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 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.
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• 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]	• 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]	• 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]	• 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]	• 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]	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: Nutrition and digestion • content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre, and water, and why each is needed. Energy • comparing energy values of different foods (from labels) (kJ).	**Science:** Nutrition and digestion • content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre, and water, and why each is needed. Energy • comparing energy values of different foods (from labels) (kJ).	**Science:** Nutrition and digestion • content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre, and water, and why each is needed. Energy • comparing energy values of different foods (from labels) (kJ).	**Science:** Nutrition and digestion • content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre, and water, and why each is needed. Energy • comparing energy values of different foods (from labels) (kJ).	**Science:** Nutrition and digestion • content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre, and water, and why each is needed. Energy • comparing energy values of different foods (from labels) (kJ).	**Science:** Nutrition and digestion • content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre, and water, and why each is needed. Energy • comparing energy values of different foods (from labels) (kJ).