

Year 8 Food Curriculum Map

	Autumn Term Health and Safety	Spring Term Nutrition	Summer Term Poor nutrition and cooking methods
Unit Length	<p>Students will be given a set of practical tasks: To develop a range of practical skills. To understand the nutrients the body needs and apply the principles of nutrition and health.</p> <p>They will cook a repertoire of practical products and demonstrate competency in a number of preparation/cooking skills.</p> <p>To understand the fundamental rules and routines of food preparation and cooking. Understanding how poor hygiene can cause food poisoning.</p>	<p>Students will be given a set of practical tasks: To develop a range of practical skills. To understand the different allergies and intolerances and how to plan and adapt recipes to suit a wide range of consumer needs (SDN).</p> <p>They will cook a repertoire of practical products and demonstrate competency in a number of preparation/cooking skills.</p> <p>Students will learn and understand the Eatwell guide Learning in-depth the various nutrients that the body requires and what they do.</p>	<p>Students will be given a set of practical tasks: To develop a range of practical skills. To understand poor nutrients and apply principles of nutrition and health.</p> <p>They will cook a repertoire of practical products and demonstrate competency in a number of preparation/cooking skills.</p> <p>Pupils will learn about different cooking methods and the impact this has on the ingredients, nutrition, palatability and appearance.</p>
Links to the National curriculum/Assessment Objectives	<p>Pupils will begin by understanding the importance of health and safety in food preparation. They will understand and apply the principles of nutrition and health and how to avoid food poisoning.</p> <p>Pupils will cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</p> <p>Pupils will start to become competent in a range of cooking techniques.</p> <p>Pupils will begin to understand the source, seasonality and characteristics of a broad range of ingredients.</p>		
Description of the topic and key learning outcomes (key knowledge and understanding)	<p>Check prior knowledge</p> <p>Understanding basic Health and Safety in the food room.</p> <p>Learning key words that are used in food safety and Hospitality and Catering</p>	<p>Check prior knowledge</p> <p>To be able to identify the different sections of the EWG. To be able to classify different foods/ingredients into the different sections of the EWG.</p> <p>Understanding how nutrition plays an important factor in the human body through different life stages.</p>	<p>Focus on Poor nutrition and methods of cooking foods.</p> <p>To adapt existing recipes to overcome poor nutrition.</p> <p>Understanding what choices can lead to poor nutrition and how deficiency of nutrients affects the body.</p>
Related Concepts (that are revisited)	<p>Practical cooking skills, using sharp knives, using the hob, the over, health and safety. Handling raw meat. Food hygiene. Developing a wide range of skills.</p>	<p>Practical cooking skills, using sharp knives, using the hob, the over, health and safety. Handling raw meat. Food hygiene. Developing a wide range of skills.</p>	<p>Practical cooking skills, using sharp knives, using the hob, the over, health and safety. Handling raw meat. Food hygiene. Developing a wide range of skills.</p>
Skills being taught	<p>Health and safety</p> <p>The Eat well guide</p> <p>Kitchen/Personal hygiene</p>	<p>Evaluation</p> <p>Practical cooking and display skills</p> <p>Developing recipes</p>	<p>Identification of food poisoning risks.</p> <p>Hygiene and safety procedures.</p> <p>Practical cooking and display skills</p>

Milestone assessments	AC assessments. Use of exam questions to test knowledge- see short term plans for examples	AC assessments. Use of exam questions to test knowledge- see short term plans for examples	AC assessments. Use of exam questions to test knowledge- see short term plans for examples
Wider reading	Evaluating, Health and safety, hygiene, sustainability, balanced diet. Quality of literacy in evaluations.	Newspaper articles to keep up to speed with constant developments in the food industry/ health concerns/ scares/ public health advice.	Newspaper articles to keep up to speed with constant developments in the food industry/ health concerns/ scares/ public health advice.
Literacy programme	Tier 3 language used with exam command words. Teacher use of tear 2 language to model answers to pupils Use of WAGOLL in short term planning, modelling tear 2 and 3 language.	Tier 3 language used with exam command words. Teacher use of tear 2 language to model answers to pupils Use of WAGOLL in short term planning, modelling tear 2 and 3 language.	Tier 3 language used with exam command words. Teacher use of tear 2 language to model answers to pupils Use of WAGOLL in short term planning, modelling tear 2 and 3 language.
Homework	Set through Satchel one	Set through Satchel one	Set through Satchel one