

Food Technology Year 8 Curriculum Overview



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By the end of Year 8, students will have a deeper understanding of the nutrients within the diet, and what these do for our body. They will understand the health impact of too little or too much of each of the macronutrients.

Each half term the work will be split into mini projects giving pupils the opportunity to enhance and develop their understanding of each topic.

The practical lessons will be linked to each topic. These will allow pupils to gain a wider range of skills using more complex recipes. Pupils will develop their chopping skills and understanding of specific cooking related vocabulary linked to chopping ingredients and different cooking methods. All the recipes are budget friendly to ensure that the curriculum is accessible to all learners. The recipes use different pieces of equipment to develop pupils' skills. The building of skills and knowledge will ensure that pupils are prepared to tackle the topic at KS4.

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Week Number	Themes/ Topics	Key Knowledge & Skills	Key Assessments
<p align="center">1-6 (Autumn 1)</p>	<p>Carbohydrates</p>	<p>Pupils will recap basic knowledge from y7 and extend it to know that simple carbohydrates are made of building blocks of sugar that when combined become more complex starch molecules and then even more complex non-starch polysaccharides (NSP or Fibre).</p> <p>Carbohydrates form a large part of the diet and are the main source of energy for the body. Too much energy is then stored as fat.</p> <p>Complex carbohydrates and fibre cause a different reaction in the body.</p> <p>Students will be encouraged to include more fibre in their diet.</p> <p>Practical's focus on recapping and improving knife skills while making dishes from the 'carbohydrate' category.</p> <p>Couscous; Savoury Rice and Bread</p>	<p>Research skills Teacher assessment of practical skills Self-evaluation of practical skills End of topic summary assessment.</p>
<p align="center">7-13 (Autumn 2)</p>	<p>Protein</p>	<p>Pupils will understand that protein is made up of building blocks called Amino Acids that link together to form long, complex chains. Humans need 8 essential amino acids to be able to grow and repair the proteins in our body. Some sources of protein are better at providing these essential amino acids than others. The role of protein in the body will be expanded on. Pupils will think about the hierarchy of protein sources and what this might mean for a vegetarian/vegan. Pupils will begin to learn about the changes that happen to protein on heating (cooking), and how this can be used in recipes. In practical lessons pupils will make Burgers and Chicken Kebabs to reinforce cooking with protein and how it behaves.</p>	<p>Presentation skills Teacher assessment of practical skills Self-evaluation of practical process and results End of topic summary assessment.</p>

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<p>14-18 (Spring 1)</p>	<p>Fats and Oils</p>	<p>Pupils will explore the different sources of fat and how to identify 'good' fat and 'bad' fat. The role of fat in the diet is explored further, along with the risk of some diseases such as CVD and Stroke.</p> <p>Sources of fats and oils in the diet will be discussed and the choices that can be made to support optimal health.</p> <p>Practical's are mushroom risotto and Linguine with Chicken and sweetcorn</p>	<p>Extended writing Teacher assessment of practical skills Self-evaluation of practical process and results End of topic summary assessment.</p>
<p>19-24 (Spring 2)</p>	<p>How to plan to cook using a production plan</p>	<p>Pupils will begin to understand how they need to plan their dishes. They will consider the sequences of the steps and put them in the correct order. They will then consider the time frame for each step and then add health and safety points onto the plan. This should lead to greater independence.</p> <p>Pupils will make Tuna & sweetcorn fritters and then plan and produce a meal they have chosen for themselves with a £3.00 budget. They will use the skills learnt in the theory lesson to apply them to the practical lesson. The practical's will build on skills pupils have previously learnt. All recipes have been differentiated as challenge tasks have been added to support more able pupils.</p>	<p>Teacher assessment of practical skills Self-evaluation of practical process and results End of topic summary assessment.</p>
<p>25-30 (Summer 1)</p>	<p>Analyse a design brief</p>	<p>Pupils will understand how to gain information from a set of instructions. By the end of the unit pupils will be able to select key information and use it to make decisions about the next stages required and make plans for the schedule to be completed.</p> <p>Pupils will make the planned meals that they have chosen based on the design brief. Recipes will be placed on teams and a booklet created to allow pupils to select tried and tested recipes but still allow the teaching staff to support learning. They will build on skills and develop more complex skills as the term progresses.</p>	<p>Teacher assessment of practical skills Self-evaluation of practical process and results End of topic summary assessment.</p>

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<p>31-38 (Summer 2)</p>	<p>Food Science – What is it?</p>	<p>In this unit pupils will understand why food works the way it does. Pupils will look at emulsification, coagulation, biological & chemical raising agents, shortening, fat aeration. Practical's will support this more science based learning by linking it to food pupils already know. Browning of apples/potatoes; egg custard, starch thickened sauces etc.</p>	<p>Presentation to class Teacher assessment of practical skills End of year exam</p>
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