



Curriculum Overview

Year 8 – Food Preparation & Nutrition 2021-2022

Rationale for Year 8 Food Preparation & Nutrition

This will be the second year of Food Preparation and Nutrition education. We presume that most students would not have had the opportunity to develop new skills since Year 7. During the thirteen-hour long lessons in Food Preparation and Nutrition, students will revisit how to apply the principles of nutrition and healthy eating to their food choices. Students will be using the Eat well guide as a guide to healthy eating and bases for their cooking. We will look closely at the ingredients used in cooking, considering the functions of ingredients and how they work together to create an edible component. Students will learn the importance and significance of food safety and kitchen hygiene and the potential hazards when working in the practical area. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge. This includes pancakes, pasta salad, Indian Bombay potatoes, muffins and Focaccia.

What will students learn and why?

Students will revisit the food safety and kitchen hygiene rules that were adhered to in Year 7's practical lessons. This will reinforce rules on kitchen safety and provide a safe practical environment for all. During Food Preparation, students will learn to use the hob and oven safely and independently. Students will learn and apply a range of cooking skills and techniques through a series of practical lessons. At the beginning of this year, some students will be able to work in pairs to gain good communication skills and confidence when working in a practical environment. This has proven to be most effective and very quickly the students are working independently to create successful dishes. Nutrition is a core theme and students will recall the Eat well guide as a guide to a healthy balanced diet and again be able to relate this to their food choices and the impact this can have on their health. We will look closely at the importance of carbohydrates in our diet relating it to energy intake and being active. Students will learn new subject specific vocabulary in order to describe the sensory characteristics of a variety of different foods. Students must be able to explain reasons why sensory evaluation is important. To introduce the Science of cooking, students will learn about the different raising agents to give them a deeper understanding of ingredients and cookery. Food Provenance is the study of where food comes from and we look at how wheat is grown, processed and manufactured so that they have a deeper understanding of how a commodity is processed. Wheat is the main commodity used in their dishes in Year 8.

How will students learn?

Students will learn new cooking skills through a series of demonstrations and practical lessons building on the cooking skills that were taught and applied in Year 7. Initially, for some this is carried out as paired work until they are confident and safe to work independently. The practical's, include making pancakes, which sees the students weighing and measuring with accuracy. They will also need to control the heat on the hob. We will progress quickly, complex cooking skills are introduced and practised. The students will be able to show their knowledge of ingredients and their new cooking skills by making Bombay potatoes. The practical lessons provide the students with preparation and organisational skills, making them consider the whole process required when making food. Students will be very much aware of personal safety and hygiene. Reading and following a recipe will be encouraged, the muffin practical will be independent. Teacher led lessons will deepen their understanding of why we need food, relating it strongly to healthy eating, a balanced diet and the Eat well guide. Key words and key terminology will be highlighted and revisited every lesson to embed the subject specific words.

How will students be assessed?

The first practical will assess the class's ability and competency to follow instructions and remember the rules and routines of the practical environment. This is so that a judgment can be made as to whether the class works initially in pairs or independently. All students are encouraged to work independently; this includes the planning and organising of ingredients. During the practical lessons, students are assessed for basic competencies. The final practical: Focaccia will assess the student's choice of ingredients, ease of following a recipe and kitchen hygiene practices. Student's knowledge of ingredients, functions of ingredients and cooking methods are assessed in the form of Q and A, verbal and written. It is important that students record the lesson content in detail with thoughtful presentation. Keywords and key terminologies must be visible and explained. In Year 8 the main food commodity is wheat and an assessment of their understanding of the variety of uses and its importance in cookery is made through a mini test. All subject specific language that includes keywords and their meanings and specialist terminology will be revisited regularly.

What is the aim for learners by the end of the year in comparison to the previous year?

The students will have gained a deeper insight into the working, functional and chemical characteristics of ingredients. They will have an appreciation for accuracy in making through practising: weighing, measuring, time and temperature when cooking. The students will have become familiar and aware of the need for rules and routines in the kitchen environment and through this grown in confidence becoming independent. Students will have expanded their knowledge and use of ingredients in cookery and broadened their knowledge and understanding of why we eat and the importance of a healthy balanced diet.