

Year 8 Big Picture – Food

Overview for Year 8

In Year 8, students continue with the adventure that they started in Year 7. Following on from hygiene and safety, students will look more closely at Food, Personal & kitchen hygiene, food storage methods, EHO and their role within the hospitality industry. Year 8 continue to follow the Eatwell Guide looking at the proteins & alternatives which includes looking at the factors that affect the food that we choose to eat such as culture, religion, vegetarianism. Fats in the diet and obesity. The journey into understanding the Eatwell guide continues with a focus on minerals and different cooking techniques. Practical's are still linked to the sections of the Eatwell Guide that are being studied.

The Year 8 unit plan has been developed to enable pupils to develop and demonstrate a range of food skills, increasing in complexity and accuracy, to cook a range of dishes, safely and hygienically, and to apply their knowledge of nutrition and food provenance. In addition, they will consider the factors that affect food choice and the effect of the nutrients when cooking food.

Aims

- Pupils will deepen their knowledge and understanding of food and nutrition.
- Pupils will deepen their knowledge food provenance.
- Pupils will further develop their food skills and techniques.
- Pupils will further develop and demonstrate the principles of food hygiene and safety.
- Pupils will deepen and apply their knowledge of consumer food and drink choice.
- Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently.
- Pupils will build and apply a repertoire of knowledge, understanding and skills in order to create and make recipes and dishes for a wide range of people.
- Pupils will evaluate their ideas and the work of others.
- **Learning outcomes overview**

Through the Year 8-unit plan, pupils will:

- 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 and skills needed to engage in an iterative process of planning and making.
- apply and consolidate their literacy and numeracy skills by using them purposefully in real-life scenarios.

Prior learning

Pupils will build on their learning in Year 7: knowledge and skills include:

- describing and applying *The Eatwell Guide* and the 8 tips for healthy eating.
- explaining energy and energy balance, key nutrients, their sources and functions.






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- using and adapting recipes.
- using appropriate ingredients and equipment to prepare and cook a range of dishes.
- acquiring and demonstrating a range of food skills and techniques.
- acquiring and demonstrating the principles of food hygiene and safety.
- acquiring and demonstrating a knowledge of the source, seasonality and characteristics of a range of ingredients.
- acquiring and demonstrating the knowledge, understanding and skills needed to engage in an iterative process of planning and making.







Monday 4th September 2023 INSET DAY 1 Only Staff in School

Tuesday 5th September 2023 First day of term YEAR 7 ONLY











Wednesday 6th September 2023 ALL YEARS IN SCHOOL

Autumn 01 2023 Weeks 1 – 7 (7 weeks) – OCTOBER HALF TERM	Autumn 02 2023 Weeks 8 – 15 (7 weeks) - CHRISTMAS	Spring 01 2024 Week 16- 22 (7 weeks) FEBRUARY HALF TERM
<p>Content Recall and develop principles of Hygiene and Safety, Food,</p> <p>Personal & kitchen hygiene </p> <p>EHO and role within the hospitality industry Chilled storage and danger zone</p> <p>Nutrients – Macronutrient fat </p> <p><u>Practical's and skills</u> Chicken goujon wrap – temperature probe, coating, binding, wrapping, baking, greasing, seasoning Spaghetti Bolognese – boiling, simmering sauteing, grating, peeling, slicing dicing, seasoning Chinese Fajitas – peeling, slicing, dicing, frying, seasoning</p>	<p>Content Nutrients – Macronutrient Protein and vegetarians, fat</p> <p></p> <p>Micronutrients – minerals Methods of cooking <u>Practical's and skills</u> Beef koftas – Peel, Slice, Dice, Deseed, Blitz, Food processor, grilling Pizza Kneading, Rolling, Shaping, Baking, Grating Crispy Tacos – Peel, Slice, Dice, Browning, Seasoning, Simmering, Baking, Melting, Garnishing</p> <p><u>Cultural capital</u> - teamwork, individual and independent work</p> <p>during practical lessons. </p>	<p>Content Cooking methods Seasonality Big Test and intervention <u>Practical's and skills</u> Chocolate chip cookies - Weighing, Measuring, Greasing, Creaming, Folding, Portioning, Temperature control Sheekh kebab – Baking, rolling, grating, Seasoning, Shaping, Chopping Chicken Biryani - boiling, simmering, frying, chopping, peeling,dicing.</p> <p><u>Cultural capital</u> - teamwork, individual and independent work</p> <p>during practical lessons. </p> <p>Reading and following a recipe</p>



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<p><u>Cultural capital</u> - teamwork, individual and independent work during practical lessons. </p> <p>Reading and following a recipe</p> <p>Knowledge of foods from different countries and cultures </p> <p>Looking at different types of hygiene</p> <p>Knowing how different foods should be stored and temperatures</p> <p>The role of an EHO</p> <p>Looking at how to adapt recipes to reduce the fat content and the problems with too much fat in the diet. </p>	<p>Reading and following a recipe</p> <p>Knowledge of foods from different countries and cultures</p> <p>Know about vegetarianism and different types of proteins available. </p> <p>Knowledge of minerals and their sources and functions in the body</p> <p>Looking at the different types of cooking methods we can use and being able to identify healthier versions and the effects of heat on the nutrients. </p>	<p>Knowledge of foods from different countries and cultures </p>
<p>Assessment Objectives This is the knowledge, application and skills assessed by the Mini Test 1 : Hygiene and Safety Progress check</p> <p>Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so students perform better</p> <p>Data capture –ATL Arbor</p>	<p>Assessment Objectives This is the knowledge, application and skills assessed by the mini test 2 progress check – Nutrients – Protein and Fat. Practical skill knowledge</p> <p>Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so students perform better</p> <p>Data capture ATL Arbor</p>	<p>Assessment Objectives This is the knowledge, application and skills assessed by the Big Test lesson 2 and intervention</p> <p>Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so students perform better</p> <p>Data capture – Year 8 ATL and BT% Arbor</p>
<p><i>Spring 02</i></p>	<p><i>Summer 01</i></p>	<p><i>Summer 02</i></p>

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<p>Weeks 23 – 27 (5 weeks) EASTER</p>	<p>Weeks 28 – 33 (6 weeks) WHIT –</p>	<p>Weeks 34 – 40 (7 weeks)</p>
<p>Content Recall and develop principles of Hygiene and Safety, Food,</p> <p>Personal & kitchen hygiene </p> <p>EHO and role within the hospitality industry Chilled storage and danger zone </p> <p>Nutrients – Macronutrient fat </p> <p>Practical's and skills Chicken goujon wrap – temperature probe, coating, binding, wrapping, baking, greasing, seasoning Spaghetti Bolognese – boiling, simmering sauteing, grating, peeling, slicing dicing, seasoning Chinese chicken, vegetable and noodle stir fry- peeling, slicing, dicing, de-seeding, julienne, seasoning.</p> <p><u>Cultural capital</u> - teamwork, individual and independent work during practical lessons. </p> <p>Reading and following a recipe</p> <p>Knowledge of foods from different countries and cultures </p> <p>Looking at different types of hygiene</p>	<p>Content Nutrients – Macronutrient Protein and vegetarians, fat </p> <p>Micronutrients – minerals Methods of cooking Practical's and skills Sweet and sour chicken and rice- julienne, slicing, steaming, stir frying Beef koftas – Peel, Slice, Dice, Deseed, Blitz, Food processor, grilling Pizza Kneading, Rolling, Shaping, Baking, Grating Crispy Tacos – Peel, Slice, Dice, Browning, Seasoning, Simmering, Baking, Melting, Garnishing</p> <p><u>Cultural capital</u> - teamwork, individual and independent work during practical lessons. </p> <p>Reading and following a recipe</p> <p>Knowledge of foods from different countries and cultures</p> <p>Know about vegetarianism and different types of proteins available. </p>	<p>Content Cooking methods Seasonality Big Test and intervention Practical's and skills Jamaican Jerk Chicken rice and peas – Juicing, Blending, Seasoning, Slicing, Draining, Rinsing, Steaming, Baking Chocolate chip cookies - Weighing, Measuring, Greasing, Creaming, Folding, Portioning, Temperature control Sheekh kebab – Baking, rolling, grating, Seasoning, Shaping, Chopping</p> <p><u>Cultural capital</u> - teamwork, individual and independent work during practical lessons. </p> <p>Reading and following a recipe</p> <p>Knowledge of foods from different countries and cultures </p>

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<p>Knowing how different foods should be stored and temperatures</p> <p>The role of an EHO</p> <p>Looking at how to adapt recipes to reduce the fat content and the problems with too much fat in the diet. </p>	<p>Knowledge of minerals and their sources and functions in the body</p> <p>Looking at the different types of cooking methods we can use and being able to identify healthier versions and the effects of heat on the nutrients. </p>	
<p>Assessment Objectives</p> <p>This is the knowledge, application and skills assessed by the Mini Test 1 : Hygiene and Safety Progress check – lesson 5</p> <p>Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so students perform better</p> <p>Data capture –ATL Arbor</p>	<p>Assessment Objectives</p> <p>This is the knowledge, application and skills assessed by the mini test 2 progress check – Nutrients – Protein and Fat. Lesson 4</p> <p>Practical skill knowledge</p> <p>Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so students perform better</p> <p>Data capture ATL Arbor</p>	<p>Assessment Objectives</p> <p>This is the knowledge, application and skills assessed by the Big Test lesson 2 and intervention lesson 4</p> <p>Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so students perform better</p> <p>Data capture – Year 8 ATL and BT% Arbor</p>