Year 8 Food. Spring 1



## MAGHULL HIGH SCHOOL – CURRICULUM MAP

|                                      |  |   |   |  |   |   | ~                 |
|--------------------------------------|--|---|---|--|---|---|-------------------|
|                                      | Lesson 13  | Lesson 14   | Lesson 15   | Lesson 16  | Lesson 17   | Lesson 1  | 18                |
| TOPIC (S)                            | To prepare and cook a main meal dish suitable for a hot school lunch, such as chicken biryani, chicken Chow Mein. To demonstrate the preparation of vegetables, the use of herbs and spices, use of the hob. To demonstrate and apply the principles of food safety and hygiene when cooking.  | To prepare and cook a dessert dish suitable for a hot school lunch such as, oaty apple crumble, fruit cobbler. To demonstrate the preparation of fruit, a rubbed in mixture, use of the oven. To demonstrate and apply the principles of food safety and hygiene when cooking. To create a recipe card that includes a nutritional profile to accompany the dish. | To plan and create a specification for a healthier option main meal dish to be served in a leisure centre, sports centre or cinema.  To investigate the availability and benefits of locally or regionally sourced food and/or ingredients that is available to meet consumer demand.  To calculate the nutritional profile of the dish and compare with existing products. (Context: Local – health) | To prepare and cook a healthier option main meal dish, such as fish cakes, turkey burgers, chick pea burgers, root veg rosti. To demonstrate the skills of fish/meat handling, portioning, shaping and finishing, use of the oven. To investigate how and why food is wasted; list ways in which food waste can be reduced. To demonstrate and apply the principles of food safety and hygiene when cooking. | To prepare and cook a healthier option main meal dish, such as fish cakes, turkey burgers, chick pea burgers, root veg rosti.  To demonstrate the skills of fish/meat handling, portioning, shaping and finishing, use of the oven.  To investigate how and why food is wasted; list ways in which food waste can be reduced.  To demonstrate and apply the principles of food safety and hygiene when cooking. | Plenary To appraise and e their learning journ To evaluate their r cooking experience | ney.<br>oractical |
| Knowledge &<br>Skills<br>development | <ul> <li>4 Recall and apply the principles of <i>The Eatwell Guide</i> and the 8 tips for healthy eating;</li> <li>2 Explain energy and how needs change through life;</li> <li>3 Name the main nutrients, sources and functions;</li> <li>4 Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of more complex dishes;</li> <li>5 Demonstrate a wider range of food preparation and cooking techniques;</li> <li>6 Apply the principles of food safety and hygiene;</li> <li>7 Explain the factors that affect food and drink choice;</li> <li>8 Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of designing and making in a range of contexts such as home, health and agriculture;</li> <li>9 Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science;</li> <li>10 Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn.</li> <li>11 Track their progress using the My learning journey booklet (cooking, nutrition, ingredients and creativity).</li> </ul> |   |   |  |   |   |                   |
| Assessment / Feedback Opportunities  | Cold call, verbal feedback   |   | Cold call, verbal feedback, booklet review.   |  | Cold call, Cold call, verbal feedback feedback  | Cold call, verbal<br>feedback   | Cold call, ve     |
| Cultural<br>Capital                  | Developing   | g the skills and knowledg   | ge to enable pupils to buy  | and prepare, safely, a nutrit  | ious meal   |   |                   |

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| SMSC /                          | Working together, sharing equipment, following rules, respect and tolerance for each other.                       |  |  |  |  |  |
|---------------------------------|---|--|--|--|--|--|
| Promoting                       |   |  |  |  |  |  |
| British Values                  |   |  |  |  |  |  |
| (Democracy,<br>Liberty, Rule of |   |  |  |  |  |  |
| Law, Tolerance &                |   |  |  |  |  |  |
| Respect)                        |   |  |  |  |  |  |
| Reading                         | Year 8 Food Knowledge Organiser.  |  |  |  |  |  |
| opportunities                   |   |  |  |  |  |  |
|                                 |   |  |  |  |  |  |
| Key                             | sodium chloride (NaCl), carbohydrates, protein, vitamins and minerals, Glucose, Lactose intolerance saturated fat |  |  |  |  |  |
| Vocabulary                      |   |  |  |  |  |  |
| Digital                         |   |  |  |  |  |  |
| Literacy                        |   |  |  |  |  |  |
| Careers                         | Discussion on opportunities in Hospitality industry.  |  |  |  |  |  |
|                                 |   |  |  |  |  |  |
|                                 |   |  |  |  |  |  |