



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
TOPIC (S)	<p>Objective: Recall the principles of <i>The Eatwell Guide</i> and relate it to their own diet. To list and explain the main nutrients provided by the diet. To explain the importance of hydration.</p>	<p>To prepare and cook a main meal dish that demonstrates the use of starchy foods, such as savoury rice, pasta primavera. To demonstrate the safe use of the hob, sharp knives and other small equipment. To carry out an evaluation of a range of prepared rice or pasta products. To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>Demonstration/ Practical: Spaghetti Bolognaise. To create a nutritious meal using basic ingredients. To practice the use of the 'claw' and 'bridge' grips when cutting and preparing foods</p>	<p>Objective: To define energy and explain why it is needed. To identify sources of energy in the diet. To describe how energy needs change throughout life. To define energy balance and relate the consequences of imbalance.</p> <p>Demonstration/ Practical: Chow-Mien. Use the stir-frying method of cookery to produce a low-fat nutritious meal from basic ingredients. To practice the use of the 'claw' and 'bridge' grips when cutting and preparing foods.</p>	<p>Objective: To prepare and cook a dish which demonstrates the role of carbohydrate in the diet, such as mini carrot cakes, apple cakes or berry cakes; demonstrate the safe use of the oven, weighing, mixing and dividing. To demonstrate cake making methods. To demonstrate and apply the principles of food safety and hygiene when cooking. To calculate the nutritional content and create a food label for a dish.</p> <p>Demonstration/ Practical: Fajitas. To produce a nutritious meal from basic ingredients and use the oven as the main cooking method. To determine when the ingredients are cooked so that it will not cause food poisoning. To practice the use of the 'claw' and 'bridge' grips when cutting and preparing foods.</p>	<p>Objective: To explain the sources, types and functions of carbohydrate. To explain the sources and functions of fibre in the diet. To describe the dietary recommendations for carbohydrate (including fibre) and how it relates to their diet. To identify varieties of bread and bread products available to the consumer. To investigate the functions of ingredients used in bread making.</p> <p>Demonstration/ Practical: Macaroni Cheese. To practice the technique 'Roux-sauce' using either the basic or 'all-in-one' method. To be able to cook pasta to 'al-dente'. To make an 'au-gratin' topping to create texture and flavour.</p>	<p>Objective: To prepare and cook a dish using yeast dough, such as flavoured bread rolls, pizza wheels. To demonstrate the skills of preparing, kneading, shaping and finishing yeast dough. To demonstrate and apply the principles of food safety and hygiene when cooking. To compare and evaluate a range of bread based products.</p> <p>Demonstration/ Practical: Burgers and Potato Wedges. To use shaping and moulding as a method for portion control. To use hygienic food methods when preparing high risk foods. To be able to cook foods thoroughly so to avoid food poisoning. To practice the use of the 'claw' and 'bridge' grips when cutting and preparing foods.</p>

Knowledge & Skills development	<p>1. Recall and apply the principles of <i>The Eatwell Guide</i> and the 8 tips for healthy eating;</p> <p>2. Explain energy and how needs change through life;</p> <p>3. Name the main nutrients, sources and functions;</p> <p>4. Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of more complex dishes;</p> <p>5. Demonstrate a wider range of food preparation and cooking techniques;</p> <p>6. Apply the principles of food safety and hygiene;</p> <p>7. Explain the factors that affect food and drink choice;</p> <p>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;</p> <p>9. Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science;</p> <p>10. Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn.</p> <p>11. Track their progress using the My learning journey booklet (cooking, nutrition, ingredients and creativity).</p>					
Assessment / Feedback Opportunities	Cold call, verbal feedback	Cold call, verbal feedback, booklet review.	Cold call, verbal feedback	Cold call, verbal feedback	Cold call, verbal feedback	Cold call, verbal feedback
Cultural Capital	Developing the skills and knowledge to enable pupils to buy and prepare, safely, a nutritious meal					
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	Working together, sharing equipment, following rules, respect and tolerance for each other.					
Reading opportunities	Year 8 Food Knowledge Organiser.					
Key Vocabulary	sodium chloride (NaCl), carbohydrates, protein, vitamins and minerals, Glucose, Lactose intolerance saturated fat					
Digital Literacy						
Careers	Discussion on opportunities in Hospitality industry.					

Formatted: Don't add space between paragraphs of the same style, Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm, Tab stops: Not at 1.27 cm