

Food Unit Overview Year 8

Key Stage 3 Food and Textiles – Year 8 Food Unit

Key stage 3 National Curriculum

- Understand and apply the principles of nutrition and health
- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- Understand the source, seasonality and characteristics of a broad range of ingredient.

Half year unit taught either September to February or February to July.

NHS Projects.

Project 1

Healthy Eating, Healthy Bodies

To understand and apply the principles of nutrition and health.

To understand what healthy eating means to enable informed food choices.

Project 2

To understand and apply the principles of nutrition and health.

To design and make a break product suitable for the school canteen

What are we learning?	What knowledge, understanding and skills will we gain?	Evaluation and assessment	Implementation	What additional resources are available?
Kitchen hygiene and safety	Knowledge – chef and workspace hygiene, cooker safety Understanding – raised contamination risks lead to food poisoning Skills – prepare and maintain work area.	Students manage hygiene and safety when carrying out practical work	Students have worked under key safety guidelines, and now apply them habitually	Fully equipped kitchens with gas and electric cookers. Drawer and cupboard equipment for 18 students. Spare equipment. Additional specialist equipment including blenders and food

<p>Room routines</p>	<p>Knowledge – special equipment storage Understanding – Some dishes require additional specialist equipment Skills – select appropriate equipment Covid – review washing up routines</p>	<p>Students undertake practical work requiring a wider range of equipment</p>	<p>Students have observed room routines at own work unit, and now operate more widely around the room</p>	<p>processors. Food storage (dry storage and cold storage)</p>
----------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------

Techniques	<p>Knowledge – mixing, sauce making, bread making</p> <p>Understanding – Quality Control ensures successful outcomes</p> <p>Skills – weigh and measure, whisk, stir and fold</p>	Students achieve correct mixture consistency, e.g. smooth sauces, in their cooking	Students use skills learnt for correct use of kitchen equipment to develop new skills in achieving desired textures and consistencies in mixtures	<p>Stock ingredients to cover students' losses and omissions.</p> <p>Non-cooker worksheets.</p> <p>Year 8 recipes sheet.</p> <p>PowerPoint guides.</p> <p>Room safety displays.</p> <p>Planning pro formas.</p> <p>Hand washing and anti-bacterial supplies.</p>
Design – Providing nutrition and appeal	<p>Knowledge – nutritional needs, illustration and description,</p> <p>Understanding – Dishes must offer both nutrition and enjoyment</p> <p>Skills – select ingredients and processes to maximise appeal and nutritional benefit</p>	Students produce dishes with a balance of nutrients, and which appeal to all 5 senses	Students use their past experience of selecting ingredients and processes, to develop their choice-making based on nutrition and appeal	
Planning	<p>Knowledge – Key timings, details of processes</p> <p>Understanding – successful outcomes rely on attention to timings and details</p> <p>Skills – plan time schedules to ensure dishes are completed successfully</p>	Students produce completed dishes, within time constraints	Students have used planning to inform activities in practical lessons, and now ensure timings and fine details of activities are followed.	