Year 8 Topics

In year 8 we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS3 programme of study. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4. Our curriculum is designed to develop creative and independent students and embed life skills.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Food commodities	Students will learn the value of food commodities within the diet. They will learn the range of foods, ingredients and from the major commodity groups they belong.	The value of commodities – apply the nutrition value to the ingredients in recipes made. The working characteristics of ingredient – short crust pastry cornflour sauce, creaming, glazing, rubbing in, coating. Origins of food – wheat to flour – primary processing and secondary processing. Meat Physical changes that can occur – rubbing in, short crust, thickening of a sauce (Cornflour), aerating, glazing, baking, dextrinization. Prepare and cook –pasties, flavoured bread, mini NEA 1 (flours in bread), pear marble cake, cheese pasta (cornflour sauce)	• Commodity, value, diet, contribution, storage, food contamination, origins, physical, change, recipe. • Bread, cereal, rice, pasta, potatoes, flour, oats. • Fruit, vegetables, fresh, frozen, dried, canned, juiced. • Meat, cheese. • Meat, poultry, eggs • Butter, oils, margarine, sugar, syrup	Students will demonstrate their knowledge into practice through a variety of practical situations. Students will learn through explore, investigate, and research tasks Research skills – textbooks & internet. Classification/grouping/sorting/organising skills. Discussion (Oracy development). Communication skills, verbal & non-verbal Development of language skills, literacy and extended writing.
Principles of nutrition	Students will learn the definition of macronutrients and micronutrients in relation to human nutrition.	Definition of macro and micronutrients – sources and functions. Main sources and specific function of nutrients – comparison of own diet (recoded over a week) to the Eat Well	• Protein, amino acids, • Fats, lipids, saturated, unsaturated, essential fatty acids • Carbohydrates, starches, sugars • Vitamins	Students will demonstrate their knowledge into practice through a variety of practical situations. Students will learn through explore, investigate, and research tasks Research skills – textbooks & internet.

		guide. Evaluation of own diet including improvements that could be made. Consequences of malnutrition – (over and under) – case studies (obesity, type 2 diabetes, salt, sugar, vegetarian) Fast food babies – the effect of a poor diet on health.	• Minerals, calcium, iron, potassium,	Classification/grouping/sorting/organising skills. Discussion (Oracy development). Communication skills, verbal & non-verbal Development of language skills, literacy and extended writing.
Diet and good health	Students will learn and should be able to use their knowledge of nutrition and current dietary guidelines. Students will learn common dietary issues.	Recommended guidelines for a healthy diet – recap of the Eat Well guide from Year 7. How nutrients work in the body – sources and functions. Dietary needs - a balanced diet. how diet affects health Energy balance – Impact on health of over and under eating.	• Evaluation of own diet compared to EWG • RDI, energy value, requirements, protein, fat, carbohydrate, deficiencies, macronutrients, micronutrients, dietary fibre, • Lifestyle, choice, vegetarians, lacto, lacto-ovo, vegan, religious beliefs, occupation, activity level • Recipe, meal, nutritional information, data, content, modify, reduce, increase	Students will demonstrate their knowledge into practice through a variety of practical situations. Students will learn through explore, investigate, and research tasks Research skills – textbooks & internet. Classification/grouping/sorting/organising skills. Discussion (Oracy development). Communication skills, verbal & non-verbal Development of language skills, literacy and extended writing.
The science of food	Students will learn how the preparation and cooking of food affects the sensory and nutritional properties. Students	Why food is cooked – physical and chemical changes. Cornflour sauce. Food safety – use of the temperature probe. Dextrinisation and caramelisation.	• Properties, sensory, nutritional, taste, texture, appearance, nutritive value, palatability, • **B**oiling, simmering, steaming, gelatinisation, dextrination, shortening, aeration, gluten development. • Inadequate, unacceptable, acceptable	Students will demonstrate their knowledge into practice through a variety of practical situations. Students will learn through explore, investigate, and research tasks Research skills – textbooks & internet.

	will learn microbiological food safety principles.	Cooking methods – boiling, baking, simmering, aerating, shortening, kneading, proving and thickening The control of micro-organisms through temperature control and prevention of cross-contamination. Working characteristics of food, reasons and how to remedy problems – physical and chemical changes. Thickening of the cornflour sauce. Dextrinisation and caramelisation. How to correct mistakes during the cooking process – rubbing in pastry, incorrect weighing and measuring, too much liquid in dough, shaping the pasties, adding too much filling, over handling/incorrect handling of pastry. Safe food storage – temperature control to keep food safe. How to store foods correctly in the fridge. Food wastage	• Micro-organisms, bacteria, refrigeration, freezing, dry/cold storage, growth conditions, preservation, food spoilage, temperature, moisture, time, cross-contamination, hygiene, • Wastage, environment, financial implications	Classification/grouping/sorting/organising skills. Discussion (Oracy development). Communication skills, verbal & non-verbal Development of language skills, literacy and extended writing.
Where food comes from safety when buying, storing, preparing	Students will learn where food originates and the impact on the environment. Students will learn	Food origins – food provenance linked wheat and meat	• Food origins, grown, reared, food miles, carbon footprint, local, environment, value, waste, country, region	Students will demonstrate their knowledge into practice through a variety of practical situations. Students will learn through explore, investigate, and research tasks Research skills – textbooks & internet.

and cooking food.	about the stages in food processing.		• Characteristics, eating patterns, nutritional guidelines, • Primary processing, secondary processing, technological development,	Classification/grouping/sorting/organising skills. Discussion (Oracy development). Communication skills, verbal & non-verbal Development of language skills, literacy and extended writing.
Cooking and food preparation	Students will learn skills to enable them to plan, prepare, cook and serve a variety of recipes. Students will learn to consider consumer influence and choice.	Sensory analysis and how to access the quality of food using sensory descriptors – evaluation of practical lessons. Bread sensory analysis lesson. Preparation and cooking of ingredients to make a selection of recipes: pasties, flavoured bread, mini-NEA 1 – flours in bread, pear marble cake, cheese pasta The application of food hygiene and safety To follow a recipe independently and make own judgements when considering timings, flavour, texture and appearance	• Sensory perceptions, choices, sensory qualities, judge, test for readiness • Informed choice, balanced diet, variety, portion size, nutritional information, • Planning, cooking, dish, recipe, preparation, ingredient, selection • Weigh, measure, knife skills, bridge and claw grip, solid, liquid, combine, shape, setting, finishing, dough, glaze, garnish, time management • Evaluate, improvements, amending,	Students will demonstrate their knowledge into practice through a variety of practical situations. Students will learn through explore, investigate, and research tasks Research skills – textbooks & internet. Classification/grouping/sorting/organising skills. Discussion (Oracy development). Communication skills, verbal & non-verbal Development of language skills, literacy and extended writing.