

## Year 8 Food Technology

	Content Taught	National Curriculum	Essential Knowledge	Assessment	Rationale
<b>YEAR 8</b>					
<b>Ht1</b>	<p>During this half term students will study a unit of work on :-</p> <p>Food Safety and temperatures</p> <p>Practical knowledge</p>	<p>1C Be able to apply heat in different ways, hob and oven.</p> <p>1A Understand and apply the principles of nutrition</p> <p>1B Cook a range of savoury dishes.</p> <p>1C Select and prepare ingredients using utensils.</p>	<p>Students will complete the essential knowledge of the 4C's of food safety Conditions for bacteria growth</p> <p>Bridge and claw knife skills accuracy</p> <p>Safe and correct use of the hob and oven</p> <p>-Essential knowledge reading for depth - IMPORTANCE OF FIBRE/BOWEL CANCER. (Shared area, Technology, Food and Nutrition 2022, Reading pieces, Yr. 8)</p>	<p>Formative assessment on the essential knowledge of food safety, 4C's, temperature in the Knowledge Checker questions on healthy eating in the booklet and on whiteboards.</p> <p>Summative assessment is focused on the essential knowledge of the food safety requirements.</p> <p>This provides an opportunity for students to 'bring all</p>	<p>This builds on the essential knowledge of food hygiene and safety from Year 7.</p> <p>Students develop this essential knowledge when they prepare and cooking of high-risk food such as raw chicken.</p> <p>Students further develop their practical knowledge of shaping and forming dough when they make bread HT2</p>

				<p>together' the essential knowledge they have developed</p> <p>Personal hygiene, red chopping board, food probe use, temperatures for storage and cooking. High risk foods raw chicken</p> <p>Knife techniques, bridge/claw with accuracy</p> <p>Safe and correct use of the hob and oven.</p>	
<b>HT2</b>	<p><b>During this half term students will study a unit of work focusing on</b></p> <ul style="list-style-type: none"> <li>• Eatwell Guide</li> </ul>	<p>1A Apply the principles of nutrition and health.</p> <p>1B Cook healthy savoury dishes.</p>	<p>Students will complete the essential knowledge on Macro/micronutrients, Sources and function.</p> <p>Preparation and cooking of high-risk food (chicken) Cross contamination, food storage, use of a food probe.</p>	<p>Summative assessment is focused on the essential knowledge of healthy eating and nutrition. Balance diet, sources and function of fat, protein, carbohydrates,</p>	<p>In this half term students further develop their essential knowledge of nutrition from Year 7. This is built upon when students can apply their knowledge of the Eatwell Guide when they create a new school canteen menu. Students will further develop this essential knowledge in future half terms when they apply this</p>

	<ul style="list-style-type: none"> <li>Nutrition</li> <li>Practical knowledge</li> </ul>	<p>1C Awareness of taste, texture and smell to season dishes.</p>	<p>–essential knowledge reading for depth CORONARY HEART DISEASE CASES RISING IN THE UK (Shared area, Technology, Food and Nutrition 2022, Reading pieces, Yr 8)</p>	<p>vitamins, minerals.</p> <p>This provides an opportunity for students to 'bring all together' the essential knowledge they have developed</p> <p>Formative assessment Knowledge Checker questions in their booklet and on whiteboards.</p>	<p>knowledge to cater for specific dietary needs.</p> <p>Students develop their practical knowledge when students make, knead and shape their bread.</p>
HT3	<p>During this half term students will study a unit of work focusing on</p> <ul style="list-style-type: none"> <li>Nutritional needs through life</li> </ul> <p>Diet related illnesses</p>	<p>1A Apply the principles of nutrition and health</p> <p>1B</p>	<p>Students will complete the essential knowledge on the 5 life stages, energy needs</p> <p>The cause and effect of poor diet choices. Type 2 Diabetes, Obesity, CHD and tooth decay</p> <p>Rubbing in technique, shaping and forming.</p>	<p>Formative assessment on the nutritional needs through life by knowledge checker questions in the booklet and on whiteboards.</p> <p>Summative assessment is focused on the essential knowledge and</p>	<p>Students further develop their essential nutrition knowledge when students produce a meal plan for each of the 5 life stages.</p> <p>Students further develop their essential practical knowledge when they use the rubbing in technique to make scones.</p>

		<p>Cook healthy savoury dishes</p> <p>1C Competent in a range cooking technique, select and prepare ingredients. Seasoning dishes.</p>	<p>Essential knowledge reading for consolidation - IMPORTANCE OF PROTEIN (shared area, Technology, Food and Nutrition 2022, Reading pieces, Yr 8)</p>	<p>application of the dietary needs through the 5 life stages through meal planning.</p> <p>This provides an opportunity for students to 'bring all together' the essential knowledge they have developed</p>	
	<p>Developing practical skills, use of oven, high risk foods</p>				
HT4	<p>During this half term students will study a unit of work focusing on</p> <p>Food Science bread making</p>	<p>1A Apply the principles of nutrition and health</p> <p>1C Awareness of taste, texture, smell and combining ingredients.</p>	<p>Students will complete the essential knowledge of Food science. Bread, dextrinization and gelatinisation</p> <p>How to conduct a food Science experiment.</p> <p>Use of yeast and kneading techniques. Shaping and forming bread rolls, twists, plaits.</p>	<p>Formative assessment on the bread making, role of yeast, kneading etc. in the Knowledge Checker questions in the booklet and on whiteboards.</p> <p>Summative assessment is focused on the essential knowledge</p>	<p>Pupils build on their essential knowledge of Food Science in Year 7. This knowledge is developed further as students now complete the Food Science experiment on the role of yeast in bread making.</p> <p>Students are also required to write a hypothesis and evaluate results in their Food Science experiment.</p> <p>Students further develop their practical knowledge</p>

		<p>1B Cook savoury dishes</p> <p>1D understand the source, seasonality and characteristics of a broad range of ingredients,</p>	<p>Essential knowledge reading for consolidation– TEENAGERS DIETARY NEEDS (Shared area, Technology, Food and Nutrition 2022, Yr 8)</p>	<p>shown in the ‘bringing it all together’ task of the Food Experiment.</p> <p>This provides an opportunity for students to ‘bring all together’ the essential knowledge they have developed</p>	<p>when they knead, shape and form bread dough.</p>
HT5	<p>During this half term students will study a unit of work focusing on</p> <ul style="list-style-type: none"> <li>Environmental issues in Food</li> <li>Practical</li> </ul>	<p>1D Understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>1B Cook savoury dishes</p> <p>1C Competent in a range of cooking techniques</p> <p>1D</p>	<p>Students will complete the following essential knowledge on what is food waste. What is the impact on the environment? How can it be reduced?</p> <p>Rubbing in , rolling, shaping.</p> <p>–Essential knowledge reading for breadth MEXICAN CUISINE (Shared area, Technology, Food and Nutrition 2022, Reading Pieces, Yr 8)</p>	<p>Formative assessment on environmental issues in Food in Knowledge Checker questions in the booklets and on whiteboards.</p> <p>Summative assessment is focused on the essential knowledge in an extended writing task.</p> <p>This provides an opportunity</p>	<p>This is built upon when students are required to plan economical, nutritious meals using leftover ingredients.</p> <p>Students will further develop this essential knowledge in Year 9 when they produce a piece of extended writing on the environmental issues in Food.</p>

		Understand the source , seasonality and characteristics of a broad range of ingredients,		for students to 'bring all together' the essential knowledge they have developed	
HT6	<p>During this half term students will study a unit of work focusing on:</p> <p>Design Technology (Textiles)</p> <p>Trainer project</p>	<p>1A Use research and exploration, such as the study of different cultures, to identify and understand user needs</p> <p>1B Identify and solve their own problems and understand how to reformulate problems given to them.</p> <p>1C Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.</p> <p>1E Develop and communicate design ideas using annotated sketches,</p>	<p>Students will complete the essential knowledge on Textiles, What is the design process? What is a design brief? Research techniques Drawing and sketching skills Model making and evaluating</p> <p>Essential knowledge for consolidation - DEVELOPMENT OF BREAD PRODUCTS (Shared area, Technology, Food and Nutrition 2022, Reading Pieces, Yr 8)</p>	<p>Formative assessment is focused on the essential knowledge of the design process. Analysis a design brief and target market. Researching existing products. Developing sketching techniques in a range of mediums.</p> <p>Formative assessment on the embroidery stitches, running, back, cross and chain stitch.</p> <p>Summative assessment is focused on the</p>	<p>Students build on their essential knowledge from Year 7, they further develop this by completing the Trainer project. Answering the Textile design brief with the different sections allow greater research and analysis.</p> <p>Students develop their essential knowledge when they produce paper models of their trainer designs.</p>

		<p>detailed plans, 3D and mathematical modelling, oral and digital presentations and computer-based tools ,</p> <p>1F Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including CAM.</p> <p>1J Test, evaluate and refine their design ideas and products against a specification, taking into account the views of intended users and other interested groups</p>		<p>essential knowledge shown in the final paper model</p> <p>This provides an opportunity for students to 'bring all together' the essential knowledge they have developed In Textiles.</p>	
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