

Curriculum Map: Design technology- Food Technology Year 8

| | Autumn | Spring | Summer |
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| <p>Content Declarative knowledge 'I Know'</p> | <p>Students will continue to learn and develop an understanding about energy, nutrients, water and fibre, diet and health and nutritional needs throughout life. Widening their understanding of the source, seasonality, different culinary traditions, and characteristics of a broad range of ingredients.</p> <p>Practical skills: knife skill, precision cutting, preparing vegetables, peeling, cutting, slicing, dicing. Weighing and measuring. Making a bread dough, Prepare, combine, shaping, and finishing. Test for readiness, sensory modifying. Christmas cooking.</p> <p>Functions of ingredients in coleslaw, emulsification, pretzels, pizza, and biscuits, raising agents.</p> | <p>As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating.</p> <p>They will know how to make food choices based on healthy eating, good oral health and being physically active for health and wellbeing.</p> <p>Students will understand where and how a variety of ingredients are grown, reared, caught, and processed.</p> <p>They will explore factors that are involved in food choices and how this may be influenced by availability, seasonality, budget, minimal packaging, some environmental factors, culture, and allergy/ intolerances.</p> <p>Practical skills: Multicultural cuisines, different methods of cooking, pasta making, Easter practical.</p> <p>Functions of ingredients in staple foods, rice, pasta, noodles, potatoes,</p> | <p>Students will learn and develop an understanding about food safety, including the preparation and safe storage of food, and sound food safety principles when buying, storing, and preparing food and how to use equipment safely.</p> <p>Practical skills: pastry, meat/ fish goujons, cake making methods.</p> <p>Functions of ingredients in pastry, goujon cookery, coating protein in breadcrumbs and egg, cake making, designing desserts.</p> <p>Evaluate and taste food, instilling a love of cooking that leads self-sufficiency and independence.</p> |
| <p>Skills Procedural Knowledge 'I know how to'</p> | <p>Safety & Hygiene: <i>reinforced from Year 7</i> <i>Identify hazards that occur in a kitchen</i> <i>How to prepare for a practical.</i> <i>Clean and sanitise in a hygienic way (washing up).</i> <i>Demonstrate how to use a knife safely.</i> <i>Demonstrate how to use the cooker safely.</i></p> | <p>Safety & Hygiene: <i>Building on skills & knowledge from term 1</i></p> <p>Learn how to: handle, store and cook ingredients safely – Meat, eggs. Develop knowledge that food safety means preventing contamination, spoilage when</p> | <p>Safety & Hygiene: <i>Building on skills & knowledge from term 1 & 2.</i></p> <p>Learn how to: handle, store and cook ingredients safely – Pastry, meat, or fish goujons, cake making methods and designing desserts.</p> |

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| | <p><i>Learn the following: Organisation, food preparation, independence, and teamwork skills.</i></p> <p>Learn how to: handle, store and cook ingredients safely, vegetables, mayonnaise, bread doughs and staple foods, testing for readiness.</p> <p>Food Preparation: Use a sharp knife, demonstrating either the claw or bridge technique. Weighing and measuring accurately. Making doughs, shaping, finishing, raising agents, emulsification. Describe the sensory characteristics using the correct sensory descriptors to evaluate dishes. Demonstrate how to use the cooker safely- Convection, conduction - heat transfer. Cook food and the reasons why.</p> <p>Nutrition: Identify the names of the nutrients and the function of each nutrient. Explore how the Eatwell Guide provides a balanced diet. Review their own diet. Identify reasons why we need food. Give a definition of staple foods grown in the UK and other countries. Explore why we cook food.</p> | <p>handling, cooking and storing food, so it is safe to eat e.g keep raw meat away from other food. Understanding that some foods have a higher risk of food poisoning than others, e.g., raw chicken.</p> <p>Food Preparation: <i>Building on skills & knowledge from term 1,</i> Explore and understand how to prepare and cook a range of ingredients and processes from different culinary traditions, various religious and spiritual events, and celebrations. How to store, prepare, cook raw meat safely and correctly.</p> <p>Nutrition: Gain nutritional knowledge about protein/ and protein alternatives in the diet. Understand the source, and characteristics of a broad range of ingredients, particularly staple foods. Explore a range of ingredients and processes from different culinary traditions, their diet, and healthy choices.</p> | <p>Demonstrating good food safety practises when getting ready to store, prepare and cook food, and thorough handwashing and good kitchen hygiene practises. Understanding that some foods have a higher risk of food poisoning than others, e.g., raw chicken and fish. Selecting and using appropriate tools and equipment safely when preparing and cooking food.</p> <p>Food Preparation: <i>Building on skills & knowledge from term 1 & 2.</i> Know how to store, prepare, and cook a variety of dishes safely and hygienically. Demonstrate how to use the cooker safely: Convection, conduction (heat transfer) Actively minimise food waste, beware of portion sizes. Appreciate the value of eating together with family and friends. Demonstrate knowledge of functional chemical and nutritional properties, the sensory qualities of ingredients and dishes.</p> <p>Nutrition: Know that food and drinks provide different nutrients, and that they play an important function in the body. Know that a variety of food is needed in the diet because, different foods provide different substances required for our health, namely nutrients, carbohydrates, protein, fat vitamins and minerals, water, and fibre.</p> |
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| <p>Strategies Conditional Knowledge 'I know when to'</p> | <p>Apply the principles of nutrition and health, when cooking a repertoire of predominantly savoury dishes so that I can feed myself and others a healthy and varied diet in line with the principles of the Eatwell Guide.</p> <p>Use the correct cooking techniques, when 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 different recipes to suit, individual and family needs.</p> <p>Source a range of ingredients based on staple foods, and different ingredients suitable for pizza toppings.</p> | <p>Continue to develop an understanding of food safety, sound microbiological food safety principles, when storing, and preparing food.</p> <p>Use different ingredients to produce dishes that require different cultural traditions. Also, to consider availability, budget, diet and health choices, and religious celebrations.</p> <p>Develop cooking skills that can be adapted to suit personal tastes, family dietary needs.</p> | <p>Demonstrate good food safety practises when storing, preparing, and cooking food, and through handwashing and cleaning. Understand the implications, and ensure food is prepared, and safe to eat, because some foods have a higher risk of food poisoning than others, e.g., raw chicken and fish.</p> <p>Select and use appropriate tools and equipment safely when preparing and cooking food.</p> |
| <p>Key Questions</p> | <p>How can I apply the Eatwell guide to cook a range of healthy meals for different dietary needs? How can I prepare and cook, a suitable pizza for a specific target audience?</p> | <p>What are the influences on my food choices? Can I prepare a nutritious multicultural dish for myself or my family?</p> | <p>How can I ensure I demonstrate food safety practises when cooking high risk ingredients in my dishes? Can I make a successful pastie from shortcrust pastry?</p> |
| <p>Assessment topics</p> | <p>Precision Knife skills. Making skills demonstrated. Eatwell Gude Quiz.</p> | <p>Food sources Quiz. Costing of dishes. Multicultural cuisine knowledge checker. Practical dough making and meat preparation and cooking skills.</p> | <p>Practical pastry, presentation skills and cake making skills.</p> |
| <p>Cross curricular links/Character Education</p> | <p>English: Descriptive adjectives of sensory analysis. Evaluate work. Maths: Measuring, Ratio, Fractions and Costings.</p> | <p>Geography: Foods are grown, reared, caught, and processed. Global availability, provenance, sustainability.</p> | <p>Science: Functional and chemical properties of Mechanical / Chemical/ Biological raising agents – aeration, fermentation, coagulation, mallard reaction.</p> |

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| | <p>PE: Eatwell Guide, diets</p> | <p>History: Traditions of Easter.</p> <p>D&T and Science: Understanding, and applying the principles of Health and safety. Design specification for target audiences.</p> | <p>Art and Design: Presentation and decoration. Creativity.</p> |
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