


**Food Preparation & Nutrition Department – Year 8**

 <p><b>Shirley High Curriculum Map</b></p>	<p><i>Students will know to apply the principles of nutrition and healthy eating. Students will be using the eat well guide, food and its nutritional value and health and safety preparing and making food. Students will learn the importance of hygiene and the potential hazards when working in the technical area. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge: bread rolls, macaroni cheese, sausage rolls, spaghetti bolognese and lemon drizzle</i></p>	
	<b>Term 2</b>	<b>Term 2</b>
	<p align="center">Theme/Topic/Skill:</p> <p><b>Food Safety &amp; Hygiene:</b> food poisoning and pathogenic bacterial</p> <p><b>Food Science:</b> understanding how starchy food cook using technical terms- gluten and gelatinization</p>	<p align="center">Theme/Topic/Skill:</p> <p><b>Food choice and Provenance:</b> understand the origins of food and how to reduce food waste and fair trade</p> <p><b>Food Preparation skills-</b> sauce making, dough making, cake making pastry making</p> <p><b>Food nutrition and healthy eating-</b> starchy carbohydrates &amp; energy requirements</p>
<b>Why Now?</b>	<p>Learners will be introduced to the key concepts of energy requirements and starchy carbohydrates. This builds on their study of the Eatwell Guide as part of the Y7 curriculum and provides opportunities for retrieval</p> <p>To enable students to prepare and cook food hygienically and safely</p>	<p>learners will an opportunity to build on skills learnt at Y7 about healthy eating and lifestyle looking closely at origins of foods and global cuisines</p> <p>. To enable students to prepare and cook food hygienically and safely</p>
<b>Fundamental Concepts</b>	<ol style="list-style-type: none"> <li>1. Preparing for practical work</li> <li>2. Personal safety (4Cs)</li> <li>3. Washing up</li> <li>4. Using an cooker safely</li> <li>5. Knife skills</li> <li>6. Fruit and vegetable preparation skills</li> </ol>	<ol style="list-style-type: none"> <li>7. Macronutrients- functions</li> <li>8. What is energy and how calculated</li> <li>9. Food commodities- potatoes, pasta, flour</li> <li>10. Food waste</li> <li>11. Food labelling</li> <li>12. How to write time plan</li> <li>13. Sensory evaluation</li> </ol> <p>Plan for practical assessment</p>
<b>Students will...</b>	<p><u><b>Safety and Hygiene</b></u></p> <p>Recap hazards that occur in the kitchen and how to reduce the hazards</p> <p>Explain the 4Cs food safety principals</p> <p>Identify food contamination and pathogenic bacterial causing food poisoning</p> <p><u><b>Food Preparation:</b></u></p> <p>Use a sharp knife, demonstrating the claw or bridge technique</p> <p>Demonstrate how to use the cooker safely</p> <p>Prepare, combine and shape ingredient</p> <p>Function of ingredients in basic bread</p> <p>Creating basic bread dough/shapes</p> <p>Write a time plan</p> <p>Describe the sensory characteristic using the correct sensory descriptors</p> <p>Prepare, cook and server a dish that demonstrates a range of skills</p> <p>Work independently and safely evaluate their performance in the practical demonstrating their knowledge and understanding of theory work</p>	<p><u><b>Nutrition:</b></u></p> <p>Name the three macronutrients and state at least one function and source of each</p> <p>Explain why starchy carbohydrates are an important part of our diet</p> <p>What is energy and how it is calculated in food</p> <p>Know what information needs to be in a food label and why</p> <p>Using sensory descriptor correctly to describe food</p> <p>Examine the traffic light label and analyse how the information helps the consumer to make an informed choice</p> <p><b>Food Science:</b> understanding how starchy food cook using technical terms gelatinization and syneresis</p> <p><b>Food choice and Provenance:</b> understand the origins of food and how to reduce food waste</p> <p>Describe how to avoid food waste</p> <p>Describe multicultural cuisines and how they influence food choice</p>
<b>Language for Life (Key terms/Vocabulary)</b>	British cuisine, multicultural cuisine, macro and micro nutrients, staple foods, cross contamination, bacteria,	traffic light labels, food science- gluten formation, gelatinisation, syneresis , protein denaturisation star evaluation, sensory attributes
<b>Extended writing Opportunities</b>	Writing time plans for basic recipes. To write evaluation of practical work	Report writing on food waste and impact on environment
<b>Maths Across the Curriculum</b>	Measurements Ratio fractions	Calculating calories in food and energy output
<b>Links to careers/aspirations</b>	Chef, food presenter, food scientist	Environmental scientist
<b>Cultural Capital</b>	Students are given a multicultural project where the students choose a country of their choice and learn about its geography and staple foods and cuisines. Student have a choice of using own ingredients in recipes inspired from own	Working together for presentation on impact of food waste on environment and studying different parts of the world with mapping
<b>Practical Application of Skills</b>	Student to make the dishes at home and extend work by posting up photos of home cooking	Looking at how to reduce waste in their own lifestyle.