

# Curriculum Map: Year 8 Food Preparation and Nutrition



	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Topic</b>	Where our food comes from	Where our food comes from	Where our food comes from	Where our food comes from	Where our food comes from	Where our food comes from
<b>Intent</b>	To develop understanding of where food comes from (grown) and to show a range of making skills	To develop knowledge of food sources (reared or caught) and use these foods in cooking	Apply K&U of ethical foods, nutrition and food sources to plan and make an appropriate dish	To develop understanding of where food comes from (grown) and to show a range of making skills	To develop knowledge of food sources (reared or caught) and use these foods in cooking	Apply K&U of ethical foods, nutrition and food sources to plan and make an appropriate dish
<b>Key Knowledge</b>	<b>Food safety</b> Reinforce food safety principles building on Y7 learning <b>Provenance/food commodities.</b> Fruit and vegetables Eggs	<b>Food safety</b> Reinforce application food safety principles Cooking with raw meat <b>Provenance /food commodities</b> Meat Fish Ethical food choices Needs of vegetarians	<b>Food safety</b> Reinforce application of food safety principles <b>Recipe development</b> for two vegetarian dishes using ethically sourced ingredients	<b>Food safety</b> Reinforce food safety principles building on Y7 learning <b>Provenance/food commodities.</b> Fruit and vegetable <b>Eggs</b>	<b>Food safety</b> Reinforce application food safety principles Cooking with raw meat <b>Provenance /food commodities</b> Meat Fish Ethical food choices Needs of vegetarians	<b>Food safety</b> Reinforce application of food safety principles <b>Recipe development</b> for two vegetarian dishes using ethically sourced ingredients
<b>Key Skills</b>	<b>Cooking</b> recap routines for cooking. Revisit knife skills Develop practical skills Sensory testing	<b>Cooking</b> embed routines for cooking. Develop practical skills Following recipes independently Sensory testing	<b>Cooking</b> Develop practical skills Following recipes independently Planning a practical Sensory testing	<b>Cooking</b> recap routines for cooking. Revisit knife skills Develop practical skills Sensory testing	<b>Cooking</b> Develop practical skills Following recipes independently Sensory testing	<b>Cooking</b> Develop practical skills Following recipes independently Planning a practical Sensory testing
<b>Key Vocabulary</b>	Fruit, vegetable, Claw grip Bridge hold, evaluate Production, free range, caged	Meat, Halal, Kosher, evaluate, Vegetarian, vegan, Ethical	Vegetarian, vegan, sources Plan, evaluate	Fruit, vegetable, Claw grip Bridge hold, evaluate Production, free range, caged	Meat, Halal, Kosher, evaluate, Vegetarian, vegan, Ethical	Vegetarian, vegan, sources Plan, evaluate
<b>Key Reading</b>	<a href="#">About Food - a fact of life - Food A Fact Of Life</a>	<a href="#">About Food - a fact of life - Food A Fact Of Life</a>	<a href="#">About Food - a fact of life - Food A Fact Of Life</a>	<a href="#">About Food - a fact of life - Food A Fact Of Life</a>	<a href="#">About Food - a fact of life - Food A Fact Of Life</a>	<a href="#">About Food - a fact of life - Food A Fact Of Life</a>
<b>End Point</b>	Students have a knowledge of fruit and vegetables and egg production. Developed cooking skills	Students understand different meats and choice based on religion and types of fish	Students understand vegetarian and can develop, plan and cook their own dish	Students have a knowledge of fruit and vegetables and egg production. Developed cooking skills	Students understand different meats and choice based on religion and types of fish	Students understand vegetarian and can develop, plan and cook their own dish

<b>Form of Assessment</b>	Written question based on fruit and vegetables	Walk through exam style question	Written question based on fruit and vegetables	Written question based on fruit and vegetables	Walk through exam style question	Assessed practical
<b>Enrichment Opportunities</b>	Opportunities to					
<b>Leadership Opportunities</b>	<b>Opportunities to model and student to student support in practical lessons, group work, presenting to class</b> <b>Subject ambassadors</b>					