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 – cornflour sauce, roux sauce (gelatinisation), shortcrust pastry, shop bought puff pastry, creaming, glazing, rubbing in, coating. Origins of food – pizza ingredients – cheese, tomato and pizza base. Where the food comes from and how it is processed. Physical changes that can occur – thickening of a sauce (roux/cornflour), glazing, baking, denature (meatballs), binding, crumbing Prepare and cook – pizza pinwheels, pasties, Bakewell tart, meatballs with tomato sauce, jalousie, lasagne, fish cakes, fruit cobbler, enriched dough	• 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, oils, lipids, saturated, polyunsaturated, 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) Supersize V Super skinny – the effect of a poor diet on health.	• Minerals, calcium, iron, potassium, magnesium	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 – supersize V super skinny kids. Impact on health pf over and under eating.	• RDI, energy value, requirements, protein, fat, carbohydrate, deficiencies, macronutrients, micronutrients, dietary fibre, • Life stages, toddlers, teenagers, early/middle/late adulthood • 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. Roux sauce compared to 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. enzymic browning, oxidisation • Inadequate, unacceptable	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, and simmering, aerating, shortening. 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. Roux sauce compared to cornflour sauce. Dextrinisation and caramelisation. How to correct mistakes during the cooking process – rubbing in pastry, incorrect weighing and measuring, shaping meatballs (especially when using vegetarian mince), too much liquid in dough, shaping the Jalousie, 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 to Bakewell tart, Cornish pasties. Bread tasting – countries of origin identified. The impact on the environment – fish – linked to making fishcakes.	• Food origins, grown, reared, caught, food miles, carbon footprint, local, environment, value, waste, global markets, food poverty, country, region • Packaging	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.	Sustainability – fish – linked to making fishcakes	• 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 influenceand 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: pizza pinwheels, pasties, Bakewell tart, meatballs with tomato sauce, jalousie, lasagne, fish cakes, fruit cobbler, enriched dough Presentation and finishing techniques cake decoration lesson. 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, taste panels, judge, test for readiness • Preference, testing, food choice, cost, availability, activity • 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 • Consumer choice, adapting, developing, review, 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.