Year 8						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Making Choices	Making Choices	Making Choices	Making Choices	Making Choices	Making Choices
These	Aims:	Aims:	Aims:	Aims:	Aims:	Aims:
topics	Pupils will extend their	Pupils will extend their	Pupils will extend their	Pupils will extend their	Pupils will extend their	Pupils will extend their
within	knowledge and	knowledge and	knowledge and	knowledge and	knowledge and	knowledge and
the unit	understanding of food,	understanding of food,	understanding of food,	understanding of food,	understanding of food,	understanding of food,
of	diet, and health.	diet, and health.	diet, and health.	diet, and health.	diet, and health.	diet, and health.
work	D 11 111 4 1 C 1	D '1 '11 4 1C 1	D '1 '11 / 1C 1	D '1 '11 / 1C 1	D '1 '11 4 1C 1	D 11 111 4 1 C 1
of will	Pupils will extend food	Pupils will extend food	Pupils will extend food	Pupils will extend food	Pupils will extend food	Pupils will extend food
develo	preparation and cooking techniques.	preparation and cooking techniques.	preparation and cooking techniques.	preparation and cooking techniques.	preparation and cooking techniques.	preparation and cooking techniques.
p prior	techniques.	techniques.	techniques.	techniques.	techniques.	techniques.
knowle	Pupils will extend their	Pupils will extend their	Pupils will extend their	Pupils will extend their	Pupils will extend their	Pupils will extend their
dge	knowledge of food	knowledge of food	knowledge of food	knowledge of food	knowledge of food	knowledge of food
and	provenance and	provenance and	provenance and	provenance and	provenance and	provenance and
will	consumer information.	consumer information.	consumer information.	consumer information.	consumer information.	consumer information.
continu						
e	Pupils will extend and	Pupils will extend and	Pupils will extend and	Pupils will extend and	Pupils will extend and	Pupils will extend and
throug	apply their knowledge	apply their knowledge	apply their knowledge	apply their knowledge	apply their knowledge	apply their knowledge
hout	of consumer food and	of consumer food and	of consumer food and	of consumer food and	of consumer food and	of consumer food and
KS3.	drink choice.	drink choice.	drink choice.	drink choice.	drink choice.	drink choice.
	Descrite social consume the	Dunilo millo a suma da s	Dunilo millo accesso de a	Pupils will secure the	D	Pupils will secure the
	Pupils will secure the creative, technical, and	Pupils will secure the creative, technical, and	Pupils will secure the creative, technical, and	creative, technical, and	Pupils will secure the creative, technical, and	creative, technical, and
	practical expertise	practical expertise	practical expertise	practical expertise	practical expertise	practical expertise
	needed to perform	needed to perform	needed to perform	needed to perform	needed to perform	needed to perform
	everyday tasks	everyday tasks	everyday tasks	everyday tasks	everyday tasks	everyday tasks
	confidently.	confidently.	confidently.	confidently.	confidently.	confidently.
	Pupils will build and	Pupils will build and	Pupils will build and	Pupils will build and	Pupils will build and	Pupils will build and
	apply an expanding	apply an expanding	apply an expanding	apply an expanding	apply an expanding	apply an expanding

	repertoire of knowledge, understanding and skills to create and make high quality dishes for a wide range of people.  Pupils will evaluate and test their ideas and the work of others and make recommendations for improvements.	repertoire of knowledge, understanding and skills to create and make high quality dishes for a wide range of people.  Pupils will evaluate and test their ideas and the work of others and make recommendations for improvements.	repertoire of knowledge, understanding and skills to create and make high quality dishes for a wide range of people.  Pupils will evaluate and test their ideas and the work of others and make recommendations for improvements.	repertoire of knowledge, understanding and skills to create and make high quality dishes for a wide range of people.  Pupils will evaluate and test their ideas and the work of others and make recommendations for improvements.	repertoire of knowledge, understanding and skills to create and make high quality dishes for a wide range of people.  Pupils will evaluate and test their ideas and the work of others and make recommendations for improvements.	repertoire of knowledge, understanding and skills to create and make high quality dishes for a wide range of people.  Pupils will evaluate and test their ideas and the work of others and make recommendations for improvements.
Knowl edge and Assess ment Objecti ves	apply the principles of <i>The Eatwell Guide</i> and relate this to diet through life;  list and explain the dietary needs throughout life stages;	apply the principles of <i>The Eatwell Guide</i> and relate this to diet through life;  list and explain the dietary needs throughout life stages;	apply the principles of <i>The Eatwell Guide</i> and relate this to diet through life;  list and explain the dietary needs throughout life stages;	apply the principles of <i>The Eatwell Guide</i> and relate this to diet through life;  list and explain the dietary needs throughout life stages;	apply the principles of <i>The Eatwell Guide</i> and relate this to diet through life;  list and explain the dietary needs throughout life stages;	apply the principles of <i>The Eatwell Guide</i> and relate this to diet through life;  list and explain the dietary needs throughout life stages;
	investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food certification and assurance schemes and animal welfare;	investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food certification and assurance schemes and animal welfare;	investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food certification and assurance schemes and animal welfare;	investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food certification and assurance schemes and animal welfare;	investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food certification and assurance schemes and animal welfare;	investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food certification and assurance schemes and animal welfare;
	explain the characteristics of ingredients and how					

they are used in	they are used in cooking;				
cooking;	cooking,	cooking,	cooking,	cooking,	cooking,
adapt and follow					
recipes to prepare and					
cook a range of savoury dishes;					
disiles,	disires,	disires,	disiles,	disires,	dishes,
secure and demonstrate					
a range of food skills and techniques;					
and teeminques,					
secure and demonstrate					
the principles of food hygiene and safety in a	the principles of food hygiene and safety in a	the principles of food hygiene and safety in a	the principles of food hygiene and safety in a	the principles of food hygiene and safety in a	the principles of food hygiene and safety in a
range of situations;					
1 1	1 1	1 1	1 1	1 1	1.1
investigate and discuss new food trends;					
new rood trends,					
secure and demonstrate					
the knowledge, understanding and skills					
needed to engage in an					
iterative process of					
planning and making;					
extend and consolidate					
their literacy and					
numeracy skills by using them purposefully					
in a range of everyday					
situations;	situations;	situations;	situations;	situations;	situations;
İ	İ	İ	İ	İ	1

Scaffol	ALL STUDENTS	ALL STUDENTS	ALL STUDENTS	ALL STUDENTS	ALL STUDENTS	ALL STUDENTS
ding	HAVE THE	HAVE THE	HAVE THE	HAVE THE	HAVE THE	HAVE THE
for	OPPORTUNITY TO:	OPPORTUNITY TO:	OPPORTUNITY TO:	OPPORTUNITY TO:	OPPORTUNITY TO:	OPPORTUNITY TO:
SEND						
to	Carry out 10 hours	Carry out 10 hours	Carry out 10 hours			
ensure	practical cooking,	practical cooking,	practical cooking,	practical cooking,	practical cooking,	practical cooking,
quality first	making a range of basic	making a range of basic	making a range of basic	making a range of basic	making a range of basic	making a range of basic
teachin	dishes.	dishes.	dishes.	dishes.	dishes.	dishes.
g	List, secure and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.  Explain the dietary needs of children and	List, secure and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.  Explain the dietary needs of children and	List, secure and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.  Explain the dietary needs of children and	List, secure, and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.  Explain the dietary needs of children and	List, secure and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.  Explain the dietary needs of children and	List, secure and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.  Explain the dietary needs of children and
	young people, and other key life stages	young people, and other key life stages	young people, and other key life stages			
	Investigate information available to the consumer regarding food labelling, availability, traceability, and animal welfare.	Investigate information available to the consumer regarding food labelling, availability, traceability, and animal welfare.	Investigate information available to the consumer regarding food labelling, availability, traceability, and animal welfare.	Investigate information available to the consumer regarding food labelling, availability, traceability, and animal welfare.	Investigate information available to the consumer regarding food labelling, availability, traceability, and animal welfare.	Investigate information available to the consumer regarding food labelling, availability, traceability, and animal welfare.
	Recognise and explain food certification and assurance schemes.	Recognise and explain food certification and assurance schemes.	Recognise and explain food certification and assurance schemes.	Recognise and explain food certification and assurance schemes.	Recognise and explain food certification and assurance schemes.	Recognise and explain food certification and assurance schemes.
	Explain the characteristics of some ingredients and how	Explain the characteristics of some ingredients and how	Explain the characteristics of some ingredients and how	Explain the characteristics of some ingredients and how	Explain the characteristics of some ingredients and how	Explain the characteristics of some ingredients and how
	ingredients and how	ingredients and how	ingredients and how	ingredients and how	ingredients and how	ingredients

	they are used in cooking.  Carry out practical tests to demonstrate the characteristics of ingredients.	they are used in cooking.  Carry out practical tests to demonstrate the characteristics of ingredients.	they are used in cooking.  Carry out practical tests to demonstrate the characteristics of ingredients.	they are used in cooking.  Carry out practical tests to demonstrate the characteristics of ingredients.	they are used in cooking.  Carry out practical tests to demonstrate the characteristics of ingredients.	they are used in cooking.  Carry out practical tests to demonstrate the characteristics of ingredients.
Careers	https://nationalcareers.s ervice.gov.uk/job- categories/hospitality- and-food	https://nationalcareers.s ervice.gov.uk/job- categories/hospitality- and-food	https://nationalcareers.s ervice.gov.uk/job- categories/hospitality- and-food	https://nationalcareers.s ervice.gov.uk/job- categories/hospitality- and-food	https://nationalcareers.s ervice.gov.uk/job- categories/hospitality- and-food	https://nationalcareers.s ervice.gov.uk/job- categories/hospitality- and-food
Key Vocab ulary	https://www.foodafacto flife.org.uk/11-14- years/	https://www.foodafacto flife.org.uk/11-14- years/	https://www.foodafacto flife.org.uk/11-14- years/	https://www.foodafacto flife.org.uk/11-14- years/	https://www.foodafacto flife.org.uk/11-14- years/	https://www.foodafacto flife.org.uk/11-14- years/
Review and Assess ment Dates (including opport unities	Formative assessment - each skill will be demonstrated during practical lessons. Written sensory evaluation of practical task recorded in books to show understanding	Formative assessment - each skill will be demonstrated during practical lessons. Written sensory evaluation of practical task recorded in books to show understanding	Formative assessment - each skill will be demonstrated during practical lessons. Written sensory evaluation of practical task recorded in books to show understanding	Formative assessment - each skill will be demonstrated during practical lessons. Written sensory evaluation of practical task recorded in books to show understanding	Formative assessment - each skill will be demonstrated during practical lessons. Written sensory evaluation of practical task recorded in books to show understanding	Formative assessment - each skill will be demonstrated during practical lessons. Written sensory evaluation of practical task recorded in books to show understanding
for retrieva l practic e)	Summative End of unit assessment – tests/ quizzes at end of unit alongside plenary questions	Summative End of unit assessment – tests/ quizzes at end of unit alongside plenary questions	Summative End of unit assessment – tests/ quizzes at end of unit alongside plenary question	Summative End of unit assessment – tests/ quizzes at end of unit alongside plenary questions	Summative End of unit assessment – tests/ quizzes at end of unit alongside plenary questions	Summative End of unit assessment – tests/ quizzes at end of unit alongside plenary questions
	Assessment marking scheme design, make, evaluate with					

## STEM Faculty Food Year 8 Lady Hawkins' School

outcomes transitioning	outcomes transitioning	outcomes transitioning	outcomes transitioning	outcomes transitioning	outcomes transitioning
from emerging to	from emerging to	from emerging to	from emerging to	from emerging to	from emerging to
mastering.	mastering	mastering	mastering	mastering	mastering