

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 topics within the unit of work of will develop prior knowledge and will continue throughout KS3.	<p>Aims: Pupils will extend their knowledge and understanding of food, diet, and health.</p> <p>Pupils will extend food preparation and cooking techniques.</p> <p>Pupils will extend their knowledge of food provenance and consumer information.</p> <p>Pupils will extend and apply their knowledge of consumer food and drink choice.</p> <p>Pupils will secure the creative, technical, and practical expertise needed to perform everyday tasks confidently.</p> <p>Pupils will build and apply an expanding</p>	<p>Aims: Pupils will extend their knowledge and understanding of food, diet, and health.</p> <p>Pupils will extend food preparation and cooking techniques.</p> <p>Pupils will extend their knowledge of food provenance and consumer information.</p> <p>Pupils will extend and apply their knowledge of consumer food and drink choice.</p> <p>Pupils will secure the creative, technical, and practical expertise needed to perform everyday tasks confidently.</p> <p>Pupils will build and apply an expanding</p>	<p>Aims: Pupils will extend their knowledge and understanding of food, diet, and health.</p> <p>Pupils will extend food preparation and cooking techniques.</p> <p>Pupils will extend their knowledge of food provenance and consumer information.</p> <p>Pupils will extend and apply their knowledge of consumer food and drink choice.</p> <p>Pupils will secure the creative, technical, and practical expertise needed to perform everyday tasks confidently.</p> <p>Pupils will build and apply an expanding</p>	<p>Aims: Pupils will extend their knowledge and understanding of food, diet, and health.</p> <p>Pupils will extend food preparation and cooking techniques.</p> <p>Pupils will extend their knowledge of food provenance and consumer information.</p> <p>Pupils will extend and apply their knowledge of consumer food and drink choice.</p> <p>Pupils will secure the creative, technical, and practical expertise needed to perform everyday tasks confidently.</p> <p>Pupils will build and apply an expanding</p>	<p>Aims: Pupils will extend their knowledge and understanding of food, diet, and health.</p> <p>Pupils will extend food preparation and cooking techniques.</p> <p>Pupils will extend their knowledge of food provenance and consumer information.</p> <p>Pupils will extend and apply their knowledge of consumer food and drink choice.</p> <p>Pupils will secure the creative, technical, and practical expertise needed to perform everyday tasks confidently.</p> <p>Pupils will build and apply an expanding</p>	<p>Aims: Pupils will extend their knowledge and understanding of food, diet, and health.</p> <p>Pupils will extend food preparation and cooking techniques.</p> <p>Pupils will extend their knowledge of food provenance and consumer information.</p> <p>Pupils will extend and apply their knowledge of consumer food and drink choice.</p> <p>Pupils will secure the creative, technical, and practical expertise needed to perform everyday tasks confidently.</p> <p>Pupils will build and apply an expanding</p>

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

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

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

STEM Faculty

Food Year 8

Lady Hawkins' School

	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 input	https://nationalcareers.service.gov.uk/job-categories/hospitality-and-food	https://nationalcareers.service.gov.uk/job-categories/hospitality-and-food	https://nationalcareers.service.gov.uk/job-categories/hospitality-and-food	https://nationalcareers.service.gov.uk/job-categories/hospitality-and-food	https://nationalcareers.service.gov.uk/job-categories/hospitality-and-food	https://nationalcareers.service.gov.uk/job-categories/hospitality-and-food
Key Vocabulary	https://www.foodafactoflife.org.uk/11-14-years/	https://www.foodafactoflife.org.uk/11-14-years/	https://www.foodafactoflife.org.uk/11-14-years/	https://www.foodafactoflife.org.uk/11-14-years/	https://www.foodafactoflife.org.uk/11-14-years/	https://www.foodafactoflife.org.uk/11-14-years/
Review and Assessment Dates (including opportunities for retrieval practice)	<u>Formative assessment</u> - each skill will be demonstrated during practical lessons. Written sensory evaluation of practical task recorded in books to show understanding <u>Summative End of unit assessment</u> – tests/quizzes at end of unit alongside plenary questions <u>Assessment marking scheme</u> design, make, evaluate with	<u>Formative assessment</u> - each skill will be demonstrated during practical lessons. Written sensory evaluation of practical task recorded in books to show understanding <u>Summative End of unit assessment</u> – tests/quizzes at end of unit alongside plenary questions <u>Assessment marking scheme</u> design, make, evaluate with	<u>Formative assessment</u> - each skill will be demonstrated during practical lessons. Written sensory evaluation of practical task recorded in books to show understanding <u>Summative End of unit assessment</u> – tests/quizzes at end of unit alongside plenary question <u>Assessment marking scheme</u> design, make, evaluate with	<u>Formative assessment</u> - each skill will be demonstrated during practical lessons. Written sensory evaluation of practical task recorded in books to show understanding <u>Summative End of unit assessment</u> – tests/quizzes at end of unit alongside plenary questions <u>Assessment marking scheme</u> design, make, evaluate with	<u>Formative assessment</u> - each skill will be demonstrated during practical lessons. Written sensory evaluation of practical task recorded in books to show understanding <u>Summative End of unit assessment</u> – tests/quizzes at end of unit alongside plenary questions <u>Assessment marking scheme</u> design, make, evaluate with	<u>Formative assessment</u> - each skill will be demonstrated during practical lessons. Written sensory evaluation of practical task recorded in books to show understanding <u>Summative End of unit assessment</u> – tests/quizzes at end of unit alongside plenary questions <u>Assessment marking scheme</u> design, make, evaluate with

STEM Faculty

Food Year 8

Lady Hawkins' School

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