

# High Tunstall College of Science Curriculum Intent

Subject: Food & Nutrition      Year: 8      8XT5 Autumn



## Topic: Food & Nutrition. Homemade meals

	Food and Nutrition	Progress		
Topic	Key ideas	R	A	G
<b>Food commodities</b>	I can <b>describe</b> how to achieve food safety and hygiene in the food kitchen and why routines are in place			
	I can <b>explain</b> what the macro and micro nutrients are			
	I can <b>demonstrate</b> excellent and safe knife skills using the bridge and claw hold			
	I can <b>demonstrate</b> confidently a range of practical skills i.e. use of the hob, boiling, sauce making, browning, oven baking, all in one, whisking, coating, safe handling of meat, crushing and presentation			
	I can <b>describe and explain</b> functions of ingredients used (why they are used and what they do)			
	I can <b>explain</b> what gelatinisation means			

Lesson	Learning Focus	Assessment	Key Words
<b>1, 2, 3</b>	Can you explain what a macro and micro nutrient is? Can I explain the 8 healthy tips for healthy eating and be able to suggest ways to do this?	Formative questioning, live marking and green pen	Macro and micro nutrient, function, food groups, healthy tips, healthy eating, Eatwell guide
<b>4 &amp; 5</b>	Can you explain why food safety and hygiene is important? Can you slice vegetables using the claw and bridge hold as well as achieve accuracy?	ILO: 4 tasks available to complete (one per week) Practical product, photographs, Q&A	Hygiene, safety, bridge, claw, knife, baton, strips, crudités
<b>6 &amp; 7</b>	Can you make Mac and Cheese following a step by step demonstration? Can I explain gelatinisation of a cheesy sauce?	Practical product, photographs, Q&A, Frayers model, assessment	Pasta, white sauce, gelatinisation, thicken, all in one
<b>8</b>	Can you demonstrate safe working practice to make a creative seasonal product? Can you achieve accuracy in decoration?	Practical product, Q&A	Seasonal, Seasonality, Ingredients, Creativity, Decoration, Accuracy

# High Tunstall College of Science Curriculum Intent

Subject: Food & Nutrition    Year: 8    8XT5 SPRING



## Topic: Food & Nutrition. Homemade meals

	Food and Nutrition	Progress		
Topic	Key ideas	R	A	G
<b>Food commodities</b>	I can <b>demonstrate</b> how to achieve food safety and hygiene in the food kitchen and why routines are in place			
	I can <b>demonstrate</b> confidently a range of practical skills i.e. use of the hob, boiling, sauce making, browning, oven baking, all in one, whisking, coating, safe handling of meat, crushing and presentation			
	I can <b>describe and explain</b> functions of ingredients used (why they are used and what they do)			
	I can <b>suggest</b> improvements to a product based on its sensory properties			

Lesson	Learning Focus	Assessment	Key Words
<b>1</b>	Can you review your previous learning? Can you demonstrate knowledge of nutrition?	Assessment and feedback	
<b>2&amp;3</b>	Can you cook different potatoes in hassle back style? Can you suggest changes to the dish to improve sensory properties?	Practical product, photographs, Q&A	Slice, hassle back potatoes, carbohydrate, protein, origin, oven bake
<b>4 &amp; 5</b>	Can you make a potato topped pie? Can you brown raw mince on the hob and explain how to handle raw meat safely?	Practical product, photographs, Q&A	Cottage pie, carbohydrate, protein, origin, oven bake

# High Tunstall College of Science Curriculum Intent

Subject: Food & Nutrition      Year: 8      8XT5 SUMMER



## Topic: Food & Nutrition. Homemade meals

	Food and Nutrition	Progress		
Topic	Key ideas	R	A	G
<b>Food commodities</b>	I can <b>demonstrate</b> how to achieve food safety and hygiene in the food kitchen and why routines are in place			
	I can <b>demonstrate</b> confidently a range of practical skills i.e. use of the hob, boiling, sauce making, browning, oven baking, all in one, whisking, coating, safe handling of meat, crushing and presentation			
	I can <b>describe and explain</b> functions of ingredients used (why they are used and what they do)			
	I can <b>explain</b> what gelatinisation, coagulation, aeration and dextrinisation mean			
	I can suggest a meal plan for a teenager and understand which nutrients the age group require more of and why			

Lesson	Learning Focus	Assessment	Key Words
<b>1 &amp; 2</b>	Can you make a Victoria sponge cake and explain the origin of this cake? Can you explain the words coagulation, aeration and dextrinisation?	Practical product, photographs, Q&A, frayers model	Sponge, coagulation, aeration, dextrinisation, all in one
<b>3</b>	Can you suggest a meal plan for a teenager? Can you demonstrate your knowledge of nutritional needs and justify your answers?	Q&A, frayers model	Meal planning, nutrients, dietary need, nutritional need
<b>4</b>	Can you make and decorate a cheesecake product? Can you achieve a high quality outcome?	Practical product, photographs, formative questioning	Cheesecake, creaming, chilling, crushing, decoration, adapting
<b>5</b>	Can you reflect on and demonstrate your knowledge and understanding of nutrition? Can you complete an assessment and reflect on your progress?	Assessment	
<b>6</b>	Can you make a scotch egg and explain why you coat the meat in the flour, egg, breadcrumb way?	Practical product, photographs, Q&A, frayers model	Dextrinisation, handling raw meat, coating, oven baking
<b>7</b>	Can you explain the functions of ingredients (sugar, syrup, oats) within a flapjack? Can you successfully use the melting method to produce a high quality outcome?	Practical product, photographs, questioning.	Melting method, sugar, syrup, combine, Carbohydrate, dextrinization, energy, dietary requirements.