

SUBJECT NAME FOOD TECHNOLOGY



ALDER
Community High School

YEAR GROUP Y8

Commodities/ Food Choices	
Autumn	Composites Commodities: - To know where food comes from - To know what food provenance is - To know different sources of food - To know the difference between organic, free range and intensive farming - To know what food miles are - To know what seasonality is - To know what food processing is - To know why we process foods Food Choices: - To know what factors can affect our food choices - To know why different factors such as religion, income, culture, and ethics affect our food choices
	Key Vocabulary Ethical Sustainable Consumer Food miles Organic Food Processing Fairtrade Local produce Seasonality Provenance
	Assessment: Design – Lesson 10 Students will create a design plan for their own pizza in response to the design brief. They will demonstrate creativity by selecting appropriate toppings and presenting an original pizza design. Students will annotate their
	ILS Using knowledge organisers create: - Flashcards - Knowledge drop - Mind map



design, including the recipe, method, equipment required and any modifications that could be made to meet different dietary or personal preferences. They will also produce an accurate time plan independently. Students will complete a success criteria checklist to ensure all elements of the design task have been included. Making – Lesson 11 Students will prepare and cook their own pizza. They will be assessed on their ability to knead, shape and decorate the dough independently, demonstrating an understanding of gluten development and the role of yeast. Students will also be assessed on their use of the oven safely and independently, their organisation and time management, and their ability to produce a finished product that meets the design brief. Throughout the practical, students will demonstrate high standards of personal and kitchen hygiene. Evaluate – Lesson 12 Students will complete a written evaluation of their pizza using sensory analysis and a set evaluation criteria. They will analyse the appearance, texture, aroma, taste and overall quality of their finished product, evaluating how well it met the original design brief. Students will reflect on their practical performance, identifying strengths and suggesting realistic improvements and modifications that could be made to both the product and their practical skills. This extended writing assessment will demonstrate their ability to analyse, evaluate and justify their conclusions using appropriate food technology vocabulary.	Using Frayer Model to Practice key vocabulary definitions
How to help at home: - Encourage independence by allowing your students to practise safe food preparation skills at home under appropriate supervision. - Talk about seasonal fruit and vegetables and try cooking with seasonal ingredients. - Visit a supermarket or local market and compare locally produced and imported foods	Wider reading BBC Bitesize – Food and Nutrition – Revision and activities on food provenance, nutrition, sustainability, food processing and food choice. BBC Good Food – Recipes and articles that encourage seasonal cooking and understanding ingredients.



	• Talk about how food choices are influenced by culture, religion, health, budget and personal preferences.	• Love Food Hate Waste – Learn about reducing food waste and making sustainable food choices. • Food a Fact of Life – Interactive resources on food, nutrition, food provenance, sustainability and food safety. • British Nutrition Foundation – Information on healthy eating, the Eatwell Guide and nutrition.
	SMSC: Social: • Work collaboratively during practical lessons to prepare and share food safely. • Discuss how income, availability and family circumstances influence food choices. • Respect differing opinions when discussing ethical, environmental and lifestyle choices. Moral: • Debate the ethics of organic, free-range and intensive farming. • Consider the environmental impact of food miles and food processing. • Discuss fair treatment of animals, sustainable farming and reducing food waste. • Evaluate how individual food choices can affect people, animals and the planet. Spiritual: • Develop an appreciation of where food comes from and the journey from farm to fork. • Reflect on personal food choices and how they connect to health, the environment and sustainability. Cultural: • Explore how culture, religion and traditions influence food choices around the world. • Investigate foods from different countries and their origins. • Understand dietary practices linked to religions and different dietary requirements.	Careers Links Chef, EHO, Baker, Entrepreneur, Food scientist, Food safety officer, Health and safety executive, Public health officer, Restaurant manager, Bartender, Waiter, Waitress, Pastry Chef, Executive chef, Farmer, Food stylist, Food photographer, Business manager



Spring	Topic/Big Question	
	Composites	Key Vocabulary
	Assessment	ILS
	How to help at home	Wider reading
	SMSC	Careers Links
Summer	Topic/Big Question	
	Composites	Key Vocabulary
	Assessment	ILS
	How to help at home	Wider reading
	SMSC	Careers Links



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