



Scheme of Work

SUBJECT Food Technology

YEAR 8

Time allocation – Rotation 1 = 2 x 1hr 40 and 1 x 50 min lesson a week for 5 weeks. Rotation 2 = 2 x 1hr 40 and 1 x 50 min lesson a week for 5 weeks.

	Topic – Diet and Health
Key concepts	To enable pupils learn to: <ul style="list-style-type: none"> • Cook a range of dishes safely and hygienically • Apply their knowledge • Consider factors that affect food choice, availability and waste.
Themes	Pupils will have the opportunity to work through the following contexts: <ul style="list-style-type: none"> ▪ home and health; ▪ Industrial – food ▪ Design and make a burger.
Challenge	See individual lesson. Challenge given to individuals based on their strengths (theory = academic or practical = skills based)
Support	Based on IEP, See individual lessons.
Literacy focus	Reading – taught to understand different texts (new vocabulary, relating it to known vocabulary and understanding it with the help of context). Writing – summarise and organise material by supporting ideas/arguments with factual details, apply their growing knowledge of vocabulary and text type to their writing. To plan, draft and edit writing by considering the audience/purpose and by paying attention to grammar, punctuation and spelling. Grammar and Vocabulary -use standard English in their own writing and speech. Spoken English – use English confidently in a range of settings e.g. class room discussions, give short speeches/presentations expressing their own ideas, participate in structured discussions.
Numeracy focus	Understand and use place value (decimals and measures), use standard units for weight/mass, length, time and money. To be taught to change between standard units (e.g. time, length, volume and weight). Construct and interpret tables, charts and diagrams (including freq. tables, bar charts, pie charts and pictograms)
Cross-curricular links	Science – nutrition and digestion (content of a healthy diet, comparing energy values of different foods)
SMSC & MBV	Health and well-being: <ul style="list-style-type: none"> • Balanced diet and it's benefits



	<ul style="list-style-type: none">• Influences in decisions about eating a balanced diet.
ASSESSMENTS	Teacher – Practical and written (rotation 1) Gourmet Burger project. Pupil – peer practical assessment 'pizza wheels'.
Out of school learning	IST 3 weeks work – 3-4 hours. To prepare and cook a main meal dish to demonstrate cuisine from other countries.



Rotation 1

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1 (D)	Health and Safety in the Food Technology room	Understand the health and safety expectations of the Food Technology room. Understand their responsibilities for food hygiene and safety (Chef hygiene)		Hazard sheet.
2 (S)	Intro. to nutrition	Recall the principles of The Eatwell Guide and relate it to your diet; List and explain the main nutrients provided by a healthy diet.		Eatwell plate
3 (D)	Hygiene (washing up)	Practise and secure knowledge of pupils role to help maintain good food hygiene in the kitchen		
4 (D)	Practical – fruit smoothie	To prepare a fruit smoothie safely and hygienically. Identify the sensory qualities in a fruit smoothie	Challenge – 8 legged axis star diagram Support – 4 legged axis star diagram	
5(S)	Carbohydrates	Identify the types of carbohydrates in our diet		
6(D)	Practical– ragu sauce and pasta (Carbohydrate)	Prepare and cook a main meal – ragu sauce and pasta. Demonstrate the safe use of hob (simmering, boiling), knives skills and other small equipment. Evaluate their dish using sensory analysis Demonstrate and apply food H&S rules.	Support - Do any students need: <ul style="list-style-type: none"> • help preparing the onion? This could be chopped in a food processor. • ready prepared ingredients, so that time can be spent on making the ragu, e.g. cooked pasta? • to follow different recipes? The <i>classic tomato ragu</i> recipe is easier than the <i>ratatouille</i>. • challenging, perhaps allowing them to cook and drain pasta to extension activities, such as developing the ragu into a main dish, e.g. spaghetti Bolognese? 	Recipe sheet, Sensory evaluation sheet, Word banks
7(D)	Fruit Crumble	Prepare and cook a crumble dish by: prepare ingredients, e.g. peeling, slicing; use the rubbing in technique to make a topping; demonstrating safe use of the oven.	Support – do any students need: <ul style="list-style-type: none"> • to use pre-prepared topping or fillings? • support preparing ingredients, e.g. coring apples? • to use a food processor to make the crumble topping? • to follow different recipes? The <i>apple and sultana crumble</i> recipe is easier than the <i>herby veggie crumble</i>. Challenge - extended range of ingredients to challenge their preparation skills	



8(S)	Macronutrients - Protein	Describe the dietary recommendations for protein and how it relates to their diet. define protein complementation.		
9(D)	Practical Assessment ½ Pizza Wheel practical ½ Observation (peer assessment)	Prepare and cook a dish pizza wheels. Demonstrate skills in preparing fillings e.g. cutting and grating; rubbing in, kneading, shaping and finishing a dough; use the oven. Demonstrate and apply the principles of food H&S. Compare and evaluate their product.	Support - Do any students need: <ul style="list-style-type: none"> ingredients pre-measured, to allow them time to complete the recipe? To follow a different recipe plain/cheese scones, in order to make the recipe easier? assistance rolling out or shaping the dough? Using a grater or knife. Challenge - by allow them to modify the recipes with their own ingredients?	Recipe – pizza wheels. Peer assessment sheet.
10(D)				
11(S)	Macronutrients - fats	Explain the sources, types and functions of fats; Describe the dietary recommendations for fat and how it relates to the diet;		
12(D)	Macaroni Cheese	Prepare and cook pasta bake. To demonstrate the preparation of an all-in-one sauce; other ingredients e.g. grating, knife skills, demonstrates safe use of the hob (boiling and simmering) and grill, accurate weighing and measuring. To demonstrate and apply the principles of food H&S when cooking.	Support - Do any students need: <ul style="list-style-type: none"> ingredients pre-measured to allow them time to complete the recipe? ready cooked pasta, due to problems of draining the hot water from the pasta? to follow different recipes? The macaroni cheese recipe is easier than the tuna and broccoli pasta. to gratiné the pasta dish at home? Challenge - to be challenged, such as making a traditional roux sauce instead of the all-in-one?	Recipe – macaroni cheese
13(D)	Mini Carrot Cakes	Prepare a baked product using the oven safety and working in an organized and hygienic manner. Practise the following skills: Preheating, line a tin (12 cupcakes approx.), grating, creaming method, mix, sieve, rack and whisk eggs and produce equal portioning	Challenge – optional cream cheese topping.	Recipe – carrot cake.
14(S)	Written Assessment	Assess knowledge of healthy eating (nutrition), weighing/measuring and basic equipment.		

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15(D)	Flapjack and test feedback	Prepare and cook a dish using the hob and oven. Demonstrate the safe use of the hob and oven and other small equipment.	Support - Do any of your pupils need: <ul style="list-style-type: none">•ingredients pre-measured to allow them to make best use of the time available?•assistance with their practical work, e.g. using the hob?•less ingredients in their recipe to make it manageable?•ready lined baking tins or shallow foil trays?•to follow different recipes?	Recipe - Flapjack
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Rotation 2

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1 (D)	Intro. challenge (expectations)	Analysis a design brief and identify key words to write a specification.	Challenge – write an outline specification. Support – key word definitions.	Template for support.
2 (S)	Food safety (burger prep)	Recognise and understand that good food hygiene and safety is essential when making and cooking burgers, to ensure the food is safe to eat;		Burger ingredients (demo)
3 (D)	FPT Basic burger	Prepare a basic burger recipe. Demonstrate a range of skills (dicing, frying, shaping, grilling/frying)		Recipe – Basic burger
4 (D)	Research 'Gourmet burger design'	To explore 'the Gourmet Burger Builder' program and create an imaginative, high quality and tasty burgers.		Computers : FFoL Gourmet burger program
5(S)	Recipe modification/Production plan	Produce a personalised recipe identifying their chosen ingredients, equipment and method	Challenge – identify food hygiene and safety tips. Support – statements/template to support writing.	
6(D)	FPT Bread rolls	Prepare quick bread buns. Demonstrate/practise a range of skills (weighing, sieving, mixing, kneading, shaping, baking)	Support – picture method.	Recipe – quick bread rolls.
7(D)	Allergens and nutritional analysis.	List the ingredients that may cause an allergic reaction. Calculate the nutritional content of their burger		Computers Nutritional Analysis program
8(S)	Food Provenance	Identify the types of red meat eaten in the United Kingdom (UK) and their origins.	Challenge – name joints of meat and meals produced.	



9(D)	Prepare own burger	Be able to make and cook their burger, following personalised written instructions;		
10(D)	Evaluate Project and prep short crust pastry	Produce an evaluation that reflects the design specification(s). Prepare shortcrust pastry. Demonstrate a range of skills (sieving, rubbing in, prepare a non-sticky dough)	Support – template to support writing.	
11(S)	Types of pastry	Explore the types of pastry and uses in cooking.		
12(D)	Practical - Pastry tarts (cream and fruit filled)	Prepare a sweet pastry treat with shortcrust pastry. Practise a range of cooker skills (rolling, cutting, blind baking, filling and knife skills)	Challenge – piping of cream filling.	Recipe – sweet fruit tarts. (Larder)
13(D)	Practical - Sausage Rolls	Prepare a savoury pastry snack with puff pastry. Practise a range of skills (rolling, shaping, egg and meat safety, using an egg wash).		Recipe – sausage roll/ cheese and onion roll. (larder)
14(S)	Review learning	Reflect on learning – identifying strengths and targets in knowledge and practical abilities.		
15(D)	Pupils choice	Challenge to prepare a recipe of your choice within the set specifications.		



Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1	Health and Safety in the Food Technology room	Understand the health and safety expectations of the Food Technology room. Understand their responsibilities for food hygiene and safety (H&S)		Pretend food, question sheet, picture worksheet.
2	Balanced Diet	Recall the principles of the 'Eat well guide' and 8 tips for healthy eating.		Eatwell guide video, Eatwell hydration video, nutrient sorting worksheet.
3	Practical– ragu sauce and pasta (Carbohydrate)	Prepare and cook a main meal – ragu sauce and pasta. Demonstrate the safe use of hob (simmering, boiling), knives skills and other small equipment. Evaluate their dish using sensory analysis Demonstrate and apply food H&S rules.	Support - Do any students need: <ul style="list-style-type: none"> • help preparing the onion? This could be chopped in a food processor. • ready prepared ingredients, so that time can be spent on making the ragu, e.g. cooked pasta? • to follow different recipes? The <i>class tomato ragu</i> recipe is easier than the <i>ratatouille</i>. • challenging, perhaps allowing them to cook and drain pasta too? • extension activities, such as developing the ragu into a main meal dish, e.g. spaghetti Bolognese? 	Recipe sheet, Sensory evaluation sheet, Word banks
4	Healthy Eating			.
5	Practical– pizza wheels.	Prepare and cook a dish pizza wheels. Demonstrate skills in preparing fillings e.g. cutting and grating; rubbing in, kneading, shaping and finishing a dough; use the oven. Demonstrate and apply the principles of food H&S. Compare and evaluate their product.	Support - Do any students need: <ul style="list-style-type: none"> • ingredients pre-measured, to allow them time to complete the recipe? • To follow a different recipe plain/cheese scones, in order to make the recipe easier? • assistance rolling out or shaping the dough? Using a grater or knife. Challenge - by allow them to modify the recipes with their own ingredients?	Recipe – pizza wheels.
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6	Sources, types and functions of Carbohydrates.	Explain the sources, types and functions of carbohydrates (focus on fibre). Describe dietary recommendations for carbohydrates and fibre and how it relates to their diet. Identify varieties of bread. Investigate the function of ingredients in bread making.		Bread products/images, ingredients bread demo, images of carbohydrate rich foods.
7	Practical - Eve's pudding	Prepare and cook Eve's pudding. Demonstrate the safe use of hob (stew) and oven, cake making method. Demonstrate and apply food H&S rules.		Recipe sheet, functional properties of ingredients,
8	Sources, types and functions of protein.	Explain the sources, types and functions of protein. Describe the dietary recommendations of protein and how it relates to their diet. Define protein complementation.		YouTube – Why do our bodies need protein. PP. Egg wordsearch.
9	Practical - pasta bake. (Mineral – Calcium)	Prepare and cook pasta bake. To demonstrate the preparation of an all-in-one sauce; other ingredients e.g. grating, knife skills, demonstrates safe use of the hob (boiling and simmering) and grill, accurate weighing and measuring. To demonstrate and apply the principles of food H&S when cooking.	Support - Do any students need: <ul style="list-style-type: none"> • ingredients pre-measured to allow them time to complete the recipe? • ready cooked pasta, due to problems of draining the hot water from the pasta? • to omit some vegetable ingredients to make the recipe easier? • to follow different recipes? The <i>macaroni cheese</i> recipe is easier than the <i>tuna and broccoli pasta</i>. • to gratiné the pasta dish at home? Challenge - to be challenged, such as making a traditional roux sauce instead of the all-in-one?	
10	Micronutrients and diet.	Name the micronutrients and function in the diet. Explain sources, types and functions of vitamins (A, D, B group and C) and minerals (calcium, iron and sodium). Investigate and compare a range of pre-prepared pasta products. Explain the process of gelatinisation in sauce making.		



11	<p>Practical – Mini Meal</p> <p>Equipment – food processors??</p>	<p>Prepare and cook Koftas by prepare a range of ingredients for fillings, e.g. peeling; handle ingredients safely, e.g. meat and fish preparation; combine ingredients uniformly to the correct consistency; use a food processor to prepare ingredients; shape and form ingredients; use the oven or grill safely;</p>	<p>Support - Do any students need:</p> <ul style="list-style-type: none"> • ingredients pre-measured or prepared, e.g. carrot peeled, cans opened? • pre-prepared breadcrumbs, due to mobility issues? • support using the food processor? • to follow different recipes? The <i>spicy bean burgers</i> are easier to prepare than the <i>Koftas</i>. <p>Challenge - an extended range of ingredients to challenge their preparation skills, or accompaniments to the main meal dishes?</p>	<p>Recipe Sheets Koftas and Spicy Bean Burgers.</p>
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