



Scheme of Work Food Technology Year 8

Rotation 1 Diet and Health (adapted from Food a Fact of life Y8 SOW) [Food a Fact of Life](#)

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 afternoon tea project.
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. classroom 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	<p>Rotation 1 – Diet and health</p> <p>Practical observation (teacher assessment) based on learning objective of the lesson (Chef of the Week); Track their progress (self-assessment) using practical skills and reflecting on their own strengths and target (teacher assessment).</p> <p>Theory - end of rotation 1 written test.</p> <p>Rotation 2 – Skills and basic recipes.</p> <p>Theory (peer assessment) - Plan and create a recipe sheet (ingredients and method) for macaroni cheese adapting to meet their tastes.</p> <p>Practical (teacher and self-assessment) Macaroni cheese (skills, use of equipment, independence, hygiene and safety, presentation of final product).</p>
Out of school learning	<p>IST - To deepen their knowledge of food provenance through research into cuisine from their chosen country.</p> <p>Life Skill – Organisation and communication (ingredients list and planning)</p>

Rotation 1 - Diet and Health



Theme	Key concepts	Learning outcomes	Differentiation	Resource
Safety	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)	Support - List, develop and demonstrate the principles of food hygiene and safety when considering the preparation and cooking of ingredients.	Hazard sheet.
	Food hygiene and safety.	Practise and secure knowledge of pupils' role to help maintain food hygiene standards in the kitchen.	Most pupils - Explain, develop, and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients. Challenge - Describe, develop, and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients and manage their implementation independently.	
Nutrition	Micronutrients	Recall the principles of The Eatwell Guide and relate it to your diet and explain the importance of hydration. 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). Describe the safe use of knives and small electrical appliances (stick blender or liquidizer). Identify the sensory qualities in a fruit smoothie.	Support - list the sources, types and functions of micronutrients in the diet. Challenge - explain the sources, types and functions of micronutrients in the diet and the consequences of over or under consumption. Support – Sensory word bank.	Eatwell plate Ingredients for smoothie.
	Practical – fruit smoothie	To prepare a drink rich in micronutrients (fruit smoothie). Demonstrate how to use equipment safely focusing on knife skills and a small electrical appliance. Revision of washing up	Support - Do any students need: <ul style="list-style-type: none"> • help preparing the fruit? This could be pre-prepared. • Work with a partner or as part of a team? 	Recipe sheet, Sensory evaluation sheet, Word banks



			<ul style="list-style-type: none"> Support with pouring? <p>Challenge – use a variety of ingredients to extend the skill level.</p>	
	Nutrient – fats Food science – shortening.	Explain the sources, types, and functions of fat. Describe the dietary recommendations for fat and how it relates to their diet.	<p>Support - list the sources, types and functions of fats in the diet.</p> <p>Challenge - explain the sources, types and functions of fats in the diet and the consequences of over or under consumption.</p>	Ingredients for scones.
	Practical – Scones	Prepare a dish-based carbohydrates (scones) in accordance with food hygiene and safety rules. Produce a non-sticky dough and prepare equal sized scones. Practise a range of skills (weigh/measure, sieve, rubbing in, cut out, bake).	<p>Support - Do any students need:</p> <ul style="list-style-type: none"> ingredients pre-measured, to allow them time to complete the recipe? To work in a pair, to make the recipe easier? assistance rolling out or shaping the dough? Using a grater or knife. <p>Challenge - by allow them to modify the recipes with their own ingredients.</p>	Picture recipe.
	Nutrient – Protein Knife skills	Explain the sources, types, and functions of protein. Describe the dietary recommendations for protein and how it relates to their diet. To define protein complementation. Revision of knife skills.	<p>Support - list the sources, types and functions of protein in the diet.</p> <p>Challenge - explain the sources, types and functions of protein in the diet and the consequences of over or under consumption.</p>	Ingredients for tomato ragu.
	Practical - goujons	Prepare and cook a dish containing high protein food (chicken/fish/halloumi) safely. Develop and demonstrate a range of practical skills (weigh/measure, knife skills, beat, portion, coat and bake).	<p>Support - Do any students need:</p> <ul style="list-style-type: none"> ingredients pre-measured, to allow them time to complete the recipe? To work in a pair, to make the recipe easier? assistance using a knife. 	



		Develop and demonstrate the principles of food hygiene and safety, focusing on handling (eggs) and cooking meat/fish (if used), using knives, using the hob.	Challenge - by allow them to modify the recipes with a range of seasonings.	
	Nutrient - carbohydrates	List and explain the macro nutrients provided by a healthy diet. (energy balance) Explain the sources, types, and functions of carbohydrates (including fibre). Describe the dietary recommendations for carbohydrates (including fibre) and how it relates to their diet. List and describe the skills needed to prepare scones.	Support - list the sources, types and functions of carbohydrates in the diet. Challenge - explain the sources, types and functions of carbohydrates in the diet and the consequences of over or under consumption.	Ingredients for scones.
	Practical– ragu sauce and pasta	Prepare and cook a main meal – ragu sauce and pasta. Develop and demonstrate knife skills, using the hob (frying, boiling, and simmering) to prepare and cook a basic tomato sauce. Develop and demonstrate the principles of food hygiene and safety, focusing on handling and cooking meat (if used), using knives, boiling water and the hob.	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., cooking pasta? • to follow different recipes? The classic tomato ragu recipe is easier than the ratatouille. • Support with draining pasta? Time keeping. Challenge – use a variety of ingredients to extend the skill level.	Picture recipe.
Assessment Feedback		Identify and use revision skills. Assess knowledge of healthy eating (Eatwell Plate and nutrients), equipment and uses; and measuring.	Support - recall what they have cooked and the main food skills they have demonstrated. Challenge - appraise and measure their success for the dishes they have cooked,	Test paper

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	Appraise and evaluate their knowledge of healthy eating, equipment, and measuring. Evaluate their practical cooking experience.	noting main food skills and cooking techniques demonstrated. Pupils will also explain areas of improvement and how these will be met.	
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Rotation 2 – Skills and basic recipes



Theme	Key concepts	Learning outcomes	Differentiation	Resource
Pastry	Types of pastry	Describe the functions of ingredients used in pastry making. Identify varieties of pastry and pastry products available to the consumer.	Support - describe the functions of ingredients used in pastry making; identify varieties of pastry and pastry products available to the consumer. Challenge - explain the functions of ingredients used in pastry making and the effect of adding other ingredients; identify, name and classify a wide variety of pastry and pastry products available to the consumer.	Ingredients for demo cheese straws
	Practical – cheese straws Food science – shortening.	Prepare shortcrust pastry and present an attractive and tasty savoury dish suitable for afternoon tea. Develop and demonstrate a range of skills (sieving, rubbing in, grating, cutting, shaping, and baking). Develop and demonstrate the principles of food hygiene and safety, focusing on oven safety. Identify, analyse and evaluate skills used.	Support - Do any of pupils need: pre-prepared ingredients, such as grated cheese ingredients pre-weighed? support using the oven? make in pairs. Challenge – use additional ingredients to use a variety of skills.	Recipes for cheese straws.
Food labels and healthy eating guidelines		Identify the key features of a food label Use food labels to help make informed choices.	Support –work in pairs/small groups. Peer support. Focus on one nutrient. Challenge – pupils can explore a variety of nutrients.	Worksheet (FFoL) Computer room (Explore program.)
Cake making	Cake making methods	Describe the functions of ingredients and methods used in cake making.	Support - describe the functions of ingredients used in cake making. Challenge - explain the functions of ingredients used in cake making and the effect of adding other ingredients Support – use preprinted recipes.	Cake ingredients.



	Practical - cupcakes	<p>Prepare and present a batch of equal sized cupcakes. Develop and demonstrate a range of skills (creaming, cracking, mixing, sieving, portioning, and baking)</p> <p>Develop and demonstrate the principles of food hygiene and safety, focusing on high-risk food (egg) and oven safety.</p>	<p>Support - Do any of pupils need:</p> <ul style="list-style-type: none"> • ingredients pre-measured, to allow them time to complete the recipe? • Work with a partner? • an electric mixer to mix the ingredients together? • Monitoring use with oven/hob and transfer of equipment. <p>Challenge:</p> <ul style="list-style-type: none"> • to follow different recipes? • modified recipes, introducing other ingredients? 	
Sauces and assessment.	Sauce making methods	Describe the functions of ingredients and methods used in sauce making.	Support – (outcome) identify the main ingredients in sauce making.	Roux ingredients.



			Challenge – research a range of sauces and how they are used.	
	Recipes and planning	Identify the key parts of a recipe. Produce a recipe for macaroni cheese.	Challenge – identify food hygiene and safety, and quality tips. Encourage a range of skill choices and/or adaptations of ingredients. Support – statements/template/cut and paste to support writing.	Templates of macaroni cheese recipe, template of recipe structure.
	Macaroni cheese assessment	Work with increasing independence when following a recipe to prepare and present macaroni cheese Develop and demonstrate a range of skills (weighing/measure, using of a hob (simmer & boil), grating, knife skills (if using)). Develop and demonstrate the principles of food hygiene and safety.	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, to make the recipe easier? • assistance with skills e.g. Using a grater or knife. • Monitoring with equipment e.g. oven, transfer of equipment. Challenge - by allowing them to modify the recipes with their own ingredients and choice of skills.	
Feedback and evaluate.		Evaluate their practical skills needed to prepare the chosen dish. Produce a product evaluation for the assessment dish. Set targets for Y9.	Support – leading sentences. Word banks/sentence starters. Challenge – construct their own sentences.	Evaluation sheet