



KAT KEY STAGE OVERVIEW (Long Term Planning)

Year 8 Food Technology

Key: **Recap/Retrieval**

Rigour (Vocabulary/Disciplinary knowledge/Reading/Careers)

Cultural Capital/SMSC

Numeracy

Cross Curricular

Term	Topic	Knowledge	Skills Complex activity: Writing genre:	Reading/wider reading
Autumn T1	Recap health and safety	<ul style="list-style-type: none"> • Understand and be able to explain why health and safety is important in the kitchen. • Identify hazards and risks in a kitchen environment. • Evaluate the consequences of poor health and safety and suggest ways to prevent accidents. • RETRIEVAL 		Food Politics: How the Food Industry Influences Nutrition & Health Book by Marion Nestle
	Teaching textiles			
	Sugar	<ul style="list-style-type: none"> • Identify the Reference Intake (RI) of sugar per day and sources of it. • Be able to define 'added sugars' and evaluate the negative health implications of eating too much sugar. • Be able to suggest ways to lower added sugars in the diet through food swaps. 	Science – Cross curricular Students can classify sugars based on molecular structure, linking to food sources. Students can express RI of sugar.	
	Teaching textiles			

	Brownie Practical	<ul style="list-style-type: none"> Follow health and safety procedure at all times, demonstrating respect for self and others. Measuring and weighing ingredients accurately. Using skills and techniques effectively to produce a high quality outcome. 	<p>(Literacy focus)</p> <ul style="list-style-type: none"> -Reading and following methods -Learners will use verbal communication to make educated points and form opinions -Use of key words and technical vocabulary -Recording data findings 	
	Teaching textiles			
	Gluten	<ul style="list-style-type: none"> Determine the relative differences in gluten content between different types of flour. Establish the impact this has on the structure of baked products. Use scientific experimentation to support conclusions <p>RETRIEVAL</p>	<p>Science cross curricular - Iodine Experiment</p>	
	Teaching textiles			
Autumn T2	Garlic bread practical	<ul style="list-style-type: none"> Follow health and safety procedure at all times, demonstrating respect for self and others. Measuring and weighing ingredients accurately. Using skills and techniques effectively to produce a high quality outcome. 		
	Teaching textiles			
	Types of Flour/Scone Making	<ul style="list-style-type: none"> Determine the relative differences between flours and identify their uses in recipes. Establish the impact this has on the structure of baked products. Demonstrate understanding of the scientific processes involved in making scones. 	<p>Science cross curricular - Oobleck experiment</p> <p>Explain how the gluten properties of different flours affect structure and texture.</p>	
	Teaching textiles			



	Scone Practical	<ul style="list-style-type: none"> • Follow health and safety procedure at all times, demonstrating respect for self and others. • Measuring and weighing ingredients accurately. Using skills and techniques effectively to produce a high quality outcome RETRIEVAL		
	Teaching textiles			
	Assessment			
Spring T1	Teaching textiles			
	Vitamins and minerals	<ul style="list-style-type: none"> • Understand the role of vitamins and minerals in the diet. • Know the difference between fat soluble and water soluble vitamins. • Identify the foods we get different vitamins and minerals from. 		
	Teaching textiles			
	Vitamin C Practical		Science cross curricular - Vitamin C Experiment	
	Teaching textiles			
Spring T2	Worlds food	<ul style="list-style-type: none"> • Explain the factors that affect cuisine linked to land, economy, lifestyle, religion and culture. • Identify staple foods from around the world accurately. • Suggest possible dishes that could be made from these ingredients/commodities. RETRIEVAL	Literacy -Learners read and scribe -Verbal communication to make educated points and form opinions -Use of key terms to create accurate sentences summarising the topic Mathematics -Time Management	

	Teaching textiles			
	Quorn	<ul style="list-style-type: none"> ● Explain the nutritive value of eating Quorn. Students can explain the advantages and disadvantages. ● Identify quality check points and describe how to store and prepare Quorn to prevent food illness. 		
	Teaching textiles			
	Veggie burgers	<ul style="list-style-type: none"> ● Follow health and safety procedure at all times, demonstrating respect for self and others. ● Measuring and weighing ingredients accurately. ● Using skills and techniques effectively to produce a high quality outcome. 	<p>Literacy Reading and following methods -Learners will use verbal communication to make educated points and form opinions -Use of key words and technical vocabulary</p> <p>Mathematics Time management, using the clock -Working in grams, ml, kg (conversion to oz. more able) -Weighing and measuring -Working with temperature -Proportion of ingredients in recipes -Portioning dishes -Calculating dish cost and profit (extension)</p> <p>Practical Making - (Disciplinary Knowledge)</p>	
	Teaching textiles			
Summer T1	Assessment 2			
	Teaching textiles			
	Presentation Skills.	<ul style="list-style-type: none"> ● Understand how to style a plate to mirror industry standards. ● Explain the importance of using sensory effects to style food. 	<p>Literacy -Learners read and scribe</p>	

		<ul style="list-style-type: none"> ● Create a range of plate designs using industry techniques that are innovative and creative. 	<p>-Verbal communication to make educated points and form opinions.</p> <p>Mathematics -time management.</p>	
	Teaching textiles			
	HACCP	<p>Define what HACCP is. Identify cross contamination risks and preventative measures. Complete HACCP reports for the 4 key stages.</p> <p>RETRIEVAL</p>	<p>Literacy -Learners read and scribe -Verbal communication to make educated points and form opinions. Numeracy -Time management -Critical temperatures -Bacterial growth over time -Duration food can be left out/stored -Counting/scoring</p>	
	Teaching textiles			
Summer T2	Food Science	<ul style="list-style-type: none"> ● Define colloidal systems. ● Describe how foams, emulsions and gels are formed. ● Provide food examples of different colloidal systems and state the advantages of them in the food industry. Produce colloidal systems. 	<ul style="list-style-type: none"> - Cinder toffee experiment - Blow up balloon with yeast - Gelatinisation - Popcorn challenge 	
	Teaching textiles			
	Food Science.			
	Teaching textiles			



	Eggs	<ul style="list-style-type: none"> • Define colloidal systems. • Describe how foams, emulsions and gels are formed. • Provide food examples of different colloidal systems and state the advantages of them in the food industry. Produce colloidal systems. <p>RETRIEVAL</p>	<p>Literacy</p> <ul style="list-style-type: none"> -Learners read and scribe -Recording data -Forming sensory analysis -Using adjectives -Vocabulary building -Verbal communication to make educated points and form opinions. <p>Numeracy</p> <ul style="list-style-type: none"> -Timing (egg cooking) -Measuring (water) -Recording data -Analysing data 	
	Teaching textiles			
	Summer Assessment			
	Teaching textiles	<ul style="list-style-type: none"> • 		