

Food Unit Overview Year 8

September 2020 – July 2021: The Food and Textiles curricula are usually taught in a half year rotation, with students spending one hour per week in Food for the first half of the year, and then one hour per week in Textiles for the second half (or vice versa). However, in light of the ongoing situation caused by the Coronavirus pandemic, the two subjects will be delivered this year in parallel. Students will follow each curriculum subject throughout the year, with lessons in alternate weeks. This will allow for a steadier and extended delivery of the curriculum, and enable teaching staff to identify and fill gaps as they are identified in individual students prior learning. More importantly, it will help protect students from any further disturbances that the continued presence of the pandemic may bring, such as time limited local lockdowns. Half of our Year 8 students will have completed the full programme of study in Year 7 Food last year in the Autumn term, whilst others only experienced the first few lessons in the last weeks before lockdown. These two groups of students may now be side by side in new teaching groups this academic year. Therefore, where key knowledge and skills are recalled in project work, a short but thorough review will be included for the whole class. This will include key skills such as washing up, safe knife use, and weighing and measuring; as well as key knowledge such as cooker control and basic nutrition. This will benefit both halves of the year group, either introducing these concepts or facilitating development in further depth in our more complex Year 8 projects. Whilst we are under Covid restrictions, a greater emphasis will be placed on cooking from home, so that students can continue to enjoy the practical aspects of this subject. Where students are unable to cook from home, supplied resources such as videos and photographs will enable them to reflect on and evaluate the work of others instead.

Key Stage 3 Food and Textiles – Year 8 Food Unit

Half year unit taught either September to February or February to July.

“Looking Outwards” - traditions, and customer needs

Practical work may include: Fine Dining Salad, Pasta Bake, Scone Spirals, Bread, Pizza, Sausage Rolls

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Kitchen hygiene and safety	Knowledge – chef and workspace hygiene, cooker safety Understanding – raised contamination risks lead to food poisoning Skills – prepare and maintain work area Covid – review knife safety, review cooker controls	Students manage hygiene and safety when carrying out practical work	Students have worked under key safety guidelines, and now apply them habitually	Fully equipped kitchens with gas and electric cookers. Drawer and cupboard equipment for 18 students. Spare equipment. Additional specialist equipment including blenders and food processors. Food storage (dry storage and cold storage)
Room routines	Knowledge – special equipment storage Understanding – Some dishes require additional specialist equipment Skills – select appropriate equipment Covid – review washing up routines	Students undertake practical work requiring a wider range of equipment	Students have observed room routines at own work unit, and now operate more widely around the room	

Techniques	<p>Knowledge – mixing, sauce making, bread making Understanding – Quality Control ensures successful outcomes Skills – weigh and measure, whisk, stir and fold Covid – review knife skills, review weighing and measuring</p>	Students achieve correct mixture consistency, e.g. smooth sauces, in their cooking	Students use skills learnt for correct use of kitchen equipment to develop new skills in achieving desired textures and consistencies in mixtures	<p>Stock ingredients to cover students' losses and omissions. Non-cooker worksheets. Year 8 recipes sheet. Powerpoint guides. Room safety displays. Planning pro formas. Hand washing and anti-bacterial supplies.</p>
Design – Providing nutrition and appeal	<p>Knowledge – nutritional needs, illustration and description, Understanding – Dishes must offer both nutrition and enjoyment Skills – select ingredients and processes to maximise appeal and nutritional benefit</p>	Students produce dishes with a balance of nutrients, and which appeal to all 5 senses	Students use their past experience of selecting ingredients and processes, to develop their choice-making based on nutrition and appeal	
Planning	<p>Knowledge – Key timings, details of processes Understanding – successful outcomes rely on attention to timings and details Skills – plan time schedules to ensure dishes are completed successfully</p>	Students produce completed dishes, within time constraints	Students have used planning to inform activities in practical lessons, and now ensure timings and fine details of activities are followed.	