

| Month                              |  | Rotation 1 - Kitchen Skills, Theory & Practical   | Rotation2 - Kitchen Skills, Theory & Practical   | Term 3      |  |
|------------------------------------|--|---|--|-------------|--|
| <b>Cultural Transmission</b>       | Units of Work  | <p><b>Kitchen Skills</b><br/>                     Knife holds (bridge, claw)<br/>                     Food hygiene (raw/cooked ingredients, chopping boards, cleaning)<br/>                     Health &amp; safety (spills, oven/ hob safety)<br/>                     Using kitchen equipment (tin openers, grater, knives)<br/>                     Cooking methods (Simmering, melting, boiling, baking, frying)<br/> <b>Theory</b><br/>                     Food allergies (alternative ingredients)<br/>                     Raising agents (yeast, baking powder, self raising flour)<br/>                     Healthier choices (swapping ingredients to create healthier options)<br/>                     Cultural dishes (exploring traditional dishes from around the world)<br/>                     Handling raw meat safely<br/> <b>Practical</b><br/>                     Vegetable chilli (slicing, dicing vegetables, simmering)<br/>                     Chicken fajitas (handling meat, frying, slicing vegetables)<br/>                     Healthy pizza (alternative ingredients, chopping, baking)<br/>                     Healthy cereal bars (swapping ingredients)<br/>                     Yeast experiment (raising agents)<br/>                     Ice-cream experiment (alternative ingredients)</p> | <p><b>Kitchen Skills</b><br/>                     Knife holds<br/>                     Food hygiene<br/>                     Health &amp; safety<br/>                     Using kitchen equipment – tin openers<br/>                     Simmering<br/>                     Melting method<br/> <b>Theory</b><br/>                     Food allergies<br/>                     Raising agents<br/>                     Healthier choices<br/>                     Cultural dishes<br/>                     Handling raw meat<br/> <b>Practical</b><br/>                     Vegetable chilli<br/>                     Chicken fajitas<br/>                     Healthy pizza<br/>                     Healthy cereal bars<br/>                     Yeast experiment</p>  |             |  |
|                                    | National Curriculum area – KS3   | <ul style="list-style-type: none"> <li>understand and apply the principles of nutrition and health</li> <li>cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</li> <li>become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</li> <li>understand the source, seasonality and characteristics of a broad range of ingredients</li> </ul>  | <ul style="list-style-type: none"> <li>understand and apply the principles of nutrition and health</li> <li>cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</li> <li>become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</li> <li>understand the source, seasonality and characteristics of a broad range of ingredients</li> </ul>   |             |  |
|                                    | Substantive Knowledge  | <p><i>The What!</i></p> <p>In Year 8, we will continue to instil a love of cooking and healthy choices in our pupils as they learn to plan and cook a range of dishes from many cultures. This will build on the skills they learned in Year 7 ensuring that students understand how to feed themselves and others with an exciting, healthy and varied diet. We want our students to develop an appreciation of food from other cultures. As society and culture changes, people's diets, intolerances and allergies are more universally referenced in menus, hence we want our students to be aware of people's dietary choices or limitations. They will study alternative diets such as vegetarian and vegan, food intolerances, as well as explore issues such as fair trade and organic diets.</p>   |  |             |  |
|                                    | Disciplinary Knowledge   | <p><i>The How!</i></p> <p>Students will make a vegetable curry in which they will develop their knife skills from year 7 by using a range of cutting holds and techniques. They will make chicken fajitas, which will enable them to use a wider range of kitchen tools and equipment, and will develop their knowledge of handling raw and cooked meat safely as well as using the correct cutting boards and knives for meat and vegetables. They will learn how to recognise when meat is cooked and safe to eat and how to adapt recipes to suit their tastes. Students will build their knowledge of how to adapt recipes to suit alternative diets. They will explore the food science aspect of the subject through learning how to write a hypothesis and conducting food experiments. They will consider the results and analyse the sensory properties of their dishes. This will be further built upon at Key Stage 4 as our students conduct investigations for their non-examined assessment</p>   |  |             |  |
|                                    | Sequencing (Flow)  | <p><i>Retrieval &amp; Extension</i></p> <p>Design and develop recipes which combine skills<br/>                     Create a range of sweet &amp; savoury healthy dishes.<br/>                     Explore alternative lifestyle meals such as veganism and vegetarian meals as part of a varied diet<br/>                     Explore cultural dishes which use a broad range of ingredients.<br/>                     Make<br/>                     Weighing &amp; measuring ingredients and using portion control.<br/>                     Using electrical kitchen equipment<br/>                     Evaluate<br/>                     Use sensory evaluation to analyse dishes<br/>                     Experiment with alternative ingredients to create inexpensive and healthier options.<br/>                     Technical Knowledge<br/>                     Mixing, blending<br/>                     Raising agents and Baking<br/>                     Simmering, boiling<br/>                     knife skills, slicing, dicing, chopping<br/>                     Builds on kitchen skills learned in Year 7</p>  | <p>Design and develop recipes which combine skills<br/>                     Create a range of sweet &amp; savoury healthy dishes.<br/>                     Explore alternative lifestyle meals such as veganism and vegetarian meals as part of a varied diet<br/>                     Explore cultural dishes which use a broad range of ingredients.<br/>                     Make<br/>                     Weighing &amp; measuring ingredients and using portion control.<br/>                     Using electrical kitchen equipment<br/>                     Evaluate<br/>                     Use sensory evaluation to analyse dishes<br/>                     Experiment with alternative ingredients to create inexpensive and healthier options.<br/>                     Technical Knowledge<br/>                     Mixing, blending<br/>                     Raising agents and Baking<br/>                     Simmering, boiling<br/>                     knife skills, slicing, dicing, chopping<br/>                     Builds on kitchen skills from Year 7</p> |             |  |
| Summative Assessment               | <p>Students will have a summative assessment on preparing and creating a savoury dish.<br/>                     Students will complete a summative assessment on preparing and creating a sweet dish</p> | <p>Students will have a summative assessment on preparing and creating a savoury dish.<br/>                     Students will complete a summative assessment on preparing and creating a sweet dish</p>  |  |             |  |
| <b>Personal Empowerment</b>        | Virtue   | <ol style="list-style-type: none"> <li>1. Friendliness and Civility (September)</li> <li>2. Justice and Truthfulness (October)</li> <li>3. Courage (November)</li> <li>4. Generosity (December)</li> <li>5. Gratitude (January)</li> <li>6. Good Speech (February)</li> </ol>   | <ol style="list-style-type: none"> <li>1. Good Speech (Feb)</li> <li>2. Good Temper and Good Humour (March)</li> <li>3. Self Mastery (April and May)</li> <li>4. Compassion (June)</li> <li>5. Good Sense (July)</li> </ol>  |             |  |
|                                    | Link to Virtue   | <p><i>The opportunity to reflect, think deeply and critically about an issue.</i></p> <p>Friendliness and Civility – Peer support in practical tasks, working together.<br/>                     Justice and Truthfulness – When reviewing own work.<br/>                     Courage – Being honest about their skills and confidence levels with using equipment.<br/>                     Generosity – Sharing of equipment<br/>                     Gratitude – Appreciation of support from others.<br/>                     – Delivering a presentation</p>   | <p>Good Speech – Delivering a presentation<br/>                     Good Temper/Humour – Remaining calm in challenging practical tasks<br/>                     Self –Mastery – Behaving in an appropriate manner in practical tasks. Compassion – Help with peer-feedback and evaluation in a caring and constructive way<br/>                     Good Sense – Use of equipment and keeping safe in practical food environment.</p>  | Good Speech |  |
| <b>Preparation for Work</b>        | Skill  | <ol style="list-style-type: none"> <li>2. Leadership (October)</li> <li>3. Problem Solving (November)</li> <li>4. Creativity (December)</li> <li>5. Staying Positive (January)</li> <li>6. Speaking (February)</li> </ol>   | <ol style="list-style-type: none"> <li>1. Speaking (February)</li> <li>2. Staying Positive (March)</li> <li>3. Aiming High (April and May)</li> <li>4. Speaking (June)</li> <li>5. Teamwork (July)</li> </ol>  |             |  |
|                                    | Link to Skill  | <p><i>Transferable skills</i></p> <p>Listening – Instructions regarding the safe use of equipment in the food room.<br/>                     Leadership – Lead on presentation of product.<br/>                     Problem-Solving – Overcoming challenges in practical cooking tasks and adjusting recipes<br/>                     Creativity – In presentation of food products. Staying Positive<br/>                     – Using feedback in a positive way relating to improve practical skills.<br/>                     Speaking – Oracy in presentation of ideas.</p>   | <p>Speaking – Oracy in presentation of ideas<br/>                     Good Temper/Humour – Remaining calm in challenging practical tasks Aiming High – Looking for the best finish of food products when conducting practical.<br/>                     Speaking – Oracy in presentation of ideas. Teamwork – Support each other to make sure everyone has time to use the equipment to get the cook completed on time.</p>  |             |  |
| <b>Preparation for Citizenship</b> | SMSC & British Values  | <p>An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely</p>   | <p>An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely</p>  |             |  |
|                                    | Link to SMSC & British Values  | <p>Students will work together, sharing equipment and workspace whilst being mindful of each others personal space. They will experience learning and cooking dishes from alternative diets and traditional dishes from other cultures.</p>   | <p>Students will work together, sharing equipment and workspace whilst being mindful of each others personal space. They will experience learning and cooking dishes from alternative diets and traditional dishes from other cultures.</p>  |             |  |