

Curriculum Content Map			Subject: Food & Nutrition Year 8		
			Half Term 1	Half Term 2	Half Term 3
	Units of Work		Macro Nutrients and Kitchen Hygiene - Carbohydrates, Protein and Kitchen cleanliness. Kitchen Skills - Chopping, shallow frying and boiling. Subject Knowledge - core skills and food hygiene. Macro Nutrients	Dietry Traditions, Ethics and Needs - Halal, Kosha, Allergies, Vegan and Vegetanarism. Kitchen Skills - Baking and mixing Subject Knowledge - Cultural and Religious links to culinary traditions. Allergies and ethics and their impact on meal planning.	Sustainability and Health - Food waste, food miles and sustainable farming. Healthy Diets Kitchen Skills - Dough making and use of oven. Subject Knowledge - Key affects of food waste and food miles on the sustainability of food. How healthy diets affect health.
Cultural Transmission	Specification		National curriculum: - 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]	National Curriculum: - understand and apply the principles of nutrition and health cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.	National Curriculum: - understand the source, seasonality and characteristics of a broad range of ingredients
	Substantive Knowledge	<i>The What!</i>	Students will work through the key areas of Food and Nutrition: Macro Nutrients and Food Hygiene - Develop basic understanding of the safe use of the kitchen alongside the theory behind planning meals based on different macro nutrients in a ballanced diet. Dietry Traditions, Ethics and Needs - Develop understanding of key cultural and ethical considerations around meal planning and food production. Sustainability and Health - Using knowledge of movement and linkages students will prototype cam based automata.		
	Disciplinary knowledge	<i>The How!</i>	Macro Nutrients and Food Hygiene - Active and pair working to develop and hone knowledge about the uses of macro nutrients in the body. Visual tasks to reflect on hazards and safety in the kitchen reflected upon through practical cooks using sharps and hot liquids to practice safe working. Dietry Traditions, Ethics and Needs - Research tasks and reflection activities to look at cultural and religious traditions and expectations around food. Group discussions around ethics and beliefs around food production and consumption to develop understanding of the views of all consumers. Sustainability and Health - Using knowledge of diet and traditions from previous topics reflect upon the sustainability and health impacts of food through a range of research tasks and exam style questions. Planning and completing a cook to reflect on the improvements which can be made to food and its impact on health.		
	Sequencing (Flow)	<i>Retrieval & Extension</i>	Building on KS2 knowledge of basic food and cookery skills. In KS3 students have previously developed their skills in food theory and traditions which are refined in this year.	Building on KS2 knowledge of cultural traditions and religious food expectations. In KS3 students have previously developed their cultural understanding through PSHE and RS lessons which are built upon in this topic.	Building on KS2 knowledge of sustainability and healthy eating. In KS3 students have previously developed understanding of what sustainability means in DT and PSHE and are refining this with healthy eating knowledge from PE and Food in previous subjects.
	Summative Assessment		AP1 assessment is based on an adapted GCSE AQA Food and Nutrition paper combined with assessment of folder work against adapted NEA criteria.	AP2 Will extend the sections of the GCSE paper used to reflect the extended knowledge of ethics and cultural traditions in food.	AP3 Will respresent and assessment of all NEA criteria as students have completed an outcome. Further sections of the written paper will be added to the assessment so that the mark is reflectice of the GCSE assessment model. Students will develop skills with more complex answers and will access long answer questions.
Personal Empowerment		Virtue Link to Virtue	The opportunity to reflect, think deeply and critically about an issue.	Students will have the opportunity to practise good speech and speaking through talking about ideas and designs in this unit. We also look at how audiences and consumers show gratitude in the demand for the product and how product improvements show gratitude back to the audiences.	As students present their work and research (Good Speech and Speaking) there will be team-work to help review and reflect on each others work. Students will complete their folder work and this is fundamentally where they are aiming high towards their target grade.
Preparation for Work		Skill Link to Skill			
Preparation for Citizenship		SMSC & British Values Link to SMSC & British Values	<i>Developing opinions on curent issues</i>	Social – understanding how to follow a process from start to finish Cultural – responsibility for quality of own work Social – viewing each other’s work and being inspired by each other. Cultural – responsibility for quality of own work	Social – viewing each other’s work and being inspired by each other and the work of others Cultural – responsibility for quality of own work and equipment provided by the school. Social – viewing and discussing the work of others Cultural – be tolerant of each other’s views and opinions and being respectful of their work.