

Year 8 Food Curriculum Sequencing Grid		
Subject:	Food 1	Food 2
Unit <i>(Tablet in 39 week plan)</i>	Up to 10 lessons in total over the year Healthy Eating	Up to 10 lessons in total over the year Multicultural Cuisine
Substantive Knowledge <i>(required for Y11)</i> <i>What... How.... Why....</i>	<ul style="list-style-type: none"> Understand the importance of food safety in storage/preparation & cooking Understand function of Ingredients The relationship between healthy eating and the human body Introduction to dietary illnesses and ways to prevent or combat conditions such as obesity, CAD, diabetes. Know how to produce modified healthy dishes Understand the dietary requirements for different life stages Understand what determines food choice by individuals 	<ul style="list-style-type: none"> Understand the importance of food safety in storage/preparation & cooking Understand function of Ingredients Know different national cuisines from around the world. Know about different diets (medical, religious and choice – vegetarians/ vegans) that different people follow. Understand the different environment impacts of food production Understanding of Food security and how food effects the environment.
Disciplinary Knowledge <i>(required for Y11)</i> <i>What... How... Why...</i>	<ul style="list-style-type: none"> Demonstrate skills required for independent learning, hygiene and safe practice focusing on healthy eating dishes. The ability to plan and make dishes understanding healthy modifications and why. Ability to make a reduced sauce, making a healthier cake batter, apply dovetailing skills to make a healthy pasta dish. Show understanding of why healthier alternatives are important to the body. Develop use of knife skills, peeling, grating and further develop skills of using the oven and hob Further develop skills to work as part of a team and independently 	<ul style="list-style-type: none"> Skills required for independent learning, hygiene and safe practice focusing on multicultural cuisine Apply skills to make a range of national cuisines such as American Burgers, Italian Pizza applying skills such as knife skills/ peeling, kneading/ proving, combing and shaping raw meat, making a dough and rolling as well as using yeast as a raising agent Further develop skills of using the oven and hob Increase mathematical skills in quality control of burgers and portion sizes Further develop skills to work as part of a team and independently. Be able to discuss the dietary needs of different religions, medical needs and beliefs.

	<ul style="list-style-type: none"> Be able to explain the dietary requirement of different life stages and why people choose the food they do. 	<ul style="list-style-type: none"> Read and understand the environmental impact of food production and where their ingredients come from.
Key Technical Vocabulary <i>To be modelled and deliberately practiced in context.</i>	Dietary disease, Obesity, Diabetes, constipation, dental caries, coronary heart disease, fibre, saturated/unsaturated fats, quality control, food provenance, aeration	Gluten free- Coeliac, Lactose, Medical, Ethical, Vegan, Vegetarian, organic, free range, Kosher, Halal, Food Provenance, Food security, Kneading, shaping, simmering, baking.
Opportunities for reading	Recipe cards, dietary requirements, dietary disease information sheets	Recipe cards, dietary requirements, dietary disease information sheets
Developing Cultural Capital <i>Essential knowledge and skills of educated citizens.</i>	Practical cookery, Healthy Lifestyle, safety & Hygiene in a kitchen, working with others Food provenance	Practical cookery, Healthy Lifestyle, safety & Hygiene in a kitchen, working with others Food provenance/ food security Religions in specific Halal, Kosher – Muslims, Sikh, Buddhists.
Authentic Connections – Cross Curricular Links	Maths – weighing & measuring Science – Eatwell guide English – Oracy/reading Geography – where food comes from & climate change (carbon footprints)	Maths – weighing & measuring Science – Eatwell guide English – Oracy/reading Geography – where food comes from & climate change (carbon footprints)
Key Assessment	Short answer questions on content with one extended answer question for guided practice	Short answer questions on content with one extended answer question for guided practice