

FOOD - YEAR 8



| | Head | Heart | Hand |
|-------------------------|--|---|--|
| Topic | | | |
| H & S | <ul style="list-style-type: none"> To understand what a hazard and risk is within a kitchen and that there are kitchen rules in place. To know some methods of reducing H&S risks in Food Technology | <ul style="list-style-type: none"> Students will organise themselves to work safely in a Food Technology area. | <ul style="list-style-type: none"> Students will work safely in the workshop Students will avoid a range of hazards that are within a school kitchen whilst using an increasing amount of equipment. Students will safely use a larger range of equipment than they did in year 7 |
| NUTRIENTS | <ul style="list-style-type: none"> Students will understand the main nutrients, functions and their sources. | <ul style="list-style-type: none"> Students I am able to link what I have learned to food products in the home. | <ul style="list-style-type: none"> Students will be able to name the main nutrients explain their main functions and sources. Students will be able to discuss the consequences of an unbalanced diet and portion control. |
| PRODUCT ANALYSIS | <ul style="list-style-type: none"> Students will understand the importance of packaging and branding within the food industry. Students will know the meaning of sensory analysis. | <ul style="list-style-type: none"> Students will communicate their sensory analysis comparing 3 different brands of pasta sauce. | <ul style="list-style-type: none"> Students will blind taste test three different pasta sauces. Using sensory analysis word banks, they will compare a variety of different brands on the food market to compare quality. |

| | | | |
|-------------------|---|---|--|
| PASTA SAUCE | <ul style="list-style-type: none"> • Students will know how to control the hob to create a quality sauce. • Students will revisit knife skills from Year 7 | <ul style="list-style-type: none"> • Students will demonstrate organisation by having the correct ingredients and equipment to make pasta sauce. • Students will show initiative by following the method if they are unsure of what to do next. | <ul style="list-style-type: none"> • Students will follow the step by step method correctly. • Students will demonstrate knife skills and control heat to achieve the correct sauce consistency. |
| SAVOURY RICE | <ul style="list-style-type: none"> • Students will understand the importance of energy balance in our diets. • Students will know what staple foods are. | <ul style="list-style-type: none"> • Students will identify staple food products around the world. • Students will communicate through discussion different energy needs based on age and lifestyle. | <ul style="list-style-type: none"> • Students will recognise and show what the functions and nutritional properties are of each of the ingredients in the dish. • Students will show how to cook and store rice safely. |
| CHICKEN NUGGETS | <ul style="list-style-type: none"> • Students will understand the role of protein in our diet. • Students will know why chicken is a high-risk food and how to avoid cross contamination. | <ul style="list-style-type: none"> • Students will demonstrate organisation and resilience to achieve accuracy making the dish. | <ul style="list-style-type: none"> • Students will demonstrate that they can create chicken nuggets whilst observing the cross-contamination safety rules. • Students will produce a quality batch of a breaded product. |
| MINI CARROT CAKES | <ul style="list-style-type: none"> • Students will understand the role of carbohydrates and fibre in our diets. • Students will understand the function of ingredients in baking. | <ul style="list-style-type: none"> • Students will demonstrate initiative and independence by accurately weighing and measuring all the ingredients. | <ul style="list-style-type: none"> • Students will make a batch of mini carrot cakes that show consistency and accurate batch production. |

| | | | |
|-----------------|---|---|--|
| MACARONI CHEESE | <ul style="list-style-type: none"> • Students will understand the process of gelatinisation and its use in making a sauce. • Students will know the role of calcium in our diet. | <ul style="list-style-type: none"> • Students will be able to communicate the steps required to make a successful sauce. | <ul style="list-style-type: none"> • Students will produce an all in one or roux method to create a sauce that is the correct consistency. |
| PIZZA | <ul style="list-style-type: none"> • Students will understand gluten formation and different types of flour for bread making. • Students will demonstrate key terms and definitions relevant to practicals. | <ul style="list-style-type: none"> • Students will demonstrate organisation and independence skills by bringing in appropriate measured ingredients. | <ul style="list-style-type: none"> • Students will demonstrate gluten formation through kneading in the context of pizza making. |
| MEXICAN RICE | <ul style="list-style-type: none"> • Students will understand how to Modify a basic recipe to meet consumer needs. • Students will recognise the needs of different consumers. | <ul style="list-style-type: none"> • Students will use their initiative to choose a specific dietary need. | <ul style="list-style-type: none"> • Students will develop their skill of measuring and dividing in order to carry out the practical. • Students will modify a basic Mexican mince recipe that suits a particular dietary requirement. |
| | | | <ul style="list-style-type: none"> • |