

	Autumn 1	Autumn 2 this is a repeat of Autumn 1 with the other half of the year group	Spring 1	Spring 2 this is a repeat of Spring 1 with the other half of the year group	Summer 1	Summer 2 this is a repeat of Summer 1 with the other half of the year group
Year 7	<p>Topic: Introduction to food</p> <p>Theory : hygiene and safety, eat well guide, food storage and labelling</p>		<p>Topic: Developing food knowledge</p> <p>Theory: Build on eat well guide by applying nutrient knowledge to dishes, sensory analysis, build on hygiene and safety with bacteria and food illness. Investigating dish origins.</p> <p>Practical: knife skills, sauce making, marinating, setting mixtures, combine and shape, raising agents</p>		<p>Topic: Advanced food knowledge</p> <p>Theory - Food provenance, consolidating y7 knowledge to plan a dish</p> <p>Practical - setting mixtures, combine and shape, time management, cooking methods</p>	
	<p>Rationale of Learning Students will complete a baseline assessment to ascertain KS2 knowledge. Students are introduced to basic food concepts and ideas.</p>		<p>Rationale of Learning Students build on their knowledge from the introductory autumn term to develop a deeper understanding of nutrition, hygiene and safety. Students begin to practice basic practical skills and use sensory analysis whilst also exploring dish origins.</p>		<p>Rationale of Learning To contextualise and apply the learning to date to create a healthy balanced dish and cook this. Students develop their skill range further.</p>	
	<p>Content Taught:</p> <ul style="list-style-type: none"> - Although students do not complete practicals students cover S1 (general practical skills) and are then introduced to S4 (use of the cooker) S5 (use of equipment) as theory based tasks. • Students also cover theory knowledge starting with basic health and safety and look at the 4 C's which are used as basis for more complex food hygiene knowledge covered in the spring and summer terms. • Students then develop their knowledge further to look at specific food storage moving on to an introduction to bacteria in food. • To establish their knowledge of healthy eating students are introduced to the eat well guide, nutrients and the 8 healthy eating tips. 		<p>Content Taught:</p> <ul style="list-style-type: none"> - Students will have a clear theory target from the Autumn term. - The 4C's are built on including looking at food hygiene and storage in practice. - Practicals include Pitta pizza, and chicken skewers which allow students to practice skills from the Autumn term as well as be introduced to new skills (including S7 Combine and shape, S9 Marinating and S12 setting mixtures. Students also cook pancakes exploring the dish origin linking to british values this is built on further with an end of term seasonal practical linking to valentines or easter. Students will build a deeper understanding of food poisoning bacteria looking specifically at symptoms and how to prevent. Students develop their analysis skills by using sensory evaluation to critique their own cooking skills. They put into practice their knowledge of nutrients by evaluating dishes and linking this to the eat well guide. 		<p>Content Taught:</p> <ul style="list-style-type: none"> -Students look at progress throughout the year so far and have new practical and theory targets to enable them to move up the MCA Steps -We look at nutrition in more detail and surrounding factors including seasonality, food provenance, food labels, dietary needs and reasons for choice. Students practice skills again which have more components to provide a tiered set of challenges each lesson (mini quiches and full english breakfast) There is a specific focus on time management and organisation practicing all skills from S1 to S12. -Students then consolidate all of the topics covered since the beginning of the year by considering all factors to design and make a dish that fits a specific brief. Students write about the hygiene and safety points of their dish, the nutrition, design a food label, food provenance and seasonality. Students then cook and 	

	<ul style="list-style-type: none"> The final topic covered follows on from this teaching students about the traffic light labelling system to make informed healthier food choices. 				evaluate the dish using sensory analysis and their knowledge of nutrients to critically analyse and suggest improvements.	
Year 8	<p>Topic: Recovery -</p> <p>Theory : hygiene and safety, eat well guide, nutrient, food storage/labelling</p> <p>Practical: hygiene, safety, knife skills, oven use and hob use</p>		<p>Topic: Developing -</p> <p>Theory: using nutrients/eat well knowledge to adapt recipes, progress to think about dietary needs and choices, dish origins, use H&S knowledge to develop into food hygiene ratings</p> <p>Practical: weighing and measuring, setting mixtures, combine and shape, raising agents, presentation</p>		<p>Topic: Advanced -</p> <p>Theory - Use food provenance knowledge to develop into factors affecting food choice, consolidating y7/8 knowledge to plan a dish</p> <p>Practical - setting mixtures, combine and shape, time management, cooking methods</p>	
	<p>Rationale of Learning</p> <p>To recover knowledge from Autumn year 7 building on this and covering any knowledge gaps.</p>		<p>Rationale of Learning</p> <p>This term allows students to be creative by adapting recipes. They begin to look at the Hospitality and Catering industry and understand the importance of food hygiene and safety using tier 3 vocabulary.</p>		<p>Rationale of Learning</p> <p>Students use gained practical skills and theory knowledge throughout year 7 and 8 to challenge themselves to contextualise and apply the learning to date to create a healthy balanced dish and cook this. Students develop their skill range further.</p>	
	<p>Food Cooked and Focus:</p> <ul style="list-style-type: none"> - Students complete a baseline assessment to ascertain retained knowledge from year 7 and to identify any misconceptions and gaps in knowledge -Students re visit hygiene and health and safety from year 7 but build on knowledge in this half term looking at bacteria, key temperatures and high risk food and the implications of food poisoning. Students also learn about COSHH, cross contamination in depth. - Students cover topics from year 7 curriculum to develop their knowledge of eat well guide, nutrients and food labelling. -Practical skills taught in a theory setting include (Skills 1,2,3,4,5,7 and 10) -Theory lessons include a fish tasting lesson where nutrition is looked at in detail including omega 3, 		<p>Food Cooked and Focus:</p> <ul style="list-style-type: none"> -Students use their autumn knowledge of hygiene and safety to begin to build an understanding of the hospitality and catering industry in this term looking at job roles, the role of an EHO, and understand how food can cause ill health including allergies and intolerances. - Students complete a case study of a takeaway to apply their food hygiene knowledge. -Practical skills look at S8 (sauce making) as well as improving on Skills 1-5 and 7 -Practicals include Jollof rice, Sausage rolls, jam doughnuts and carrot cake. Within the practicals students look at how to adapt the recipe depending on the focus including dish origins to explore british values and cultural capital, seasonality, dietary needs and improving sensory characteristics and the nutrition of the dish. 		<p>Food Cooked and Focus:</p> <ul style="list-style-type: none"> - In the summer term students are challenged in each practical with a variety of skills on the MCA Steps including Cajun Burgers with wedges and coleslaw. tenderising, marinating, grating (S1-S9), pretzels with sticky toffee sauce(s8,10, 11, 12). - Theory is developing their knowledge of food provenance to build a deeper understanding of more complex topics such as food miles, factors affecting food choice such as free range, organic, RSPCA assured etc .. - Students consolidate all year 7 and year 8 knowledge by completing a project based task where they consider all 	

	<p>unsaturated fat and protein giving students the opportunity to revisit sensory analysis</p>				<p>topics covered to design, make and evaluate a dish of their choice to meet a brief. Students write about the hygiene and safety points of their dish, the nutrition, design a food label, food provenance and seasonality to a higher level of detail. Students then cook and evaluate the dish using sensory analysis and their knowledge of nutrients to critically analyse and suggest improvements that are detailed and credible.</p>	
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