

PENSBY HIGH SCHOOL- SCHEME OF LEARNING

Food and Cookery Course Overview – Year 8

Brief description of course: An introduction into nutrients and their functions in the body. Pupils will be developing their practical skills and developing their understanding of making good quality healthier option products.

<p style="text-align: center;"><u>Term 1 (7 weeks)</u></p> <p>Week 1 Recap of H+S/eat well guide (baseline test)</p> <p>Week 2- 3 Nutrients work/flashcards and end of topic test (key assessment – flash card test).</p>	<p style="text-align: center;"><u>Term 2 (8 weeks)</u></p> <p>Week 4- Nutrients work/flashcards and end of topic test (key assessment – flash card test).</p> <p>Week 5 – 7 Demo of making burgers – first set of skills (using bridge/claw – technical knife skills – small dice (assessment) Burgers.</p>	<p style="text-align: center;"><u>Term 3 (6 weeks)</u></p> <p>Week 8- 10 Demo making goujons – second set of skills (using bridge/claw/weighing/meat prep/coating/baking) (assessment) Goujons.</p>
<p style="text-align: center;"><u>Term 4 (6 weeks)</u></p> <p>Week 11 - 13 Demo making a healthy stir fry/comparing against takeaway versions - third set of skills (using bridge/claw/weighing/stir frying) (assessment) Stir fry.</p>	<p style="text-align: center;"><u>Term 5 (6 weeks)</u></p> <p>Week 14 – 16 Demo of making Bolognese sauce/comparing against ready-made sauces - fourth set of skills (using bridge/claw/weighing/ technical knife skills/meat prep) (assessment) Bolognese sauce.</p>	<p style="text-align: center;"><u>Term 6 (7 weeks)</u></p> <p>Week 17 Revision of theory/skills and exam.</p> <p>Week 18 – 19 Jam jar fruit trifles.</p> <p>Practicals form part of key assessments (grades achieved ticked off in booklets).</p> <p style="text-align: center;">Activities week</p>

Unit of Work – Summative Information – Food and Cookery – Year 8

Year /Group	Unit or Activity	Focus – skills and knowledge development	(Subject) Programme of Study Reference	Curriculum, learning opportunities	PLTS	Number of lessons
8	Healthy eating and nutrients and their functions	Developing knowledge of nutrients and their functions/sources.	<ul style="list-style-type: none"> Understand and apply the principles of nutrition and health 	Pupils will have 3/4 lessons to recap/ cover the theory of the eatwell guide, Nutrition, exploring the jobs they do in the body and sources of these.	<ul style="list-style-type: none"> analyse and evaluate information, judging its relevance and value generate ideas and explore possibilities review progress, acting on the outcomes invite feedback and deal positively with praise, setbacks and criticism organise time and resources, prioritising actions anticipate, take and manage risks 	4
(Subject) Learning Objectives					Cross Curricular Objectives	
<p>Skills: You can read and follow your recipe and demonstrate decision making and the application of the technical knife skills.</p> <p>Knowledge: You can explain how to nutrients perform different jobs in the body and the risks of deficiencies.</p> <p>Identifying: You can recognise sections of the eat well guide, identify a wide variety of nutrients and be able to recognise that many foods can be allocated to more than one section.</p> <p>Content: You can explain the current healthy eating advice and relate it to your diet.</p>					<p>Literacy: developing knowledge/understanding of key words</p> <p>Numeracy: being able to demonstrate weighing out/measuring ingredients and timing accurately.</p> <p>Thinking Skills: knowledge, comprehension, application and evaluation</p> <p>ICT: can be used for extended homework tasks.</p> <p>Communication: through design work and evaluations</p> <p>SMSC: developing awareness of the way pupils look after themselves through diet and nutrition.</p>	
Assessment Criteria / Expectations – including formative and feedback (How: method / criteria. When : i.e. timing By whom :)				Resources	Continuity and Progression (link/development of previous learning objectives/units/achievements)	
<ul style="list-style-type: none"> Pupils will be assessed through a baseline test which recaps knowledge learnt in Y7 and an flash card assessment based on the Nutrients work learned. 				Powerpoint/projector Y8 flight path sheet Baseline test Flash card assessment	Knowledge learned will be further used when planning future practicals and evaluating the nutritional content of dishes made.	

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Year /Group	Unit or Activity	Focus – skills and knowledge development	(Subject) Programme of Study Reference	Curriculum, learning opportunities	PLTS	Number of lessons
8	<p>Healthy eating and Nutrients and their functions</p> <p>Protein and alternative proteins</p> <p>Uses of eggs</p>	<p>Developing knowledge of nutrients and their functions/sources.</p> <p>Identifying what pupils already know about meats and alternatives.</p>	<ul style="list-style-type: none"> Understand and apply the principles of nutrition and health Become competent in a range of cooking techniques 	<p>Pupils will have one lesson to cover the theory of Nutrition, exploring the jobs protein does in the body and sources of this – focussing on protein and alternatives.</p> <p>Pupils will have one lesson to cover the theory of eggs and their uses, exploring the jobs protein does in the body and sources of this.</p> <p>Pupils will have 2 lessons to practice and demonstrate their knife skills and meat prep skills during the making of their burgers and goujons.</p>	<ul style="list-style-type: none"> analyse and evaluate information, judging its relevance and value generate ideas and explore possibilities review progress, acting on the outcomes invite feedback and deal positively with praise, setbacks and criticism organise time and resources, prioritising actions anticipate, take and manage risks 	6
(Subject) Learning Objectives					Cross Curricular Objectives	
<p>Skills: You can read and follow your recipe and demonstrate decision making and the application of the technical knife skills.</p> <p>Knowledge: You can explain why different people chose to have different diets –vegan, pescetarian and vegetarian. You can explain the different functions egg has in a product and its nutritional value.</p> <p>Identifying: You can recognise sections of the eat well guide, identify a wide variety of nutrients and be able to recognise that many foods can be allocated to more than one section. You can correctly identify the technical knife skills and explain which ingredients you would prepare using these.</p> <p>Content: You can explain the current healthy eating advice and relate it to yours and others' diets.</p>					<p>Literacy: developing knowledge/understanding of key words Numeracy: being able to demonstrate weighing out/measuring ingredients and timing accurately. Thinking Skills: knowledge, comprehension, application and evaluation ICT: can be used for extended homework tasks. Communication: through design work and evaluations SMSC: developing awareness of the way pupils look after themselves through diet and nutrition.</p>	
Assessment Criteria / Expectations – including formative and feedback (How: method / criteria. When : i.e. timing By whom :)				Resources	Continuity and Progression (link/development of previous learning objectives/units/achievements)	
Pupils will be assessed on their technical knife skills through their demonstration of these during practical. The assessment will be recorded in a Practical skills assessment booklet. This will be done during the 2 nd , 3 rd , 5 th , 6 th , 8 th and 9 th lesson of the unit.				Powerpoint/projector Y8 flight path sheet Skill assessment booklet Kitchen equipment/aprons Recipes	Skills demonstrated will continue to be used/developed in future practicals.	

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Year /Group	Unit or Activity	Focus – skills and knowledge development	(Subject) Programme of Study Reference	Curriculum, learning opportunities	PLTS	Number of lessons
8	Healthy eating and Nutrients and their functions Multicultural foods	Developing awareness of diets of others and the impact this has on their health Developing knowledge and awareness of foods from around the world. Analysing/comparing ready-made food products against the TLS	<ul style="list-style-type: none"> Understand and apply the principles of nutrition and health Become competent in a range of cooking techniques cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. understand the source, seasonality and characteristics of a broad range of ingredients. 	<p>Pupils will have one lesson to learn next set of skills for making a multicultural dish.</p> <p>Pupils will be given 2 lessons to complete the practical dish to demonstrate new skills.</p>	<ul style="list-style-type: none"> explore issues, events or problems from different perspectives plan and carry out research, appreciating the consequences of decisions review progress, acting on the outcomes invite feedback and deal positively with praise, setbacks and criticism organise time and resources, prioritising actions anticipate, take and manage risks 	3
(Subject) Learning Objectives					Cross Curricular Objectives	
<p>Skills: You can read and follow your recipe and demonstrate decision making and the application of a broad range of preparation and cooking techniques with accuracy and awareness of safety e.g. frying, chopping, stir frying You can understand and cook a varied range of dishes and ingredients and can modify these to create recipes that meet current healthy eating guidelines and different needs (e.g. vegetarian).</p> <p>Knowledge: You can explain and group different foods correctly by type. You can explain in detail the factors which affect food choices and link this to diets from around the world.</p> <p>Identifying: You can identify a wide variety of nutrients and be able to recognise that many foods can be allocated to more than one section. You can identify and use criteria/techniques to evaluate your product, clearly relating the findings to H+S, ethical and cultural dimensions.</p> <p>Content: You can explain the current healthy eating advice and relate it to your diet and others</p>					<p>Literacy: developing knowledge/understanding of key words Numeracy: being able to demonstrate weighing out/measuring ingredients and timing accurately. Thinking Skills: knowledge, comprehension, application and evaluation ICT: used for research project for each country. Communication: through design work and evaluations SMSC: developing awareness of foods and diets from around the world.</p>	
Assessment Criteria / Expectations – including formative and feedback (How: method / criteria. When : i.e. timing By whom :)				Resources	Continuity and Progression (link/development of previous learning objectives/units/achievements)	
<ul style="list-style-type: none"> Pupils will be assessed on their skills through their demonstration of these during practical. The assessment will be recorded in a Practical skills assessment booklet. This will be done during the 2nd and 3rd lesson. 				<p>Powerpoint/projector Y8 flight path sheet Skill assessment booklet Kitchen equipment/aprons Recipes</p>	Skills demonstrated will continue to be used/developed in future practicals.	

Unit of Work – Summative Information – Food And Cookery – Year 8

Year /Group	Unit or Activity	Focus – skills and knowledge development	(Subject) Programme of Study Reference	Curriculum, learning opportunities	PLTS	Number of lessons
8	Recipe adaptation	Developing knowledge of how to adapt a recipe to create a healthy homemade version of a ready made sauce.	<ul style="list-style-type: none"> Understand and apply the principles of nutrition and health Become competent in a range of cooking techniques 	<p>Pupils will have one lesson to recap the importance of cooking from scratch and the skills needed.</p> <p>Pupils will have 2 lessons to practice and demonstrate the selected method for making Bolognese – suitable for children.</p>	<ul style="list-style-type: none"> analyse and evaluate information, judging its relevance and value generate ideas and explore possibilities review progress, acting on the outcomes invite feedback and deal positively with praise, setbacks and criticism organise time and resources, prioritising actions anticipate, take and manage risks 	3
(Subject) Learning Objectives					Cross Curricular Objectives	
<p>Skills: You can read and follow your recipe and demonstrate decision making and the application of the skills needed for making a Bolognese sauce. You can demonstrate good quality control of making your bolognese You can compare/analyse your dish against ready made versions.</p> <p>Knowledge: You can explain how you have adapted the recipe to make it more nutritionally beneficial for children/families.</p> <p>Identifying: You can correctly identify the skills needed to ensure quality control is used efficiently. You can identify different ingredients used and explain the functions of the nutrients.</p>					<p>Literacy: developing knowledge/understanding of key words Numeracy: being able to demonstrate weighing out/measuring ingredients and timing accurately. Thinking Skills: knowledge, comprehension, application and evaluation ICT: can be used for extended homework tasks. Communication: through design work and evaluations SMSC: developing awareness of the way pupils look after themselves through diet and nutrition.</p>	
Assessment Criteria / Expectations – including formative and feedback (How: method / criteria. When : i.e. timing By whom :)				Resources	Continuity and Progression (link/development of previous learning objectives/units/achievements)	
<ul style="list-style-type: none"> Pupils will be assessed on their quality control skills through their demonstration of these during practical. The assessment will be recorded in a Practical skills assessment booklet. This will be done during the 2nd and 3rd lesson of the unit. 				Powerpoint/projector Y8 flight path sheet Skill assessment booklet Kitchen equipment/aprons Recipes	Skills demonstrated will continue to be used/developed in future practicals.	

Week by Week SCHEME OF WORK & ASSESSMENT for (Food and Cookery – Units 3-5, Y8).

Date/Week	Subject content/Topic	Knowledge base – link to previous learning	Skills in focus	Students' programme of study and activities	Assessment: method, feedback and improvement – shared with all	Resources: hyperlink or physical location for all	Homework
Week 11-13 Number of lessons: 3 Unit: 3	Takeaways and healthy eating - Chinese cuisine.	Identifying any previous knowledge about Chinese foods and foods/dishes which originate from there.	Bridge and claw Knife techniques: Julienne Brunoise Meat prep Using the hob –stir frying/sauteing	Pupils will learn about the risks associated with takeaway meals and why it is healthier to make them yourself. Pupils will complete their third practical task, demonstrating their practical skills and food safety to make Chow mein/stir fry.	Pupils will be assessed on their practical skills through their demonstration of these during lesson. The assessment will be recorded in a Practical skills assessment booklet. Pupils will be assessed on their knowledge through their evaluation.	Powerpoint - all shared on google drive/staff drive. Food Around the world textbooks/sheets Stationery Recipe copies in folder outside room	Homework task 3 “Change 4 life – at home” Prep for practical.
Resources and general notes							
Date/Week	Subject content/Topic	Knowledge base – link to previous learning	Skills in focus	Students' programme of study and activities	Assessment: method, feedback and improvement – shared with all	Resources: hyperlink or physical location for all	Homework
Week 14-17 Number of lessons: 3 Unit: 4	Ready-made foods and healthy eating – Italian cuisine. Demo of making Bolognese sauce	Identifying any previous knowledge about Italian foods and foods/dishes which originate from there.	Bridge and claw Knife techniques: Julienne Brunoise Meat prep Using the hob –stir frying/sauteing	Pupils will learn about the risks associated with ready-made ingredients and why it is healthier to make them yourself. Pupils will complete their fourth practical task, demonstrating their practical skills and food safety to make a Bolognese sauce.	Pupils will be assessed on their practical skills through their demonstration of these during lesson. The assessment will be recorded in a Practical skills assessment booklet. Pupils will be assessed on their knowledge through their evaluation.	Powerpoint - all shared on google drive/staff drive. Stationery Ready-made food examples Recipe copies in folder outside room	Homework task 4 “Special dietary needs.” Prep for practical.
Resources and general notes							
Date/Week	Subject content/Topic	Knowledge base – link to previous learning	Skills in focus	Students' programme of study and activities	Assessment: method, feedback and improvement – shared with all	Resources: hyperlink or physical location for all	Homework
Week 18-19 Number of lessons: 3 Unit: 5	Recap of all knowledge learned over the year.	Nutrients Healthy Eating Technical knife skills Takeaways – risks Ready-made foods - risks	Identify Explain Compare List Describe	All work completed in books and pupils complete the end of year exam to show progress made.	Revision homework Exam paper.	Powerpoint - all shared on google drive/staff drive. Stationery Homework Exam paper	Homework task 5 “Revision for exam”