SUBJECT –Y8 Food prep and Nutrition Project CURRICULUM OVERVIEW 2020/21

TOPIC TITLE	TOPIC OVERVIEW	KNOWLEDGE & SKILLS	ASSESSMENT	WIDER LINKS
Y8 Food prep and Nutrition *Building on the key ideas for all Design & Technology subjects introduced in year 7:* • *Understanding Users* • *H&S & Food Hygiene* • *Existing Products* • *Planning* • *Practical Skills* • *Evaluating Ideas*	• Students will learn revisit food hygiene for Year 7 and develop their understanding of the **science behind kitchen hygiene** (food bacteria). • **Food source and supply** will be considered in more depth than Y7. • **Ingredient function** is studied in more depth and students will carry out an experiment into the function of a particular ingredient to develop skills needed at KS4. The use of modern ingredients is introduced. • The **packaging and labelling of food products** is studied. • The 'design and make' aspects of the topic provide a wide range of opportunities: theoretical, research, designing and practical making skills following recipes. • The following products will be made: • Macaroni cheese • Stir fry • Sweet potato curry • Street food • One free choice practical if time allows. • Recipes are for more complete savoury meals with complex components E.g. sauces.	**The design process** • Researching existing products • Designing (packaging as well as food products) • Presenting design ideas • Refining design ideas • Planning • Evaluation of design ideas • Creating a sensory profile. **Practical skills** • Following more complex recipes to make more skilful products E.g. fresh pasta, making sauces, full meals rather than components. • Experiment design **Food science** • Function of ingredients tested by experiment (skill needed for KS4). • Development of modern ingredients • Prevention of cross contamination by food bacteria **Ingredients** • Food miles and ingredients from abroad. • Labelling of packaging • Additives	**Self assessment** • Y7 knowledge retention via group quiz in L1. CTG in lesson. • Regular knowledge retention tests in lesson (5 a day). • HW tasks with teacher guidance in lesson. • WWW, EBI style reflection on each practical make. Students will set themselves an improvement target for their next practical make with teacher guidance. Students will review these targets after their next practical make. **Peer assessment** • WWW, EBI on street food container design. • WWW, EBI on street food first idea product make. Guidance given to support in providing meaningful feedback on product design and making skills. **Teacher assessment** • Knowledge based written assessment towards end of rotation. Students will complete CTG activities after receiving teacher feedback. • Design ideas in design ideas task. Feedback given and time allowed for CTG.	**Maths**: Measurements in packaging design task, weighing and measuring ingredients using a range of equipment. **Science**: Prevention of food poisoning. Testing the functions of ingredients. Experimental design. **English**: Writing notes, annotations and text. Evaluative writing after making a dish. Scientific write up of experiment. **Art**: Drawing, sketching, colouring and shading. Presenting design ideas and refining them following a practical make. More accurate and detailed drawing expected in Y8.