

## NHSG Key Stage 3 Unit Overview Y8 Food and Nutrition Practical lessons



Scheme of Learning	Y8 Food and Nutrition Practical lessons
Learning outcome.	<p>The aim of our Y8 food practical curriculum is for students to become confident in cooking a variety of balanced meals which will enable pupils to feed themselves and others to have a healthy and balanced life.</p> <p><b>Subject content:</b> Ability to apply principles of nutrition, food safety and science to practical cooking.</p> <p><b>Skill set:</b> Ability to cook a repertoire of predominantly savoury dishes which requires development of practical preparation and cooking skills.</p>
Key Questions	<ul style="list-style-type: none"> <li>• How do you make: Oaty bake, Risotto/Paella, Pasta sauce, Burgers, Shortcrust pastry, Pasties/Patties, Black forest gateau cupcakes?</li> <li>• How do you turn on the oven/hob?</li> <li>• How would you slice a vegetable safely?</li> <li>• How do you use various equipment? (e.g colander, can opener, peeler, measuring jug)</li> <li>• How do you know that a dish is cooked? (e.g rice in paella, Burger meat, Pasties, Cupcakes)</li> <li>• Why are ingredients prepared in a certain order (fat rubbed into flour in pastry) (butter and sugar creamed in cupcakes)?</li> <li>• What is the difference between 'simmer' and 'boil'?</li> </ul>
<b>Knowledge</b> <b>What key concepts are covered?</b> <b>What key skills are developed?</b> <b>What key terminology is learned (i.e. glossary)?</b>	<p><b>Practical dishes:</b> Oaty bake, Risotto/Paella, Pasta sauce, Burgers, Pasties/Patties, Black forest gateau cupcakes.</p> <p><b>Skills include:</b> Weighing and measuring, adjusting cooking times, Testing for readiness, Judge and modify sensory properties, Knife skills, Use of cooker, Using equipment, Water, fat and dry based cooking methods, Sauce making: Reduction, Making and shaping a pastry dough, Chemical and Mechanical raising agents, Setting a mixture (egg)</p> <p><b>Terminology:</b> Rub in, Dice, Boil, Simmer, Knead, Drain, Flour dredger, Garlic crusher, Fish slice, Glaze, Cream, Fold</p>
Ongoing Assessment	<p><b>Self-marking using assessment criteria grid:</b></p> <p>Practical evaluations ask pupils to consider how they worked in each of the following categories and then reflect on what they could do to improve:</p> <p>Preparation, being equipped, Independence, Time management, Taste and texture, Presentation and professional quality.</p> <p><b>Misconceptions in practical lessons:</b></p> <p>Not knowing when the food is cooked, mistaking the grill for the oven, adding too much or not enough flour/spice to dishes, over stirring paella rice which releases starch and creates risotto consistency, questioning whether the Oaty bake is cooked and not realising that it only hardens when it cools down.</p>
End Product Assessment	<p>Practical skills are not formally assessed in Y8 as students are expected to further refine and improve their skills over KS3.</p> <p>Progress can be seen as students become increasingly independent after each dish they make and do not have to rely on teachers and peers so much. Dish outcomes should be made quicker and more successfully by the end of the term compared to the start.</p>
Clear sequencing of content	<p>Theory lessons lead into practicals e.g. gluten and fat ingredients functions followed by shortcrust pastry practical.</p>

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	<p>Practicals using more advanced equipment and higher risk ingredients e.g whisk and raw meat are towards to the end of SOL to allow students to build up confidence and safe working practices before completing these dishes to lower risk of contamination/ accidents.</p> <p>Practical videos are shown to the class the lesson before a practical so the method can be discussed and students can come to practical with understanding of the method and key skills.</p> <p>Practical lessons build up on previously learnt skills. E.g Rubbing in method learnt in Y7 is recapped in shortcrust pastry.</p>
<b>Links to Careers</b>	Food safety officer e.g FSA, Chef, Hospitality, Food technologist, Food Biologist, Food Chemist
<b>Diversity and Inclusion</b>	<ul style="list-style-type: none"> <li>• Different ingredient options for people with religious and medical conditions that affect food choice. E.g egg free/ gluten free/ dairy free/ meat free.</li> <li>• Foods cooked from different cuisines which broaden in Y9. Use of traditional ingredients in dishes. Spain, Italy, UK, Jamaica, Street food from around the world.</li> </ul>
<b>Support</b>	<p>Recipe videos available on subject SharePoint.</p> <p>Method sheets given out in practical's.</p> <p>Help sheets provided with photos of each stage of making.</p>
<b>Challenge</b>	<p>Students who have not had success with their recipe in class are challenged to remake the recipe at home to further develop the practical skills introduced in the lesson.</p> <p>Students who have successfully made their dish are encouraged to apply the same skills to a new recipe:</p> <p><a href="https://www.foodafactoflife.org.uk/recipes/">https://www.foodafactoflife.org.uk/recipes/</a></p>