



**Topic Overview**  
**Faculty/Subject: Innovation/DT**  
**Year Group: 8**  
**Topic: Autumn Food Project**



**What BIG IDEAS will you cover in this topic?**

Students will learn about nutritional requirements and recap the Eatwell guide. They will look at the difference between micro and macro nutrients, what is in each section and the deficiencies and how they affect our bodies. They will also look at allergies and intolerances and the differences between them and the most common ones. Students will reflect on practical sessions and look at areas for improving and celebrate successes. In the practical sessions students will look at cross contamination, they are reminded about correct knife skills (bridge and claw method), look at pastry and enrobing. Throughout all of this the students learn time management. They will cook dishes with increasing skills to a good standard – working safely at all times, select and use basic equipment correctly. They will also experiment with ingredients to help enhance flavours in the dishes. Students will look at product and sensory analysis and throughout all of this the students learn time management.

**What other key concepts, knowledge and skills will you learn in this topic?**

- What constitutes high quality
- Collating correct equipment
- Equipment, uses and health & safety
- Sauce making
- Peer and self-evaluation
- Time management

**What important prior knowledge will you use from your prior learning?**

- Looked at safety and hygiene in the food room
- The 4C's (cleaning, cooking, chilling and cross contamination)
- Looked at the Eatwell guide and created a healthy menu for the week.
- Taught correct knife skills (bridge and claw method)
- Looked at different types of cooking methods
- Freezing temperatures and chilling temperatures

**Where does this topic fit into the curriculum plan for this subject?**

Students will follow on from the Eatwell guide and basic nutrients with a more in depth look at how nutrients affect our bodies. They will also look at intolerances and allergies from nutrients. They have looked at the bridge and claw skill for chopping and looked at cross contamination, all of which are fundamental skills used in each year moving forwards. They will look at enrobing and making pastry and manipulating pastry.

**What is the key vocabulary that you will need to know in this topic?**

- As defined in objectives, activities and outcomes through writing, speaking, listening and reading.
- Through the activities in this unit, pupils will be able to understand, use and spell correctly words relating to:  
 Bridge and claw, knife, cross contamination, freezing, chilling, hygiene, healthier, organic, locally sourced, environmentally friendly, eatwell guide

**Assessment:  
 How and when will you be assessed on this topic?  
 What will the success criteria be?**

Subject: Design Technology- Food and Nutrition Faculty: Innovation Year Group: 8 Autumn Term	
<b>SECURING (1, 2, 3)</b>	
All of the secure criteria plus: Describe products and look at improvements you could make to ensure a dish is healthy for different user groups.	
<b>SECURE</b>	
Assessment strategy: <a href="#">Internal national practice</a> <a href="#">Teacher/Self/Peer assessment</a>	
Health & safety, macronutrients, Spaghetti bolognese, Chicken Goujons, mince pie, pizza, apple pie.	
Technical Knowledge	Identify, explain and explore appropriate equipment, components and techniques. Discuss energy needs of the target market/user. Verbally describe a pane station and sautéing.
Evaluating	Compare final product against the recipe and from a hygiene and safety perspective. Suggest improvements for product with reasons. Use technical terminology from examining, describing and evaluating.
Practical Making	Select & use a range of technical approaches. Work accurately when measuring and weighing. Produce a quality finished product.
<b>DEVELOPING (1, 2, 3)</b>	
Not yet secure with all of the criteria set out for the term.	

**What is the structure of learning/lessons in this topic?**

- Theory-Health, safety & hygiene
- Theory-Extended reading 'What do astronauts eat in space'
- Theory-Macro nutrients and bolognese demonstration
- Practical-Bolognese
- Theory-Micro nutrient & chicken goujon demonstration
- Practical-Chicken goujon
- Theory- Allergy and intolerances & demonstration of homemade pizza
- Practical-Homemade pizza
- Theory- Christmas food reading & demonstration of apple plait
- Practical-Apple plait

*Exemplar work once complete year 2023*