

Moor House School & College Curriculum Map Food Studies Year 8

YEAR GROUP/PATHWAY: Year 8		
Autumn Term 1	Theory	Practical
Knowledge	<p>Core: The role of Macronutrients. Fats, Protein and carbohydrates</p> <p>Extended: To be able to identify Macronutrients within food independently.</p>	<p>Core: Practical's linked to Macronutrients: Cheese and ham toastie Rice crispie squares Scrambled egg on toast</p> <p>Extended: To be able to work independently with little adult assistance.</p>
Skills	<p>Core: Naming the nutrients and their functions. Identifying nutrients within a recipe. Reading a recipe</p> <p>Extended: To be able to confidently describe the functions of macronutrients and reflect on their own consumption / need.</p>	<p>Core: Selecting the correct ingredients Selecting the correct equipment Reading a recipe Cutting Spreading Whisking Stirring Using a toastie machine</p> <p>Extended: Performing the above independently</p>
Vocabulary	<p>Core: Carbohydrates Fat Big group Job</p> <p>Extended: Function Macro</p> <p>Protein (animal, plant, growth, repair) Carbohydrates (energy, sugar, starch)</p>	<p>Core: Knife Cutting Spreading Stirring Heat Whisking Melting</p> <p>Extended: Compress</p>

	Fats - saturated, unsaturated, insulation	
Autumn Term 2		
Knowledge	<p>Core: To understand Micronutrients Vitamins, minerals and Fibre</p> <p>Extended: To be able to identify Micronutrients within food independently.</p>	<p>Practical's linked to Micronutrients</p> <p>Core: Fruit kebabs Milkshake Flapjacks</p> <p>Extended: To be able to work independently with little adult assistance.</p>
Skills	<p>Core: Naming the nutrients and their functions. Identifying nutrients within a recipe. Reading a recipe</p> <p>Extended: To be able to confidently describe the functions of micronutrients and reflect on their own consumption / need.</p>	<p>Core: Peeling Holding a knife Stirring Weighing Chopping Blending</p> <p>Extended: Performing the above independently.</p>
Vocabulary	<p>Core: Fibre Water Vitamins Minerals Dairy Small group Job</p> <p>Extended: Fibre (wholegrain, digestion) Water (hydration) Vitamins (immune system)</p>	<p>Core: (See above) Oats Syrup Saucepan Wooden spoon Blade Peeler</p>

	Minerals (calcium) Function Micro	
Spring Term 1		
Knowledge	<p>Core: Food Safety / High risk foods Food spoilage and contamination</p> <p>Extended: Danger zones Cooking temperatures Bacteria names and effects</p>	<p>Core: Practical's linked to food that are high risk Homemade burgers / bacon roll Chicken wrap</p> <p>Extended: To be able to work independently with little adult assistance.</p>
Skills	<p>Core: Identifying correct chopping boards Hand washing Storage within the fridge / where food items go. Reading packaging Identifying expiry dates</p> <p>Extended: To know the danger zones To read cooking temperatures</p>	<p>Core: Shaping Massaging Fine motor skills Frying Shape / size Wrapping Grating</p> <p>Extended: Performing the above independently.</p>
Vocabulary	<p>Core: Use by /sell by Cross contamination Danger zone Freezing Boiling point Defrost Separation</p> <p>Extended: Thawing</p>	<p>Core: (See above) Probe Spatula Fish slice Wooden spoon Garlic crusher</p>

	E coli Salmonella	
Spring Term 2		
Knowledge	<p>Core: Where does our food come from? How our food is Reared? The different methods of rearing and growing food</p> <p>Extended: Air miles Carbon footprint Ethical / free range</p>	<p>Core: Practical's linked to Knowledge Caught – tuna pasta Processed – Biscuits Grown – vegetable stir fry</p> <p>Extended: To be able to work independently with little adult assistance.</p>
Skills	<p>Core: To be able to identify where an item of food comes from. (Origin)</p> <p>Extended: To explain pros and cons of each method.</p>	<p>Core: Opening a tin Boiling Weighing Mashing Mixing Stirring Chopping Peeling</p> <p>Extended: Performing the above independently.</p>
Vocabulary	<p>Core: Reared (farm, factory) Caught (ocean, sea, lake) Processed (factory, labour, modification) Grown (crops, vegetables)</p> <p>Extended: Origin Air miles</p>	<p>Core: (See above) Hob Saucepan Colander Melting Sticky Frying pan</p>

	Carbon footprint	
Summer Term 1		
Knowledge	<p>Core: Dietary needs and allergies</p> <p>Extended: To understand how to deal with an allergy</p>	<p>Core: Practical's linked to dietary needs discussed: Vegan – vegan banana muffins Gluten free – Gluten free pancakes Lactose intolerant – Dairy free pitta pizza.</p> <p>Extended: To be able to work independently with little adult assistance.</p>
Skills	<p>Core: Naming allergies Identifying allergens on a label</p> <p>Extended: To be able to plan a meal for someone with an allergy. To know how to support an allergy</p>	<p>Core: Peeling All in one method Flipping Frying Mixing Weighing Mashing Toasting Grating Slicing Squeezing</p> <p>Extended: Performing the above independently.</p>
Vocabulary	<p>Core: Vegetarian Pescatarian Nut intolerance Vegan Wheat free Dairy free</p>	<p>Core: (See above)</p>

	<p>Extended: Celiac Lactose intolerant Gluten Free</p>	
Summer Term 2		
Knowledge	<p>Core: Stages of life Dietary needs throughout life (link back to knowledge on food groups) Revise food groups.</p> <p>Extended: Calorie requirements</p>	<p>Core: Cooking a meal suitable for an adult / elderly Cooking a meal suitable for a young child</p> <p>Extended: To use theoretical knowledge to plan a suitable meal independently.</p>
Skills	<p>Core: To be able to name the stages of life. To put stages in chronological order. To link food groups to each stage.</p> <p>Extended: To apply knowledge of known calories to produce suitable meals.</p>	<p>Core: Dependant on the chosen practical.</p> <p>Extended: To research using the internet. To explain choices with reasons. To select ingredients.</p>
Vocabulary	<p>Core: New-born Baby Toddler Child Teenager Adult Elderly</p>	<p>Core: Dependant on the chosen practical.</p> <p>Extended: Dependant on the chosen practical.</p>

	Extended: Calorie BMI Allowance Recommended	
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