

### WHAT ARE THE BIG AIMS OF YEAR 8?

- Although pupils have not had experience specifically in Cooking and Nutrition they will have been exposed to knowledge and skills in other technology areas as part of a carousel. Therefore, certain concepts of the design process will have been covered thus higher expectations will be expected of y8 pupils compared to y7. For instance the use of subject specific vocabulary which is universal throughout all the technology departments will be expected to be used in greater depth and fluency throughout year 8.
- Using creativity and imagination pupils will make and produce quality products considering their own and other's needs. Having already produced design criteria and considered the needs of different clients using ACCESS FM in Technology areas in year 7, year 8 pupils will be expected to produce more detailed requirements relating to cultural, religious and nutritional needs.
- Develop a range of subject specific knowledge in the area of Cooking and Nutrition which will provide the foundations for subsequent technology areas.
- Pupils will become aware of different cultures and needs and relate this to the client's religious and dietary needs.
- Pupils will learn how to make mistakes without fear of failure, becoming resourceful and innovative capable citizens.
- Using evaluation of past and present dishes develop a critical understanding of individual and cultural needs.
- To be able to work successfully either independently or as part of a team with students showing delegation skills, where they are supporting the needs of other.
- Pupils will show resilience in their work, through problem solving and developing a usable product.

### WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 8?

- Independent learning - Using initiative, following methods, researching with effective results.
- Working safely using a variety of skills & equipment. Such as using the oven and hob and different knife skills. Students will be able to articulate safe working practices and give a practical example.
- Effective Team work, supporting each other taking in consideration individual needs, strengths, delegation and resilience.
- Focused on task, students working with understanding producing quality work to the best of their individual ability's.
- Resilience - Students not giving up and trying to overcome problems as they occur, students able to articulate WWW, EBI and What, How and Why.
- Students Risk taking and being able to explain their thought process behind it.
- Confidence in using different technical skills, confidence in trying new and more challenging techniques. Pupils will be able to reduce the number of standard components used, for instance, making their own bread and sauces.
- Being able to articulate the thought process around their work both practical and written.
- Evident progression in literacy skills using key terminology with understanding.
- Enjoy/ Passion engagement in the lesson and tasks.
- Respond to design briefs and produce individual Design specifications.
- Prioritise actions and make decisions as the project develops, taking into account time restrictions, when selecting ingredients and equipment and production methods.
- Pupils will be able to consider the properties of ingredients more independently during the design, making and development processes. With some teacher guidance.
- Pupils will be able to evaluate design ideas as they develop.

### WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- Build and apply a repertoire, knowledge, understanding of ingredients in order to design and make.
- Build and apply a repertoire, knowledge, understanding ingredients in order to design and make
- To be able to work safely in the kitchen/ understand, know the risks products
- To be able to produce a range of predominantly savoury dishes that are suitable for a range of users.
- To be able to show a range of practical skills with confidence

### WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- To be able to work safely in the kitchen/ understand, know the risks
- To be able to show a range of practical skills with confidence such as:
  
- To be able to work safely in the kitchen/ understand, know the risks. (Cleaning, food storage, chopping boards & cross contaminating)

- To be able to critique, evaluate using key concepts such as taste, texture and aroma effectively
- Apply heat in different way and with understanding e.g. verbally and written.
- Students to be able to understand the function of different ingredients
- Develop an awareness of taste, texture and aroma to decide how to combine the flavours of senses and how we can use them to analyse food. ingredients, adapt and develop recipes
- Writing with understanding, referring to design briefs/ criteria/ ACSSESS FM
- To build awareness of sources, seasonality and functional characteristics of a range of
- Understand the basic principles of nutrition & micro nutrition
- Understanding the farming & industry cycle 'Farm to plate'

- To be able to show a range of practical skills with confidence. (Knife skills using different safety holds and chopping techniques, using different chopping boards accordingly, hand mixers, graters and peelers)
- Apply heat in different ways. (Hob, Oven and microwave with understanding of the heat process and the scientific effects on the ingredients such as dextrinisation and protein denaturing )
- Develop an awareness of taste, texture and aroma to decide how to combine the flavours of ingredients, adapt and develop recipes. (students taste as they go to adapt the dish accordingly, students will start to develop an understanding of the interaction of and complimenting flavours)
- To build awareness of sources, seasonality and functional characteristics of a range of ingredients. For example Fruits and vegetable are grown in different seasons and are exported if out of season, meat is cheaper at different times of the year, this affects profit margins and has an environmental impact.

**WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?**

- Sources of ingredients (Such as meat from different animals)
- All fat is bad
- Sugar gives you diabetes
- Conflict between cultural and commercial practices.
- All fruit and vegetable taste the same
- Once they have tried something and not liked it assume that it will always taste bad even if eaten/ cooked a different way
- Peer pressure - Students don't try new things because their peers have such an influence.
- Misconceptions of how/ where meat comes from and how it gets on to the plate.

**WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?**