



Learning Aims and Curriculum Intent

In Year 8, the Food Preparation and Nutrition curriculum is designed to nurture students' passion for food, develop their appreciation for culinary skills, deepen their understanding of the broader aspects of food science and nutrition, equip them with valuable life skills, nutritional knowledge, and a sense of responsibility toward our planet. Through practical cooking, scientific exploration, and thoughtful reflection, we aim to prepare students for a future where they make informed, health-conscious, and sustainable food choices.

Cycle	Content and key Questions	Knowledge and Skills	Assessment
1	Recipe modification Why do you need to adapt or modify your recipes? What are government recommendations for developing and modifying recipes? Explain the concept of healthier swaps.	How to meet the needs of different groups of people e.g., vegetarian, reduce the cost of a recipe, avoid certain foods because of intolerance or allergy and improve the nutritional value.	Retrieval tasks is used to shape knowledge acquisition and understanding.
3	Sensory properties What are the areas of taste (bitter, sour, sweet, salt) What are organoleptic properties? What is umami?	Sensory properties The senses The descriptive words for taste, appearance, texture, and odour	Class discussions Short, regular quizzes Individual oracy
5	Assessment lesson Muffin investigation experiment- sensory evaluation		Practical & written assessment. 20 marks
7	Food preparation and techniques What is enzymic browning, marinating and oxidation? Describe preparation of meat, fish, fruit, and vegetables. Explain how the structure of meat will change if acid is added	Food preparation and cooking techniques, enzymic browning, marinating and oxidation. Preparation of meat, fish, fruit, and vegetables. The effect of acid on meat structure.	Diagnostic assessments are structured around the lesson, to understand student knowledge and engage the whole class.
9	Sauces You will be able to apply proportion of ingredients to make sauces. You will be able to identify faults in sauce making. You will be able to explain reduction sauces.	Working characteristics and the functional and chemical properties of ingredients. Type of sauce, the three methods of making sauces and examples of dish.	Some examples include: Short quizzes Student interviews Student reflections Class discussions Individual oracy
11	Food provenance – processing flour into bread What are the two types of food processing? Explain the scientific stages of bread making. What are the faults that could occur in bread making process and reasons for the faults?	Secondary food processing of food commodities – Wheat into flour, and flour into bread. Scientific explanation of the processes involved in bread making.	Formative assessments help with tracking how student knowledge is growing and changing in the class in real-time.
13	Macronutrients and micronutrients What are the main nutrients in the diet? What are the differences between macronutrients and micronutrients? What are the functions, deficiency and food sources of minerals and vitamins?	Nutrients in food Macronutrients Micronutrients	
15	Assessment lesson *Sensory properties *Recipe modification *Food preparation and techniques *Sauces *Food provenance – processing flour into bread *Macronutrients and micronutrients		Practical & written assessment. 40 marks
17	Diet and health (Diet related diseases) Explain the key points linked to each of the major diet-related health issues. How would you reduce the risk of heart disease? Discuss causes, impact, and symptoms of the diet related diseases	Causes, prevention, impact and symptoms of major diet-related health issues	Retrieval tasks is used to shape knowledge acquisition and understanding.
19	Heat transfer and methods of cooking What are the three methods of heat transfer? Explain scientifically how heat is transferred during cooking. Evaluate the relationship between methods of cooking and heat transfer.	How heat is transferred in different cooking methods The effect of gravity, in circular movement of heat. The difference between infrared and microwave radiation.	Diagnostic assessments are structured around the lesson, to understand student knowledge and engage the whole class. Some examples include: Short quizzes Student reflections Class discussions Individual oracy
21	Food security (Environmental Sustainability) Explain what is meant by 'food miles'. Give three reasons why people choose to buy locally produced foods. Explain what is meant by 'eco footprint'.	The impact of food security on consumers, producers, and the environment. Knowledge of moral, ethical, and environmental issues which affect food production.	

23	End of year assessment *Sensory properties, *recipe modification, *food preparation and techniques, *sauces, *food provenance-processing flour into bread, *nutrition, *diet and health – major diseases, *heat transfer and *methods of cooking and *food security.	Written assessment. 60 marks
25	End of rotation RETEACH and evaluation	

Examples of practical	2. Mexican Enchiladas 4. Muffin investigation assessment	6. EDI week 8. Macaroni cheese Tagliatelle	10. Pitta bread and hummus 12. Banana bread	14. Fish and chips, and lemon mayonnaise 16. Quiche	18. Own recipe 20. Pizza
Key terminology	Staple food, sustainability, conduction, convection, radiation, claw grip, bridge hold, cross-contamination, free sugars, intensive farming, macronutrients, micronutrients, evaluating, fortification,				
Super curricular enrichment and scholarly extension	<ul style="list-style-type: none"> • Read: Food preparation and nutrition book, food books and magazine • Watch: Master chef junior, James Oliver’s videos and other food videos on YouTube • Listen: Food podcast - Radio Cherry Bombe, Home Cooking, The Splendid Table and Every Day is a Food Day • Visit: Local and international restaurants. In store bakery and fish mongers 				
Useful websites	https://www.foodafactoflife.org.uk/14-16-years/healthy-eating/energy-and-nutrients/ https://www.food.gov.uk/business-guidance/food-hygiene-for-your-business https://www.food.gov.uk/safety-hygiene/cooking-your-food https://www.bbc.co.uk/bitesize/topics/znth9q				
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