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Year 8, Nutrition and Health, Technology Department

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
What prior learning does this build upon? (links to KS2 national curriculum) • *understand and apply the principles of a healthy and varied diet* • *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques* • *understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed* • *The SOL also builds on last years learning, building upon the basic principles on kitchen safety, as well as improving practical skills in the kitchen with more complex dishes.* **What future learning does it underpin? Why is worth teaching this content?** • *Nutrition and Health is a topic which we build upon in Year 9, and is also a focus of a large section of the Hospitality and Catering coursework.* **Why is it taught in this order? Sequencing?** • *During Year 8, students cover nutrition in science and the content taught in this topic is complimentary to it, building upon the*	**What are the key knowledge and skills that will be taught through this unit?** • *Theory: Refresher on food safety for late starters. Identify new learning. A detailed look at the Eatwell Plate. Plating theory and presentation. Identifying Allergens and Allergies. Nutritional Menu Design.* • Practical: preparing ingredients, using different utensils and appliances, knife skills, different cooking methods, following recipes, presentation. **How will those skills and this knowledge be applied here and in the future?** • The content covered in this SOL will allow students to apply their knowledge of Nutrition to everyday life through plenty real-world links. The learning is developed and built upon in Year 9 and in much further detail in KS4. I would also hope that students are applying their learning outside of the classroom to make informed choices about their diet. The practical skills covered in the kitchen will be invaluable for students as they begin to prepare and cook food for themselves.	**Key words and terminology that must be learned using the whole school strategy of etymology/ morphology/ using it in context** • *Allergen* • *Micronutrients* • *Macronutrients* • *Balanced Diet* • *Nutrition* • *Nutritional Requirements* • *Eatwell Plate* • *Malnutrition* • *Anaphylaxis* • *Calorie*

scientific foundation and making it explicitly applicable to their practical work. It follows a Year 7 SOL based on kitchen safety to allow students to safely access the practical work and precedes a Year 9 SOL based around food and culture, which requires a level of maturity to be discussed in class. **How does this link to the secondary national curriculum?** • *understand and apply the principles of nutrition and health* • *cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet* • *become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]* • *understand the source, seasonality and characteristics of a broad range of ingredients*		
Challenge and Support:	**World wide learning/ links to 21st century:**	**Cultural capital/ Industry/ Enrichment:**

How and where will students be stretched and challenged in this unit?

- Throughout the theory lessons, students are given opportunities to use their creativity and understanding to produce challenging pieces of work. This is achieved through Stretch and Challenge style questions for students who finish an activity early, larger pieces of work set across various mediums (menu design, performances, etc.) which allow students to put their learning into action. In the practical lessons, students will be constantly pushed into learning new skills and to experiment with their dishes. A particular focus is to improve students presentation and plating applying some concepts we learn in the classroom directly into the kitchen.

How is this scheme ambitious at all levels?

- *This SOL is designed to build upon foundational learning in Year 7 and to push students to produce dishes of restaurant quality. Our theory work draws in aspects from science, English. Maths and design allow students with differing skillsets to thrive. The course is very content rich and aims to allow students to make informed decisions about their own dietary choices.*

What scholarly directed reading will be prescribed for HPAs?

How is this content relevant to the wider world?

- The hospitality sector is a huge part of the UK economy employing over 3.2 million people and producing £130 billion in economic activity. It generates £39 billion in taxation for the UK Government and is the 3rd largest private sector employer representing around 10% of UK employment.
- The skills learnt here will help students cook for themselves at home and open the door for them to eventually work in the catering industry, which is a huge private sector employer of young people in the Broadland area.

How will this learning inform understanding about global/ social issues?

- Childhood obesity is often caused by poor nutrition, often as a result of poverty and misinformation about food. The theory and practical side of the course informs students about how to make smarter decisions about food and gives them access to healthy and delicious alternatives to some unhealthy favourites, which will hopefully spark an interest in them to eat more healthily.

How does this learning relate to careers?

- This content has a direct link to careers in the hospitality and catering industry, which is the 3rd largest private sector employer. Catering jobs will be accessible from a young age and can take individuals down many walks of life, from working in the high-end restaurants and hotels, to working in the military or offshore.

What soft employability skills are developed through this unit?

- Communication and Teamwork (in the kitchen, especially during closedown)
- Adaptability and problem solving (dishes will not always turn out how students envisage- *if half the food in uncooked, but the rest is burning, what can we do to save it?)*
- Working under time pressure.

How does this learning enrich students' cultural capital?

- The content of this course aims at providing students with the option of being more independent in terms of their own cooking and skillset. With the ground rules established of how to stay safe and how to create nutritional meals, students can experiment more with cooking both at school and at home and build confidence in their culinary skills.

• *A series of articles and non-fiction texts examining nutritional health.* **What further support may students require to access learning? (SEND/PP)** • PP students have their ingredients provided for them for our practical lessons. PP and SEND students are given extra care and attention in the kitchen, with a focus on making sure they have a finished product they can take home, but also the opportunity to do every part of the preparation and cooking. In the theory lesson, students will receive the necessary level of support and guidance to allow them to access learning and to achieve well, in reference to their students profiles.		
Historical, Social, Moral, Spiritual, Cultural context:	**Cross curricular links/ literacy/numeracy:**	**Common misconceptions:**
What historical, social, or cultural context will be developed? • *Britain's issues with obesity and it is effect on health. Allergies and anaphylaxis, how to avoid allergic reactions and what to do if you see one take place. Readdressing kitchen safety covered in the previous year- standards are more or less uniform throughout the world, but especially in the UK & EU where they are codified. Variation in presentation and plating techniques and what they are intended to invoke.*	**Does this unit relate to another cross curricular unit of study?** • **Opportunities to develop numeracy.** • In dealing with weighing out ingredients and measuring, also there are some cases where students will need to scale up or scale down recipes. Numeracy is also used in the comparison of RDA's for different nutrients. **Opportunities to promote reading aloud.** • *Each lesson includes opportunities to read aloud from a variation of sources.*	**What are the common misconceptions within this scheme and how can they be addressed?** • *That unhealthy food is not enjoyable. That certain food groups are unhealthy and cannot be enjoyed as part of a balanced diet. The difference between an allergy and an intolerance.*

Are there opportunities to promote moral or spiritual development? • *There is plenty of academic research suggesting that cooking in schools boost students' mental wellbeing (L. Franklin, 2020). It also provides student with a sense of pride in the foods they produce as cooking is a very transformative process where you can produce something wholly different than the sum of its parts (e.g. a cake doesn't resemble flour, egg and sugar). Cooking can also provide students with a new way in which they can be independent, helping them feel more mature.* **Are there opportunities to promote personal development?** • Students are responsible for their utensils and equipment, keeping them clean and organised throughout the lesson. Students experience multiple levels of Maslow's Hierarchy of Needs in personal development through the course, with their safety needs being met in a very literal way, their esteem needs by feeling proud of what they have produced, which they often do, their cognitive needs through being pushed in the theory lessons and their aesthetic needs in the continuing work on presentation and plating skills.	**Opportunities for extended writing?** • There is a piece of extended writing about the importance of good nutrition, and how an individual can achieve it.	

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Assessment timeline:

Food Technology is delivered as part of a carousel system within the Creative Industries Faculty, alongside Computer Science, Product Design, and Textiles. This structure allows each subject to be taught over a focused period of approximately nine weeks per academic year. Within this timeframe, students engage in a broad range of activities designed to develop both practical and theoretical understanding of Food Technology, ensuring they gain meaningful exposure despite the short delivery window.

Assessment in Food Technology is split equally between two key areas: subject knowledge and employability skills, each marked out of 50. Subject knowledge assessments evaluate students' understanding of food safety, ingredients, cultural importance of food, and the ability to apply this knowledge to problem-solving tasks. The employability assessment is bespoke to Food Technology and assesses a range of transferable skills such as creativity, teamwork, time management, and independent thinking—key attributes valued by employers within the creative industries.

All student achievements are logged by teaching staff on the KS3 subject tracking sheet to ensure consistent monitoring of progress across the faculty. In addition, individual achievement scores are recorded on the front of student books, providing a clear and accessible reference for students and parents. The Creative Industries Faculty prides itself on being forward-thinking, consistently integrating the latest technologies to enhance teaching and learning. This aligns with government guidance and supports students in developing digital literacy as part of their broader educational experience.

Subject Knowledge:

- Keywords
- Food Safety
- Macronutrients
- Micronutrients
- Allergens
- Catering Equipment
- Nutritional Needs

Exam: 50 Marks

Employability Skills: Pizza Wheels

Students independently prepare, cook, and present a portion of Pizza Wheels as part of their assessed practical work. Throughout the session, they are evaluated on five key criteria: practical skills, health and safety, the final quality of the product, plating and presentation, and how effectively they clean down their workspace.

Pizza Wheels have been specifically chosen for this assessment due to the broad range of high-level skills they incorporate. The task includes the use of precise knife techniques, such as brunoise, which aligns with top band expectations at KS4 and encourages students to demonstrate accuracy and control. In addition, students must shape dough confidently and evenly — a skill that requires dexterity, consistency, and understanding of texture and handling.

This dish also provides an excellent opportunity for students to practise time management and organisation, as it demands several stages to be completed in a limited period. From preparing fillings to rolling, slicing, and baking the wheels, students are challenged to maintain quality while working efficiently and independently. The complexity of the process, balanced with the accessibility of the ingredients, makes this an ideal task to stretch and support Year 8 learners while introducing them to skills expected at a more advanced level.

Practical: 50 Marks

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Home learning
Home learning in Food Technology is set in accordance with the subject's home learning schedule, which is available through the Acle Academy website. These tasks are carefully designed to reinforce both the subject knowledge and employability skills assessment areas that are implemented into the classroom. By supporting the curriculum in this way, students can consolidate their understanding of key concepts and continue developing transferable skills such as problem-solving, creativity, and time management beyond the classroom setting. To support independent learning, subject-specific YouTube playlists have been created and curated to align directly with classroom content. These playlists include a range of resources, such as instructional videos, practical demonstrations, and relevant theory-based content. Where appropriate, audio books or audio versions of set literacy texts are also included, allowing students to access content in a format that suits different learning styles. This approach encourages students to take ownership of their learning while making use of high-quality digital resources that complement and enhance their in-school experience. 
Feedback
Feedback plays a vital role in the delivery of practical subjects within the carousel system, including Food Technology. Due to the hands-on nature of the curriculum, verbal feedback is an essential tool for effective teaching and learning. This ongoing, in-the-moment dialogue allows teachers to guide students through processes, correct errors as they occur, and reinforce good practice. Evidence of this approach can be seen in focused, purposeful classroom environments where students are actively engaged and responsive to teacher input. To further support learning, structured strategies such as WWW (What Went Well) and WAGOLL (What A Good One Looks Like) are embedded within lessons. These strategies help students to reflect on their own work, recognise strengths, and understand expectations through high-quality exemplars. Peer and self-assessment opportunities are often built into practical tasks, enabling students to become more independent and reflective learners. To complete the feedback loop, students review their Subject Knowledge assessments with reference to personalised feedback provided via their school email accounts. This process encourages students to identify and address any misconceptions, reinforcing personal responsibility and promoting continuous improvement. By reviewing assessment outcomes and targeted feedback, students can take clear, informed steps to improve their understanding and performance in future tasks.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													