YEAR 8 2023-2024 Summer TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Food and the environment

Curriculum Intent	
Skills/National Curriculum Links	**In addition to working further on objectives from Year 7 and Autumn term of year 8, pupils will be taught, following National Curriculum guidelines, the following this term:** • Know the resources used to produce our food • Know where food comes from: reared, caught, grown • Understand the term carbon footprint • Know how our carbon footprint can be reduced • Understand what is meant by food miles and how they can be reduced • Know about organic foods and how they are produced and the advantages and disadvantaged to farmers and consumers • Know about sustainability when producing food • Know the problems of food waste and how it can be avoided or reduced • Be aware of organisations and labelling relating to sustainability • Understand how cooking contributes to carbon footprint and how fuel consumption can be reduced • Know about recycling, how materials are recycled and what they can be made in to Skills during practical work: • be able to safely handle meat to avoid cross contamination • knife skills • use of electrical equipment • one pot cooking • rubbing in method • making a dough, achieving the right consistency • rolling, shaping and forming • portion control • using the creaming method • shaping burgers • whisking • garnishing
Cross Curricular Links	**SMSC:** Consideration of peers and adults when working in a practical environment, helping and supporting others, listening and contributing in theory lessons. Awareness of the harm that food production can cause and carbon footprint. Awareness of ethical issues relating to intensive farming. Social conscience regarding food waste, recycling, in season food and local produce. **PSHE/British Values:** Personal hygiene and safety, awareness of reducing carbon footprint, using leftovers, saving money, reducing harm to environment, choosing sustainable methods of production, products and packaging. **Skills Builder:** taking responsibility for reducing carbon footprint, knowledge of the consequences of unsustainable practices, knowing about recycling, knowing how to reduce fuel consumption and use leftovers – helping in budgeting skills. Weighing and measuring, use of electrical appliances, evaluation & suggesting improvements, creativity, solving problems, teamwork, supporting others
Numeracy	Weighing and measuring, use of dials on hobs and ovens, setting oven correctly, timing food products
Literacy	**Vocabulary Tier 2:** ingredients, equipment, environment, transport **Vocabulary Tier 3**: crops, reared, caught, grown, climate, carbon, carbon footprint, sustainability, primary and secondary processing, seasonal, food miles, organic, composting, recycling, energy, food waste Reading: Reading to find information from resource sheets **Writing:** Answering questions, writing evaluations and justifying practical choices **Oracy:** Answering questions, evaluating their dishes at the end of practical lessons
Becoming future ready	**Personal Skills:** Hygiene and safety awareness, food preparation skills, ability to plan a healthy diet, reflection on own diet, ability to adapt recipes to improve nutritional content **Careers/Employability:** Food preparation roles, advisor

Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	**By product:** Outcome of dishes will vary according to ability, for example the neatness of pinwhee etc **By resource:** Prompt sheets and word banks are available for support and stretch and chall activities and provided. **By Intervention:** by providing different levels of supervision and support, especially in practical work – some pupils may have TA support **By Progressive Questioning:** exploring pupils' understanding through interactive dialogue. **By Grouping:** according to prior attainment, gender, social preference, preferred learning style. **By Task:** Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. Practicals are chosen to build on previous tasks and extend the skills used. **By Offering Optional Activities:** In class or as homework, to extend learning. Recipe books are provided on Doddle and pupils are encouraged to try recipes at home, this is encouraged on parent's evenings too. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
Implementation Curriculum Delivery	To be able to:
Learning Outcomes (Core Knowledge)	• identify where foods come from • describe the damage caused to the environment when producing food • explain the term carbon footprint • explain how we can reduce our carbon footprint • define sustainability • describe labelling relating to sustainability • identify organisations that support sustainability • identify materials that can be recycles • describe how materials are recycled and what they are made in to • describe the meaning of organic and the advantages and disadvantages or organic foods • explain how energy can be conserved when cooking • make a one pot dish • demonstrate how leftovers can be used • make a dough to the correct consistency • shape a dough • control portion size • use the hob and oven safely and accurately • handle raw meat/fish correctly to avoid cross contamination • judge whether food products are cooked Red denotes interleaving; aspects of knowledge covered previously.
Current learning to be developed in the future within:	Year 10 FPN GCS: Foods Around the World topic, food security lesson. Avoiding waste, using leftovers and saving energy in practical work throughout all topics. Year 10 H&C: Food and the environment
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.