



Curriculum Overview for Food Preparation and Nutrition Year 8

Term 3: Food around the world (Italy)	<div data-bbox="831 483 943 589" data-label="Image"> </div> <p>Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class.</p> <p>Syllabification of key words.</p> <p>Pupils will analyse a variety of text sources.</p>	
Substantive Knowledge:		
<ul style="list-style-type: none"> • Nutrition • The role of macronutrients (carbohydrates, protein, fats) and micronutrients (vitamins, minerals) • How nutrients contribute to health and bodily function • How to evaluate meals based on nutritional content • Food Hygiene & Safety • Causes and prevention of foodborne illness • Importance of personal hygiene and safe food handling • Correct food storage, cooking temperatures, and cross-contamination prevention • Food Science & Food Skills • Functions of ingredients in recipes (e.g. bicarbonate in brown bread, fat for texture in scones) • Use of sensory qualities to assess food • Basic practical techniques: rubbing-in, dicing, sautéing, simmering. • Food Provenance & Environmental Impact • The difference between primary and secondary food production • What food miles are and how they impact the environment 		<div data-bbox="834 819 933 909" data-label="Image"> </div> <p>Cross-contamination Foodborne illness Nutrient Carbohydrate Protein Macronutrient Traffic light labelling Allergen Balanced diet Primary production Secondary processing Food miles Sustainability Simmer Sauté Dice Rubbing-in method</p>
Disciplinary Knowledge:		<div data-bbox="826 1783 943 1888" data-label="Image"> </div> <p>Homework booklet with tasks every week</p>



<ol style="list-style-type: none">Evaluating recipe suitability based on dietary needsPractical and Procedural KnowledgeApplying food safety routines independently in a kitchenUsing tools and equipment safely and correctlyFollowing and adapting a recipe to produce a final dishCritical Thinking and Decision-MakingMaking and justifying food choices for specific needs (e.g. health, sustainability)Analysing food labels to choose healthier optionsReflecting on outcomes and suggesting improvementsCommunication and OracyUsing subject-specific vocabulary in discussion		
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