



SOUTH WILTS GRAMMAR SCHOOL

Year 8 Standards – Food Preparation and Nutrition

Knowledge/skills These must relate to the CURRICULUM How far have students learned the curriculum?	Working towards SWGS Standard for end of Year 8	Working at SWGS Standard for end of Year 8	Working beyond SWGS Standard for end of Year 8
Students should have a thorough grounding on the following: Food Safety – how to cook hygienically Reinforce rules on kitchen safety. Recap and recall how to set up a practical lesson. Use of a Food probe. Nutrition Awareness – how to apply that knowledge to healthy eating Recall the principles of The Eatwell Guide and relate it to their own diet. Name the key nutrients, sources and functions. Classify proteins into animal and plant sources. Explain what makes a protein food high/low biological. Classify foods into low/high biological. Explain the term protein alternative and list examples. Explain the term protein complementation and list examples. The importance of hydration. The nutritional impact of sugar in the diet and the risks. Evaluate their dish and the practical activity, and calculate the energy and nutrients provided by their dish.	- Recall the principles of The Eatwell guide and relate it to their own diet. - Name the main nutrients provided by The Eatwell guide food groups. - Explain the importance of hydration. - Describe how energy needs change through life stages. Define energy balance and describe the consequences of an imbalance. - State the main sources of carbohydrate, fat and protein why they are needed in the diet. State the main dietary recommendations for carbohydrate, protein, fat and fibre. - List the sources, types and functions of vitamins A, D, B group and C and the minerals calcium, iron and sodium. List the dietary recommendations for these nutrients and how it relates to their diet. - Classify proteins into animal and plant sources. - Explain the term protein alternatives with examples. - Evaluate their dish and the practical activity. Calculate the energy and nutrients provided by their dish.	- Describe and explain the principles of The Eatwell guide and relate it to the diet. - Name the main nutrients and their functions provided by The Eatwell guide food groups. - Explain the sources and functions of water and the importance of hydration. - Describe and explain why energy needs changes throughout different life stages. Explain energy balance and the consequences of an imbalance. - Explain why carbohydrate, protein, fat and fibre are needed in the diet. Name and explain the sources and dietary recommendations for carbohydrate, protein, fat and fibre. - Explain the sources, types and functions of vitamins A, D, B group and C and the minerals calcium, iron and sodium. Describe the dietary recommendations for these nutrients and how it relates to their diet. - Explain the impact of consuming too much sugar in the diet has on health. - Explain what makes a protein food high/low biological. - Classify foods into low/high biological. - Evaluate their dish and the practical activity. Calculate the energy and	- Use the principles of <i>The Eatwell plate</i>, and the dietary guidelines when devising meals and menus for themselves and others. Name the nutrients and their functions provided by <i>The Eatwell plate</i> and recognise that the amount of energy and nutrients provided by food depends on the portion eaten. - Explain the sources and functions of water, discuss the importance of hydration and apply the principles to their own diet. - Describe and evaluate the energy needs required throughout different life stages. Explain energy balance and the consequences of an imbalance to a range of the population. - Name the macronutrients; explain why they are needed in the diet and the consequences of over or under consumption. Explain the sources, functions and dietary recommendations for carbohydrate, protein, fat and fibre. - Name the micronutrients; explain why they are needed in the diet. Explain the sources, types and functions of vitamins A, D, E, K, B group and C and the minerals calcium, iron and sodium. Describe the dietary recommendations for these nutrients and how it relates to their diet and the diet of others. - Describe the process of protein complementation and list examples of how it can be achieved when planning meals. - Evaluate their dish and the practical activity. Calculate the energy and nutrients provided by their dish, summarise the results and make recommendations for any modifications to meet the nutritional needs of young people; identify





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Practical cookery skills – Confidence in practical situations and application of knowledge Recap and recall how to set up a practical lesson. Recapping use a sharp knife safely, demonstrating either the claw or bridge technique Demonstrate how to use the cooker safely Prepare fruit and vegetables Prepare, combine and shape Select and adjust cooking process Weigh and measure Preparation of ingredients and equipment e.g. chicken. Use of equipment -food probe, electric mixer and processor. Water based methods – hob Dry heat and fat-based methods - hob Set a mixture – heating (coagulation) e.g. frittata Use of raising agents -biological e.g. yeast and aeration e.g. Swiss roll Make a dough – bread pizza base Shaping and finishing a dough Test for readiness Functions of ingredients in cakes and bread. The function of eggs in cooking. Describe the sensory characteristics using the correct sensory descriptors Evaluate their performance in the practical e.g. self-assessment of pizza practical.	- Identify the nutrients in a recipe that meet the nutritional needs of young people. - Identify the impact of consuming too much sugar in the diet has on health. - Be able to use a range of equipment and organise their work area and keep it tidy Be able to use all parts of the cooker competently - Able to produce a range of mainly savoury foods which show a range of skills - List the principles of food safety and hygiene when preparing and cooking ingredients. - Use food probe correctly under teacher supervision. - Referred to test results and identified some of the functions of sugar in experimental write in relation to sensory properties e.g. sweetness. Little to no use of key terms e.g. caramelisation in experimental write up. - Identifies the function of the ingredients in bread making e.g. bulk, binding etc. - Understands what is meant by kneading, proving, forming and shaping the dough. - Identifies the four conditions needed for yeast to grow. - Identify the functions of eggs in cooking with examples e.g. binding breadcrumbs.	nutrients provided by their dish and summarise the results. - List ways recipes can be modified to meet the nutritional needs of young people. - Explain the difference between intrinsic and extrinsic sugars with examples. - Predominantly works independently demonstrating an increasing range of food preparation skills e.g. kneading, whisking method and enrobing etc. - Dishes are usually completed on time presented using simple presentation techniques. - Explain the principles of food safety and hygiene when preparing and cooking ingredients. - Use food probe correctly independently. - Referred to test results and explained some of the functions of sugar in experimental write up applying a range of key terms correctly e.g. caramelisation - Explain the importance of carrying out the different techniques during making bread e.g. kneading, proving etc. - Explain gluten formation. - Describe and explain the functions of eggs in cooking stating examples for each. - Explain what fermentation means. - Explain and summarise the factors that affect individual food choice. - Discuss the wide variety of food choices available for vegetarians	alternatives to meet specific dietary needs, such as lactose intolerance. - Compare and evaluate the impact of too much sugar and the use of artificial sweeteners in the diet. - Independently uses a broad range of preparation techniques and methods with an increasing level of complexity when cooking, e.g. roux method and achieves consistently successful results. - Can work within the required time and demonstrate a good understanding of the need to dovetail and demonstrate good pace. - Describe the principles of food safety and hygiene when preparing and cooking ingredients and manage their implementation independently. - Demonstrate and instruct other pupils how to use the food probe correctly. - Referred to test results and explained in detail the functions of sugar in experimental write up applying a wide range of key terms correctly e.g. caramelisation and hygroscopic etc. - Can explain of the consequences of not carrying out these techniques e.g. kneading when making bread in relation to function of ingredients. - Describe and explain the effects of overcooking eggs e.g. scrambled eggs or over whisking e.g. egg whites. - Explain the factors that affect individuals' food choice and the effects it may have on health. - Discuss food choices available for vegetarians and the advantages and disadvantages of a vegetarian diet. - Investigate the dietary needs of young people, summarise their findings and explain the reasons for the requirements.





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Food Science – Why food changes in structure Intro to an NEA 1 task -Conduct an experiment into sugar reduction in cakes Produce a detailed evaluation about the role of sugar in baking and its effects on the result and acceptability using experimental results. Apply knowledge and understanding of the food science underpinning the functions of sugar in cakes in their conclusion. Record the results of your food investigations using charts, graphs, tables Set up taste testing Carry out sensory analysis Use star profiles to record your results Knowledge and understanding of the food science underpinning the functions of ingredients in bread. Knowledge and understanding of the food science underpinning the functions of eggs in cooking. Food choice – factors that affect what people choose to eat and how these can vary through life To learn about food choices available for vegetarians and the advantages and disadvantages of following a vegetarian diet. To identify and explain the factors that affect individual food choice.	- Identify the factors that can affect individual food choice. - Discuss the food choices available for vegetarians. - Investigate the dietary needs of young people. - List the actions in the school food standards related to school lunches. - State how and why food is wasted; suggest ways in which food waste can be reduced.	and state examples of how vegetarians can meet their dietary needs. - Investigate the dietary needs of young people and summarise their findings. - Summarise the actions in the school food standards related to school lunches. - Investigate how and why food is wasted; suggest ways in which food waste can be reduced	Investigate how and why food is wasted nationally and globally; suggest ways in which food waste can be reduced, making use of modern technologies.





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To learn about the school food standards related to school lunches and discuss why the recommendations have been made. To learn the ways recipes can be modified to meet the nutritional needs of young people; identify alternatives to meet specific dietary needs, such as lactose intolerance. To learn how to independently investigate and summarise the nutritional requirements for teenagers and design a suitable main meal dish to meet the specified criteria Food Provenance –Where their food comes from To investigate how and why food is wasted; list ways in which food waste can be reduced.			

