

Class 8E - Explorer Curriculum -Food/2 Lessons weekly

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
	<p><u>Topic: Healthy Eating Project</u></p> <p>Introduction to the 8 tips for healthy eating. In depth look at the Eat well plate. Pupils build on their independence use of the hob</p> <p><u>Suggested Key Questions:</u> To know the 8 tips for healthy eating. To know how to maintain a healthy lifestyle using government guidelines by the analysis of the nutritional values of food. To know why we eat food, the energy in food. To know the functions of protein in the body.</p>	<p><u>Topic: Healthy Eating Project</u></p> <p>Pupils will complete an investigation into gelatinization. Pupils will study micro and macro nutrients. Pupils will study ‘recommended Daily intake, Basal Metabolic rate and Physical activity level.</p> <p><u>Suggested Key Questions:</u> To know what happens during gelatinization. To know the function and chemical properties of the main nutrients required for a healthy body. To know the difference between macronutrients and micronutrients in relation to dietary requirements.</p>	<p><u>Topic: Bread project</u></p> <p>Pupils will explore the ingredients to make bread. Pupils will be able to demonstrate a range of skills to prepare and cook a variety of dishes that demonstrate different uses of flour and grains.</p> <p><u>Suggested Key Questions:</u> To know what ingredients are used to make bread and their function. To know the different stages of bread making. To know how to complete sensory analysis of their own product. To know how to evaluate their own skills and techniques and with support</p>	<p><u>Topic: Bread project</u></p> <p>Pupils will investigate gluten and the process of dextrinization (the process of thickening) Apply the principles of healthy eating when preparing and making recipes, with support.</p> <p><u>Suggested Key Questions:</u> To know what gluten is, and what its function is. To know how to complete sensory analysis of their own product. To know how to evaluate their own skills and techniques and with support identify how to improve.</p>	<p><u>Topic: Food symbols</u></p> <p>Introduction of importance of food symbols that pupils see every day. Developing life skills for purchasing food and how to store safely and hygienically to extend the shelf life and prevent food poisoning.</p> <p><u>Suggested Key Questions:</u> To know the importance of food symbols. To develop life skills, particularly when they are purchasing food. To know how to store different types of food and why. To know how to complete sensory</p>	<p><u>Topic: Food symbols</u></p> <p>Pupils will investigate the different types of food manufacture. Pupils will investigate different types of food packaging and why. To know the impact of food packaging on the environment. To know different commodities that link to food symbols.</p> <p><u>Suggested Key Questions:</u> To know different commodities that link to food symbols. To know different types of food manufacture To know different types of food packaging. To know the impact of food packaging on the environment. To know how to complete sensory</p>

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

<p>To know the functions of carbohydrates in the body.</p> <p>To know the main functions of fat in the body.</p> <p>To know the different components of the Eatwell plate and their function.</p> <p>To show progression and build on their independence when using the hob.</p> <p>To know how to complete sensory analysis of their own product.</p> <p>To know how to evaluate their own skills and techniques and with support identify how to improve.</p> <p>To know hygiene and safety rules within the kitchen environment.</p> <p>To know how to prepare their area, ingredients and equipment.</p> <p>To know how to wash up, dry up, put away equipment and leave their work area clean and tidy</p> <p><u>Key Skills and Knowledge:</u></p> <p>Students should know healthy eating tips.</p>	<p>To know how to complete sensory analysis of their own product.</p> <p>To know how to evaluate their own skills and techniques and with support identify how to improve.</p> <p>To know hygiene and safety rules within the kitchen environment.</p> <p>To know how to prepare their area, ingredients and equipment.</p> <p>To know how to wash up, dry up, put away equipment and leave their work area clean and tidy</p> <p><u>Key Skills and Knowledge:</u></p> <p>Students should be able to recognize basic differences between macronutrients and micronutrients required for a healthy body. Students should gain the knowledge and skills required for cleaning and tidying the working area.</p> <p>Students will gain understanding on gelatinization; they</p>	<p>identify how to improve.</p> <p>To know hygiene and safety rules within the kitchen environment.</p> <p>To know how to prepare their area, ingredients and equipment.</p> <p>To know how to wash up, dry up, put away equipment and leave their work area clean and tidy</p> <p><u>Key Skills and Knowledge:</u></p> <p>Students will gain the knowledge and skills required to make different types of bread; they will work with support.</p> <p>To know the different stages of bread making. Students will know how to complete sensory analysis of their own product, with support if required.</p> <p>Students will learn how to evaluate their own skills and techniques and with support identify how to improve.</p> <p>Practicing skills such as measuring</p>	<p>To know hygiene and safety rules within the kitchen environment.</p> <p>To know how to prepare their area, ingredients and equipment.</p> <p>To know how to wash up, dry up, put away equipment and leave their work area clean and tidy</p> <p><u>Key Skills and Knowledge:</u></p> <p>Pupils will learn that the dextrinization process helps baked goods become golden brown in color. It is important to make breads cakes, biscuits and toast. gate gluten and the process of dextrinization</p> <p>Pupils will be able to evaluate their own work and check the areas for improvement.</p> <p>Practicing skills such as measuring and weighing ingredients correctly.</p>	<p>analysis of their own product.</p> <p>To know how to evaluate their own skills and techniques and with support identify how to improve.</p> <p>To know hygiene and safety rules within the kitchen environment.</p> <p>To know how to prepare their area, ingredients and equipment.</p> <p>To know how to wash up, dry up, put away equipment and leave their work area clean and tidy</p> <p><u>Key Skills and Knowledge:</u></p> <p>Pupils will gain knowledge of different food symbols such as suitable for vegetarian symbols on food, 'food safe material', different symbol on food packaging.</p> <p>Students will practice safety storage skills; they should be able to start storing food correctly in</p>	<p>analysis of their own product.</p> <p>To know how to evaluate their own skills and techniques and with support identify how to improve.</p> <p>To know hygiene and safety rules within the kitchen environment.</p> <p>To know how to prepare their area, ingredients and equipment.</p> <p>To know how to wash up, dry up, put away equipment and leave their work area clean and tidy</p> <p><u>Key Skills and Knowledge:</u></p> <p>Pupils will learn about the basic two or three types of food manufacture such as meat processing, dairy products, snack foods etc.</p> <p>Pupils will gain knowledge of different types of food packaging and the impact it has on the environment.</p> <p>Pupils will understand the</p>
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