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

Class 8N - **Navigator Curriculum** *-Food/2 Lessons weekly*

Year	2026– 2027 Autumn 1	2026– 2027 Autumn 2	2026– 2027 Spring 1	2026– 2027 Spring 2	2026– 2027 Summer 1	2026– 2027 Summer 2
Year 8	**Topic: Healthy Eating Project** **Introduction to the 8 tips for healthy eating.** **In depth look at the Eatwell plate.** **Pupils build on their independence use of the hob** **Suggested Key Questions:** 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. To know the functions of carbohydrates. in the body.	**Topic: Healthy Eating Project** **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.** **Suggested Key Questions:** 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. To know how to complete sensory	**Topic: Bread project** **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.** **Suggested Key Questions:** 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 identify how to improve.	**Topic: Bread project** **Pupils will investigate gluten and the process of dextrinization.** **Apply the principles of healthy eating when preparing and making recipes.** **Suggested Key Questions:** 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. To know hygiene and safety rules within the kitchen environment. To know how to prepare their area, ingredients and equipment.	**Topic: Food symbols** **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.** **Suggested Key Questions:** 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 analysis of their own product. To know how to evaluate their own	**Topic: Food symbols** **Pupils will investigate the different types of food manufacture.** **Pupils will investigate different types of food packaging and why they are used.** **To know the impact of food packaging on the environment.** **To know different commodities that link to food symbols.** **Suggested Key Questions:** 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 analysis of their own product.

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	To know the main functions of fat in the body. To know the different components of the Eatwell plate and their function. To show progression and build on their independence when using the hob. 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. To know hygiene and safety rules within the kitchen environment. To know how to prepare their area, ingredients and equipment. To know how to wash up, dry up, put away equipment and leave their work area clean and tidy **Key Skills and Knowledge:** **Students should know healthy eating tips.** **Students should know the rules for healthy eating.**	analysis of their own product. To know how to evaluate their own skills and techniques and with support identify how to improve. To know hygiene and safety rules within the kitchen environment. To know how to prepare their area, ingredients and equipment. To know how to wash up, dry up, put away equipment and leave their work area clean and tidy **Key Skills and Knowledge:** **Students should be able to know the difference between macronutrients and micronutrients required for a healthy body.** **Students should gain the knowledge and skills required for cleaning and tidying the working area.** **Students will gain knowledge on gelatinization; they will understand that when starches are heated with liquid**	To know hygiene and safety rules within the kitchen environment. To know how to prepare their area, ingredients and equipment. To know how to wash up, dry up, put away equipment and leave their work area clean and tidy **Key Skills and Knowledge:** **Students will gain the knowledge and skills required to make different types of bread.** **To know the different stages of bread making.** **Students will know how to complete sensory analysis of their own product.** **Students will learn how to evaluate their own skills and techniques and with support identify how to improve.** **Practicing skills such as measuring and weighing ingredients for making bread correctly, using an oven, safety rules**	To know how to wash up, dry up, put away equipment and leave their work area clean and tidy **Key Skills and Knowledge:** **Pupils will learn that the dextrinization process helps baked goods become golden brown in color. It is important in making breads cakes, biscuits and toasts. gate gluten and the process of dextrinization** **Pupils will be able to evaluate their own work and check the areas for improvement.** **Practicing skills such as measuring and weighing ingredients correctly.** **using an oven, safety rules around using an oven.** **Recipes** **Fruit cobbler** **Choux buns** **Dunker biscuit**	skills and techniques and with support identify how to improve. To know hygiene and safety rules within the kitchen environment. To know how to prepare their area, ingredients and equipment. To know how to wash up, dry up, put away equipment and leave their work area clean and tidy **Key Skills and Knowledge:** **Pupils will gain knowledge of different food symbols such as vegetarian symbols suitable for food, `food safe material`, different symbol on food packaging.** **Students will practice safety storage skills; they should be able to start storing food correctly in designated places.** **Students will gain the knowledge required to avoid food poisoning and**	To know how to evaluate their own skills and techniques and with support identify how to improve. To know hygiene and safety rules within the kitchen environment. To know how to prepare their area, ingredients and equipment. To know how to wash up, dry up, put away equipment and leave their work area clean and tidy **Key Skills and Knowledge:** **Pupils will learn about different types of food manufacturing such as meat processing, dairy products, bake goods, snack foods etc.** **Pupils will gain knowledge of different types of food packaging and the impact it has on the environment.** **Pupils will understand the Fair-Trade products.** **Skills to practice:**

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	They should know which food gives us good energy. They should know the functions of protein in the body. Students should gain knowledge about different food groups. Skills to clean and tidy the working area. Students should be able to start analyzing the product/meal they have prepared. Skills to practice: Mixing the ingredients, peeling, chopping, frying, using a hob. **Recipes** Ratatouille Chilli con Carne Macaroni Cheese Own choice	they well and thicken and that it is a key process in sauce making. Skills to practice: Mixing the ingredients, peeling, chopping, frying, using an oven. **Recipes** Carbonara American pancakes Cheese and onion pasties Bake off	around using an oven; **Recipes** Flat breads Soda Bread Focaccia bread Own choice	Own choice	they will learn about food shelf life and methods, practices to prevent food poisoning Skills to practice: Measuring, weighing ingredients for cakes, mixing ingredients, using the right equipment and following the recipe. **Recipes** Koftas Lentil coconut curry Rough puff pastry Mille-feuille Own choice	Weighing and measuring the ingredients; Mixing the right amounts of ingredients, Following the recipe; **Recipes** Fairtrade flapjack Fairtrade Crumbly banana fingers Bake off
Links to Gatsby Benchmarks:	**Benchmark 2** Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning. **Benchmark 4.**	**Benchmark 2** Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning. **Benchmark 4.**	**Benchmark 2** Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning. **Benchmark 4.**	**Benchmark 2** Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning. **Benchmark 4.**	**Benchmark 2** Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning. **Benchmark 4.**	**Benchmark 2** Labour market to information. What are the current trends in the jobs market that involve cooking skills that students are learning. **Benchmark 4.**

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	STEM opportunities- linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning in Food lessons. Careers in catering Students will investigate jobs and skills required for these jobs	STEM opportunities- linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning in Food lessons. Careers in catering Students will investigate jobs and skills required for these jobs	STEM opportunities- linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning in Food lessons. Careers in catering Students will investigate jobs and skills required for these jobs	STEM opportunities- linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning in Food lessons. Careers in catering Students will investigate jobs and skills required for these jobs	STEM opportunities- linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning in Food lessons. Careers in catering Students will investigate jobs and skills required for these jobs	STEM opportunities- linking career opportunities and what aspects of mathematics (e.g. measuring) they are learning in Food lessons. Careers in catering Students will investigate jobs and skills required for these jobs