

Year 8 Food & Nutrition	Subject Intent	We want our students to be able to lead an active and healthy lifestyle. Learning Food & Nutrition will give them the ability to thrive in this. Our curriculum aims to challenge and inspire pupils to be curious about how to maintain a healthy, balanced diet, in both a theoretical and practical context. Our curriculum improves a pupil's organisation skills, literacy and provides an insight into understanding the chemical and functional properties of food. Pupils will be confident in the key practical skills required to thrive in the kitchen, and gain understanding of how food is a fuel for life. These theoretical concepts and practical skills are embedded in all that we do, in preparation for assessment in year 11 and beyond.
	KS3 Subject Narrative	Our KS3 curriculum is topic based. The key exams skills of knowledge recall, describing, analysing and evaluating are built into each topic. Pupils are assessed regularly in these key skills – which are valued equally (to mirror KS4). Key practical skills and techniques, as well as theoretical concepts around Nutrition & Health, Food Safety, Food Science, Food Provenance and Food Choice are gradually introduced in years 7-9.
	KS4 Subject Narrative	KS3 topics and knowledge are revisited in greater complexity in years 10, in preparation for assessments in year 11. Through engaging themes including 1. Food, Nutrition & Health, 2. Food Science, 3. Food Safety, 4. Food Provenance, 5. Food Choice , we have sequenced our curriculum to allow practical progression whilst at the same time for pupils to demonstrate understanding of increasingly complex and varied theoretical content.
	Routine Assessment Strategies	We frequently use knowledge retrieval starters and low stakes quizzing in lessons to assess understanding of different topics. Pupils will act on SAR feedback at relevant points of their study. Pupils also will reflect on their practical work by completing Product Evaluation sheets

Year 8 Food & Nutrition	WHY THIS, WHY NOW?	Topic 1 – Sensory Analysis	Topic 2 – Basic Food Safety (including Legal Food Labelling)	Topic 3 – Introduction to Food Provenance
	Enquiry questions	<ul style="list-style-type: none"> How do our senses influence our food choices? How can we use our judgements to make improvements to food products? 	<ul style="list-style-type: none"> How can the 4 C's help to keep us safe when working with food? What information needs to be on food packaging by law, and why? 	<ul style="list-style-type: none"> What are the environmental impacts of food waste, food miles, and organic foods? How can the impact of these be reduced?
	Key Subject Knowledge	<ul style="list-style-type: none"> Identify & Apply Sensory descriptive words. Describe how to conduct fair sensory testing. Creating and interpreting sensory analysis data 	<ul style="list-style-type: none"> Identifying the 4 C's and describing how they can help food stay safe. Understanding how to interpret food labelling, including nutrition labels, to inform food choices. 	<ul style="list-style-type: none"> Describing factors that affect the amount of food miles and food waste. Describing how food can be identified as organic.
	Subject Competencies	<ul style="list-style-type: none"> Demonstrate understanding of appropriate sensory qualities of food products. Analyse data to recognise pros and cons of a food product, in order to suggest changes/improvements to product quality. 	<ul style="list-style-type: none"> Demonstrate effectiveness in applying food safety principles in practical lessons Handling a variety of different foods safely to create good quality food products. Recognition of legal requirements of food labels. 	<ul style="list-style-type: none"> Recognise the positives and negatives of organic foods on the environment. Identify foods that are most likely to be organic or have significant levels of food waste or food miles.
	Summative Assessments (high stakes assessments which test cumulative knowledge)	<ul style="list-style-type: none"> Self-evaluation of practical learning, with teacher written feedback 	<ul style="list-style-type: none"> <i>Only 1 assessment completed due to rotation with Design & Technology – assessment completed either mid-year or at the end of the year, depending on Rotation</i> 	<ul style="list-style-type: none"> End of module test covering Y7 & Y8 content – focused on Nutrition, Basic Food Safety, Sensory Analysis & Food Provenance. End of year Skills Review.
	How does this pave the way for Key Stage 4?	<ul style="list-style-type: none"> Food Science is a key topic in GCSE. NEA1 contains a Food Science investigation, which is worth 15% of the final GCSE grade. Practical skills are assessed in NEA2 component of GCSE course, which is worth 35% of final GCSE grade. 	<ul style="list-style-type: none"> Basic knowledge of different factors that affect food choice will become further embedded in the Food Provenance module of GCSE study, where pupils will develop an in depth understanding and explore impacts of food provenance on food choices. 	<ul style="list-style-type: none"> Basic knowledge of food seasonality will become further embedded in the Food Choice module of GCSE study, where pupils will develop an in depth, scientific understanding, and is assessed in NEA2 assessment.

