The Hart School – Faculty of Design
Yr 8 Food Preparation & Nutrition Curriculum Overview

Curriculum intent: Food Preparation and Nutrition at The Hart School teaches every pupil to cook safely, confidently and independently, and to understand the nutrition and food science behind what they eat. The curriculum delivers the Key Stage 3 National Curriculum for cooking and nutrition: understanding and applying the principles of nutrition and health, cooking a repertoire of predominantly savoury dishes, becoming competent in a range of cooking techniques, and understanding the source, seasonality and characteristics of ingredients.

Each year is taught as a rotation of 18 booklet lessons that alternate theory and practical, so knowledge is applied at the bench. Hygiene and safety are secured first and re-checked at the start of every year; nutrition, food science and food choice then build in demand from Year 7 to Year 9. Every lesson opens with retrieval, and all work is judged against one ladder from Bronze (identify) to Diamond (evaluate and justify), so pupils know precisely what the next step looks like.

We plan for every learner. Recipes are adapted for allergies and for medical, cultural and religious diets, and an allergen and medical-diet check precedes every practical. High-risk practicals are safety-gated. Practical work is scaffolded for pupils with SEND, readers, scribes and modified papers are used where needed, and Pupil Premium and SEND work is live-marked and analysed first.

Yr 8 end points: By the end of Year 8 pupils can handle raw meat and poultry safely and prove food is cooked to 75°C; explain protein quality, carbohydrate types and the glycaemic index, and the functions and deficiencies of key vitamins and minerals; use sensory analysis to evaluate and improve products; and meet a costed design brief with sustainable, seasonal ingredient choices, working independently with yeast dough, pastry, creaming and choux methods.

Yr 8 key dates (LTP): Year 8 data drop deadline 17.12.26 · Year 8 reports home 19.1.27 · AP2 window w/c 7.6.27 to 28.6.27 (end of rotation paper; Choux and time plan recorded alongside) · w/c 5.7.27 rotation complete: enrichment and consolidation · w/c 12.7.27 contingency lesson · reports home 14.7.27

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Core Course Topic: Booklet lesson (L) numbers and the week each is taught.	**Protein** L1 · Theory: Rules, Routines and H&S Recap · w/c 7.9.26 L2 · Theory: Protein: HBV, LBV and Complementation · w/c 21.9.26 **L3 · Practical: Chicken Curry with Naan (safety-gated) · w/c 5.10.26**	**Carbohydrates and the Glycaemic Index** L4 · Theory: Carbohydrates: Simple, Complex and GI · w/c 19.10.26 (spans half term)	**Yeast Dough: Calzone** **L5 · Practical: Calzone: Yeast Dough · w/c 9.11.26**	**Micronutrients** L6 · Theory: Micronutrients: Vitamins and Minerals · w/c 23.11.26 **L7 · Practical: Chicken Parmigiana (safety-gated) · w/c 7.12.26**	**Sensory Evaluation** L8 · Theory: Sensory Evaluation and Star Profiles · w/c 4.1.27	**Food Choice: Design Brief and Sustainability** L10 · Theory: Food Choice: The Design Brief and Sustainability · w/c 1.2.27	**Food Choice Practicals** **L11 · Practical: Meatballs in Sauce (safety-gated) · w/c 22.2.27** **L12 · Practical: Sausage Plait (safety-gated) · w/c 8.3.27**	**Time Plan Assessment** L13 · Assessment: Time Plan Assessment · w/c 22.3.27 (spans Easter)	**Feedback and Improvement** L15 · Review: Feedback and DIRT · w/c 3.5.27	**Creaming Method: Lemon Drizzle** **L16 · Practical: Lemon Drizzle: Creaming Method · w/c 17.5.27**	**Choux Pastry: Summative Cook** **L17 · Practical: Choux Pastry: Summative Cook · w/c 7.6.27**	**Review and Pupil Voice** L18 · Review: Pupil Voice · w/c 21.6.27 w/c 5.7.27 · Rotation complete: enrichment and consolidation; w/c 12.7.27 contingency lesson
Additional support links: Topic-specific pages from trusted UK sources (links checked September 2026)	**British Nutrition Foundation** Protein and plant protein **FSA (GOV.UK)** Why avoiding cross-contamination is important **FSA (GOV.UK)** Cooking your food safely	**Diabetes UK** Glycaemic index explained **NHS** Sugar: the facts **NHS** Starchy foods and carbohydrates	**Food a fact of life** Baking bread (11–14) **Food a fact of life** Grain science (11–14)	**NHS** Vitamins and minerals (A to Z) **NHS** Iron **NHS** Salt in your diet	**Food a fact of life** Food science: functional and sensory properties **Food a fact of life** Knowledge organisers (11–14)	**NHS** The Eatwell Guide **Eat Seasonably** seasonal produce calendar **Love Food Hate Waste** Reducing food waste at home **British Nutrition Foundation** Eating sustainably	**FSA (GOV.UK)** Burgers: food safety advice **Food a fact of life** Cooking skills videos (11–14)	**Food a fact of life** Cooking (11–14) **Food a fact of life** Knowledge organisers (11–14)	**Food a fact of life** Knowledge organisers (11–14) **Food a fact of life** Healthy eating (11–14)	**Food a fact of life** Food science: functional and sensory properties **Food a fact of life** Cooking skills videos (11–14)	**Food a fact of life** Food science: functional and sensory properties **Food a fact of life** Cooking skills videos (11–14)	**Food a fact of life** Knowledge organisers (11–14) **Food a fact of life** 14–16 years hub
Knowledge: The specific knowledge your child will learn in detail	Rules, hygiene and hazards are re-secured ready for raw protein work. Protein is made of amino acids and is needed for growth, repair and maintenance, and as a secondary energy source. High biological value (HBV) proteins contain all the essential amino acids (meat, fish, eggs, dairy, soya, quinoa); low biological value (LBV) proteins lack one or more (beans, lentils, nuts, grains). Protein complementation combines LBV foods to supply all essential amino acids, e.g. beans on toast, rice and dhal. Raw chicken can carry Salmonella and Campylobacter: store it at the bottom of the fridge, use a red board, never wash it, and cook to 75°C.	Simple carbohydrates are monosaccharides (glucose, fructose, galactose) and disaccharides (sucrose, lactose, maltose), digested quickly. Complex carbohydrates (starch and fibre, polysaccharides) are broken down slowly. The glycaemic index (GI) ranks how quickly a food raises blood glucose: low-GI foods (oats, wholegrains, pulses) give slow-release energy, high-GI foods (white bread, sugary drinks) cause a rapid spike. Free sugars should be no more than 30g a day for over-11s; too much is linked to tooth decay, obesity and type 2 diabetes.	Yeast is a living single-celled fungus. Given warmth, moisture, food (sugar) and time it ferments, producing carbon dioxide that makes the dough rise. Kneading develops gluten, making the dough stretchy and elastic so it traps the gas. Proving allows the dough to rise; baking kills the yeast and sets the structure. Edges are sealed so the filling stays inside.	Vitamins: A (vision, skin), D (absorbs calcium; sunlight, oily fish, fortified foods; deficiency causes rickets), B group (release energy from food; wholegrains, meat, dairy), C (iron absorption, collagen; deficiency causes scurvy). Minerals: calcium (bones and teeth; deficiency linked to osteoporosis), iron (red blood cells carry oxygen; deficiency causes anaemia; red meat, dark green leafy vegetables, fortified cereals), sodium (fluid balance; too much raises blood pressure; adults should eat no more than 6g salt a day). Chicken Parmigiana uses the three-stage pané coating.	Sensory analysis judges food by its organoleptic qualities: appearance, aroma, taste, texture and sound. Tests include ranking, rating and star profiles. A fair test uses small coded samples, the same conditions for each taster and water between samples. Results are used as evidence to justify improvements. Tasting is never compulsory.	A design brief sets the task; a specification lists measurable criteria for success. Pupils design a healthy, balanced on-the-go pizza for a named target audience, costing ingredients to £1.50 or less per portion and using the Eatwell Guide and their nutrient knowledge to justify choices. Sustainability is part of the specification: seasonal and locally grown vegetable toppings, plant proteins alongside or instead of meat, minimal packaging, and planning quantities to reduce food waste (reduce, reuse, recycle). This mirrors the WJEC brief pupils meet at Key Stage 4.	Minced meat is higher risk than whole cuts because bacteria on the surface are mixed through during mincing, so mince products must be cooked through to 75°C. Binding ingredients (egg, breadcrumbs) hold shaped mixtures together. Pastry is kept cool and handled lightly so it stays short; edges are sealed and glazed for colour.	Pupils write an independent, detailed and safe time plan for a dish of their choice, then use it to cook.	Pupils act on their end of rotation feedback through targeted tasks (DIRT) to close gaps, and record attainment and effort (Next Steps, PRIDE).	Creaming beats fat and sugar together to trap air. Raising agents (baking powder in self-raising flour) release carbon dioxide when wet and heated, so the cake rises. Heat sets the structure as egg proteins coagulate and starch gelatinises. A drizzle adds flavour and a finish.	Choux paste is a panada (water, butter and flour cooked until it leaves the side of the pan) with egg beaten in. Its high water content turns to steam in a hot oven, puffing the pastry into a hollow shell, and the egg sets the structure. Opening the oven too early lets it collapse.	Structured reflection on the unit; feedback informs the curriculum review. End of rotation results are reported at the school assessment point (AP2).
Key vocabulary: Subject terms your child should know, spell and use	*amino acids, essential amino acids, HBV, LBV, protein complementation, Salmonella, Campylobacter*	*monosaccharide, disaccharide, polysaccharide, glycaemic index, blood glucose, free sugars*	*yeast, fermentation, carbon dioxide, gluten, knead, prove, elasticity, crimp*	*micronutrient, deficiency, rickets, scurvy, anaemia, osteoporosis, pané*	*organoleptic, sensory descriptor, star profile, ranking test, rating test, fair test*	*design brief, specification, target audience, costing, sustainability, seasonal, food waste, food miles*	*binding, passata, reduction, egg wash, glaze, even sizing*	*time plan, sequence, contingency, justify*	*DIRT, next steps, target*	*creaming, aeration, raising agent, carbon dioxide, coagulation*	*choux, panada, steam, gelatinisation, pipe*	*reflection, strengths, targets*
Practical Skills: The specific food skills your child will learn and practise	Handling and cutting raw chicken safely; preventing cross-contamination; probing to 75°C; making a naan dough; writing a PEEL paragraph	Evaluating and justifying food choices using GI in extended written answers	Kneading, proving, shaping, filling and sealing (crimping) a yeast dough; safe oven use	Three-stage pané (flour, egg, crumb); safe frying and baking of raw chicken; allergen check (egg, gluten, dairy)	Using precise sensory descriptors; drawing and interpreting a star profile; running a peer test	Costing a recipe; modifying a recipe to improve nutrition and sustainability; refining a design from feedback	Shaping and binding evenly sized meatballs; making a sauce by reduction; plaiting, sealing and glazing pastry	Independent planning and sequencing; cooking to a plan	Acting on feedback; self-assessment	Creaming method; folding; testing when cooked; finishing	Making choux paste; piping evenly; baking to the correct stage	Evaluating own learning and progress
How it is assessed: Formative checks and summative assessments	Recap check surfaces Year 7 gaps (PP questioned first). L2: CFU on the ladder, Bronze (names a source) to Diamond (designs meals using complementation); PEEL paragraph live-marked; exit ticket. L3: safety-gated practical on the tracker; allergen and medical diet check first.	CFU on the ladder, up to Diamond (evaluates choices by GI and justifies); exit ticket.	Tracker against the practical ladder for kneading, proving, shaping and sealing.	L6: CFU and Give One to Get One; exit ticket. L7: safety-gated tracker for the pané and safe frying.	Star profiles and peer testing evidence in booklets; pupils justify improvements from sensory data.	Design brief marked against criteria: cost (£1.50), nutrition, target audience and sustainability justified; refined against feedback.	Safety-gated tracker: consistency of shaping and safe raw beef handling (L11); neat, sealed, glazed plait (L12).	Summative faculty assessment against the ladder, Bronze to Diamond. Recorded in the department markbook.	DIRT: gap closure against the unit ladder; PP pupils prioritised.	Tracker against the practical ladder for creaming control and finish.	Summative faculty assessment: the final booklet practical, judged against the practical ladder; photographed for standardisation.	AP2 is the end of rotation paper; Choux and the time plan are recorded alongside it. Reports home w/c 12.7.27.
Builds on / leads to: How this topic connects to prior and future learning	Builds on: Y7 L6 and L7. Leads to: Y9 burgers and Southern Fried Chicken; Y11 nutrition (2.1.1).	Builds on: Y7 L2. Leads to: L10 design brief; Y11 special dietary needs, e.g. type 2 diabetes (2.1.1).	Builds on: L3 naan dough. Leads to: Y10 dough and pastry practical (2.3.1).	Builds on: Y7 L9. Leads to: L10 design brief; Y11 unsatisfactory nutritional intake and cooking methods (2.1).	Leads to: Y9 sensory analysis assessment (L8); Y11 review of dishes (2.4.1).	Builds on: L2 to L7 and Y7 L9 seasonality. Leads to: Y9 sustainable protein (L7); Y11 menu planning and environmental issues (2.2.1).	Builds on: L3 and Y7 L15. Leads to: Y9 burgers (L7).	Builds on: Y7 L16 and L17. Leads to: Y9 L13; Y10 production planning.	Leads to: L16 and L17.	Builds on: Y7 L11. Leads to: Y9 food science.	Builds on: Y7 L15. Leads to: Y10 complex (***) skills (2.3.1).	Leads to: Year 9 rotation.

Recap Check — L1 · w/c 7.9.26

Midpoint Assessment — L9 · w/c 25.1.27

End of Rotation Assessment — L14 · w/c 20.4.27 (reported AP2)