Continuity Curriculum

An online shadow curriculum for students temporarily out of lessons to ensure continuity of learning

Year 8 Food Technology

Week Number (of carousel)	Lesson Title	Lesson Objective	Online Lesson Link *Food Technology is a practical subject at Key Stage 3, so students will not be completing live cooking lessons in this setting. Instead, they will work through the activities below, using a Chromebook to help them complete the tasks.*	Any additional instructions?
1	Macronutrients – Protein, Carbohydrates, Fat	To learn what protein, carbohydrates, and fat do in the body, identify foods that contain them, and understand why they are important for health.	**Task 1: Key Knowledge Table (40 mins)** 1. Draw a large table with three columns: "Protein", "Carbohydrates", "Fat". 2. Under each heading write: 3 jobs this nutrient does in your body (e.g., "Protein repairs muscles"). 5 examples of foods that contain this nutrient (include both animal and plant sources). What happens if you don't eat enough (e.g., "You can feel tired or weak"). What happens if you eat too much. **Task 2: Healthy Day of Meals (20 mins)** 1. On a blank piece of paper, plan a healthy breakfast, lunch, and dinner. 2. Next to each meal, write which food groups and nutrients it gives you. **Task 3: Recipe Design (20 mins)** 1. Write a recipe for a healthy stir-fry (similar to what's being cooked in class). 2. Include: • A full ingredients list. • The equipment you would need. • Step-by-step cooking instructions (imagine you are teaching a friend who has never cooked before). 3. Highlight in a different colour which foods give protein, carbs, or fat. **Task 4: Paragraph Writing (10 mins)** Write at least 8 sentences explaining why protein, carbs, and fats are all important for health and energy. Use your table to help you. **Extension (if you finish early): (10 mins)**	- Break the work into sections: Spend 40 mins on the table, 20 mins on meals, 20 mins on recipe, 10 mins on paragraph, 10 mins extension. - Use your Chromebook to look up information if you are unsure. Search terms: "What does protein do in the body?", "Examples of carbohydrates", "Healthy fats". - Write neatly and use full sentences wherever possible. - Use headings for each task so it is clear when one is finished. - Aim to write at least half a page per section. - Ask staff to check when you have completed each task.

			Research a plant-based ingredient (like lentils, tofu, or chickpeas) and write a paragraph explaining how it can replace meat in a stir-fry.	
2	Functions of Ingredients – Fat, Sugar, Eggs	Functions of Ingredients – Fat, Sugar, Eggs	**Task 1: Ingredient Table (30 mins)** 1. Create a table with 3 ingredients: Fat, Sugar, Eggs. 2. For each, write: • 3 functions in cooking (e.g., fat adds flavour, sugar caramelises). • Examples of dishes where the ingredient is key. **Task 2: Cupcake/Muffin Recipe (25 mins)** 1. Write a full step-by-step method for making muffins/cupcakes. 2. In brackets, explain how each ingredient works (e.g., "Sugar traps air to help the cake rise"). **Task 3: Food Science Paragraph (20 mins)** Write a 100-word explanation of one process: coagulation, aeration, or emulsification. **Task 4: Sugar Reduction Research (15 mins)** Use Chromebook to research 2 ways to reduce sugar in baking while keeping flavour. Write 3–4 sentences explaining each method. **Extension (10 mins): Draw and label a cupcake with notes on texture, taste, and colour.**	- Spend 30 mins on the table, 25 mins on recipe, 20 mins on science paragraph, 15 mins on sugar research, 10 mins on extension. - Chromebook search: "Functions of ingredients in baking." - Write in full sentences and label diagrams.
3	Raising Agents – Chemical & Mechanical	To understand what raising agents are, how they work, and compare different methods used in baking.	**Task 1: What Are Raising Agents? (15 mins)** • Write a clear definition of a "raising agent" in your own words: What is it? Why do bakers use it? • Write three sentences explaining why food needs to rise when baking. **Task 2: Different Types (20 mins)** • Draw a table with two columns: Chemical Raising Agents and Mechanical Raising Agents. • Under "Chemical" write baking powder, bicarbonate of soda, yeast. • Under "Mechanical" write whisking, folding, creaming, sieving. • For each item, write one sentence explaining what it does. (Example: "Whisking adds air to the mixture to make it light.") **Task 3: Match the Dish (10 mins)** • Next to each method, write a dish example. (Example: "Yeast → bread", "Whisking → meringues"). **Task 4: Simple Diagram (10 mins)** • Draw a big, clear diagram of a cake rising in the oven. Show bubbles of air or gas expanding and lifting the mixture. Label it with simple phrases like "Heat makes gas expand".	- Follow the tasks in order; don't skip ahead. - Spend 15 mins on definitions, 20 mins on your table, 10 mins matching dishes, 10 mins on your diagram, 20 mins on your baking powder paragraph, 15 mins on problems, and 10 mins extension. - Use Google searches like "How does baking powder work?" or "What is a raising agent?" if you need help. - Write in full sentences and keep answers neat. - Ask staff to check after you finish your diagram and your paragraph. - Aim for at least one page of work per task combined.

			Task 5: Baking Powder Explanation (20 mins) • Write a short paragraph (at least 6 sentences) explaining how baking powder works. Use these sentence starters if needed: 1. Baking powder is made of… 2. When you mix it with liquid… 3. When it is heated… 4. The gas makes the cake… **Task 6: Baking Problems (15 mins)** • Write about two common baking mistakes that stop a cake rising (examples: batter too heavy, oven too cold). • Write one solution for each mistake. **Extension (10 mins)** • Imagine you're a food scientist testing baking powder vs. whisking. Write 3 sentences about how you would test which works best.	
4	Food Labelling & Allergies	To understand why food labels are important, learn how to read them, and know which allergens must be shown on packaging.	**Starter (10 mins)** Write the heading: "Why do foods have labels?" Write 3 reasons (e.g., safety, health, choice). **Task 1 – What to look for on a label (10 mins)** Copy these 5 sub-headings onto your page and leave space under each: 1) Ingredients list 2) Allergy info 3) Nutrition box 4) Date & storage 5) Claims (e.g., "low fat"). Under each, write one sentence saying what it shows and why it matters. **Task 2 – Label hunt & copy (25 mins)** On your Chromebook, search for a snack label (e.g., cereal bar/yoghurt/pasta sauce). Copy the information into your book under the 5 sub-headings from Task 1. For the nutrition box, neatly copy Energy, Fat, Saturates, Sugar, Salt with numbers per 100g (or per portion if shown). For the ingredients, write allergens in BOLD/CAPS (exactly as shown). **Task 3 – Design your own label (30 mins)** Create a label for a healthy snack (draw it big). Include: product name; full ingredients list (put allergens in BOLD); nutrition table (you can invent sensible numbers); storage advice (e.g., "Store in a cool, dry place"); expiry date (e.g., "Best before 12/12/2025"); one claim (e.g., "Source of fibre"). Make it neat and colourful. **Task 4 – Allergies writing (15 mins)** Write a paragraph (8+ sentences) titled "Why allergy information matters". Include: what could happen if someone with an allergy eats the wrong food; where allergy info is found on labels; at least 5 common allergens. Sentence starters provided below.	Time plan: 10 + 10 + 25 + 30 + 15 + 10 = 100 mins. Word bank (helpful terms): allergen, ingredients, per 100g, portion, storage, best before, use by, nutrition, fibre, sugar, salt, claim, "may contain…". Common allergens (examples): milk, eggs, peanuts, tree nuts (e.g., almonds), soya, wheat/gluten, sesame, fish. (You may list others you find.) Sentence starters for Task 4: • "Food allergy information is important because…" • "If someone with a nut allergy eats nuts, they might…" • "On a label I would check the ingredients list because…" • "Allergens are often written in bold to…" • "This keeps people safe by…"

			Task 5 – Natasha's Law quick research (10 mins) Search: "Natasha's Law summary for schools". Write 4 bullet points explaining what it is and what businesses must do with labels.	
5	Special Diets – Vegetarian, Vegan, Gluten-Free, Lactose-Free	To understand four common special diets, what foods people eat or avoid, and to design a menu for someone with dietary needs.	**Task 1 – Quick Starter (10 mins)** Write the title "Special Diets" and today's date. Write two sentences answering: Why might someone need a special diet? (Think: religion, allergies, lifestyle, health.) **Task 2 – Four Diet Fact Sheets (25 mins)** Create a mini fact sheet for EACH diet (Vegetarian, Vegan, Gluten-Free, Lactose-Free). For every diet write: 1. What it means (1–2 sentences). 2. 3 foods to AVOID. 3. 3 foods they CAN eat. 4. One reason someone follows this diet. Example for Vegetarian: Vegetarians do not eat meat or fish. They can eat dairy and eggs. Avoid: chicken, beef, fish. Can eat cheese, lentils, vegetables. Reason: animal welfare. Write your answers in full sentences and number each point clearly. **Task 3 – "Safe or Unsafe" Sorting Game (15 mins)** On a blank page, create two columns labelled SAFE and UNSAFE. • Write down 10 foods you know (e.g., cheese, prawns, soya milk, bread, butter). • Decide which diet they are safe/unsafe for (you can write V for vegan, GF for gluten-free, etc.). • Example: "Prawns – unsafe for vegetarian/vegan, safe for gluten-free." **Task 4 – Menu Plan for One Diet (20 mins)** Choose ONE diet and write a full day's menu: - Breakfast - Lunch - Dinner - Snack Next to each meal write: • Why it is safe (e.g., "This is vegan because it uses almond milk instead of dairy.") • One nutrient it gives (protein, iron, calcium, fibre, carbs). Example: Lunch: Lentil soup with bread – safe for vegans; provides protein and fibre. **Task 5 – Why It Matters (20 mins)**	Timing: Starter 10 mins • Fact Sheets 25 mins • Sorting Game 15 mins • Menu Plan 20 mins • Paragraph 20 mins • Product Research 10 mins = 100 mins. Word Bank: vegetarian, vegan, gluten, lactose, coeliac, intolerance, protein, iron, calcium, fibre, halal, kosher, allergen, fortified. Quick Examples: - Vegetarian avoids meat, fish. Eats: cheese, eggs, vegetables. - Vegan avoids: all animal products. Eats: tofu, beans, almond milk. - Gluten-Free avoids wheat, barley, rye. Eats: rice, potatoes, GF bread. - Lactose-Free avoids cow's milk. Eats: lactose-free milk, plant milks.

			Write a paragraph of 8+ sentences explaining why schools, restaurants, and cafes need to know about diets. Cover: - Allergies and safety. - Religious diets (e.g., halal, kosher). - People's health and wellbeing. - Why clear menus help. Sentence starters: • "Special diets are important because…" • "If someone with coeliac disease eats gluten…" • "Menus help customers by…" **Task 6 – Research a Real Product (10 mins)** On your Chromebook, search for a supermarket food made for a special diet (e.g., oat milk, gluten-free pasta). Write 5 sentences: What it is, what diet it's for, how much it costs, one benefit, one drawback. **Extension (Optional)** Design a colourful advert for this product, showing allergy symbols (gluten-free, nut-free, dairy-free).	
6	NEA-Style Practical & Evaluation (Planning Only)	To practise GCSE-style Food Preparation & Nutrition planning by choosing a design brief, creating a 3-item menu, writing a full recipe, making a sensory chart, and evaluating the plan.	**Starter: What is a Brief? (5 mins)** Write today's date and the title "NEA-Style Practical & Evaluation". Answer this in 2–3 sentences: What is a "brief" in food planning? (Hint: It is a set of instructions or a challenge you must follow.) **Task 1 – Pick a Brief & Write Success Criteria (10 mins)** Choose ONE of these challenges: 1. A healthy lunchbox for a Year 8 student. 2. A breakfast for an athlete. 3. A main meal for someone with a nut allergy. Write a heading "My Chosen Brief" and write 3 bullet points of success criteria for your dish. Example: "Must be high in protein", "Must be colourful and appealing", "Must be nut-free". **Task 2 – Plan a 3-Item Menu (20 mins)** Create a 3-item menu that matches your brief (e.g., a snack, a main, and a dessert/drink). For each menu item, write: • A description of the dish. • Why it fits your brief. • One key nutrient (protein, iron, calcium, fibre, carbs, vitamins).	Timing guide: Starter 5 mins • Task 1 10 mins • Task 2 20 mins • Task 3 25 mins • Task 4 10 mins • Task 5 20 mins • Task 6 10 mins = 100 mins. Word Bank: brief, criteria, garnish, portion, hygiene, allergen, cross-contamination, simmer, marinate, plating, evaluation, nutrient, fortified.

			Example: Snack: Apple slices with yoghurt dip – fits the lunchbox brief because it's healthy, portable, and gives calcium. **Task 3 – Full Recipe Writing (25 mins)** Choose ONE dish from your menu. Write a full recipe: • Title of dish. • Ingredients list with exact amounts (g/ml). • Equipment needed (pan, chopping board, mixing bowl, etc.). • Step-by-step numbered instructions (imagine teaching someone new to cooking). • Timings for each step (e.g., "Bake for 20 mins"). • A mini time plan (0–10 mins prep, 10–25 cook, 25–30 plate & clean). **Task 4 – Create a Sensory Evaluation Chart (10 mins)** Draw a table or star diagram with these headings: Appearance, Taste, Texture, Smell, Overall Rating (1–5). Add space for comments under each category. Write a title: "Sensory Evaluation for _____ (your dish)". **Task 5 – Write an Evaluation (20 mins)** Write two full paragraphs answering: 1. How does your menu meet the brief? (Mention nutrients, safety, presentation.) 2. What two changes would you make to improve it? (E.g., "I'd swap white bread for wholemeal to increase fibre.") Sentence starters: • "My menu meets the brief because…" • "The strongest dish is…" • "I would change… because…" **Task 6 – Research GCSE Marking (10 mins)** Search "Eduqas GCSE NEA2 Food Marking Criteria (Student-Friendly)" and write 3 bullet points about what examiners look for (planning, skills, presentation, evaluation). **Extension (Optional)** Sketch your chosen dish's presentation plan (label garnish, plating style, or serving container).	