**Year:**  – Spring Term 1A (12 Weeks – 6 lessons)

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**Unit:** Staple Foods

**Overview**: In year 8 students will be moving more towards preparing healthy main meals with a focus on staple foods (whether as part of the dish or as an accompaniment). This will also be linked to the eatwell guide, encouraging students to base their meals on starchy foods – where possible, it will be encouraged for students to choose higher-fibre options. The first part of the year will focus on pasta, rice and noodles, whereas the second part of the year will focus on bread.

Assessment tasks will focus on encouraging students to adapt basic recipes to create their own, also enabling them to become confident at taking risks with their cooking. The second task will encourage them to adapt a stir-fry, looking at adapting the individual components; protein, carbohydrate, vegetables.

Theory work on staple foods and farming of these will feed into the practical work

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| **Outline scheme** | **Timeframe** | **Learning Aims** | **Assessment / marking milestone** | **Skills Development including Literacy, Numeracy DCF** | **Independent learning tasks (including investigations, homework etc)** | **Links to resources** |
| In the project pupils will learn –   * Definition of staple foods and examples from around the world. * Different types of pasta, how it is made and why different types suit different recipes. * Stir-frying as a cooking method and equipment involved. * Recap rubbing-in as a skill and link to (the four) cake making methods. * Dividing and shaping a mixture. | 6 lessons | **CHALLENGING:**  Be able to explain why staple foods are an important component to a balanced diet.  Identify main staple food(s) eaten in Wales and UK.  Demonstrate correct rubbing-in technique.  **MORE CHALLENGING:**  Confidently demonstrate stir-frying and explain the distribution of heat around the wok/frying pan.  Know how to test cake for readiness to see if it’s properly cooked.  **MOST CHALLENGING:**  Identify staple foods from around the world and explain how they are used, as part of a diet but also as part of dishes/meals.  Also be able to identify crops/cereals within composite food items (i.e. wheat in bread, maize as sweetcorn…)  Be confident enough to adapt recipes, by substituting ingredients or adding ingredients with consideration to texture, taste and colour. | Stir-fry – adapting the recipe looking at possible substitutions for protein, carbohydrate and vegetables. | **Literacy**   * Spelling & pronouncing key vocabulary * Reading & following step-by-step recipes   **Numeracy**   * Key temperatures * Weighing & measuring * Purchasing ingredients   **Digital Competency** | Identify what their family staple food is – take a picture or write a list from their weekly shop. Compare this with examples from around the world. |  |