Year 8 RM and Catering Curriculum Overview 2023-24

Unit Title	Graphics – Isometric Projections	Art Deco Mirror	Nutrition
Number of lessons	4 Lessons	14 lessons	9 practical lessons if taught fortnightly 18 lessons if taught weekly with 1 practical and one theory lesson
Curriculum content	**Core Knowledge-** • Different types of Perspective drawing • Use of the different graphic media **Core Skills** • Measuring, marking out and sketching • Construction lines • Accuracy • Spatial awareness **Enhanced Knowledge** You can see what's working well and what needs improving. **Enhanced Skills** • Rendering your sketches • Full large detailed drawing **Assessment Focus** Knowledge and understanding based assessment and drawing skills.	During this period of learning pupils' will be making and then designing a Mirror Frame and stand in the style of Art Deco or Art Nouveau. This project is to develop and enhance your research, design and making skills. Building on knowledge you have previously learned. Learners' be expected to work to the best of your ability throughout this project, with the main emphasis on producing a high standard of work and a very high quality final product. **Additional targets to choose from-** • use different research options e.g. not just the internet. • use instruments to help present your work neatly. • add more notes to design ideas saying why you have chosen features. **Knowledge based assessment and practical skills**	Introduction to different cooking methods Working with recipes Health and Safety Weighing and measuring Knife skills Methods of cookery Temperature controlling Safe use of equipment **This knowledge will only be there if students have been taught weekly:** Costing a recipe using simple percentages Healthy Eating – Government guidelines Use of questionnaires Balanced meals Food label information Importance and types of packaging Applying knowledge and understanding of ingredients and equipment working accurately and showing understanding of limitations Modifying dishes to include increased nutritional value Evaluation of dishes using a Star profile Core knowledge: Knowledge and understanding of health and safety To have knowledge of and demonstrate the importance of colour, texture, flavour, shape, temperature and time To be able to demonstrate a range of culinary skills and methods of cookery To understand the functions and sources of the 5 main nutrients Comparing shop bought or home made

		Solve technical problems: You clearly modify and change your work as necessary as it develops**.** **Reflect on their own designing**: You evaluate both how you have used your research in designing and how effective your product is. **Use understanding of others' designing: You recognise good work from others, and modify your ideas accordingly.** **Areas to be assessed:** • Use of templates • Measuring and marking out • Use of a Tools (Tenon saw, coping saw, try square…etc.) • Following a Production Plan.	Food storage Food poisoning Labelling and packaging of foods. Core skills Increased knife skills Research skills Ability to make modifications to recipes Following a phased in recipe Creating and following time/production plans Enhanced knowledge: **Solve technical problems:** You clearly modify and change your recipes to adapt them to the work space and time frame available You can adapt recipes to make them suitable for specific diets or multicultural consumer groups considering lifestyle choices. You develop an understanding of moral, ethical and religious food choices **Enhanced skills** **Reflect on the suitability of your work**: evaluate your product against the original recipe evaluate your work with the help of taste testers and use the feedback they are giving you to inform changes and adaptations to your product
Links to prior learning	• Art- perspective drawing • Maths- parallel lines and angles.	• History- Boom and Bust • Maths- Symmetry	Depending on lesson amounts taught Health and safety and core skills/knowledge gained in year 7
Cultural capital opportunities	Sketch a landscape near where you are located. **John Constable** **1776 – 1837** **Visit areas of Suffolk he painted**	Eileen Gray https://youtu.be/HugX1wMS18s Charles Rennie Macintosh https://youtu.be/PWQPyKQiVxY	Christmas market – international food Farmers markets – local and seasonal food James Martin website and recipes

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	https://www.visitsuffolk.com/explore/constable-country.aspx https://www.nationalgallery.org.uk/artists/john-constable		
Assessment focus	N/ a	Design Movements knowledge Practical skiils	Pre-assessment: chicken curry Assessment: Hunter's chicken and potato wedges End of year test

Name: Date:

Diet, activity and health

- There are health issues related to dietary excess or deficiency.
- It is important to include a variety of different activity in everyday living, supporting physical, social and mental wellbeing.

A balanced diet

A balanced diet is based on the Eatwell Guide. An unbalanced diet can lead to dietary related diseases.

Malnutrition

Having intakes of energy and/or nutrients below or in excess of needs for long periods of time can affect health.

The risk of **malnutrition** is increased by:

- increased requirements for some nutrients;
- restricted range of foods;
- reduction in available income;
- very low income;
- medical conditions;
- psychological conditions.

Diet and health

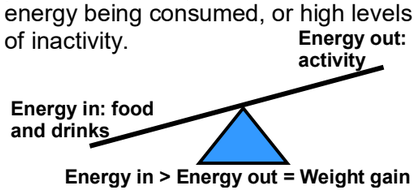
There is a link between a poor diet, and the risk of developing some diseases.

This includes the risk of:

- cancer;
- coronary heart disease (CHD);
- bone health;
- anaemia.

Over nutrition

The most common over nutrition problem is obesity caused by too much energy being consumed, or high levels of inactivity.



Body Mass Index

BMI measures your height and weight to work out if your weight is healthy.

$$\text{BMI} = \frac{\text{weight (kg)}}{(\text{height in m})^2}$$

Recommended BMI range (adults)	
Less than 18.5	Underweight
18.5 to 25	**Desirable**
25-30	Overweight
30-35	Obese (Class I)
35-40	Obese (Class II)
Over 40	Morbidly obese

Under nutrition

Worldwide, Kwashiorkor and marasmus are two common diseases caused by a lack of protein and energy. Fat soluble vitamins (A, D, E and K) are stored in the body so it takes time for deficiency diseases to develop.

Diet and cancer

The World Cancer Research Fund has released nine cancer prevention recommendations.

- Be a healthy weight.
- Move more.
- Avoid high-calorie foods and drinks.
- Enjoy more grains, veg, fruit and barley.
- Limit intake of red meat and avoid processed meat.
- Don't drink alcohol.
- Eat less salt.
- Don't rely on supplements.
- Breastfeed your baby.

Diet and CHD

It is believed that 80% of CHD and strokes could be prevented by changes to lifestyle factors, such as diet, physical activity and smoking.

Changes to the diet to reduce the risk of CHD include:

- increasing oily fish intake;
- reducing salt intake;
- increasing fruit and vegetables;
- decreasing alcohol consumption.

Bone health

Calcium is important for strong bones. Vitamin D is needed for calcium to be absorbed from food.

Anaemia

Iron is vital for making red blood cells. Iron from the diet forms haemoglobin, which carries oxygen in the blood. Anaemia develops if the body's stores of iron are too low.

Activity recommendations

Pre-schoolers (3 to 4 years): 180 minutes (3 hours) spread throughout the day, including at least 60 minutes of moderate-to-vigorous intensity physical activity
Children and young people (5-18 years): at least 60 minutes of physical activity every day and engage in a variety of types and intensities of physical activity across the week.
Adults (19-64 years): at least 150 minutes each week (moderate intensity), or have 75 minutes of vigorous activity a week and do muscle strengthening activities on two days or more each week.

Moderate activity

Vigorous activity

Muscle strengthening activities

Inactivity

It is also important that the amount of time being sedentary is reduced. Over time, sedentary behaviour can lead to weight gain and obesity, which can increase the risk of developing chronic diseases in adulthood.

1 in 4 women and 1 in 5 men are classified as inactive (<30 mins per week).

Obesity

People who are obese are more likely to suffer from CHD, type 2 diabetes, gall stones, arthritis, high blood pressure and some types of cancers, i.e. colon, breast, kidney and stomach.

Key terms

Deficiency diseases: Adverse bodily conditions caused by a lack of a nutrient.
Iron deficiency anaemia: A condition caused by insufficient iron in the body. Common symptoms include tiredness and lethargy.
Kwashiorkor: A severe type of protein-energy malnutrition.
Malnutrition: When the diet does not contain the right amount of nutrients.
Marasmus: A severe type of energy malnutrition in all forms, including protein.
Moderate activity: Will raise your heart rate, and make you breathe faster and feel warmer.
Obesity: Extreme overweight. Obese adults have a BMI of 30 or above.
Sedentary behaviour: Requires little energy expenditure and includes sitting or lying down to watch television, use the computer, read, work or study, and sitting when travelling to school or work.
Vigorous activity: Makes you breathe hard and fast.

Task

Create a poster that contains information on what constitutes a healthy diet and some top tips on how to get active. Include information on how getting active and having a healthy diet can reduce the risk of some health issues and some other tips on how to reduce the risk of these.

For more information, go to: https://bit.ly/32BF4FJ

This resource meets the ***Guidelines for producers and users of school education resources about food***.

Name: Date:

Food labelling

- Food labels provide information, which helps people to know when to eat food, and how to store it safely.
- Nutrition and allergy information on food labels help to make informed food and drink choices.

Food labelling

Information on the labels of pre-packed food and drink products can be legally required or just for consumer information.

Legally required information:

- country of origin and place of provenance;
- date mark;
- list of ingredients (including additives and allergens);
- name and address of the manufacturer, packer or seller;
- name of food or drink;
- nutrition information;
- storage and preparation instructions;
- weight or volume.

Consumer information:

- front-of-pack nutrition label;
- price;
- serving suggestions/image.

Allergen labelling

There are 14 ingredients (allergens) that are the main reason for adverse reactions to food. They must be labelled on pre-packaged food and menus so that consumers can make safe choices.

From summer 2021 new legislation will tighten the rules requiring food that is prepared for direct sale, e.g. in a coffee shop, to carry a full list of ingredients.

The 14 allergens are:

Foods containing gluten, present in wheat, barley and rye	Crustaceans	Eggs	Fish	Lupin
Peanuts	Soybeans	Milk	Nuts	Molluscs
Celery	Mustard	Sesame seeds	Sulphur dioxide	

Nutrition information

Nutrition information can help consumers make healthier choices. **Back-of-pack** nutrition information is legally required.

NUTRITION
When heated according to instructions

Typical values	Per 100g	Each pack (390g**)
Energy	457kJ 109kcal	1781kJ 424kcal
Fat	3.9g	15.2g
of which saturates	1.9g	7.5g
Carbohydrate	12.1g	47.1g
of which sugars	1.6g	6.2g
Fibre	1.1g	4.2g
Protein	5.8g	22.6g
Salt	0.6g	2.2g

Key terms

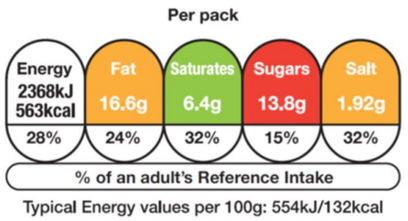
Allergen: An ingredient that may cause an adverse reaction to food.
Back-of-pack labelling: Is legally required and can help consumers make healthier choices.
Front-of-pack labelling: Is voluntary but must provide certain information and can use red, amber and green colour coding.
Use-by-date: Relates to the safety of the food. Food must be eaten by this date.
Best-before-date: Relates to the quality of the food. Food may still be eaten beyond this date.

Front-of-pack labelling

Front-of-pack nutrition information is voluntary. If a food business chooses to provide this, only the following information may be provided:

- energy only;
- energy along with fat, saturates, sugars and salt.

Red, amber and green colours, if used, show at a glance whether a food is high, medium or low for fat, saturates, sugars or salt. The colour coding can be used to compare two products.



Date marks/shelf life

'Use by' dates relate to the safety of the food and' **best before'** dates relate to quality. Eating foods after their '**use by'** date could lead to food poisoning.

USE BY:

25/08/20

KEEP REFRIGERATED

BEST BEFORE:

25/08/21

STORE IN A COOL DRY PLACE

Baby leaf salad
Keep refrigerated. Once opened consume within 24 hours and by the 'use by' date shown.

Ingredients

It is a legal requirement to include an ingredients list on packaged or pre-prepared foods. The ingredients must appear in descending order and with the allergens identified in **bold**, highlighted, underlined or in *italics*.

INGREDIENTS
Water, Carrots, Onions, Red Lentils (4.5%), Potatoes, Cauliflower, Leeks, Peas, Cornflour, **Wheat** flour, Cream (**milk**), Yeast Extract, Concentrated Tomato Paste, Garlic, Sugar, **Celery** Seed, Sunflower Oil, Herb and Spice, White Pepper, Parsley
ALLERGY ADVICE
For allergens, see ingredients in **bold**

Task

Produce a food label for a dish you have made. Ensure that the label includes the information required by law that relates to food hygiene and safety, i.e. a date mark, ingredient list (with allergens identified) and storage instructions.

This resource meets the ***Guidelines for producers and users of school education resources about food***.

Name: Date:

Sensory characteristics

- Ingredients are selected for their nutrition, functional and sensory characteristics, as well as provenance and seasonality.

Using our senses
A range of senses are used when eating food:
- sight;
- smell;
- hearing;
- taste;
- touch.

A combination of these senses helps to evaluate a food.

Other factors
Other factors also experience the way we feel about food. These include:
- food previously eaten;
- hunger and satiety;
- mood;
- where you eat, e.g. home, canteen, picnic;
- beliefs and values, e.g. religion, culture and tradition;
- social aspects, e.g. special occasions, events.

Sight
The size, shape, colour, temperature and surface texture all play an important part in helping to determine your first reaction to a food. Often if a food does not look appetising, then you will not eat it.

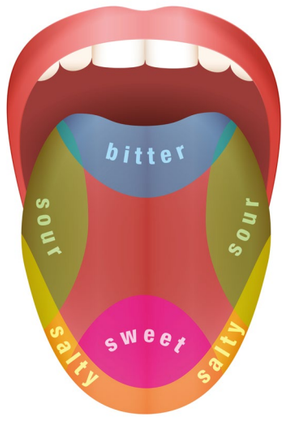
Taste
The tongue can detect five basic tastes:
- bitter;
- salt;
- sour;
- sweet;
- umami.

Taste receptors
Our tongues are covered with taste buds, which are designed to sense chemicals in the mouth.

Smell (odour)
The nose detects volatile aromas released from food. An odour may be described by association with a particular food, e.g. herby, cheesy, fishy. The intensity can also be recorded.

Touch
Texture can be assessed through touch. When food is placed in the mouth, the surface of the tongue and other sensitive skin reacts to the feel of the surface of the food. The sensation is also known as mouth-feel.

Taste receptors
Sensitivity to all tastes is distributed across the whole tongue (and indeed other regions of the mouth where there are taste buds), but some areas are more responsive to certain tastes than others.



Smell and taste
Smell (odour) and taste work together to produce flavour. This is the reason why people with a blocked nose find it difficult to determine the flavours of foods.

Hearing/sound
The sounds of food being prepared, cooked, served and eaten all help to influence our preferences. The sound of eating food can alter our perception of how fresh a food is (e.g. crunchy carrots).

Umami
Umami is a savoury taste, often known as the fifth taste. It is a subtle taste and blends well with other tastes. Umami has its own distinct savoury taste, often associated with ripe tomatoes and cheese.

The olfactory system
The olfactory system is the sensory system used for olfaction, or the sense of smell.

Sensory evaluation and tests
Sensory evaluation analyses and measures human responses to food and drink, e.g. appearance, touch, odour, texture, temperature and taste. In order to obtain reliable results, sensory evaluation tests should be set up in a controlled way to ensure fair testing, e.g. no distracting colours, noise or smells; same size portions; coded samples, and water to drink.
Preference tests - these types of tests supply information about people's likes and dislikes of a food. They include hedonic, paired comparison and scoring tests.
Discrimination tests - these types of tests aim to evaluate specific attributes, i.e. characteristics of a food (such as crunchiness). They include triangle, duo trio, ranking and paired comparison tests.

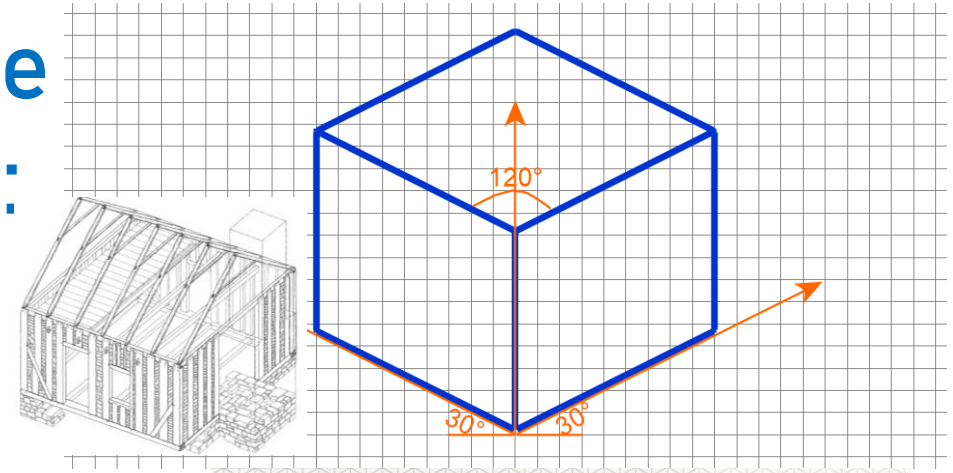
	Tasting vocabulary (sensory attributes)		
Sight	Bubbling	Flaky	Opaque
	Caramelised	Firm	Smooth
	Clear	Heavy	Solid
	Coarse	Icy	Steaming
	Crumbly	Juicy	Sticky
	Dry	Moist	Thick
Smell	Acidic	Fresh	Spicy
	Aromatic	Meaty	Strong
	Bland	Mild	Sweet
	Citrus	Pungent	Tart
	Earthy	Savoury	Weak
	Fragrant	Smoky	Zesty
Sound	Brittle	Crisp	Pop
	Crackle	Crunch	Sizzle
Taste	Bitter	Rich	Strong
	Bland	Salty	Sweet
	Floury	Savoury	Tangy
	Hot	Smoky	Tart
	Mild	Sour	Umami
	Piquant	Spicy	Zesty
Touch	Brittle	Dry	Short
	Bubbly	Gooey	Soft
	Chewy	Granular	Solid
	Close	Greasy	Tacky
	Cloying	Moist	Tender
	Coarse	Open	Waxy

Key terms
Discrimination tests: Aim to evaluate specific attributes, such as crunchiness.
Preference tests: Supply information about people's likes and dislikes of food.
Sensory attributes: Words used to describe the appearance, odour, taste and texture of a food product
Sensory evaluation: A scientific discipline that analyses and measures human responses to the composition of food and drink.
The olfactory system: The sensory system used for olfaction, or the sense of smell.
Umami: Savoury taste, often known as the fifth taste.

Tasks
1. Work through the sensory evaluation worksheets on *Food – a fact of life* https://bit.ly/2WpSTov
2. Make a list of the sight, smell, taste, touch and sound of the different food had for lunch yesterday. Describe how these different attributes influenced your like/dislike of the different food.

This resource meets the ***Guidelines for producers and users of school education resources about food***.

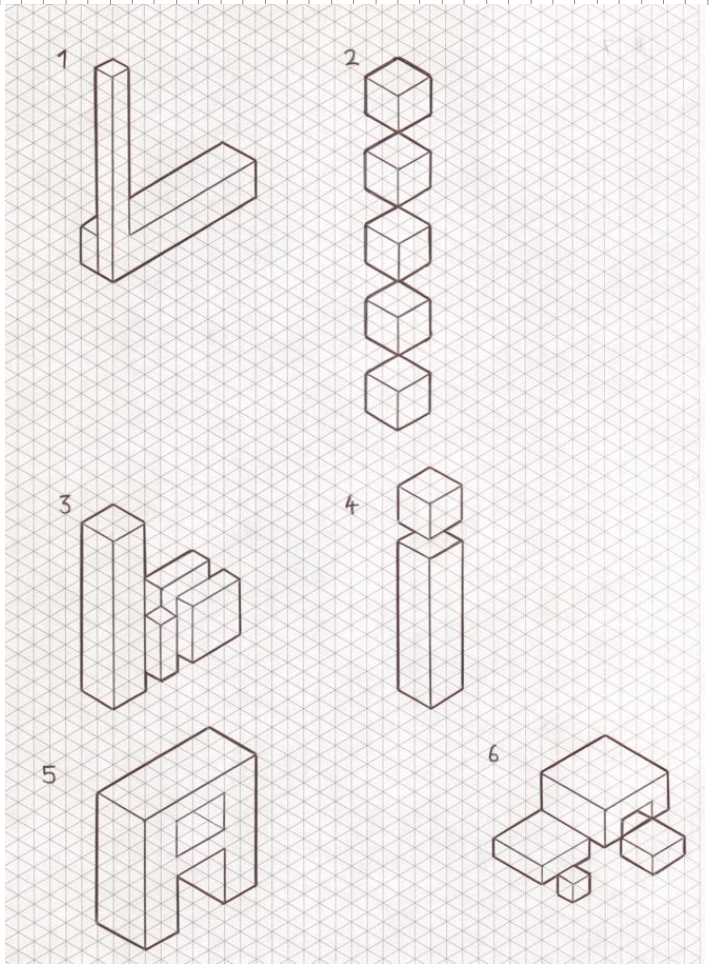
Knowledge Organiser: Isometric Drawing

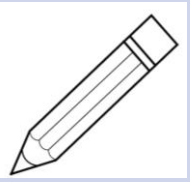
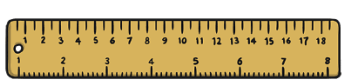
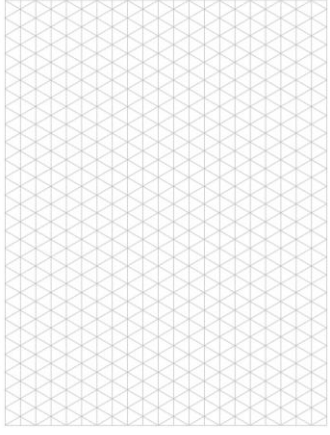


Isometric projection is a method for visually representing three-dimensional objects in two dimensions in technical and engineering drawings.

Projection: This is a type of drawing.

Render: In 3-D graphic design, rendering is the process of add shading, colour and lamination to a 2-D or 3-D wireframe in order to create life-like images on a screen. Rendering may be done ahead of time (pre-rendering) or it can be done in on-the-fly in real time.



Equipment	Picture	Information
Pencil		A pencil will be used to aid in the designing of the graphics of your net.
Coloured Pencil		Coloured pencils add colour and tone to your design.
Ruler		This helps layout your graphics effectively. Also your ruler will help you score and fold your flaps of the net.
Graph/ Grid Paper		This can be known as 'grid paper' especially when studying GCSE DT in Year 10 & 11. Appearance: white paper with a printed grid this can be a square, Isometric lines or other patterns. Characteristics: Usually printed onto 80gsm paper with faint lines often in a light blue ink. Lines cane be printed darker for use under plain paper as a drawing guide. Used for graphical, scientific and mathematical diagrams, particularly in conjunction with a lightbox as a drawing guide.
Pen		A pen will be used to enhance the graphical appearance to your drawings on the net. Also your pen will help you score and fold your flaps of the net.

Knowledge Organiser: Art Deco & Art Nouveau

Art Deco, sometimes referred to as Deco, is a style of visual arts, architecture and design that first appeared in France just before World War 1. Art Deco influenced the design of buildings, furniture, jewellery, fashion, cars, movie theatres, trains, ocean liners, and everyday objects such as radios and vacuum cleaners. It took its name, short for *Arts Décoratifs*, from the Exposition internationale des arts décoratifs et industriels modernes (International Exhibition of Modern Decorative and Industrial Arts) held in Paris in 1925. It combined modern styles with fine craftsmanship and rich materials. During its heyday, Art Deco represented luxury, glamour, exuberance, and faith in social and technological progress.

Art Nouveau is an international style of art, architecture and applied art, especially the decorative arts. It was most popular between 1890 and 1910.A reaction to the academic art of the 19th century, it was inspired by natural forms and structures, particularly the curved lines of plants and flowers.

Art **Art Deco**

Primitive Arts– African, Egyptian, Aztec Mexican.
Machine Age- Man-made materials (aluminium, glass, stainless steel), Symmetry, Repitition.
Geometrical Forms- Trapezoidal,
Zig-Zagged, Geometric fan motifs, Sunburst motifs.
Fine craftsmanship mass produced.
Rococo Style.

Art Nouveau

Forms- Sinuous, Elongated, Curvy Lines, Whiplash Line, Female form (Long flowing hair).

Natural World- Exotic Woods, Semi-Precious Stones, Glass, Symmetry, Repetition, Flowers, Insects.

Arts – Oriental, Botanical Research, Rococo Style.

Opulent style.

Name	Picture	Use
Coping Saw		The thin blades allow you to make curved cuts. The blade is held in tension by the spring steel frame with teeth pointing backwards towards the handle.
Tenon Saw		A hand saw with a stiff back used to cut straight lines in wood.
Pillar Drill		A machine used to make holes in materials.
Bench hook		Used to hold the wood when cutting on the face.
Mallet		A hammer with a large wooden head.
Try Square		The try-square is pushed against the straight edge of a piece of wood and a pencil is then used to mark a straight line across the material. The line is continued all the way round the wood (all four sides are marked). This type of marking materials helps if a joint is to be cut or the end of the material is simply to be sawn away
Rule		Steel rules come in rigid and flexible versions. While their primary purpose is **accurate measurement**, they can also be used as guides for laying out lines, and if rigid enough, for cutting. The thinner, more flexible rules can also be used to measure rounded or cambered work.