Year 8 Long Term Scheme of Learning 2026-2027

Subject: Food Preparation & Nutrition

National curriculum or specification coverage
• Learners should be able to use their knowledge of nutrition and current nutritional guidelines to: recommend guidelines for a healthy diet; identify how nutritional needs change due to age, life style choices and state of health. • Understand how to make informed choices about food and drink to achieve a varied and balanced diet. • The dietary value of water. • Carbohydrates: monosaccharides, disaccharides and polysaccharides; their specific function; the main sources; the consequences of malnutrition (over and under) • Energy requirements of individuals: (i) throughout a range of life-stages (ii) individuals with specific dietary needs or nutritional deficiencies to include diabetes (type 2 diabetes only to be considered), dental caries, obesity, cardiovascular disease (CVD). • Basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements. • Show how an understanding of energy balance can be used to maintain a healthy body weight throughout life. • The primary stages of processing and production to include point of origin, the transporting, cleaning and sorting of the raw food e.g. milling of wheat. • The secondary stages of processing and production to include how primary products are changed into other types of products, e.g. wheat to bread. • The working characteristics, functional and chemical properties of ingredients to achieve a particular result: protein – gluten formation. • How information about food is available to the consumer, including food labelling and marketing and how this influences food choice. • Consider the influence of lifestyle and consumer choice when adapting or developing meals and recipes. • Consider nutritional needs and food choices when selecting recipes, including when making decisions about the ingredients, processes, and cooking methods. • Use their testing and sensory evaluation skills, adjusting where needed, to improve the recipe during the preparation and cooking process. • Explain, justify and present their ideas about their chosen recipes and cooking methods to others. • Learners must be able to demonstrate practical skills from each skill group (listed in Appendix A of Eduqas GCSE Food Preparation & Nutrition Specification).

Date	Exams/ Assessments	Learning Intentions	Homework & Core Task/Assessments
31/08/26		Brain food – how food feeds the brain and positive impact of some foods on brain and mental health	
07/09/26		Practical of smoothie / milkshake – introducing stab blender & re-establishing units and practical expectations	
14/09/26		Water & hydration – including hidden sugar in drinks and effect of sugar on mood	

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21/09/26		Practical of flapjack – recap use of hob and oven from Y7, melting method, link into sugary & starchy carb energy theory	Homework: research & plan choice of brain boosting cold packed lunch for practical
28/09/26		Energy theory	
05/10/26		Practical of high energy oatie cookies	
12/10/26		Energy balance theory	
19/10/26		Practical of brain boosting cold packed lunch	
26/10/26	HALF TERM		
02/11/26		Cereal crops – production, processing and uses	Homework: specific revision tasks for written assessment in January Assessment of practical skills
09/11/26		Practical of one pot rice dish (jambalaya, pilaf, risotto)	
16/11/26		Food processing: primary & secondary – wheat into flour focus	
23/11/26		Pasta making in groups	
30/11/26		Bread making introduction – function of ingredients	
07/12/26		Practical of bread (make dough in pairs then split & shape individually)	
14/12/26		Sensory Analysis of breads from around the world	
21/12/26 28/12/26	CHRISTMAS HOLIDAY		
04/01/27		Practical of garlic focaccia	Written assessment: brain food; hydration; sugar; energy & balance; cereal crops; processing; bread making Homework: Eatwell Guide Recap
11/01/27	Y8	Written assessment	
18/01/27	Y8	Practical of pizza	
25/01/27		Yeast food science investigation & DIRT written assessment	
01/02/27		Practical of piri-piri chicken or halloumi wraps	
08/02/27		Time planning – dovetailing, safety & quality checks. Write plan for chicken tikka flatbreads	
15/02/27	HALF TERM		
22/02/27		Practical of chicken / halloumi tikka flatbreads – including marinades and dry frying unleavened flatbread	Homework: Questionnaire to find out the most popular breads and pastry products
01/03/27		Healthy Eating Guidelines: 8 tips for eating well, 5 a day, Eatwell Guide recap	
08/03/27		Practical of sausage rolls using ready made puff pastry	
15/03/27		Oracy focussed lesson: "Healthy Eating guidelines help the government as well as the population"	
22/03/27		Practical of jam tarts making own shortcrust pastry	
29/03/27 05/04/27	SPRING BREAK		
12/04/27		Comparing bread and pastry – ingredients, ratios & nutritional comparisons	
19/04/27		Practical of maids of honour using ready-made shortcrust but making own sponge tops	
26/04/27		Food packaging	

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03/05/27		Practical of scones – introducing rubbing in technique	Homework: Specific revision tasks for upcoming written assessment Assessment of practical skills
10/05/27		Food labelling	
17/05/27		Practical of apple crumble – rubbing in techniques, peeling and chopping (but not stewing fruit)	
24/05/27		Seasonality & British food production (grown, reared, fished, farming standards, red tractor etc.)	
31/05/27	HALF TERM		
07/06/27	Y8	Practical of apple turnovers using ready-made puff pastry – focus on peeling & stewing fruit	Written assessment of all Y8 topics
14/06/27	Y8	Written assessment	
21/06/27		DIRT written assessment, Food science experiments group work – enzymic browning in apples	
28/06/27		British cuisine – traditional dishes, regional foods, 'protected' foods (DPO, PGI, TSG)	
05/07/27		Buffer practical lesson	
12/07/27		Buffer theory lesson	