

Hexham Middle School

Year 8 Curriculum

RESPECT. ENGAGE. ASPIRE.

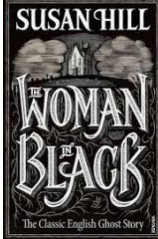
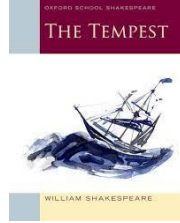
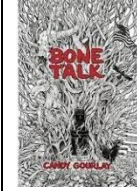

The HMS curriculum is sequenced to build on learning prior learning. Staff develop a coherent understanding of curricula across the Partnership as part of our ongoing working groups. At HMS, teachers plan in the long, medium and short-term to ensure consistency in the learning experience for all children. The long-term mapping details the sequence of learning in each subject, the key themes, how reading and literacy are developed, how our personal development curriculum is embedded and the key assessment strategies to ensure that staff and pupils know the security of learning. The curriculum is planned with ambition for all learners at its core and those with additional needs are empowered to succeed. Pupils learn about the influence of significant people both in history and in the modern world so that they develop an appreciation of the world in which they are living. Detailed medium-term planning is produced for effective implementation and consistency giving teachers the understanding of why learning happens when it does, what pupils should already know, how they will build on this learning and the required end-points (in terms of knowledge, skill and understanding).

Subject	Autumn	Spring	Summer
Personal Development (2 hours)	Assembly Themes including: <ul style="list-style-type: none"> Democracy in action; Will there ever be world peace?; Sustainability in our school; Dealing with our emotions; Firework safety; Building bridges not wall... Armistice Day; Anti-bullying – being generous and showing courage; Advent Character Education: <ul style="list-style-type: none"> Courage Generosity Skills Builder: <ul style="list-style-type: none"> Speaking Listening 	Assembly Themes including: <ul style="list-style-type: none"> Aiming High/Aspirations; Lunar New Year; Holocaust Memorial Day; Diversity and Inclusion; Safer Internet Day; Love in Literature; Lent; National Careers Week; Red Nose Day; Earth Hour; Easter Story Character Education: <ul style="list-style-type: none"> Justice Humility Skills Builder: <ul style="list-style-type: none"> Aiming high Staying Positive 	Assembly themes including: <ul style="list-style-type: none"> William Shakespeare; Interrogating integrity; Islam’s holiest day; Florence Nightingale; Mary Seacole; Protected Characteristics: The Equality Act; Biodiversity; Caring for others; Magna Carta; Alan Turing’s Example; Was Henry VIII a good leader?; Skills Builder Character Education: <ul style="list-style-type: none"> Integrity Honesty Skills Builder: <ul style="list-style-type: none"> Creativity Leadership
PSHE/RSE (2 hours)	Living in the wider world <ul style="list-style-type: none"> Recognising and building personal skills Exploring personal strengths for employment Problem solving The journey to your career Setting goals 	Health and Wellbeing <ul style="list-style-type: none"> Dental health The sleep factor Making choices about diet and exercise Maintaining physical health Understanding drugs 	Relationships <ul style="list-style-type: none"> Sexual orientation Gender identity Relationship values Consent Introduction to contraception

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	<ul style="list-style-type: none"> • Building a positive online reputation • Recognising your money personality • Value for money • Next steps in your financial journey • Dealing with financial dilemmas • Understanding fraud • Identify fraud and data protection 	<ul style="list-style-type: none"> • Nicotine: risks and influences • Alcohol and risk • Online stress and FOMO • Bullying and cyberbullying • Social media • First Aid: Allergies • First Aid: Asthma 	<ul style="list-style-type: none"> • Parenting • Menstrual wellbeing • Managing conflict <p>Citizenship</p> <ul style="list-style-type: none"> • Dictatorship v democracy • The role of an MP • Parliament revisited • Young Offenders • British Values
<p>Reading – key texts (Whole class reading sessions)</p>	 <p>During whole class reading, children read a wide range of fiction, non-fiction and poetry. As well as whole texts, children also engage with extracts and linked texts to broaden their vocabulary, comprehension and contextual understanding.</p>	 <p>During whole class reading, children read a wide range of fiction, non-fiction and poetry. As well as whole texts, children also engage with extracts and linked texts to broaden their vocabulary, comprehension and contextual understanding.</p>	 <p>During whole class reading, children read a wide range of fiction, non-fiction and poetry. As well as whole texts, children also engage with extracts and linked texts to broaden their vocabulary, comprehension and contextual understanding.</p>
<p>Art (2 hours)</p>	<p>Portraiture</p> <ul style="list-style-type: none"> • Drawing facial features • Creating a self-portrait • Use of the grid method • Tonal variation to create facial features and the skin • Accuracy and symmetry • Blending • Combining materials in collage • Studying the work of Frida Kahlo and Mark Powell 	<p>Environment and Architecture</p> <ul style="list-style-type: none"> • Studying the work of Ian Murphy • Taking photographs as inspiration in the style of the artist • Collage technique for texture • Combining materials • Abstraction in drawing 	<p>Fantasy Shoe Project</p> <ul style="list-style-type: none"> • Studying the work of Kobi Levi and Costa Magarakis • Choose a theme to produce a fantasy shoe • Manipulating materials to create a sculpture • Planning and design of the shoe • Manipulating 3D materials • Realising intentions 

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<p align="center">Computing</p> <p align="center">(2 hours)</p>	<p>Computing System and Networks</p> <ul style="list-style-type: none"> • Introduction to school systems • LANs • WANs • The internet • Threats & preventions <p>Creating media</p> <ul style="list-style-type: none"> • Planning a video product • Skills • Recording & Editing 	<p>Programming 1</p> <ul style="list-style-type: none"> • Python - recap • Selection • Iteration – While loops • Iteration – For loops <p>Programming 2</p> <ul style="list-style-type: none"> • App development • GUI creation • Event driven environments • Passing values • User input 	<p>Data and Information</p> <ul style="list-style-type: none"> • Binary recap • Binary and text • Binary and images
	<p>Digital Citizenship</p> <p>Throughout the year, pupils will focus on fundamental themes such as: self-image and identity; online relationships; online reputation; online bullying; managing online information; health, wellbeing and lifestyle; privacy and security; copyright and ownership.</p>		
<p align="center">English</p> <p align="center">(8 hours)</p>	<p>Reading – texts</p> <ul style="list-style-type: none"> • Extracts from The Woman in Black, Dracula and Room 13 • The Raven by Edgar Allan Poe • The Tell Tale Heart by Edgar Allan Poe <p>Reading</p> <ul style="list-style-type: none"> • Select, explain and evaluate evidence from a text • Identify, explain and evaluate features of poetry • Understand the specific setting of the novel – comparing between texts <p>Writing</p> <ul style="list-style-type: none"> • Write an opening to a gothic story using the conventions studied in a range of gothic texts. 	<p>Reading – texts</p> <ul style="list-style-type: none"> • The Tempest by William Shakespeare • Poetry: Storm on the Island by Seamus Heaney <p>Reading</p> <ul style="list-style-type: none"> • Identify and explore key themes such as duty, power, honour, fate, supernatural • How does Shakespeare use language to establish the mood of the play in the opening scenes? • Track development of characters throughout a whole text • Understand how the writer creates atmosphere • Understand and evaluate the effectiveness of the play as a performance where language and staging must communicate plot, characterisation and themes 	<p>Reading – texts</p> <ul style="list-style-type: none"> • Bone Talk by Candy Gourlay • Poetry: Where I’m from by George Ella Lyon <p>Reading</p> <ul style="list-style-type: none"> • Evaluate: how successfully does the writer develop tension and a threatening atmosphere and engage the reader? • Understand key concepts of context including colonialism and history of world shows in the 20th century • Use key terminology accurately • Recognise the writer’s intention; the techniques they have used and evaluate the effect on the reader <p>Writing</p> <ul style="list-style-type: none"> • Write diary entries in role

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	<ul style="list-style-type: none"> Use the gothic techniques in their own writing to emulate the style. Write imaginatively and with consideration for deliberate impact on the reader Produce final and polished writing for a wide range of purposes and audiences with confidence, deliberate craft and individuality Draw on increasingly sophisticated use of vocabulary and punctuation to create deliberate impact Evaluate, edit and improve writing with guidance <p>Spelling, punctuation and grammar</p> <ul style="list-style-type: none"> Grammatical terminology and knowledge to ensure retention Identify and explain the impact of grammatical features of texts read Apply grammatical knowledge to analyse more complex literature 	<ul style="list-style-type: none"> Understand the specific context of the play but be able to appreciate how the play is still relevant to modern audiences <p>Writing</p> <ul style="list-style-type: none"> Write a series of diary entries as Miranda exploring her feelings and relationship with her father before and after meeting Ferdinand. Write a dialogue between Ariel and Caliban, exploring their contrasting views on freedom, their roles in Prospero's schemes, and their desires for the future. <p>Spelling, punctuation and grammar</p> <ul style="list-style-type: none"> Revision of grammatical terminology and knowledge to ensure retention Identify and explain the impact of grammatical features of texts read Apply grammatical knowledge to analyse more complex literature 	<ul style="list-style-type: none"> Create non-fiction explanation texts exploring the key context information <p>Spelling, punctuation and grammar</p> <ul style="list-style-type: none"> Revision of Key Stage 2 terminology and knowledge to ensure retention Identify and explain the impact of grammatical features of texts read Apply grammatical knowledge to analyse more complex literature
<p>Drama</p> <p>(1 hour)</p>	<p>Devising: Haunted House</p> <ul style="list-style-type: none"> Responding to stimulus Applying new techniques Developing Characterisation Hot seating Costume 	<p>Scripts: Various</p> <ul style="list-style-type: none"> Characterisation Stereotypes Applying techniques Rehearsing and performing Costume design 	<p>Live theatre evaluation and design: Treasure Island</p> <ul style="list-style-type: none"> Design roles Technical terminology Analysing Writing Evaluating Symbolism on stage
<p>French</p> <p>(2 hours)</p>	<p>Shops and Shopping</p> <ul style="list-style-type: none"> Opinions and food items Types of shops Food and drink items At the market – quantities 	<p>Family, jobs and daily routine</p> <ul style="list-style-type: none"> Family members and descriptions Jobs Chores Frequency and time 	<p>Free time</p> <ul style="list-style-type: none"> Opinions TV programmes Faire/ Jouer Weather and activities

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	<ul style="list-style-type: none"> Ordering in a café Asking and answering questions Grammar: opinions; present tense verbs; articles; partitive; quantities + De; Je voudrais 	<ul style="list-style-type: none"> Daily routine Grammar: Etre + descriptions and jobs; present tense verbs; reflexive verbs 	<ul style="list-style-type: none"> Future plans Grammar: Present tense first and third person; Jouer/Faire; near future tense – Je vais; On va + infinitive
<p>Geography</p> <p>(3 hours)</p>	<p>The challenges of resource management</p> <ul style="list-style-type: none"> Importance of soils How soils are being exploited by humans Impact of climate change Climate change and desertification Threat of moving deserts Human reliance on natural resources such as oil Impacts of oil extraction and subsequent geopolitics Energy supplies – renewable and non-renewable <p>Hazards</p> <ul style="list-style-type: none"> Plate movements – conservative, collision, constructive and destructive (subduction) Causes and effects of tsunamis Causes and effects of volcanoes and earthquakes Different responses to hazards between the developed and developing nations 	<p>Middle East</p> <ul style="list-style-type: none"> Varied landscapes of the Middle East Cultures and values of the region Impact of migration on the region Widening gap within society The impact of tourism with a specific case study on Dubai Focus on the 2022 World Cup – evaluate – should it be held in Qatar? <p>Changing China</p> <ul style="list-style-type: none"> Impact of globalization What is meant by an ‘emerging economy’ Effects of rapid development with a case study on the megacity Shenzhen Population control methods – One Child Policy Rise of quaternary industries Interpret population pyramids and how they change over time Understand how they can be used for planning 	<p>Tourism</p> <ul style="list-style-type: none"> Deepen knowledge of globalisation Social development and the rise of tourism Different types of tourism including ‘dark tourism’ and ‘eco-tourism’ Case study – France and the impact of tourism <p>Local Study – Hexham</p> <ul style="list-style-type: none"> Fieldwork project Evaluating to what extent Hexham is a clone town How has Hexham changed over time How will Hexham change in the future Effects of modernization in Hexham Impact of increase in online shopping on the Hexham high street
<p>History</p> <p>(3 hours)</p>	<p>Slave Trade</p> <ul style="list-style-type: none"> Studying all stages of the slave trade Plantation life Life on ‘The Middle Passage’ 	<p>Industrial Revolution</p> <ul style="list-style-type: none"> Identify and explain turning points What was Britain like 250 years ago What was the Industrial Revolution and why it came about 	<p>French Revolution</p> <ul style="list-style-type: none"> Pupils will focus on studying the American Revolution and how this is connected to and inspired the French Revolution

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	<ul style="list-style-type: none"> • Role of the British Empire • Three points of the ‘Triangular Trade’ • Impact on Britain • Process of abolition – cause and impact 	<ul style="list-style-type: none"> • Understanding what caused the population to ‘explode’ • Factory system and how it operated • Agricultural revolution – impact • Steam power and its impact • Impact of the 1843 Poor Law • Conditions for workers and Government reforms 	<ul style="list-style-type: none"> • Pupils will focus on the consequences of the French Revolution • Causes of the American Revolution and war on independence • Long term causes of the French Revolution • The Estate System • Understating the Tennis Court Oath • Significance of the ‘Storming of the Bastille’ • Louis XVI capture and execution • Region of Terror
<p>Maths</p> <p>(8 hours)</p>	<p>Ratio and Scale</p> <ul style="list-style-type: none"> • Ratio notation, simplifying ratios (including in the form 1:n and n:1), divide into a given ratio, converting between ratios and fractions, understand pi as the ratio between diameter and circumference, problem solving <p>Multiplicative Change</p> <ul style="list-style-type: none"> • Direct proportion (not algebraic), best buy, direct proportion graphs, converting currencies, enlarging a shape, problem solving <p>Multiply and Divide Fractions</p> <ul style="list-style-type: none"> • Multiply fractions (including with integers), reciprocal (decimal and fraction), divide fractions (including with integers) 	<p>Number Sense</p> <ul style="list-style-type: none"> • Problem solving with money, time, timetables, calendars, and distance tables. <p>Percentages</p> <ul style="list-style-type: none"> • Increase and decrease by a percentage (including with a calculator and using a multiplier), percentage change, simple reverse percentages, choosing the appropriate method for percentage questions, problem solving <p>Angles</p> <ul style="list-style-type: none"> • Solve problems with angles in parallel lines, properties of special quadrilaterals, construct special quadrilaterals, sum of interior angles, one interior and exterior angle of regular polygons <p>Transformations</p>	<p>Algebra review</p> <ul style="list-style-type: none"> • Form algebraic expressions • Use directed number with algebra • Multiply out and factorise into a single bracket • Expand and simplify multiple single brackets • Expand a pair of binomials • Form and solve equations with brackets <p>Data Handling Cycle</p> <ul style="list-style-type: none"> • Statistical enquiries, bar charts, vertical line charts, line graphs, pie charts, compare charts, financial graphs <p>Measures of Location and Dispersion</p> <ul style="list-style-type: none"> • Averages and range from a list, mean from an ungrouped frequency table, limitations and

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	<p>Working in the Cartesian Plane</p> <ul style="list-style-type: none"> • Midpoint of a line, lines parallel to the axes, recognise and use $y = mx + c$, link linear sequences to graphs, explore non-linear graphs and problem solving <p>Representing Data</p> <ul style="list-style-type: none"> • Scatter graphs, describe non-linear relationships, frequency tables, describe types of data, two-way tables <p>Sequences</p> <ul style="list-style-type: none"> • Generate a sequence from nth term, decide whether a term is in a sequence from the nth term • Find the nth term of a linear sequence. 	<ul style="list-style-type: none"> • Enlargement, reflection, translation (vectors), rotation, mixed transformations <p>Area and Volume</p> <ul style="list-style-type: none"> • Area of a triangle, area of a circle and semi-circle, area of compound shapes, circumference of a circle, volume of cubes and cuboids, volume of prisms, volume of a cylinder, problem solving 	<p>advantages of each average, compare data using averages and range, problem solving</p>
<p align="center">Music (2 hours)</p>	<p>AABA form</p> <ul style="list-style-type: none"> • Beethoven's 9th Symphony – Ode to Joy Theme • Keyboard skill development • Melody in the AABA form • Notation - building reliable following, reading and interpretation • Ensemble playing and performing • Harmony - use of triads 	<p>Blues to Rock n Roll</p> <ul style="list-style-type: none"> • History of Blues • Development towards R&B and Rock n Roll • Changes in styles of music • Finding notes and position on the guitar • Chords, single notes and bass lines • Strumming techniques for performance and to build understanding of genre • Blues accompaniments • Buddy Holly piece 	<p>Song writing – cover song</p> <ul style="list-style-type: none"> • Song writing study – Bob Dylan and David Bowie • Word plays, syllables and ideas • Chord progressions and knowing the key • Melodic writing • Riffs and motifs • Analysis of songs • Harmony - controlling selection, frequency (pace) and variety of chords • Rehearsal techniques

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	Drumming <ul style="list-style-type: none"> Rhythm notation Practical drumming Composition patterns 	<ul style="list-style-type: none"> Ensemble – performance of a song 	
<p align="center">PE</p> <p align="center">(4 hours)</p> <p>(Due to groupings and facility access, some classes may do sports in different terms)</p>	<ul style="list-style-type: none"> Handball Cross Country (Run for Fun) Outdoor and Adventurous Activity Hockey 	<ul style="list-style-type: none"> Lacrosse Basketball Tennis 	<ul style="list-style-type: none"> Athletics Cricket Ultimate Frisbee
<p align="center">RE</p> <p align="center">(2 hours)</p> <p>The RE curriculum is based on the locally-agreed syllabus.</p>	Spirituality <ul style="list-style-type: none"> What is spirituality? What is worship? What different forms does it take? How spirituality affects action Beliefs about the value of life Evaluate: is worship still relevant in a secular society? 	Muslims <ul style="list-style-type: none"> The Five Pillars of Islam Why they are important to Muslims Impact on the life of British Muslims Value of rituals Ramadan 	Hindus <ul style="list-style-type: none"> Hindu concepts of God, karma and dharma Stories from sacred texts How karma, dharma and ahimsa affect how Hindus live Gandhi’s non-violence Dharma and purpose The symbolism of light Evaluate: is non-violence the best response?
<p align="center">Science</p> <p align="center">(6 hours)</p>	Matter <ul style="list-style-type: none"> Elements and the periodic table Organisms <ul style="list-style-type: none"> Breathing and the gas exchange system The effects of smoking, drugs and alcohol. Nutrients and healthy diet The digestive system. 	Reactions <ul style="list-style-type: none"> Chemical reactions of metals and non-metals The reactions of metal and acids, oxygen and water Displacement reactions Ecosystems <ul style="list-style-type: none"> Aerobic and anaerobic respiration 	Reactions <ul style="list-style-type: none"> Types of reaction, combustion, thermal decomposition Conservation of mass Exothermic and endothermic reactions Energy <ul style="list-style-type: none"> Work, energy and machines

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	<p>Forces</p> <ul style="list-style-type: none"> Contact forces, squashing and stretching, drag forces and friction Pressure in gases, liquids and solids 	<ul style="list-style-type: none"> Photosynthesis, leaf adaptations Plant nutrients <p>Electromagnetism</p> <ul style="list-style-type: none"> Potential difference and current Resistance Series and parallel circuits. Electrostatic and magnetic fields Electromagnets 	<ul style="list-style-type: none"> Energy and temperature Energy transfer: conduction and convection Energy transfer radiation <p>Earth</p> <ul style="list-style-type: none"> Global warming, climate change The carbon cycle Extracting metals Recycling
<p>Spanish</p> <p>(2 hours)</p>	<p>Sports and Free Time</p> <ul style="list-style-type: none"> Weather and days of the week Opinions with infinitives Jugar/ Hacer Telling the time Frequency terms Hobbies with reasons Asking and answering questions Grammar: Jugar al; Hago; Gustar + infinitive; La hora; Porque es; question words 	<p>En Mi Ciudad</p> <ul style="list-style-type: none"> Places in town Description of town and opinions Where I go in town Prepositions What can you do in town and where? Invitations Grammar: Hay/No Hay; Es/No Es; Voy/Va a + place; Esta; Se puede plus infinitive; asking and answering questions 	<p>En La Cafeteria</p> <ul style="list-style-type: none"> Food and drink items Mealtimes Ordering in a café Numbers up to 100 Restaurant and menus Typical dishes Cultural background Grammar: Present tense first and third person; articles; number up to 100; ordering in a restaurant/ café opinions including me gustaria
<p>Design Technology</p> <p>(2 hours)</p>	<p>Mild Steel Coat Hook</p> <ul style="list-style-type: none"> Select from and use specialist tools, techniques, processes, equipment, and machinery precisely. Use a range of materials, considering their properties. Use of Jigs and fixtures Understand the properties of materials and their performance 	<p>Graphic communication</p> <ul style="list-style-type: none"> Develop and communicate design ideas using annotated sketches, detailed plans, 3-D modelling Knowledge and skills to produce and convert different drawing styles. Isometric, oblique, perspective, orthographic and nets Pupils will be able to identify and practice technical different drawings techniques. 	<p>Timber mobile phone holder</p> <ul style="list-style-type: none"> Select from and use specialist tools, techniques, processes, equipment, and machinery precisely. Use a range of materials, considering their properties. Understand the properties of materials and their performance Use design to solve their own design problems.

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	<ul style="list-style-type: none"> • Knowledge and use of tools and equipment suitable for working with metals. • Marking out processes and wasting processes • Forming process • Use of jigs • Finishing process <p>Christmas Decoration Textiles</p> <ul style="list-style-type: none"> • Develop and communicate design ideas. • Analyse the work of professionals and others to develop and broaden their understanding. • Use a variety of strategies to generate creative ideas and avoid stereotypical responses • Select from and use specialist tools, techniques, processes, equipment and machinery precisely. • Select from and use a wider, more complex range of materials, considering their properties. • Understand the properties of materials and their performance • Knowledge and use of tools and equipment suitable for working with textiles. • Marking out using a pattern, cutting and joining using sewing methods 	<p>Lighting</p> <ul style="list-style-type: none"> • Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations • Develop and communicate design ideas using annotated sketches. • Use a variety of strategies to generate creative ideas and avoid stereotypical responses • Following a specification to ensure designs fit into the client/user needs • Design processes (iterative/linear) • Freehand sketching • Isometric drawing • Orthographic drawing • COMBINE design strategy 	<ul style="list-style-type: none"> • Free hand 2d sketching. • Isometric presentation drawing. • Knowledge and use of tools and equipment suitable for working with timber • Marking out processes suitable for timber. • Timber wasting processes • Wood jointing techniques • Fabrication. • Finishing processes
<p align="center">Food Technology (1 hour)</p>	<p>Food preparation</p> <ul style="list-style-type: none"> • Parmentier potatoes, Carrot cake, Swiss roll, upside down cake, toad in the hole, stir fry, Bolognese, fajitas, pizza wheels, roux sauce, curry sauce, burgers, chocolate mousse. <p>Skills</p>	<p>Food preparation</p> <ul style="list-style-type: none"> • Parmentier potatoes, Carrot cake, Swiss roll, upside down cake, toad in the hole, stir fry, Bolognese, fajitas, pizza wheels, roux sauce, curry sauce, burgers, chocolate mousse. <p>Skills</p>	<p>Food preparation</p> <ul style="list-style-type: none"> • Parmentier potatoes, Carrot cake, Swiss roll, upside down cake, toad in the hole, stir fry, Bolognese, fajitas, pizza wheels, roux sauce, curry sauce, burgers, chocolate mousse. <p>Skills</p>

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	<ul style="list-style-type: none">• Spreading, mixing, rubbing in, creaming, dividing, shaping, cutting, rolling, boiling, bridge hold and claw grip, stirring, glazing, grating, peeling, shallow frying, knife skills, simmering, reducing, measuring, pouring, whisking, chopping, coating, all in one, chilling, melting <p>Food Provenance and Nutrition</p> <ul style="list-style-type: none">• Indian, Mexican and Italian food• Factors effecting food choice• Why we need energy in our diet• Vegan diet• Bread making functions• Function of cake ingredients• Micro and macro nutrients	<ul style="list-style-type: none">• Spreading, mixing, rubbing in, creaming, dividing, shaping, cutting, rolling, boiling, bridge hold and claw grip, stirring, glazing, grating, peeling, shallow frying, knife skills, simmering, reducing, measuring, pouring, whisking, chopping, coating, all in one, chilling, melting <p>Food Provenance and Nutrition</p> <ul style="list-style-type: none">• Indian, Mexican and Italian food• Factors effecting food choice• Why we need energy in our diet• Vegan diet• Bread making functions• Function of cake ingredients• Micro and macro nutrients	<ul style="list-style-type: none">• Spreading, mixing, rubbing in, creaming, dividing, shaping, cutting, rolling, boiling, bridge hold and claw grip, stirring, glazing, grating, peeling, shallow frying, knife skills, simmering, reducing, measuring, pouring, whisking, chopping, coating, all in one, chilling, melting <p>Food Provenance and Nutrition</p> <ul style="list-style-type: none">• Indian, Mexican and Italian food• Factors effecting food choice• Why we need energy in our diet• Vegan diet• Bread making functions• Function of cake ingredients• Micro and macro nutrients
<p>The exact teaching sequence and ingredients needed for recipes will be shared by the class teacher in advance of sessions. If you need any support with providing ingredients, please contact us. School will always have ingredients to ensure that all lessons are inclusive for all learners.</p>			