

Curriculum Map 2025 onwards

Year view Subject: Food and Nutrition		For further information, please see the <a href="#">KS3 Curriculum Booklet</a>		
Year 7	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>FOOD 1</b>	<p>PRACTICAL (inc. teacher demos)</p> <ul style="list-style-type: none"> <li>• Fruit Fusion</li> <li>• Pasta Salad</li> <li>• Pizza Toast</li> </ul> <p>THEORY</p> <ul style="list-style-type: none"> <li>• Intro to Hygiene, Health &amp; Safety</li> <li>• Weigh and Measure</li> </ul>	<ul style="list-style-type: none"> <li>- become familiar with, and more confident, in the cooking area</li> <li>- learn the safe use of a knife and acquire basic knife skills</li> <li>- use basic kitchen equipment</li> <li>- use the oven, grill and hob safely</li> <li>- prepare a range of fresh ingredients</li> <li>- weigh and measure ingredients</li> <li>- carry out sensory tests to evaluate food products</li> </ul>	<p>Students complete <i>Pupil Progress Checklist</i> after every practical session</p> <p>Assessment 1 = <i>5-a-day and other Government campaigns</i>. Mark graded/recorded as <b>I, P</b> or <b>S</b> in line with the school reporting system.</p>	<p>9 weeks rotation with DT– 2 lessons per fortnight</p> <p><b>Year 7 “5-A-DAY”</b> builds on prior KS2 learning and possible practical home cookery skills. Emphasis placed on the 5-a-day principle.</p>
<b>FOOD 2</b>	<p>PRACTICAL</p> <ul style="list-style-type: none"> <li>• Mini Fruit Cakes</li> <li>• Breakfast Muffins</li> <li>• Flapjacks</li> <li>• Savoury Rice</li> <li>• Cookies</li> </ul> <p>THEORY</p> <ul style="list-style-type: none"> <li>• Breakfast</li> </ul>	[as above]	<p>Students complete <i>Pupil Progress Checklist</i> after every practical session</p> <p>Assessment 2 = <i>Seasonality and Food Miles</i>. Mark graded/recorded as <b>I, P</b> or <b>S</b> in line with the school reporting system.</p>	<p>9 weeks rotation with DT – 2 lessons per fortnight</p> <p>CITIZENSHIP/CROSS-CURRICULAR LINKS:-</p> <ul style="list-style-type: none"> <li>• Pair/group work</li> <li>• Personal responsibility</li> <li>• Keeping myself and others healthy</li> <li>• Design decisions.</li> <li>• Science – healthy lifestyles and scientific principles</li> <li>• Art – photography</li> <li>• Mathematics – numeracy</li> <li>• English - literacy</li> <li>• ICT – research; using digital camera</li> </ul>

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Year 8	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>FOOD 1</b>	<p>PRACTICAL</p> <ul style="list-style-type: none"> <li>Plaited Loaf</li> <li>Vegetable Supreme Pizza</li> <li>Burgers</li> <li>Fruit Crumble</li> <li>Butter Making</li> <li>Scones</li> </ul> <p>THEORY</p> <ul style="list-style-type: none"> <li>Recap H&amp;S</li> <li>Government guidelines</li> <li>Methods of cooking</li> <li>Careers and option choices</li> </ul>	<ul style="list-style-type: none"> <li>use the grill, hob and oven – often simultaneously</li> <li>weigh and measure ingredients accurately</li> <li>combine and mix ingredients carefully</li> <li>learn about the rubbing-in method</li> <li>make a savoury tomato sauce</li> <li>divide mixtures, cut and shape dough</li> <li>prepare a range of fresh ingredients</li> <li>prepare equipment for cooking</li> <li>handle raw meat safely (high risk foods)</li> <li>develop a greater awareness of time planning</li> <li>consider the nutritional aspects, values, sources and functions of foods.</li> </ul>	<p>Students complete <i>Pupil Progress Checklist</i> after every Practical session</p> <p>Assessment 1 = <i>Cooking Methods</i>. Mark graded/recorded as <b>I, P</b> or <b>S</b> in line with the school reporting system.</p> <p>Assessment 2 = <i>Macro and Micronutrients</i>. Mark graded/recorded as <b>I, P</b> or <b>S</b> in line with the school reporting system.</p>	<p>9 weeks rotation with DT – 3 lessons per fortnight – generally two practicals, one theory</p> <p><b>HEALTHY EATING</b> builds on prior learning in Year 7 “5-A-DAY”. The recipes are designed so that students acquire more advanced preparation techniques and will learn how to design and make composite meals.</p> <p>There is a greater emphasis placed on FOOD SCIENCE - applying understanding of physical and chemical properties of food.</p>
<b>FOOD 2</b>	<p>PRACTICAL</p> <ul style="list-style-type: none"> <li>Tomato Ragu Sauce</li> <li>Economic Family Meals, inc: Pasta Bake; Macaroni Cheese; Fajitas; Curry; Bolognese Sauce; Chilli</li> </ul> <p>THEORY</p> <ul style="list-style-type: none"> <li>FaFoL quizzes</li> <li>Plan curry</li> <li>Plan chilli – ICT nutrition program</li> <li>Plant-based diets</li> </ul>	<ul style="list-style-type: none"> <li>prepare equipment for cooking</li> <li>handle raw meat safely (high risk foods)</li> <li>develop a greater awareness of time planning</li> <li>consider the nutritional aspects, values, sources and functions of foods.</li> </ul>	<p>Students complete <i>Pupil Progress Checklist</i> after every practical session</p> <p>Assessment 1 = Food Storage. Mark graded/recorded as <b>I, P</b> or <b>S</b> in line with the school reporting system.</p>	<p>9 weeks rotation with DT– 3 lessons per fortnight – generally two practicals, one theory</p> <p>CITIZENSHIP LINKS: Self –assessment/pair/group and teamwork; personal responsibility; keeping myself and others healthy</p> <p>CROSS-CURRICULAR LINKS: Design decisions; PE – healthy lifestyles; Science - scientific principles; Mathematics – numeracy; English – literacy; ICT – research and meal planning; using digital camera</p> <p>CAREERS: Food-related careers and post-16 courses explicitly researched and discussed.</p> <p>Internal and external competition promoted and participation encouraged.</p> <p>SMCS: Animal Aid/Veganism; Entomophagy: with links to religious studies with food beliefs and choices, with links to history on changes to eating patterns and food availability</p>

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Year 9	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	INTRO to GCSE F, P & N FRUIT & VEG HEALTH, HYGIENE AND SAFETY	<u>Food safety</u> : Micro-organisms: yeasts, moulds, bacteria and their growth conditions/enzymes in food spoilage/enzymic browning/control the different types of food poisoning bacteria/symptoms of food poisoning <u>General practical skills/knife skills</u> : bridge hold, claw grip, peel, slice, dice and cut into even size pieces (i.e. batons, julienne)/preparing fruit and vegetables/use of cooker/cooking and equipment	End-of-term Theory test = Fruit and Vegetables End of term practical test: Pineapple upside down cake	KNOWLEDGE ORGANISER = Fruit and Vegetables  Weekly homework to complete knowledge organiser.
<b>Autumn Term 2</b>	FRUIT & VEG GOVERNMENT GUIDELINES ICT – “Explore Food” or “Nutrition Program” CHRISTMAS BAKING	General practical skills/knife skills/preparing fruit and vegetables/use of cooker/cooking and equipment; Seasonality; Primary and secondary processing Recommend guidelines for a healthy diet; identify how nutritional needs change due to age, lifestyle choices and state of health; plan a balanced diet; sound awareness of other common dietary issues including coronary heart disease (CHD), cholesterol and liver disease. Calculate the energy and main macronutrients and micronutrients; use nutritional information/data to determine why, when and how to make changes	End-of-term Theory test = Macro and Micro Nutrients End of term practical test: Chutney and Pickles	KNOWLEDGE ORGANISER = Macro and Micro Nutrients
<b>Spring Term 1</b>	F.S.I. – THEORY AND PRACTICAL	Food Science: Why food is cooked and how heat is transferred to food, be able to explain:- caramelisation/dextrinization/gelatinisation gluten formation/denaturation/coagulation/foam formation/plasticity/shortening/aeration/creaming/emulsification/chemical/biological/mechanical raising agents	End-of-term Theory test = The Science of Food.  End-of-term Practical test = Chocolate Roulade	KNOWLEDGE ORGANISER = The Science of Food. Links to science with food chemistry and properties, microbiology and nutrition, and food technology and future food
<b>Spring Term 2</b>	CEREALS-Breads and enriched doughs.	use the technical skills of shortening, gluten formation, fermentation (proving) for bread, pastry, pasta	End-of-term Theory test = Cereals	KNOWLEDGE ORGANISER = Cereals. Summer holiday work: online allergen

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		General practical skills/knife skills/preparing doughs/use of cooker/cooking and equipment/raising agents	End-of-term Practical test = Focaccia	training with Foods Standards Agency, UK
<b>Summer Term 1</b>	CEREALS: Rice, pasta and other carbohydrates.  ALTERNATIVE PROTEINS  SUSTAINABILITY AND FOOD SECURITY	Select appropriate preparation, cooking and serving techniques when producing dishes; work safely: follow correct personal and food safety and hygiene practices and procedures; work independently (specifically alternative proteins)  Explain how each environmental issue may influence food choice, including: seasonal foods/ sustainable methods of farming / transportation of food and food miles / organic food / local produce / packaging / carbon footprint / food wastage How ingredients are grown, reared and caught, including: free range/ genetically modified; Explain food security  Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health; understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices	End-of-term Theory test = Social, moral and environmental issues.  End-of-term Practical test = Ravioli	KNOWLEDGE ORGANISER = Social, Moral and Environmental Issues  With links into humanities subjects with topics such as sustainability and provenance, or global food culture
<b>Summer Term 2</b>	MEAT  VEGETARIANS AND VEGANS  DIETARY NEEDS OF INDIVIDUALS -1	Fillet a chicken breast, portion a chicken, remove fat and rind, fillet fish (next term), slice raw and cooked meat and fish (next term), or alternatives (such as tofu and halloumi) evenly and accurately	End-of-term Theory test: Meats and alternative proteins.  End-of-term Practical test = Vegetarian family meal.	KNOWLEDGE ORGANISER = Alternative Proteins

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Year 10	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	FOOD SAFETY AND BACTERIA; FISH; LBV/HBV PROTEINS	Theoretical and practical knowledge and understanding of sound microbiological food safety principles when buying, storing, preparing and cooking food. Micro-organisms: yeasts, moulds, bacteria and their growth conditions	End-of-term Theory test = Meat and Fish End-of-term Practical test = Two international cuisine dishes	KNOWLEDGE ORGANISER = Meat and Fish
<b>Autumn Term 2</b>	GAME; EGGS; MACRO AND MICRONUTRIENTS	The definition of macronutrients and micronutrients in relation to human nutrition; the role of macronutrients and micronutrients in human nutrition	End-of-term Theory test = Eggs End-of-term Practical test = Lemon Meringue Pie	KNOWLEDGE ORGANISER = Principles of Nutrition CAREERS: Food-related careers and post-16 courses researched and discussed. Food-related work experience and RWEX encouraged. Internal and external competition promoted and participation encouraged.
<b>Spring Term 1</b>	DAIRY SAUCES: Make a blended white sauce (starch gelatinisation) - roux and all-in-one blended sauce, infused sauce, velouté, bechamel	Understanding of how liquid/starch ratios affect the viscosity and how conduction and convection work to cook the sauce and the need for agitation; how evaporation concentrates flavour and changes the viscosity of the sauce; use starch to set a mixture on chilling for layered desserts such as custard or cheesecake	End-of-term Theory test = Dairy  End-of-term Practical test = Making mozzarella	KNOWLEDGE ORGANISER = Dairy
<b>Spring Term 2</b>	CAKE MAKING METHODS; RAISING AGENTS; F.S.I. - fats and flour in cakes; dextrinisation	Use egg (colloid foam) as a raising agent - create a gas-in air foam - whisking egg whites, whisked sponge; use chemical raising agents - self raising flour, baking powder, bicarbonate of soda	End-of-term Theory test = raising agents End-of-term Practical test = Victoria Sponge	KNOWLEDGE ORGANISER = Factors affecting Food Choice
<b>Summer Term 1</b>	FATS, OILS AND SUGARS: Emulsifier. Making mayo	Make an emulsion sauce - salad dressing, mayonnaise, or hollandaise to demonstrate the technical skill of how to make a stabilised emulsion	End-of-term Theory test = fats, oils and sugars. End of term practical test:	KNOWLEDGE ORGANISER = Fats, Oils and Sugars

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	TYPES OF PASTRY; F.S.I. - Practical and Theory:-fats and flour in pastry	Use steam in a mixture (choux pastry, batter)	Danish pastries	
<b>Summer Term 2</b>	PRESERVATIVES: Jam and pickle making; SMART FOODS; METHODS OF COOKING; F.S.I. THEORY AND CINDER TOFFEE PRACTICAL	Why food is cooked-including digestion, taste, texture, appearance and to avoid food contamination; how heat is transferred to food through conduction, convection and radiation; selection of appropriate cooking methods; Presentation and food styling	End-of-term Theory test = Mock GCSE Exam NEA 1 End-of-term Practical test = dish showcasing at least one high level skill.	KNOWLEDGE ORGANISER = Cooking and Food Preparation Summer Holiday work – online Open Uni course on science, nutrition and healthy eating

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Year 11	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<b>Autumn Term 1</b>	Practicals – high level skills (NEA 2)  Theory – Food Science (NEA 1)	-Analyse the task -Practical experiments and investigations -Analyse and interpret results of the investigative work -Evaluate hypothesis with justification A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.	Non-Assessed Examination 1 Non-examination assessment 1: internally assessed, externally moderated. The Food Investigation Assessment - 15% of final qualification	HOMEWORKS – exam-style long questions
<b>Autumn Term 2</b>	NEA 2	-Researching the task -Demonstrating technical skills -Planning for the final menu	NEA 2 - section A	WEEKLY HOMEWORKS – Revision booklet questions
<b>Spring Term 1</b>	NEA 2	NEA 2 - section B -Making 3 dishes in 3 hours	Mock Exams	WEEKLY HOMEWORKS – Revision booklet questions
<b>Spring Term 2</b>	NEA 2  Revision	NEA 2 - section C -Analysis and evaluation Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.	Non-examination assessment 2: internally assessed, externally moderated. The Food Preparation Assessment -35% of final qualification.	WEEKLY HOMEWORKS – Revision booklet questions
<b>Summer Term 1</b>	revision	All Assessment Objectives revisited in preparation for the written exam (see below)		
<b>Summer Term 2</b>	END OF YEAR EXAM	This component consists of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content. Section A: questions based on stimulus material (usually a photo). Section B: structured, short and extended response questions to assess content related to food, preparation and nutrition.	Written Examination: Principles of Food Preparation and Nutrition - 1 hour 45 minutes - 50% of qualification	n/a