

	No. of Weeks	Term 1 6	Term 2 6	Term 3 6
Year 7	Topic Title and NC link	Cooking and Nutrition 'Apply and understand the principles of nutrition and healthy eating'		
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	<ul style="list-style-type: none"> The expectations for working in the food room including food hygiene and safety practices. Key nutrients, sources and functions, for example carbohydrates (sources of starch) and proteins like beans, pulses and fish Sensory descriptors Food science and provenance (origins) e.g. where potatoes, bread, rice, pasta and other starchy carbohydrates come from and why they are important in the diet. 	<ul style="list-style-type: none"> Food science e.g. aeration and provenance (origins) e.g. where dairy and alternatives come from Different consumer needs e.g. food choices available to vegetarians Characteristics of beans, pulses, fish, eggs, meat and other protein foods in cooking Flavouring and seasoning. 	<ul style="list-style-type: none"> A range of knife skills e.g. cutting, blitzing, dividing, forming and shaping How to make food appetising, including seasoning, flavouring, visual appearance, presentation. Factors affecting food choice e.g. lifestyle, culture and dietary needs.
	<i>Pupils should be able to do... (Skills being developed)</i>	<p>Develop and consolidate skills in meal preparation and cooking e.g. knife and hob skills, frying, boiling and simmering.</p> <p>Develop their descriptive vocabulary when tasting food.</p> <p>Calculate the cost of the dish cooked.</p>	<p>Develop skills in weighing, measuring, grating, slicing, spreading and using the grill to prepare a dish.</p> <p>Compare the ingredients, cost and portion size of a dish.</p> <p>Demonstrate the principles of food hygiene and safety, focusing on, for example, using knives, small electrical equipment, handling and cooking raw meat, poultry and/or fish (if using), the hob, oven or grill.</p>	<p>Develop and consolidate skills in meal preparation and cooking e.g. knife skills, mixing and combining, forming and shaping, assembling and layering, and using the hob, grill or oven.</p> <p>Plan a new dish taking into account the specific needs of your consumer and applying your new knowledge of flavouring and seasoning.</p> <p>Evaluate their cooking experience.</p>
<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	<p>Pupils will build on their learning in Key Stage 2 Design and Technology:</p> <ul style="list-style-type: none"> use of basic equipment and tools, basic practical skills, origin and simple functions of ingredients, healthy eating and <i>The Eatwell Guide</i>, food choice. knowledge, understanding and skills needed to engage in an iterative process of designing and making in a range of contexts, such as the home, school and culture <p>Students will gain a range of food skills in order to cook a variety of dishes, safely and hygienically.</p> <p>Students will undertake a sensory evaluation and learn how to cook a healthily balanced dish.</p>	<p>To further develop prior knowledge in Science: Energy needs and the impact of diet</p>	<p>To further develop prior knowledge in English: Evaluating and justifying your choices</p> <p>Numeracy: Weighing and measuring accurately. Calculate the energy and nutrients provided by the dish</p> <p>Health: Healthy diet, budgeting, food safety and hygiene.</p> <p>Students are developing their competence in cooking and planning healthily balanced dishes.</p>	

		Term 1	Term 2	Term 3
	No. of Weeks	6	6	6
Year 8	Topic Title and NC link	Diet and Health 'Learning the crucial life skill that enables students to feed themselves and others affordably'		
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	<ul style="list-style-type: none"> The main nutrients and their importance in a healthy diet The importance of hydration The consequences of energy imbalance Sources, types and functions of protein Protein complementation 	<ul style="list-style-type: none"> Food science and provenance (origins) e.g. functions of eggs in cooking Sources, types and functions of vitamin groups, calcium, iron and sodium. How to reduce waste of fruit, vegetables and bread in the home and at school. 	<ul style="list-style-type: none"> The functions of ingredients used in bread making Ways to reduce food waste
	<i>Pupils should be able to do... (Skills being developed)</i>	Develop and demonstrate measuring, knife skills, grating, cake making, and using the oven (baking). Apply the principles of The Eatwell Guide.	Develop and consolidate additional skills in meal preparation and cooking e.g. cake making, mixing and combining, forming and shaping, kneading and fermenting, marinating. Modify recipes based on the dietary needs of young people.	Plan and create a recipe for a healthier main meal to be served in a leisure venue. Investigate the availability, benefits and drawbacks of locally or regionally sourced food/dishes and/or ingredients.
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	To further develop prior knowledge in Year 7: Sensory evaluation, flavouring and seasoning Food hygiene and safety. Health: Healthy diet, budgeting, food safety and hygiene	To further develop prior knowledge in Science: Processes of gelatinisation and fermentation	To further develop prior knowledge in English: Evaluating and justifying your choices Numeracy: Understanding ratio in order to adapt quantities within a given dish Students are developing their ability to make informed choices about what they eat. They will be considering sustainable options for the environment and their own budget.

		Term 1	Term 2	Term 3
	No. of Weeks	6	6	6
Year 9	Topic Title and NC link	Making Choices 'Adapting and understanding recipes, making changes according to consumer needs and preferences and accounting for environmental needs'		
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	<ul style="list-style-type: none"> Dietary requirements in each key stage of life Different special dietary needs (including food allergens, food intolerance, and religious/cultural needs) Features of food labelling and certification. 	<ul style="list-style-type: none"> Consumer issues, food and its functions and new trends in food Food science, for example, shortening and coagulation. 	<ul style="list-style-type: none"> The food hygiene and safety requirements for selling food at an event Future career options relating to hospitality and catering/ food and nutrition.
	<i>Pupils should be able to do... (Skills being developed)</i>	<p>Extend skills in meal preparation and expand their cooking repertoire e.g. cooling and storing rice</p> <p>Locate important information e.g. animal welfare and cater for your consumer's dietary requirements when recipe planning.</p>	<p>Secure and demonstrate weighing and measuring, knife skills, grating, rubbing-in, forming and shaping, rolling out, and using the oven (baking)</p> <p>Extend skills in meal preparation and expand their cooking repertoire e.g. assembling and layering lasagne, rubbing in and rolling out pastry.</p>	<p>Plan and create meal plan for an event.</p> <p>Investigate the availability, benefits and drawbacks of locally or regionally sourced food/dishes and/or ingredients.</p>
<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	<p>To further develop prior knowledge in Year 7 & 8: Understanding consumer needs and applying knowledge of the functions of nutrients</p> <p>Health: Healthy diet, budgeting, dietary requirements, food safety and hygiene</p>	<p>To further develop prior knowledge in Science: Nutrition and digestion</p> <p>Citizenship: Environmental needs and sustainability</p>	<p>To further develop prior knowledge in English: Evaluating and justifying your choices</p> <p>Numeracy: Calculate and compare the cost of dishes</p> <p>Students will be able to make informed choices about ingredient and meal choices. They will become increasingly independent and gain a level of expertise in a range of cooking techniques.</p>	