Food Technology

Curriculum Map



Oakwood Academy

Part of KINGS ACADEMY TRUST

Believe Achieve Succeed

Food Curriculum – Vision

At Oakwood Academy, we believe that Food Technology is a vital subject that equips students with the knowledge, understanding and practical skills required to lead healthy, independent and fulfilling lives. Food is central to health, wellbeing, culture, family life and future employment, and our curriculum is designed to ensure that every student develops the confidence and competence to prepare nutritious meals safely and independently.

Our curriculum provides students with the opportunity to develop essential life skills whilst gaining a deeper understanding of nutrition, food science, food provenance and food choice. Through carefully sequenced practical and theoretical learning, students develop an appreciation of where food comes from, how ingredients behave during preparation and cooking, and how food choices can impact both personal health and the wider environment.

Students leave Key Stage 3 as confident young people who can make informed food choices, prepare meals for themselves and others, understand the importance of healthy eating and appreciate the role food plays within different cultures and communities. The curriculum also provides a strong foundation for progression into further study and careers within the food, hospitality and catering industries.

Intent, Implementation, Impact

Intent

•The Food Technology curriculum at Oakwood Academy is designed to develop students who:

- Can prepare and cook food safely and independently.
- Understand the principles of nutrition and healthy eating.
- Understand the relationship between diet, health and wellbeing.
- Develop competence in a wide range of practical cooking skills.
- Understand food science and the functional properties of ingredients.
- Understand where food comes from and how it reaches consumers.
- Appreciate the influence of culture, religion, ethics and sustainability on food choices.
- Can evaluate and improve food products using sensory and technical criteria.
- Develop resilience, organisation, independence and problem-solving skills.
- Are prepared for adult life, further study and future employment.

• The curriculum is carefully sequenced to ensure students build knowledge and practical competence over time. Learning progresses from basic preparation skills and nutritional awareness in Year 7, through increasing independence and food science in Year 8, to advanced technical skills and food science applications in Year 9.

Implementation

•The curriculum is delivered through a balance of practical and theoretical learning. Students are taught through direct instruction, teacher modelling, demonstrations, guided practice, retrieval activities and independent application.

•Teaching is structured around six key areas:

- Food Safety and Hygiene
- Nutrition and Health
- Food Science
- Food Provenance
- Food Choice
- Practical Skills

•Knowledge is revisited regularly through retrieval practice, questioning and assessment activities to support long-term retention.

Impact

•By the end of Key Stage 3, students:

- Prepare a range of sweet and savoury dishes independently.
- Demonstrate confidence in practical cooking.
- Apply food safety procedures consistently.
- Understand nutrition and healthy eating.
- Understand food science principles.
- Understand food provenance and sustainability.
- Evaluate and improve food products.
- Make informed food choices.
- Prepare healthy meals for themselves and others.
- Demonstrate independence, resilience and organisation.
- Are prepared for further study and future careers.

•The curriculum fully meets the National Curriculum requirements whilst providing students with the knowledge, skills and confidence required for lifelong success.

Key Concepts



Food Safety and Hygiene

- Students develop knowledge of personal hygiene, food safety procedures, cross-contamination, food storage and safe working practices.



Nutrition and Health

- Students develop an understanding of nutrients, healthy eating, dietary needs and the impact of food choices on health and wellbeing.



Food Science

- Students investigate how ingredients behave during preparation and cooking, including heat transfer, reduction sauces, fermentation, gluten development and shortening.



Food Provenance

- Students develop an understanding of where food comes from through the study of grown, reared and caught foods, seasonality and sustainability.



Food Choice

- Students explore how religion, culture, ethics, lifestyle, health and sustainability influence food choices.



Practical Skills

- Students progressively develop technical skills required to prepare, cook and present food safely and effectively.

Knowledge is revisited regularly through retrieval practice, questioning and assessment activities to support long-term retention.

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KS3 – Top Level View

	AQA Low-Med skills	AQA Med-High skills	AQA High skills
	Year 7	**Year 8**	**Year 9**
Rotation 1	Safety, Knife Skills, Recipes	Cooking Methods And Sensory Analysis	Bread and Meal Planning
Rotation 2	Weighing, Measuring and Nutrition	Food Provenance Two-part meals Reduction Sauces	Patisserie and Meal Planning



Key Stage 3 – Knowledge and Progression

Year 7 – Building Foundations	Year 8 – Developing Independence	Year 9 – Applying Knowledge
Year 7 focuses on developing the fundamental skills required for success in Food Technology.	Year 8 builds upon Year 7 foundations by introducing increasingly complex practical skills and food science concepts.	Year 9 provides students with opportunities to apply and extend their knowledge through advanced food science and technical skill development.
Students are introduced to:	**Students learn about:**	**Students learn about:**
Food safety and hygiene. Personal hygiene. Cross-contamination. The Eatwell Guide. Healthy Eating Guidelines. Functions of nutrients. Food and health relationships.	Heat transfer. Conduction. Cooking methods. Food provenance. Grown, reared and caught foods. Seasonality. Sustainability. Food choice. Sensory analysis	Fermentation. Gluten development. Functional properties of ingredients. Sensory characteristics of ingredients. Shortening. Recipe adaptation. Sustainability. Food waste reduction.
Practical learning focuses on:	**Practical learning focuses on:**	**Practical learning focuses on:**
Weighing and measuring. Following recipes. Bridge grip and claw grip. Peeling, slicing, chopping and dicing. Mixing. Rubbing-in. Dough making. Basic cooking methods.	Hob skills. Rice preparation. Potato preparation. Pasta preparation. Mirepoix preparation. Reduction sauces. Multi-component dishes. Sensory evaluation. Organisation and time management.	Bread making. Kneading. Shaping. Proving. Pastry making. Blind baking. Lattice decoration. Chocolate ganache production. Independent planning. Product evaluation.
Students prepare:	**Students prepare:**	**Students prepare:**
Fruit Salad. Pasta Salad. Potato Wedgies. Vegetable Dips. Vegetable Stir Fry- assessment Apple Crumble. Rock Buns. Scones. Scone-Based Pizza- assessment	Cheese Omelette. Savoury Rice. Mashed Potatoes. Pasta Bake- assessment Tomato Soup. Quorn Chilli and Rice. Shepherd's Pie. Spaghetti Bolognese- assessment	Pizza Dough. High-Fibre Seeded Baguette. Bread Rolls using a Stand Mixer. Focaccia or Chelsea Buns. Quiche Lorraine (Short crust Pastry). Jam Tart (Pâte Sucrée with Crumble Topping) (Use a food processor) Chocolate Ganache Tart (Blind Baked Pâte Sucrée). Fruit Tart adapted with a Lattice Topping.
By the end of year 7:	**By the end of year 8:**	**By the end of year 9:**
Students can work safely within the kitchen, prepare simple products independently and demonstrate a secure understanding of healthy eating and food safety.	By the end of Year 8, students begin to understand how ingredients behave during cooking and how scientific principles influence the quality of finished products. They can prepare increasingly complex savoury dishes independently whilst applying knowledge of food science, provenance and sustainability.	By the end of Year 9, students develop confidence in using specialist kitchen equipment, including stand mixers, food processors and blenders. They understand how equipment can improve consistency, efficiency and accuracy during food production. They can independently plan, prepare, cook, evaluate and improve a range of increasingly complex dishes whilst applying food science knowledge and practical competence.

Assessment in Food Technology

Assessment is continuous and designed to monitor both practical and theoretical progress.

Students are assessed against five key strands:

Organisation and Time Management

Students demonstrate their ability to:

- ❑ Keep their work area tidy.
- ❑ Return ingredients and equipment appropriately.
- ❑ Manage time effectively.
- ❑ Complete tasks within allocated timeframes.

Following a Recipe

Students demonstrate their ability to:

- ❑ Follow instructions accurately.
- ❑ Work independently.
- ❑ Sequence tasks correctly.
- ❑ Adapt recipes appropriately.

Safety and Hygiene

Students demonstrate their ability to:

- ❑ Maintain personal Hygiene.
- ❑ Follow food safety procedures.
- ❑ Use equipment safely.
- ❑ Clean work areas effectively.

Knowledge and Understanding

Students demonstrate understanding of:

- ❑ Nutrition
- ❑ Food Safety.
- ❑ Food Science
- ❑ Food provenance.
- ❑ Food choice.

Practical Skills

Students demonstrate increasing technical competence appropriate to their placement within the curriculum.

Key Vocabulary

Year 7 Rotation 1
Cross Contamination
Food Handling
Spoilage
Food Safety
Knife Skills

Year 7 Rotation 2
Weighing
Measuring
Nutrition
Grams
Millilitres

Year 9 Rotation 1
Fermentation
Fibre
Kneading
Carbon Dioxide
Yeast

Year 9 Rotation 2
Culture
Rubbing in
Religious Law
Shortening
Diet

Year 8 Rotation 1
Sensory Analysis
Water based cooking Methods
Oil based cooking methods
Heat transfer
Convection

Year 8 Rotation 2
Food Provenance
Caught, reared, grown
Intolerance
Allergens

Enrichment Opportunities

Year	Workshop/Trip	Focus	When
Willows	Kenyan Hall farm	Explore where food comes from by learning about farming, animal care and food production while developing an understanding of sustainability, healthy eating and the journey from farm to fork.	Spring 2
Year 8	Chocolate truffle workshop	Develop practical cooking skills by safely making, shaping and decorating chocolate truffles while following a recipe, practising good food hygiene, and using creativity to produce an attractive finished product.	Autumn 2
Year 11	Chef Visit	Develop and refine practical cooking skills by preparing a range of recipes, learning professional techniques from a visiting chef, and building confidence, independence, time management and food presentation skills.	Autumn 2

Cross Curricular Links

English
- Read and follow recipes and instructions.
- Develop food-related vocabulary.
- Sequence instructions and practical tasks.
- Participate in discussions and group work.
- Evaluate practical outcomes verbally and in writing.
- Improve reading comprehension through recipe interpretation.

Mathematics
- Weigh and measure ingredients accurately.
- Calculate cooking times and temperatures.
- Use ratios and proportions when adapting recipes.
- Scale recipes up or down.
- Calculate portion sizes.
- Develop budgeting and money management skills.

Design & Technology
- Follow the design process when planning dishes.
- Develop practical skills using kitchen equipment safely.
- Modify and improve recipes.
- Evaluate finished products.
- Solve practical problems creatively.

Science
- Understand the principles of healthy eating and nutrition.
- Explore the functions of nutrients.
- Learn about food hygiene and food safety.
- Investigate chemical changes during cooking.
- Understand heat transfer and cooking methods.
- Explore microorganisms and food preservation.

PSHE / Personal Development
- Promote healthy lifestyle choices.
- Develop independence and confidence.
- Practise teamwork and communication.
- Build resilience through practical problem-solving.
- Develop responsibility and organisational skills.
- Encourage safe working practices.

ICT / Computing
- Research recipes and nutritional information online.
- Use digital devices safely and responsibly.
- Create menus and presentations.
- Complete online food hygiene activities.
- Develop digital literacy skills.

Cross Curricular Links

Art & Design
- Present food creatively.
- Explore colour, texture and shape.
- Develop plating and presentation techniques.
- Encourage creativity through food decoration.

Geography
- Learn where food is produced.
- Understand seasonal foods.
- Explore food miles and sustainability.
- Investigate environmental impacts of food production.
- Study foods from different countries and cultures.

History
- Explore traditional British foods.
- Investigate how diets have changed over time.
- Understand historical food preservation methods.

Religious Education (RE)
- Learn about religious dietary requirements.
- Explore cultural food traditions.
- Understand celebrations linked to food.
- Promote respect for different beliefs and cultures.

Careers Education
- Explore careers in catering, hospitality and food production.
- Develop teamwork and communication skills.
- Improve time management and organisation.
- Build employability skills through practical activities.
- Understand workplace expectations regarding hygiene and safety.

Physical Education (PE)
- Understand nutrition for health and physical activity.
- Learn about hydration.
- Explore energy balance.
- Recognise the relationship between diet, exercise and wellbeing.

Life Skills / Preparation for Adulthood
- Plan balanced meals.
- Shop independently and compare prices.
- Budget for ingredients.
- Prepare and cook meals safely.
- Develop cleaning and kitchen management skills.
- Increase independence and confidence for everyday living.

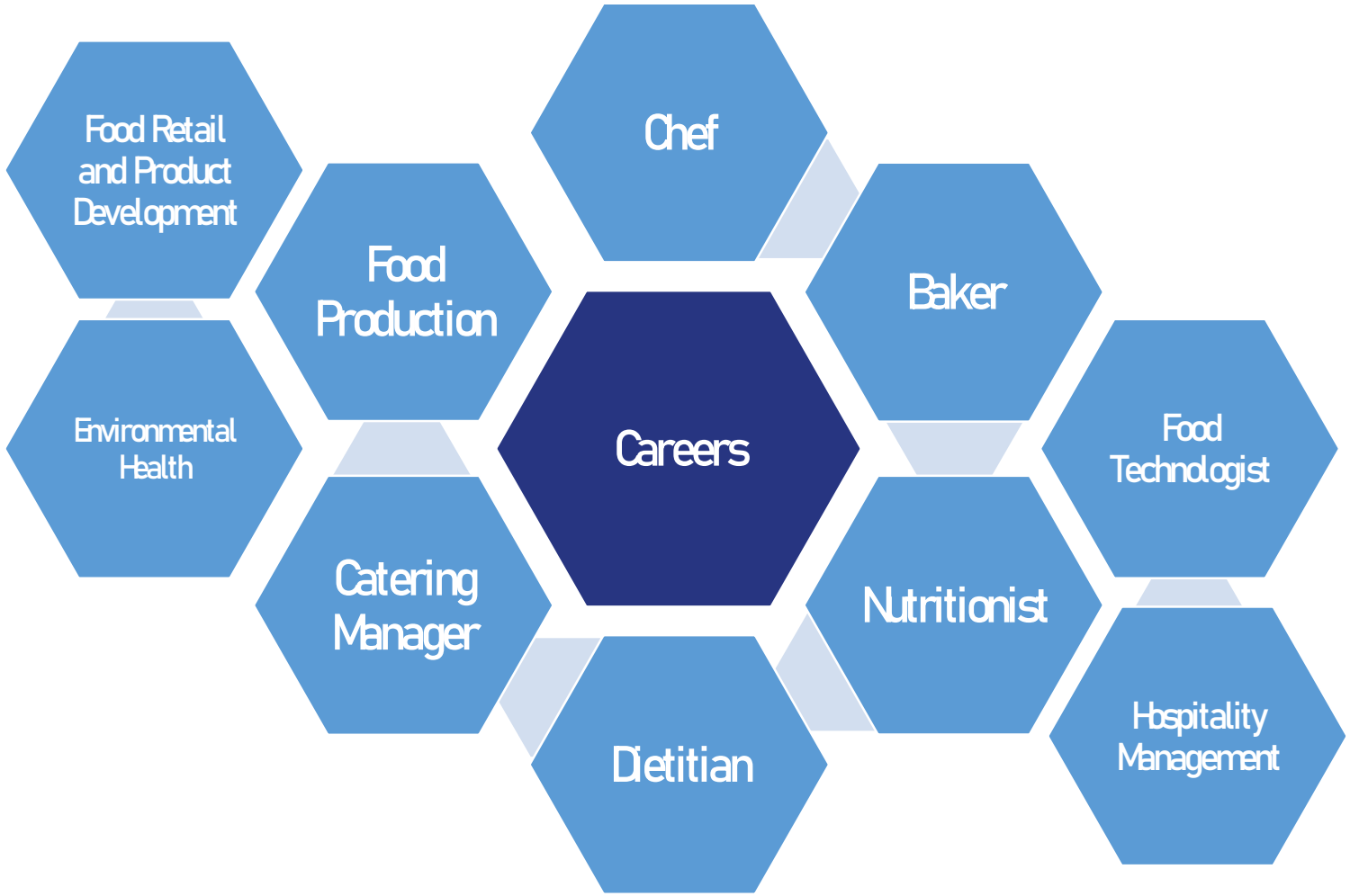
Adaptations in Food Technology

Food Technology is equipped with a range of specialist adapted equipment to facilitate the participation and learning of pupils with disabilities or special education needs.

- T grip Knives
- Spikey Chopping boards
- Electronic Tin openers
- Easy grip Knives
- Specialist kitchen station
- Wheelchair accessible cooking and washing up station

Careers Education

Students are introduced to a range of careers linked to Food Technology, including:



Students understand how the knowledge and skills developed in Food Technology can support a variety of future career pathways.

Year 7 – Rotation One – Content

Safety, Knife Skills and Recipes		
WK	**Focus**	**Lesson Content**
1	Introduction	Introduction. Preparing yourself to cook. Putting on an apron, tying back hair and washing hands. Students practice. Show work areas. Demonstrate washing up and allow students to practice. Introduce dishes to be made and assessment criteria.
2	Fruit Salad	Show recipe and identify ingredients. Soft fruits. Correct way to hold, clean and handle knives. Introduce washing fruit, bridge and claw grip. Assemble fruit salad, add yoghurt and keep fruit soft. Refer to the Eatwell Guide.
3	Kitchen Hygiene	Evaluate washing up. Introduce the 4 Cs. Watch film and discuss.
4	Pasta Salad	Show recipe, identify ingredients and introduce the method. Introduce vegetables using soft and hard vegetables. Optional grated cheese topping. Discuss colour, sensory qualities and the Eatwell Guide. Demonstrate personal and kitchen hygiene.
5	Food Safety	Food spoilage, microorganisms, high-risk foods and conditions needed for bacterial growth. Cross-contamination and food poisoning.
6	Potato Wedges and dip	Show recipe and discuss ingredients and method. Read recipe together before starting. Reinforce personal, food and kitchen hygiene. Demonstrate safe cutting practices, preheating the oven and lining a baking tray. Add spices and bake. Wash up while cooking. Refer to assessment criteria.
7	Theory Test	Test on washing up routines, personal hygiene, cross-contamination and controlling bacteria. Review answers and improve grades.
8	Practical Assessment	Review assessment criteria. Demonstrate julienne cutting. Explain consistency of vegetable sizes and organisation on the chopping board. Assess knife skills before demonstrating stir-frying.
9	Reflection	Reflect on learning. Review practical criteria: skills, organisation, hygiene, following a recipe and knowledge. Record strengths, targets and improvements. Lesson 18: Quick fun food decorating lesson.

Year 7 – Rotation One – Knowledge & Skills

Safety, Knife Skills and Recipes				
WK	Focus	Substantive Knowledge (Facts and understanding)	Disciplinary Knowledge (Skills and techniques)	Vocabulary
1	Introduction	Understanding of basic kitchen preparation requirements, focus on safety and hygiene.	Wearing aprons, tying hair, handwashing, work area set up, washing up practice.	Hygiene Food Safety
2	Fruit Salad	Soft fruits, Eatwell Guide	Knife handling, bridge and claw grip, washing fruit, working with soft fruits.	Grips, Food Safety
3	Kitchen Hygiene	The four C's of hygiene (Video guide)	Washing up, evaluation of.	Four C's
4	Pasta Salad	Identifying ingredients, understanding recipes, soft and hard vegetables, sensory qualities, Eatwell guide	Knife skills, working with soft/hard vegetables, grating, kitchen hygiene, kitchen safety.	Ingredients, recipes, sensory
5	Food Safety	Spoilage, microorganisms, high-risk foods, bacterial growth, cross-contamination, food poisoning	Food safety, hygiene	Cross-contamination, bacteria, spoilage.
6	Potato Wedges and dip	Oven cooking methods, spice usage and alteration	Safe cutting practice, cutting grips, cutting types, oven basics, baking trays, spices, time management, hygiene	Heat transfer, cutting types (dice, chop)
7	Theory test: Washing up routines, personal hygiene, cross-contamination and controlling bacteria			
8	Practical test: Prepare vegetables for a stir fry. Review assessment criteria, demonstrate julienne cutting, focus on consistency of vegetable sizes and organization on the chopping board. Assess knife skills on chopping board, before stir frying.			
9	Reflection time: Review practical criteria; Skills, organization, hygiene, following and recipe and knowledge. Record strengths, targets and improvements. Optional additional: Food decoration lesson.			

Year 7 – Rotation One - Visual











Year 7 – Rotation Two – Content

Weighing, Measuring and Nutrition		
WK	**Focus**	**Lesson Content**
1	Introduction	Starter – Wordwall activity to revisit learning from Rotation One. Revisit hygiene, organisation, following a recipe and assessment criteria. Review washing up procedures. Introduction to Rotation Two. Weighing task if time permits.
2	Fruit Crumble	Introduction to weighing in grams. Key vocabulary. Focused practical task. How to use scales, grams, millilitres and ounces. Read through the recipe. Demonstrate personal hygiene, handwashing and apron use. Demonstrate the rubbing-in method. Weigh sugar using measuring spoons. Students layer apple crumble using tinned apple. Demonstrate oven and timer use and discuss oven safety. Students wash up in the correct order using the assessment criteria.
3	Eatwell and Nutrition	Explore the areas of the Eatwell Guide using Wordwall activities, videos and tasks to demonstrate understanding.
4	Rock Buns	Revisit weighing in grams. Key vocabulary. Read through recipe. Focused practical task. Measure liquids using scales and a jug. Students demonstrate personal hygiene and weigh flour and sugar. Teacher demonstrates forming a dough by adding liquid gradually using a palette knife. Demonstrate shaping and baking rock buns. Check washing up against assessment criteria.
5	Adapting Recipes	How could we adapt the scone-based pizza we are making next week to fit the Healthy Eating Guidelines?
6	Scones	Revisit forming a dough and discuss what a good dough looks like. Key vocabulary. Read through the recipe and discuss adapting by removing sugar and adding cheese. Preheat oven. Focused practical task. Revisit dough making and using a cutter. Students wash hands, wear aprons and prepare scones. Check washing up against assessment criteria.
7	Theory Test	Complete a multiple-choice assessment covering learning from the term, including food safety, personal hygiene, kitchen hygiene, weighing and measuring.
8	Practical assessment	Revisit forming a dough and discuss what a good dough looks like. Key vocabulary. Read through the recipe and discuss adapting scones into a pizza base. Preheat oven and line baking tray. Focused practical task adding sauce and cheese. Check washing up against assessment criteria. Remind students this is the practical assessment.
9	Reflection	Reflection Time

Year 7 – Rotation Two – Knowledge & Skills

Weighing, Measuring and Nutrition				
WK	Focus	Substantive Knowledge (Facts and understanding)	Disciplinary Knowledge (Skills and techniques)	Vocabulary
1	Introduction	Recall of rotation one.	**Revisit**: Hygiene, organization, recipe following, washing up. **Introduce:** Weighing practice	Hygiene, recipe, weighing
2	Fruit Crumble	Measurement units: Grams, milliliters, ounces. Oven safety.	Using scales, measuring, rubbing-in method, spoon measurements, layering ingredients, time management, oven operation.	Rubbing-in, measurement, grams, ounces, weighing
3	Eatwell and Nutrition	Eatwell guide, nutrition, healthy lifestyle	Identifying healthy foods	Nutrients, protein, fat, carbohydrates, fibre, vitamins, minerals.
4	Rock Buns	Dough formation. Measurement methods; jug, spoon, scale. Key terminology.	Measuring using scales and jugs, weighing flour and sugar, forming dough, adjusting recipes, food shaping, baking.	Rubbing-in, measurement, scales, weighing, adjusting, baking.
5	Adapting Recipes	Healthy eating guidelines, recipe modification, nutritional standards	Recipe adaptation	Diet, alternatives, adaptation.
6	Scones	Understanding of dough characteristics and recipe adaptation. Nutritional benefits.	Forming dough, adapting scones into pizza base, preheating oven, lining baking tray, adding sauce and cheese	Adaptation, preheating, lining.
7	Theory test: Complete a multiple-choice assessment covering learning from the term, including food safety, personal hygiene, kitchen hygiene, weighing and measuring.			
8	Practical test: Revisit forming a dough and discuss what a good dough looks like. Key vocabulary. Read through the recipe and discuss adapting scones into a pizza base. Preheat oven and line baking tray. Focused practical task adding sauce and cheese. Check washing up against assessment criteria. Remind students this is the practical assessment.			
9	Reflection time			

Year 7 – Rotation Two - Visual









Year 8 – Rotation One – Content

Cooking Methods And Sensory Analysis		
WK	**Focus**	**Lesson Content**
1	Revisit Year 7	Quick quiz on safety, hygiene, weighing, measuring, the Eatwell Guide, Healthy Eating Guidelines and following a recipe. Review the assessment criteria: following a recipe, organisation and hygiene. Students rate their current performance and look at the new skills they will learn this term. Lesson 2: Review answers and address any misconceptions from previous learning.
2	Cheese Omelette	Introduction to the hob and how to switch it on safely. Discuss conduction and heat transfer. Demonstrate how to break and whisk an egg. Go through the recipe together. Students prepare an omelette. Discuss expectations for hygiene, skills and organisation. Wash up, have areas checked and finish in good time.
3	Sensory Analysis	What is sensory analysis? Imagine you are a crisp manufacturer testing products to find the best crisp. Demonstrate how to complete sensory analysis using a range of sensory charts.
4	Savoury Rice	Revisit how to switch on the hob safely. Question students on conduction and heat transfer. Demonstrate how to rinse rice to prevent sticking. Go through the recipe together. Students prepare savoury rice. Discuss expectations for hygiene, skills and organisation. Wash up, have areas checked and finish in good time.
5	Potatoes Three Ways	Cook potatoes using three different cooking methods in teams and complete a sensory analysis. Water-based cooking method, dry-based cooking method and oil-based cooking method. Complete a sensory evaluation sheet analysing texture, taste and colour.
6	Mashed Potato	Revisit how to switch on the hob safely. Question students on conduction and heat transfer. Discuss the benefits of fibre and keeping potato skins on. Go through the recipe together. Discuss expectations for hygiene, skills and organisation. Wash up, have areas checked and finish in good time.
7	Theory Test	Assessment covering conduction, convection, sensory analysis, adapting recipes to include more fibre, health and safety from Year 7, and dry, fat and water-based cooking methods.
8	Practical Assessment: Pasta Bake	Assessment practical using shop-bought sauce. Using the hob and oven. Revisit how to switch on the hob safely. Question students on conduction and heat transfer. Demonstrate how to cook pasta al dente. Go through the recipe together. Discuss expectations for hygiene, skills and organisation. Wash up, have areas checked and finish in good time.
9	Reflection	Self-assessment and reflection time. What went well? Skills, organisation, hygiene, following a recipe and knowledge. Students record successes and next targets. Lesson 18: Fun task.

Year 8 – Rotation One – Knowledge & Skills

Cooking Methods And Sensory Analysis				
WK	Focus	Substantive Knowledge (Facts and understanding)	Disciplinary Knowledge (Skills and techniques)	Vocabulary
1	Revisit Year 7	Safety, hygiene, weighing, measuring, the Eatwell Guide, Healthy Eating Guidelines and following a recipe	Self-assessment against assessment criteria; identifying personal strengths and areas for development	Safety, hygiene, weighing, measuring, the Eatwell Guide
2	Cheese Omelette	How to switch on the hob safely; conduction and heat transfer; how to break and whisk an egg	Following a recipe; demonstrating organisation and hygiene practices in a practical cooking context	Hob, Conduction, Convection, Radiation, Heat Transfer, Whisk, Beat
3	Sensory Analysis	What is sensory analysis; how to complete sensory analysis using a range of sensory charts	Testing and evaluating products (like a food manufacturer); using sensory analysis methods and charts	Sensory, Analysis, evaluation
4	Savoury Rice	How to switch on the hob safely; conduction and heat transfer; how to rinse rice to prevent sticking	Following a recipe; demonstrating organisation and hygiene practices; applying knowledge of cooking methods	Conduction, heat transfer, simmer, boil, hygiene
5	Potatoes Three Ways	Water-based cooking method, dry-based cooking method and oil-based cooking method; texture, taste and colour analysis	Conducting comparative testing using different cooking methods; completing sensory evaluation; working collaboratively in teams	Water, dry, oil-based cooking. Texture, taste, colour.
6	Mashed Potato	How to switch on the hob safely; conduction and heat transfer; the benefits of fibre and keeping potato skins on	Following a recipe; demonstrating organisation and hygiene practices; applying nutritional knowledge to cooking decisions	Conduction, Heat Transfer, Fibre, Peel, Chop, Mash, Nutrition
7	Theory test: Assessment covering conduction, convection, sensory analysis, adapting recipes to include more fibre, health and safety from Year 7, and dry, fat and water-based cooking methods.			
8	Practical test: Assessment practical using shop-bought sauce. Using the hob and oven. Revisit how to switch on the hob safely. Question students on conduction and heat transfer. Demonstrate how to cook pasta al dente. Go through the recipe together. Discuss expectations for hygiene, skills and organisation. Wash up, have areas checked and finish in good time.			
9	Reflection time: Self-assessment and reflection time. What went well? Skills, organisation, hygiene, following a recipe and knowledge. Students record successes and next targets. Lesson 18: Fun task.			

Year 8 – Rotation One - Visual









Year 8 – Rotation Two – Content

Food Provenance, Two-part meals and Reduction Sauces		
WK	**Focus**	**Lesson Content**
1	Revisit learning	Quick quiz on learning from Year 8 Rotation One and some learning from Year 7. Review following a recipe, organisation and hygiene. Rate where you are and look at the new skills you will learn this term.
2	Introduction to reduction sauces: Tomato Soup / Ragu	Tomato soup with a mirepoix base. Use tinned tomatoes to produce a simple tomato soup or ragu sauce. Introduction to preparing a mirepoix by finely dicing carrots, onions and celery. Add tomatoes and reduce to develop flavour. Go through the recipe. Students prepare a soup. Discuss expectations for hygiene, skills and organisation. Wash up, have areas checked and finish in good time.
3	Food Provenance	What is provenance? Learn how food is grown, reared and caught. Revisit rice, pasta and potatoes. How are they grown? Are they organic? What seasons are they grown in? How are they harvested and processed?
4	Quorn Chilli and Rice	Discuss preparing a dish for a vegetarian and cooking for others. Prepare a mirepoix by finely dicing carrots, onions and celery. Explain that this is the same base used for soup. Discuss what a reduction sauce is. Decide whether to cook the chilli or rice first. Put the rice on and prepare the sauce. Go through the recipe. Students prepare a Quorn chilli. Discuss expectations for hygiene, skills and organisation.
5	Food Provenance	Revisit provenance. Ask questions about how food is grown, reared and caught. Discuss reared foods. Introduce shepherd's pie (lamb) and spaghetti Bolognese. Where do these meats come from? How are they reared? Discuss organic farming, intensive farming and ethical farming.
6	Shephard Pie with Mashed Potato	Go through the recipe. Revisit making mashed potato from the previous term. Decide whether to prepare the mash or sauce first. Revisit preparing a mirepoix. Explain reduction sauces. Review practical assessment criteria including skills, organisation and following a recipe.
7	Theory Test	Complete a theory assessment covering practical skills, food provenance, hygiene and food safety.
8	Practical Assessment: Bolognese	Go through the recipe. Revisit cooking pasta from the previous term. Decide whether to prepare the pasta or sauce first. Revisit preparing a mirepoix and explain reduction sauces. This practical serves as the assessment.
9	Reflection	Self-assessment and reflection. What went well? Skills, organisation, hygiene, following a recipe and knowledge. Students record strengths and next targets.

Year 8 – Rotation Two – Knowledge & Skills

Food Provenance, Two-part meals and Reduction Sauces				
WK	Focus	Substantive Knowledge (Facts and understanding)	Disciplinary Knowledge (Skills and techniques)	Vocabulary
1	Revisit learning	Recall of learning from rotation one and year 7. Following a recipe, organisation, hygiene standards. Awareness of new skills this term.	Self-assessment against assessment criteria; identifying personal strengths and areas for development.	Recipe, organisation, hygiene.
2	Introduction to reduction sauces: Tomato Soup / Ragu	Mirepoix, reduction sauces, developing flavour through reduction, tinned produce and procurement.	Mirepoix, dicing, following recipes, hygiene, organisation, washing up, hob work.	Hob, reduction, conduction, convection, radiation, produce, dicing, mirepoix, processing.
3	Food Provenance	Provenance, how rice, pasta and potatoes are grown, organic forming, seasonal growing, harvesting and processing.	Research, organisation, time management.	Provenance, organic, seasonal, harvesting, processing.
4	Quorn Chilli and Rice	Dietary requirements and needs, mirepoix, reduction sauces and how to reduce, decision making and time management.	Preparing a mirepoix, cooking sequences, following a recipe, hygiene, organisation, two-part meal preparation.	Dietary requirements, mirepoix, reduction, cooking sequence, two-part meal.
5	Food Provenance	Reared foods, origin of lamb and beef, organic, intensive and ethical farming methods.	Investigation and ethical implication, comparison of produce, evaluation of different methods.	Reared, origin, organic, intensive, ethical, produce.
6	Shephard Pie with Mashed Potato	Recall of mashed potato, understanding food sequencing, preparing mirepoix, heat transference, assessment skills.	Food sequencing, mirepoix, reduction, heat control, time management, finishing techniques, plating, organisation.	Food sequencing, heat transference, reduction, heat control, plating, finishing.
7	Theory test: Complete a theory assessment covering practical skills, food provenance, hygiene and food safety.			
8	Practical test: Go through the recipe. Revisit cooking pasta from the previous term. Decide whether to prepare the pasta or sauce first. Revisit preparing a mirepoix and explain reduction sauces. This practical serves as the assessment.			
9	Reflection time: What went well? Skills, organisation, hygiene, following a recipe and knowledge. Students record strengths and next targets.			

Year 8 – Rotation Two - Visual









Year 9 – Rotation One – Content

Bread and Meal Planning		
WK	**Focus**	**Lesson Content**
1	Revisit Year 8	Quick quiz on pastry making, safety, hygiene, weighing, measuring, the Eatwell Guide, Healthy Eating Guidelines and following a recipe. Review the assessment criteria: following a recipe, organisation and hygiene. Students rate their current performance and identify the new skills they will develop during this rotation. Lesson 2: Review answers and address misconceptions from previous learning.
2	Introduction to Bread Making: Pizza	Introduction to bread making. Discuss gluten development, kneading and the function of yeast. Demonstrate how to prepare bread dough and knead effectively to develop gluten. Students prepare pizza dough and hand-stretch the base. Discuss expectations for hygiene, skills and organisation. Wash up, have areas checked and finish in good time.
3	Food Science and Bread Making	Introduce the function of ingredients in bread making. Explore fermentation and how yeast produces carbon dioxide to make bread rise. Use online videos and demonstrations to support understanding of the bread-making process.
4	Seeded Baguette	Revisit bread preparation and fermentation. Demonstrate shaping techniques for baguettes. Students prepare bread dough, knead, shape and leave to ferment before baking. Discuss expectations for hygiene, skills and organisation. Wash up, have areas checked and finish in good time.
5	Meal Planning for Different Needs	Explore meal planning for a range of dietary requirements including coeliac disease, lactose intolerance, vegetarian diets and different age groups. Revisit nutrition and discuss how recipes can be adapted to meet specific needs.
6	Bread Rolls with Added Fibre	Revisit bread preparation and fermentation. Discuss the benefits of fibre and methods of increasing fibre in recipes. Students prepare dough, shape bread rolls and experiment with different bread shapes. Discuss expectations for hygiene, skills and organisation. Wash up, have areas checked and finish in good time.
7	Theory Test	Assessment covering bread making, fermentation, the science of bread making, the function of ingredients and retrieval of learning from Years 7 and 8.
8	Practical Assessment: Chelsea Buns / Focaccia	Students independently produce a bread product. Revisit bread-making methods and shaping techniques. Go through the recipe together and discuss expectations for hygiene, skills and organisation. Wash up, have areas checked and finish in good time.
9	Reflection	Self-assessment and reflection time. What went well? Skills, organisation, hygiene, following a recipe and knowledge. Students record successes and next targets. Lesson 18: Fun food task.

Year 9 – Rotation One – Knowledge & Skills

Bread and Meal Planning				
WK	Focus	Substantive Knowledge (Facts and understanding)	Disciplinary Knowledge (Skills and techniques)	Vocabulary
1	Revisit Year 8	Pastry making, safety, hygiene, weighing, measuring. Eatwell guide, Healthy Eating Guidelines, recipes, organisation, hygiene.	Self assessment, identifying new skills.	Safety, hygiene, weighing, measuring, the Eatwell Guide
2	Introduction to Bread Making: Pizza	What is gluten, and why is it important. Function of yeast in bread making, kneading, preparing dough.	Preparing dough, following a recipe, kneading, developing gluten, hand-stretching, hygiene, organisation.	Kneading, gluten, yeast, fermentation, carbon dioxide.
3	Food Science and Bread Making	Function of ingredients, fermentation, carbon production in yeast, food science.	Investigation, identifying change, evaluating effectiveness.	Fermentation, carbon dioxide, gluten, yeast.
4	Seeded Baguette	Recall of bread preparation, fermentation. Shaping techniques, nutrition and health benefits of adaptation.	Preparing dough, kneading, shaping baguettes, fermenting dough, time management, heat management, organisation, hygiene.	Fermentation, gluten, yeast, shaping, kneading.
5	Meal Planning for Different Needs	Coeliac disease, lactose intolerance, vegetarian diets, age groups and food, nutrition, adapting recipes to meet need.	Meal planning and preparation for dietary requirements, applying nutritional knowledge, adapting recipes, evaluation.	Diet, requirements, intolerance, adaptation, nutrition.
6	Bread Rolls with Added Fibre	Recall bread preparation and fermentation, benefits of fibre, healthy recipe adaptation, recognising different bread shapes.	Preparing dough, shaping dough, experimentation with shape, recipe adaptation, time management, hygiene, organisation.	Fermentation, adaptation, fibre, nutrition.
7	Theory test: Assessment covering bread making, fermentation, the science of bread making, the function of ingredients and retrieval of learning from Years 7 and 8.			
8	Practical test: Students independently produce a bread product. Revisit bread-making methods and shaping techniques. Go through the recipe together and discuss expectations for hygiene, skills and organisation. Wash up, have areas checked and finish in good time.			
9	Reflection time: Self-assessment and reflection time. What went well? Skills, organisation, hygiene, following a recipe and knowledge. Students record successes and next targets. Lesson 18: Fun food task.			

Year 9 – Rotation One - Visual









Year 9 – Rotation Two – Content

Patisserie and Meal Planning		
WK	**Focus**	**Lesson Content**
1	Revisit learning	Recap learning from Year 9 Rotation One and some learning from Year 7 and 8. Review following a recipe, organisation and hygiene. Knife cuts, kneading, fermentation and yeast, how to adapt a recipe.
2	Pastry Making: Quiche	Introduction to pastry making. Discuss shortening and function of fats in pastry making. Demonstrate how to prepare pastry and not overhandle pastry. Students prepare pastry and assemble and bake quiche. Discuss expectations for hygiene, skills and organisation. Wash up, have areas checked and finish in good time.
3	Food Science and Pastry Making	Introduce the function of ingredients in pastry making. Explore function of ingredients. Identify different types of pastry and food products. Use online videos and demonstrations to support understanding of the bread-making process.
4	Jam Tart with a Crumble Topping	Revisit bread pastry making. Demonstrate lining a baking tray with pasty. Students will rub in and save some crumble before preparing the pastry. Discuss expectations for hygiene, skills and organisation. Wash up, have areas checked and finish in good time.
5	Meal Planning for Religious Diets	Explore meal planning for a range of religious requirements including Muslim, Christian, Hindu. Revisit nutrition and discuss how recipes can be adapted to meet specific needs.
6	Blind Bake – Sweet pastry using a food processor	Revisit pastry preparation and shortening. Discuss the benefits of making using a food processor and the benefits of blind baking. Students prepare pastry dough, and blind bake. Discuss expectations for hygiene, skills and organisation. Wash up, have areas checked and finish in good time.
7	Theory Test	Assessment covering pastry, the function of ingredients, meal planning and the retrieval of learning from Years 7 and 8.
8	Practical Assessment: Lattice Pastry	Students independently produce a pastry either a cheese and onion pie with lattice or a fruit pie with lattice. Go through the recipe together and discuss expectations for hygiene, skills and organisation. Wash up, have areas checked and finish in good time.
9	Reflection	Self-assessment and reflection time. What went well? Skills, organisation, hygiene, following a recipe and knowledge. Students record successes and next targets. Lesson 18: Fun food task.

Year 9 – Rotation Two – Knowledge & Skills

Patisserie and Meal Planning				
WK	Focus	Substantive Knowledge (Facts and understanding)	Disciplinary Knowledge (Skills and techniques)	Vocabulary
1	Revisit learning	Recall: Organisation, hygiene, safety, nutrition. Fermentation, impact of yeast, gluten, how to adapt a recipe.	Self assessment, identifying new skills.	Fermentation, yeast, gluten, nutrition, adaptation.
2	Pastry Making: Quiche	Shortening and its role in pastry making. Function of fats. Preparing pastry. Overhandling and pastry quality. How to assembly and bake a quiche.	Preparing pastry, following a recipe. Handling pastry to avoid overworking. Assembling a quiche. Hygiene, food sequencing, time management.	Shortening, overhandling, pastry.
3	Food Science and Pastry Making	Function of ingredients in pastry. Types of pastry, puff, shortcrust, filo. Food products made with pastry. Food science of pastry making.	Identifying changes due to ingredients. Identifying texture. Making connections between ingredients and scientific functions.	Puff, shortcrust, filo, pastry, adaptation.
4	Jam Tart with a Crumble Topping	Pastry preparation. What is crumble and how to prepare it. Rubbing-in method for crumble. How to combine pastry with crumble and filling.	Rubbing-in for crumble, preparing pastry, lining trays, assembling tarts, managing multiple components, time management, hygiene, organisation.	Rubbing-in, crumble, filling, pastry, lining, shortening.
5	Meal Planning for Religious Diets	Understanding cultural and religious dietary requirements. Recall of nutrition, recipe adaptation for dietary needs.	Applying nutritional knowledge to dietary requirements. Evaluation of need.	Requirements, culture, diet, nutrition.
6	Blind Bake – Sweet pastry using a food processor	Function of blind baking, benefits of using a food processor, different methods of preparing pastry.	Using a food processor, preparing pastry dough electronically, blind baking, evaluation of technique and result, hygiene, organisation, time management, knife cuts and safety.	Blind bake, processing, adaptation.
7	Theory test: Assessment covering pastry, the function of ingredients, meal planning and the retrieval of learning from Years 7 and 8.			
8	Practical test: Students independently produce a pastry either a cheese and onion pie with lattice or a fruit pie with lattice. Go through the recipe together and discuss expectations for hygiene, skills and organisation. Wash up, have areas checked and finish in good time.			
9	Reflection time: Self-assessment and reflection time. What went well? Skills, organisation, hygiene, following a recipe and knowledge. Students record successes and next targets. Lesson 18: Fun food task.			

Year 9 – Rotation Two - Visual







