

# Kettlethorpe High School

*'Together, be the best we can be.'*

*Present*

*Achieving*

*Excelling*

## Food Technology Curriculum

<b>Subject Quote</b>	<p>"Everyone should have the opportunity to learn to cook; without it we become dependent on others to feed us, or on convenience foods to fuel us – neither of which is sustainable. It's crucial that young people have a good understanding of where food comes from, how to cook it and how it affects our bodies for good health in later life."</p> <p>JAMIE OLIVER</p>
<b>Curriculum Summary</b>	<p>At Kettlethorpe High School, we have a whole-school holistic curriculum model which seeks to plan for, teach, and assess progress against our core mission for pupils, our vision and ethos, as well as our cross-curricular 'golden threads' and our identified subject-specific knowledge and skills. Through our carefully planned curriculum maps, knowledge and skills are explicitly planned and taught in coherent and progressive steps. As pupils make progress through the curriculum, this is <b>the main measure of success in Food Technology. In Food Technology, our goal is to teach pupils how to cook and apply the principles of nutrition and healthy eating. Through instilling a love of cooking, we aim to open a door to one of great expressions of human creativity as well as develop a crucial life skill</b>. Our curriculum commits to fulfilling the 7 whole-school curriculum principles ensuring that what we deliver, and pupils receive is:</p> <ul style="list-style-type: none"><li>• Broad and Balanced</li><li>• Engaging</li><li>• Personalised</li><li>• Transformational</li><li>• Inclusive</li><li>• Aspirational</li><li>• Values-Based</li></ul>
<b>Links to Life and Future Destinations (Careers)</b>	<ul style="list-style-type: none"><li>• Food technologist</li><li>• Health and safety inspector</li><li>• Nutritional therapist</li><li>• Nutritionist</li><li>• Product/process development scientist</li><li>• Production manager</li><li>• Quality manager</li><li>• Secondary school teacher</li><li>• Technical brewer</li></ul>

## My food Journey



# Food technology and Hospitality and Catering – Curriculum Overview

All pupils will study Food Technology in Year 7 and 8 on 10 week rotations and then they have the option choose to study Home Cooking skills level 1 and 2 or WJEC Vocational award in Hospitality and Catering at KS4.

Pupils learn skills and techniques such as:

Hygiene and safety in the food room

Basic tools and equipment

Basic food preparation techniques

Safe use of the oven

Eatwell guide and healthy eating

Special Diets

Food allergies and intolerances

Function of ingredients

Curriculum Overview:

## **Key stage 3:**

**Year 7** is a year where new KS3 pupils are introduced to the subject of Food Technology. This year pupils need to learn basic hygiene and safety practices and become familiar to using basic equipment within the Food Technology room. To introduce pupils to these skills all pupils are expected to cook once a week. This scheme of work expects pupils to develop their confidence and independence of their practical skills. These key skills are fundamental skills that are required when pupils get into KS4 at GCSE level, so it is expected that pupils will learn basic knife skills and safe use of the oven whilst preparing simple dishes. Pupils will:

- Recall and apply the principles of *The eatwell guide* and the 8 tips for healthy eating, to their own diet;
- Demonstrate a range of food preparation and cooking techniques;
- Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes;
- Recall and apply the principles of food safety and hygiene;

- Identify how and why people make different food and drink choices;
- Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science;
- Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn.
- Track their progress in practical lessons using the My learning journey booklet (cooking, nutrition, ingredients and creativity).
- Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently;
- Pupils will build an apply a repertoire of knowledge, understanding and skills to design and make high quality products for a wide range of users;
- Pupils will evaluate and test their ideas and products and the work of others.

**Year 8** is a year where pupils are advancing their subject knowledge and experience in the subject of Food Technology from year 7. Pupils will build on the practical skills and knowledge about healthy eating that they learned in year 7 to make healthy meals from scratch. They will analyse healthy diets and look at the effects of unhealthy diets on health.

- Demonstrate a range of food preparation and cooking techniques;
- Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes;
- Recall and apply the principles of food safety and hygiene;
- Create a range of dishes that they can recreate at home.
- Recall information about the Eatwell guide and learn more in-depth knowledge for each section.
- Develop confidence and independence whilst cooking
- Reflection of assessment work and show critical thinking.
- Be able to explain the long-term effects of an unhealthy diet and what can cause this.

#### **Key Stage 4:**

**BTEC Home Cooking Skills:** This is a practical based course aimed at developing pupils confidence and independence to prepare healthy food from scratch. The course aims to:

- To gain confidence in the kitchen setting to produce meals / dishes that can be done again at home
- To have the confidence to pass on and share recipes and skills to others
- To prepare, cook and serve food using high levels of hygiene and food safety throughout
- To have an awareness of where food comes from
- To understand the nutritional value of meals and their impact on a healthy diet

#### **WJEC Vocational Award Level 1 / 2 in Hospitality and Catering:**

This course provides a comprehensive introduction to the hospitality and catering industry, equipping learners with both theoretical knowledge and practical skills. It covers various aspects of the sector, including different types of providers, legislation, food safety, and job roles. The course also focuses on developing practical skills in food preparation, cooking, and menu planning, alongside transferable skills like organization and time management.

Y9 - Pupils in Hospitality and Catering, develop a broad and diverse range of practical culinary skills through carefully selected savoury and sweet dish preparations.

The course emphasizes the importance of food safety and hygiene principles, which students are expected to recall and apply consistently throughout their practical work. In addition to hands-on skills, learners explore essential topics including:

- Bread-making techniques
- Pastry preparation
- Cake-making skills
- Vegetable and fruit chopping skills
- Principles of nutrition
- Various cooking methods
- Food safety and hygiene
- Environmental considerations in catering
- Analysing and evaluating dishes and cooking processes

Y10 - Building on Year 9 foundations, students begin to prepare main meal dishes alongside complementary side dishes, pushing their skills towards more complex culinary techniques essential for success in Year 11. To support exam readiness, students undertake a Mock Non-Exam Assessment (NEA) that mirrors the structure and expectations of the final Year 11 assessment, helping them develop confidence and practical exam skills.

In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.

2.1 The importance of nutrition

2.2 Menu planning

2.3 The skills and techniques of preparation, cooking and presentation of dishes

2.4 Evaluating cooking skills

Y11 – In y11 pupils will complete their Unit 2 Non-Exam Assessment (NEA) which accounts for 60% of their final grade. Once completed pupils will then start to look into unit 1, all about the hospitality and catering industry. Pupils will cover new topics and cover topics they have already learnt.

# Food Technology, Home Cooking skills and Hospitality and catering- Knowledge and Skills

<b>Food technology</b>	<b>Assignment 1</b>	<b>Assignment 2</b>	<b>Assignment 3</b>	<b>Assignment 4</b>	<b>Assignment 5</b>
<b>Year 7</b>	Safety and Hygiene Types of equipment Assessed practical: Pasta Salad	Eatwell guide Special diets. Assessed practical: Tortilla wraps	Food allergies and intolerances Function of ingredients Assessed practical: Own scone idea		
<b>Year 8</b>	Energy balance and obesity Sugar in drinks Assessed practical: Bread	Carbohydrates Protein Assessed practical: Chicken Goujons	Fats and oils Vitamins and minerals	Processed foods Assessed practical: Lasagne	

<b>WJEC Hospitality and catering</b>	<b>Assignment 1 Pastry – Hygiene and Safety</b>	<b>Assignment 2 Bread – Environmental issues</b>	<b>Assignment 3 Cakes – Food waste and food miles</b>	<b>Assignment 4 Vegetable and Fruits and Cooking Methods</b>	<b>Assignment 5 Nutrition</b>
<b>Year 9</b>	The pastry topic builds on this foundation by developing pupils' practical skills and theoretical understanding of different types of pastry, while also exploring common faults and how to avoid them. This unit	The bread unit teaches pupils the science behind bread making, including ingredient functions and fermentation. They develop practical skills like kneading, shaping, and proving dough, while learning essential food	The cakes topic introduces pupils to the four main cake-making methods: all-in-one, creaming, whisking, and rubbing-in. Through practical lessons, pupils develop their baking skills and gain confidence in working independently.	Building on the vegetables and fruit topic, the cooking methods unit introduces key techniques like boiling, steaming, roasting, grilling, and stir-frying. Pupils learn how these methods affect texture, flavour, and nutrition through practical	A careful selection of savoury and sweet dishes are prepared. Through practical application pupils gain valuable knowledge of the nutritional value of the ingredients they are using.

	<p>prepares pupils for more advanced practical tasks and encourages accuracy, independence, and reflective thinking. Hygiene and safety are the topic focus.</p> <p>Learners evaluate and reflect on skills and techniques.</p>	<p>hygiene to prevent contamination. The unit also encourages independence and responsibility in the kitchen. Environmental issues related to bread making are explored through independent homework research.</p> <p>Learners evaluate and reflect on skills and techniques.</p>	<p>They also explore presentation techniques using buttercream, ganache, and decorative finishes.</p> <p>Food waste and food miles are the topic focus – homework tasks given for independent research.</p> <p>Learners evaluate and reflect on skills and techniques.</p>	<p>recipe preparation. They also develop evaluation skills by reflecting on outcomes and considering the nutritional impact of different cooking methods.</p> <p>Learners evaluate and reflect on skills and techniques.</p>	<p>Learners evaluate and reflect on skills and techniques.</p>
<b>Year 10</b>	<p>Learners will be taken through a mini version of the NEA – planning, preparing, cooking and presenting 1 dish.</p> <p>Focus on Nutrition.</p> <p>Learners evaluate and reflect on skills and techniques as well as presentation and performance.</p>	<p>Pupils will learn how to debone a whole chicken, fillet a fish, through the application of complex knife skills. Learners evaluate and reflect on skills and techniques as well as presentation and performance.</p>	<p>Pupils will make main dishes with accompaniments.</p> <p>Desserts with fruit accompaniments.</p> <p>Focus on cooking methods. Learners evaluate and reflect on skills and techniques as well as presentation and performance.</p>	<p>Pupils will continue to make a selection of main course meals and desserts in preparation for Mock NEA. Learners evaluate and reflect on skills and techniques as well as presentation and performance.</p>	<p>Mock NEA and PPE</p>
<b>Year 11</b>	<p>Pupils will continue to make a selection of mains meals and desserts practising complex and medium skills in preparation for actual NEA.</p>	<p>Pupils work on NEA coursework and practical exam</p>	<p>Pupils learn Unit 1 content in preparation for summer 80-minute exam</p>	<p>Pupils learn Unit 1 content in preparation for summer 80-minute exam</p> <p>Revision lessons.</p>	

<b>BTEC Home cooking skills level 1 &amp; 2</b>	<b>Assignment 1</b>	<b>Assignment 2</b>	<b>Assignment 3</b>	<b>Assignment 4</b>	<b>Assignment 5</b>
<b>Year 9</b>	Breakfast AQA short courses	lunch AQA short courses	Main meals AQA short courses	Assessment- Btec Level 1 AQA short courses	snacks AQA short courses
<b>Year 10</b>	Main course dishes and accompaniments AQA short courses	Main course dishes and accompaniments AQA short courses	Desserts and accompaniments AQA short courses	Desserts and accompaniments AQA short courses	Mock practical assessment AQA short courses
<b>Year 11</b>	Assessment- Btec Level 2 AQA short courses	AQA short courses	AQA short courses	AQA short courses	AQA short courses

# Food technology subjects – Golden Threads Mapping

SMSC				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> <li>Exploring personal creativity in food preparation and presentation.</li> <li>Studying food from different cultures. Looking at special diets</li> <li>Respecting others' tastes and preferences. -</li> </ul>	<p>Reflecting on the impact of food on wellbeing.</p> <p>Discussing consequences of unhealthy eating</p> <p>Respecting others' tastes and preferences. -</p>	<p>Mindful eating and connection to food origins.</p> <p>Considering spirituality in food rituals and celebrations.</p> <p>Debating ethical dilemmas in food production (GM foods, sustainability).</p>	<ul style="list-style-type: none"> <li>Personal growth through mastery of cooking skills. - Understanding environmental impact of food production.</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on personal values related to food choices.- Ethical consumerism and sustainability in depth.</li> </ul>
Personal Development				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> <li>Building confidence and basic skills</li> <li>Self-reflection of skills</li> </ul>	<ul style="list-style-type: none"> <li>Making healthy food choices. Planning balanced meals</li> <li>Self-reflection of skills</li> </ul>	<ul style="list-style-type: none"> <li>Coping with challenges in practical tasks</li> <li>Managing cooking timings and multitasking . Problem-solving when things don't go as planned.</li> <li>Self-reflection of skills</li> </ul>	<ul style="list-style-type: none"> <li>Planning and executing meals independently.</li> <li>Self-reflection of skills</li> </ul>	<ul style="list-style-type: none"> <li>Linking food tech skills to career options</li> <li>Managing pressure in coursework and exams. Self-motivation and goal-setting</li> <li>Managing stress and workload effectively</li> <li>Completing NEA projects with independence</li> <li>Exploring career routes (e.g., chef, nutritionist).</li> <li>Self-reflection of skills</li> </ul>

Numeracy				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> <li>Basic fractions and proportions   - Reading scales (g, ml)</li> <li>Using measuring tools accurately</li> <li>Simple fractions (half, quarter)   - Measuring ingredients for recipes</li> <li>Halving/doubling simple recipes</li> <li>Understanding portion sizes  </li> </ul>	<ul style="list-style-type: none"> <li>Using ratios and proportions. Converting units (e.g., g to kg)</li> <li>Calculating ingredient quantities for serving sizes.</li> </ul>	<ul style="list-style-type: none"> <li>Estimating and budgeting   - Calculating costs of ingredients.</li> <li>Adding/subtracting decimals.</li> <li>Budgeting for meal planning Creating shopping lists within a budget.</li> <li>Calculating total meal costs.</li> <li>Comparing prices for best value.</li> </ul>	<ul style="list-style-type: none"> <li>Calculating cooking times and temperatures.</li> <li>Planning meals for events (scaling recipes).</li> <li>Managing time efficiently in the kitchen  </li> </ul>	<ul style="list-style-type: none"> <li>Writing food evaluations with numerical data</li> <li>Presenting nutritional info in graphs or tables</li> <li>Understanding dietary recommendations  </li> </ul>
Cultural Capital				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> <li>Introduction to traditional British dishes.</li> <li>Explore simple international dishes</li> <li>Basic food hygiene and safety.</li> <li>Introduction to using kitchen equipment.</li> <li>Eatwell Guide and balanced diets.</li> </ul>	<ul style="list-style-type: none"> <li>Cooking dishes from a range of cultures (e.g., Mexican fajitas, Indian curry).</li> <li>Discussion of cultural food traditions and celebrations.</li> <li>Building confidence with practical skills (e.g., knife skills, baking).</li> <li>Nutritional needs for teenagers.</li> </ul>	<ul style="list-style-type: none"> <li>Foods from the UK's multicultural society.</li> <li>Adapting recipes for different dietary requirements.</li> <li>Effects of diet on physical and mental health.</li> <li>Deeper understanding of sustainability and food waste.</li> </ul>	<ul style="list-style-type: none"> <li>In-depth exploration of international cuisines.</li> <li>Cultural influences on food choices and cooking techniques.</li> <li>Independent cooking and recipe development.</li> <li>Special diets and medical conditions (e.g., coeliac, diabetes).</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking about global food systems.</li> <li>Food security and global hunger.</li> <li>Final NEA tasks involving planning, time management, and presentation.</li> <li>Preparation for independent living.</li> </ul>

<ul style="list-style-type: none"> <li>Seasonal foods and where food comes from.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Nutrition through life stages.</li> </ul>	<ul style="list-style-type: none"> <li>• Food choices and their long-term impacts.</li> <li>• Careers in food and hospitality.</li> <li>•</li> </ul>
---	---	--	--	--

### Substantive Knowledge

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> <li>The Eatwell Guide and basic nutrition principles.</li> <li>Names and functions of kitchen equipment.</li> <li>Basic hygiene and food safety (e.g. cross-contamination, hand washing).</li> <li>Simple food preparation techniques (e.g. peeling, chopping, boiling, baking).</li> <li>Food origins: where foods come from (farm to fork).</li> <li>The role of staple foods in diets around the world.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>Macronutrients and micronutrients: functions and sources.</li> <li>Sensory qualities of food and how ingredients affect flavour and texture.</li> <li>Intermediate preparation skills (e.g. using the hob, making sauces, weighing accurately).</li> <li>The impact of seasonality and local produce on food choices.</li> <li>Basic understanding of food labelling and nutritional information.</li> <li>Introduction to sustainability and food waste.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>Deeper understanding of nutrients, energy needs, and portion sizes.</li> <li>Food science: processes like gelatinisation, coagulation, and caramelisation.</li> <li>Environmental impacts of food production.</li> <li>Fairtrade, organic, and GM foods.</li> <li>Introduction to food presentation for professional service.</li> <li>Types of food contamination (chemical, physical, biological).</li> <li>Personal hygiene, cleaning schedules, and storage.</li> <li>Developing confidence in practical skills (e.g., pastry, sauces, portioning).</li> </ul>	<ul style="list-style-type: none"> <li>In-depth study of nutrition and nutritional analysis.</li> <li>Nutritional needs at different life stages.</li> <li>Food spoilage, high-risk foods, and preservation methods.</li> <li>Functional and chemical properties of ingredients (e.g., protein denaturation, starch retrogradation).</li> <li>Food provenance, global supply chains, and traceability.</li> <li>Legal requirements in food labelling and packaging.</li> <li>Detailed nutritional analysis of meals.</li> <li>Justifying menu choices based on client needs and dietary guidelines.</li> </ul>	<ul style="list-style-type: none"> <li><b>Practical Assessment Preparation (NEA):</b></li> <li>Application of skills: complex preparation techniques (e.g., knife skills, sauces, meat cookery).</li> <li>Sensory testing and evaluation of final outcomes.</li> <li>Adapting recipes based on feedback or evaluation</li> <li>Working under pressure: timing, multitasking, quality control.</li> <li>Presenting food to industry-standard plating styles.</li> <li>Reviewing performance and meeting brief specifications.</li> <li>Understanding of food-related health issues (e.g., obesity, diabetes, anaemia).</li> </ul>

	<ul style="list-style-type: none"> <li>• Presentation techniques for plated service.</li> <li>• Adapting dishes for dietary needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a two-dish meal with accompaniments under time constraints.</li> <li>• Sequencing tasks using time plans.</li> <li>• Practical implementation of hygiene and safety procedures in assessment.</li> <li>• <b>Practical Assessment Preparation (NEA):</b> <ul style="list-style-type: none"> <li>• Application of skills: complex preparation techniques (e.g., knife skills, sauces, meat cookery).</li> <li>• Sensory testing and evaluation of final outcomes.</li> <li>• Adapting recipes based on feedback or evaluation.</li> <li>• Working under pressure: timing, multitasking, quality control.</li> <li>• Presenting food to industry-standard plating styles.</li> <li>• Reviewing performance and meeting brief specifications.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Detailed understanding of food hygiene regulations and HACCP.</li> <li>• Product analysis and evaluation techniques.</li> <li>• Exam preparation: recall, application, and evaluation of all substantive knowledge areas.</li> <li>• Career pathways and vocational relevance of food education.</li> <li>• Sectors within hospitality and catering (e.g., commercial vs non-commercial).</li> <li>• Types of providers and their services (hotels, restaurants, schools, hospitals).</li> <li>• Roles and responsibilities of staff within kitchens and front-of-house.</li> <li>• How hospitality and catering provision meets customer needs.</li> <li>• Health and safety legislation (e.g., Food Safety Act, COSHH, HACCP basics).</li> <li>• Risk assessments and control measures in catering environments.</li> </ul>
--	---	--	--

				<ul style="list-style-type: none"> <li>• Food waste reduction in commercial kitchens.</li> <li>• Energy efficiency and sustainable sourcing in catering.</li> <li>• Impact of hospitality on the environment.</li> <li>• Portion control, consistency, and presentation for service.</li> <li>• Menu planning linked to customer needs and dietary requirements.</li> </ul>
<b>Disciplinary Knowledge</b>				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> <li>• Following instructions and applying simple hygiene practices.</li> <li>• Developing independence and responsibility in practical tasks.</li> <li>• Evaluating outcomes of dishes (taste, appearance, texture).</li> <li>• Beginning to understand how ingredient choices impact final products.</li> <li>• Recognising the impact of food choices on health.</li> </ul>	<ul style="list-style-type: none"> <li>• Making informed choices about ingredients based on dietary needs.</li> <li>• Adapting recipes with justification (allergies, preferences, cost).</li> <li>• Judging food using sensory evaluation and peer feedback.</li> <li>• Reflecting on time management and sequencing in cooking.</li> <li>• Starting to link food preparation with</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and adapting recipes with increasing independence.</li> <li>• Analysing client needs (e.g., religious, health, cultural needs).</li> <li>• Evaluating the impact of ingredients and cooking methods on nutrition.</li> <li>• Problem-solving in practical contexts (e.g., limited time/resources).</li> </ul>	<ul style="list-style-type: none"> <li>• Applying industry standards in hygiene, health &amp; safety.</li> <li>• Evaluating hospitality scenarios and customer service practices.</li> <li>• Making reasoned decisions on menu planning and staffing.</li> <li>• Understanding and interpreting vocational scenarios (e.g., case studies).</li> </ul>	<ul style="list-style-type: none"> <li>• Planning, sequencing, and justifying practical tasks.</li> <li>• Independently managing a hospitality brief under time constraints.</li> <li>• Evaluating final dishes against professional criteria (taste, nutrition, cost, presentation).</li> <li>• Reviewing personal performance with vocational self-reflection.</li> <li>• Communicating ideas clearly through written and</li> </ul>

•	environmental and ethical issues.	<ul style="list-style-type: none"> <li>• Understanding the importance of presentation in hospitality.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Linking food decisions to legal and environmental considerations.</li> <li>•</li> </ul>	verbal justifications (e.g., NEA).
---	-----------------------------------	---	--	------------------------------------

### Subject-specific Skills

Year 7	Year 8	Year 9	Year 10	Year 11
<b>Introduction to Core Skills</b> <ul style="list-style-type: none"> <li>• Basic knife skills (bridge and claw technique).</li> <li>• Using basic kitchen equipment safely (peeler, grater, oven, hob).</li> <li>• Measuring and weighing ingredients accurately.</li> <li>• Following simple recipes and understanding sequence of steps.</li> <li>• Washing up and maintaining a clean work area.</li> </ul>	<b>Developing Practical Confidence</b> <ul style="list-style-type: none"> <li>• Improved accuracy and speed with knife and equipment use.</li> <li>• Controlling heat on the hob and in the oven.</li> <li>• Preparing simple meals with multiple components (e.g., sauce and main dish).</li> <li>• Applying safe food storage practices.</li> <li>• Understanding ingredient functions in cooking (e.g., thickening, binding).</li> </ul>	<b>Applying Techniques and Working Efficiently</b> <ul style="list-style-type: none"> <li>• Combining methods (baking, boiling, frying) in one dish.</li> <li>• Batch cooking and portion control.</li> <li>• Presenting dishes to a higher standard.</li> <li>• Adjusting seasoning and flavour through tasting.</li> <li>• Organising workspace independently and efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mastering Intermediate Hospitality Techniques</b></li> <li>• Consistent application of portioning and plating techniques.</li> <li>• Working in time-constrained conditions (industry-style time plans).</li> <li>• Producing dishes to meet specific dietary or customer needs.</li> <li>• Applying appropriate cooking methods to food types (e.g., sautéing vegetables, baking pastry).</li> <li>• Safe operation of equipment and implementation of food hygiene routines.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Advanced Practical and Vocational Readiness</b></li> <li>• Producing a complete meal (main + accompaniment) to professional standard.</li> <li>• Refining garnishing and final presentation skills.</li> <li>• Implementing a time plan during assessed cooking.</li> <li>• Demonstrating hygiene, safety, and food handling under assessment conditions.</li> <li>• Reviewing and refining practical work based on feedback and evaluation.</li> <li>•</li> </ul>

### British Values

Year 7	Year 8	Year 9	Year 10	Year 11
--------	--------	--------	---------	---------

Introduction to Shared Values	Developing Responsibility and Respect	Cultural Awareness and Inclusivity in Food	British Values in Vocational Contexts	Professional Conduct and Reflective Thinking
<ul style="list-style-type: none"> <li>Understanding hygiene and safety rules (Rule of Law).</li> <li>Respecting turn-taking during practical sessions (Democracy).</li> <li>Encouraging individual creativity in food design (Individual Liberty).</li> <li>Working collaboratively with peers from all backgrounds (Mutual Respect).</li> </ul>	<ul style="list-style-type: none"> <li>Following recipes while taking ownership of practical work (Individual Liberty).</li> <li>Exploring dishes from different cultures and traditions (Tolerance).</li> <li>Accepting peer feedback and giving constructive comments (Mutual Respect).</li> <li>Understanding consequences of unsafe behaviour in a kitchen (Rule of Law).</li> </ul>	<ul style="list-style-type: none"> <li>Planning dishes for a range of religious and dietary needs (Tolerance).</li> <li>Evaluating food choices and justifying adaptations (Democracy).</li> <li>Respecting diverse opinions and food traditions during group work (Mutual Respect).</li> <li>Reinforcing the importance of kitchen rules for everyone's safety (Rule of Law).</li> </ul>	<ul style="list-style-type: none"> <li>Considering the needs of different customers in hospitality scenarios (Tolerance, Mutual Respect).</li> <li>Practising professional behaviour and teamwork (Rule of Law).</li> <li>Making menu decisions and justifying choices in group planning (Democracy).</li> <li>Encouraging student autonomy during practical assessments (Individual Liberty).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating integrity and responsibility in independent work (Rule of Law).</li> <li>Respecting client briefs that reflect a variety of cultural or religious needs (Tolerance).</li> <li>Evaluating the success of hospitality scenarios fairly (Democracy).</li> <li>Showing initiative and creativity while respecting industry expectations (Individual Liberty).</li> </ul>

Life Skills				
Year 7	Year 8	Year 9	Year 10	Year 11
<b>Basic Independence and Responsibility</b> <ul style="list-style-type: none"> <li>Developing independence through basic cooking tasks.</li> </ul>	<b>Healthy Habits and Decision-Making</b> <ul style="list-style-type: none"> <li>Making informed food choices for a healthy lifestyle.</li> <li>Understanding budgeting basics</li> </ul>	<b>Personal Responsibility and Self-Management</b> <ul style="list-style-type: none"> <li>Planning and preparing simple meals independently.</li> </ul>	<b>Employability and Applied Skills</b> <ul style="list-style-type: none"> <li>Working to deadlines and planning practical tasks.</li> </ul>	<b>Preparation for Adulthood and Work Readiness</b> <ul style="list-style-type: none"> <li>Cooking a complete, balanced meal independently.</li> </ul>

<ul style="list-style-type: none"> <li>Practising cleanliness and organisation in the kitchen.</li> <li>Understanding the importance of hygiene and nutrition in daily life.</li> <li>Learning how to follow instructions and manage time in practical settings.</li> </ul>	<ul style="list-style-type: none"> <li>through ingredient selection.</li> <li>Building teamwork and communication through shared tasks.</li> <li>Recognising the impact of food waste and sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>Managing time and equipment safely and efficiently.</li> <li>Understanding food labels, allergies, and nutrition needs.</li> <li>Practising adaptability by making substitutions in recipes.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding roles in hospitality and customer interaction.</li> <li>Demonstrating resilience when managing challenges in the kitchen.</li> <li>Making informed decisions based on health, cost, and customer needs.</li> </ul>	<ul style="list-style-type: none"> <li>Managing a budget when planning and preparing dishes.</li> <li>Applying safe food practices relevant to home and work.</li> <li>Reflecting on strengths and areas for improvement in practical and written tasks.</li> </ul>
---	--	--	---	---

### Careers

Introduction to Food Careers	Expanding Career Awareness	Industry Pathways and Options	Career Preparation and Application	Work-Readiness and Career Planning
<ul style="list-style-type: none"> <li>Exploring roles in a kitchen: chef, kitchen porter, baker.</li> <li>Understanding what it means to work in food service.</li> <li>Developing early employability skills (organisation, hygiene, following instructions).</li> </ul>	<ul style="list-style-type: none"> <li>Investigating job roles in the food industry (e.g. pastry chef, nutritionist, café owner).</li> <li>Understanding the importance of food in different sectors (schools, hospitals, events).</li> <li>Linking food skills to wider transferable employability skills.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to vocational qualifications (e.g. WJEC Hospitality &amp; Catering).</li> <li>Exploring different hospitality settings and career environments.</li> <li>Understanding skills needed for specific roles (e.g., timekeeping, communication, food hygiene).</li> </ul>	<ul style="list-style-type: none"> <li>In-depth study of roles in hospitality and catering (front-of-house, event manager, head chef).</li> <li>Understanding career progression routes (apprenticeships, college, university).</li> <li>Using industry vocabulary and understanding expectations of employers.</li> <li>Engaging with local industry links, guest speakers, or virtual experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Preparing for the NEA as a real-life hospitality brief.</li> <li>Reflecting on strengths and interests to inform career pathways.</li> <li>Understanding CV basics and presentation of self in professional settings.</li> <li>Reviewing future study options in food, nutrition, hospitality, or business.</li> </ul>

Literacy				
Year 7	Year 8	Year 9	Year 10	Year 11
<p><b>Building Basic Literacy in Food Contexts</b></p> <ul style="list-style-type: none"> <li>Understanding and using key food preparation terminology (e.g., chop, boil, hygiene).</li> <li>Reading and following simple written recipes.</li> <li>Introducing sentence structure for describing practical outcomes.</li> <li>Labelling diagrams and completing ingredient lists accurately.</li> </ul>	<p><b>Developing Descriptive and Instructional Writing</b></p> <ul style="list-style-type: none"> <li>Writing step-by-step methods using imperative verbs.</li> <li>Expanding food vocabulary (e.g., texture, flavour, presentation).</li> <li>Using adjectives for sensory evaluation.</li> <li>Introducing structured evaluations of dishes.</li> </ul>	<p><b>Applying Literacy to Justify and Evaluate</b></p> <ul style="list-style-type: none"> <li>Writing detailed evaluations using reasoning and evidence.</li> <li>Analysing nutritional information and explaining dietary choices.</li> <li>Structuring extended written responses (e.g., menu planning, food choice justification).</li> <li>Using subject-specific vocabulary with increasing independence.</li> </ul>	<p><b>Technical Writing and Verbal Communication (WJEC Unit 2)</b></p> <ul style="list-style-type: none"> <li>Producing written justifications for dish choices and preparation methods.</li> <li>Writing up evaluations that demonstrate clarity, analysis, and structure.</li> <li>Developing verbal communication through peer feedback and discussion.</li> <li>Presenting ideas and practical decisions with clarity in NEA tasks.</li> </ul>	<p><b>Technical Writing and Verbal Communication (WJEC Unit 2)</b></p> <ul style="list-style-type: none"> <li>Producing written justifications for dish choices and preparation methods.</li> <li>Writing up evaluations that demonstrate clarity, analysis, and structure.</li> <li>Developing verbal communication through peer feedback and discussion.</li> <li>Presenting ideas and practical decisions with clarity in NEA tasks.</li> </ul> <p><b>Vocational Writing and Reading Skills (WJEC Unit 1)</b></p> <ul style="list-style-type: none"> <li>Reading and interpreting case studies and hospitality scenarios.</li> <li>Writing extended responses using evidence and key terminology.</li> </ul>

				<ul style="list-style-type: none"> <li>Describing and comparing job roles using accurate technical vocabulary.</li> <li>Practising structured answers for exam-style questions.</li> </ul>
--	--	--	--	--

**Digital Literacy (to engage confidently with technology, the various digital platforms, and the vast amount of online information which now exists)**

Year 7	Year 8	Year 9	Year 10	Year 11
<p><b>Introduction to Digital Tools in Food</b></p> <ul style="list-style-type: none"> <li>Using digital devices to research basic ingredients and recipes.</li> <li>Accessing online resources or videos to reinforce practical techniques.</li> </ul>	<p><b>Developing Safe and Purposeful Use</b></p> <ul style="list-style-type: none"> <li>Exploring nutrition tools and databases (e.g. Eatwell Guide, NHS Choices).</li> <li>Typing up evaluations or adapting recipes using word processing software.</li> <li>Understanding digital safety when researching food topics online.</li> </ul>	<p><b>Using Digital Platforms for Learning and Design</b></p> <ul style="list-style-type: none"> <li>Conducting independent research into dietary needs and menu options.</li> <li>Designing digital presentations or posters (e.g., for themed menus).</li> <li>Analysing nutritional data using online calculators.</li> <li>Saving and organising work electronically.</li> </ul>	<p><b>Professional Use of Digital Skills</b></p> <ul style="list-style-type: none"> <li>Accessing digital case studies and mock assessments.</li> <li>Using hospitality software or templates to plan menus and evaluate provision.</li> <li>Using collaborative tools (shared docs/slides) to plan and present in groups.</li> <li>Embedding vocational ICT skills for coursework.</li> </ul>	<p><b>Digital Tools for Research and Presentation</b></p> <ul style="list-style-type: none"> <li>Presenting final NEA work using digital word processing and layout tools.</li> <li>Researching dietary requirements and customer needs with source evaluation.</li> <li>Applying time planning and nutritional software.</li> <li>Reflecting on feedback and making improvements digitally.</li> </ul>

## **Food Technology KS3 Assessment**

Pupils will have a baseline assessment at the beginning of year 7 for their first DT rotation subject.

For Food technology this is based on Knowledge of the Eat well Guide and parts of the cooker.

The teacher will give written feedback for self and peer assessment. Pupils must act upon dialogic marking given and this is reflected in their work. Time is allocated for students to use the purple zone to reflect and act upon feedback given.

Pupils will be assessed and a percentage mark given on two practical dishes and two written reviews and evaluations of their practical work

Year 7 assessment tasks:

Written assessment is reflection and evaluation task

Year 8 assessment Tasks:

Written reflection and evaluation task: lasagne

Making of the lasagne, making the bolognese, cheese sauce, and assembling.

At the end of each 10-week rotation pupils' percentage marks are placed on the departmental tracker to establish the progress the pupils have made in relation to their peers.

## **Home Cooking skills KS4 Assessment**

### **Assessment criteria Year 9 level 1**

- 1.1 Select and prepare ingredients for a recipe
- 1.2 Use cooking skills when following a recipe
- 1.3 Demonstrate food safety and hygiene throughout prep and cooking.
- 2.1 Reflect on own learning about value of gaining cooking skills
- 2.2 Identify ways to pass on information about home cooking

### **Assessment criteria Year 10-11 level 2**

- 1.1 Select an appropriate recipe for the task.
- 1.2 Select and prepare ingredients for a recipe.
- 1.3 Use Cooking skills when following a recipe.
- 1.4 Demonstrate food safety and hygiene throughout the preparation and cooking process.
- 2.1 Reflect on own learning about the value of gaining cooking skills
- 2.2 Identify ways to pass on information about home cooking

The qualification is assessed through a coursework portfolio, meaning there are no formal exams. The course aims to give learners the skills and knowledge to cook for themselves, their families, and inspire others. It also emphasizes the importance of cooking economically and using fresh ingredients. Pupils are assessed and the work is moderated by Pearson Edexcel. Pupils will receive a pass or fail in Level 1 Home Cooking Skills.

### **Assessment criteria Year 10-11 level 2**

- 1.1 Select an appropriate recipe for the task.

- 1.2 Select and prepare ingredients for a recipe.
- 1.3 Use Cooking skills when following a recipe.
- 1.4 Demonstrate food safety and hygiene throughout the preparation and cooking process.

- 2.1 Reflect on own learning about the value of gaining cooking skills
- 2.2 Identify ways to pass on information about home cooking

The qualification is assessed through a coursework portfolio, meaning there are no formal exams. The course aims to give learners the skills and knowledge to cook for themselves, their families, and inspire others. It also emphasizes the importance of cooking economically and using fresh ingredients. Pupils are assessed and the work is moderated by Pearson Edexcel. Pupils will receive a pass or fail in Level 2 Home Cooking Skills.

### **WJEC Hospitality and Catering KS4 Assessment**

#### **Unit 1-40% weighting**

#### **Unit 2 –60% weighting**

#### **Assessment criteria.**

#### **Year 9**

Learners in Year 9 are tested at the end of each unit through written assessments and are graded on their practical work. Practical assessments focus on developing and demonstrating a variety of culinary skills, including food preparation, cooking techniques, and presentation, while consistently applying food safety and hygiene principles. These assessments help build a strong foundation for more complex skills in later years.

#### **Year 10**

Building on Year 9 foundations, students begin to prepare main meal dishes alongside complementary side dishes, pushing their skills towards more complex culinary techniques essential for success in Year 11. To support exam readiness, students undertake a Mock Non-Exam Assessment (NEA) that mirrors the structure and expectations of the final Year 11 assessment, helping them develop confidence and practical exam skills.

In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.

- 2.1 The importance of nutrition

2.2 Menu planning

2.3 The skills and techniques of preparation, cooking and presentation of dishes

2.4 Evaluating cooking skills

## **Year11**

In year 11 pupils will complete their Unit 2 Non-Exam Assessment (NEA) which accounts for 60% of their final grade. Once completed pupils will then start to look into unit 1, all about the hospitality and catering industry. Pupils will cover new topics and cover topics they have already learnt.

### **Unit 1**

In this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety

1.1 Hospitality and catering provision

1.2 How hospitality and catering providers operate

1.3 Health and safety in hospitality and catering

1.4 Food safety in hospitality and catering

### **Unit 2**

In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.

2.1.1 - Analyse the assignment brief and recommend one dish for each customer. Assess how the dish meets the nutritional needs of the customer.

2.1.2 – Explain the impact of cooking methods on the nutritional value of the chosen dishes.

2.2.1 - Discuss the factors which affected your choice of dishes.

2.2.2 - Plan for the production of your two dishes.

2.3.3 – Demonstrate how to work safely, follow correct food safety and hygiene practices and procedures in relation to the preparation and cooking of food and use of equipment and facilities.

2.3.1 – Prepare the dishes, demonstrating a variety of basic, medium and complex preparation and knife techniques.

Cook the dishes demonstrating a variety of basic, medium and complex cooking techniques.

2.3.2 – Present the dishes in a way this is appropriate for the brief.

2.4.1 – Assess the production of the presented dishes

2.4.2 – Review your own performance.

# Assessment criteria for practical skills Year 9, 10 and 11.

	H&S Quality Points and Hygiene	Preparation	Cooking	Presentation
Level 2 Distinction*	<b>ability to use equipment and facilities safely at all times</b>	a range of mostly complex preparation and knife techniques which are used effectively with speed and precision.	a range of mostly complex cooking techniques which are used effectively with speed and precision	a range of presentation techniques carried out with precision
Level 2 Distinction	<b>highly effective consideration to health, safety and hygiene, and quality</b>	<b>No guidance</b>	<b>No guidance</b>	
Level 2 Merit	<b>ability to use equipment and facilities safely at all times</b>	a range of mostly complex and medium preparation and knife techniques which are used competently with speed and precision	a range of mostly complex and medium level cooking techniques which are used competently with precision	Appropriate presentation techniques
Level 2 Pass	<b>effective consideration with regards to health, safety and hygiene, and quality points.</b>	<b>No guidance</b>	<b>No guidance</b>	
Level 1 Distinction*	<b>ability to use equipment and facilities safely most of the time</b>	medium and basic preparation and knife techniques with some precision.  <b>Limited guidance</b>	medium and basic cooking techniques with some precision	Some presentation techniques
Level 1 Distinction			<b>Limited guidance</b>	

	<b>some consideration to health, safety and hygiene, and quality points</b>			
<b>Level 1 Merit</b>	<b>ability to use equipment and facilities safely some of the time</b>  <b>minimal consideration to health, safety and hygiene, and quality points.</b>	<b>basic preparation and knife techniques with limited precision.</b>  <b>Guidance is required</b>	<b>basic cooking techniques with limited precision</b>  <b>Guidance is required</b>	<b>No attempt at presentation techniques</b>

**Unit 1** will be assessed at the end of year 11. This will be in the form of a formal exam and will consist of short and long answer questions. The exam is a 1 hour 20-minute paper worth 40% of the overall grade.

Student in year 10 will complete a mock exam paper during PPE's.

**Unit 2** will be assessed in Term 1. The Nea will be carried out in examination conditions and is worth 60% of the overall grade. It is made up of both written and practical responses to a given brief.

# KS3 Food Technology Curriculum Plan for Year 7

Week	Lesson 1	Lesson 2	Lesson 3
1	<p><b>Introduction and hygiene -</b></p> <p>To explain the layout of the food room.</p> <p>To introduce pupils to the <i>My learning journey</i> booklet (progress tracker).</p> <p>To describe the expectations for working in the food room.</p> <p>To explain and apply health and safety practices used.</p> <p>Learning booklets</p> <p>Look at personal hygiene and importance of hand washing and getting ready to cook.</p>	<p><b>Safety rules -</b></p> <p>Looking at food safety - analyse hazard kitchen and spotting hazards. Discussion of what is a hazard and what is a risk. Look at prevention and how we can stop it happening.</p>	<p><b>Eatwell guide</b> - To describe the principles of <i>The eatwell guide</i> and relate this to their own diet.</p> <p>To name the main nutrients provided by <i>The eatwell guide</i> food groups.</p> <p>To explain and apply the 8 tips for healthy eating, the 5 A Day message and portion size.</p> <p>Evaluation of pasta salad - linked to Eatwell Guide.</p>
2	<p><b>Fruit Salad</b> - To prepare and cook a dish using fruit</p> <p>To demonstrate the safe use of sharp knives.</p> <p>To discuss types of dressing, ways of preserving fruit, how they are made and why they are used.</p> <p>To apply the principles of food safety and hygiene when cooking.</p>	<p><b>A Baseline test</b> - To show prior knowledge of the subject and be able to recall what has already been taught in the lesson.</p>	<p><b>Kitchen Equipment</b> - Safety with Knives.</p> <p>Identify small pieces of equipment and look at safety with knives and using bridge and claw.</p>
3	<p><b>A1 Pasta salad</b> - To prepare and cook a seasonal, fresh vegetable and pasta dish, - pasta salad.</p> <p>To demonstrate the safe use of the hob, sharp knives and to measure liquids accurately.</p>	<p><b>A1 Evaluation of Pasta salad</b> - to evaluate their own progress in making/practical lessons so that they can reflect on how they performed and think about how they can make improvements.</p>	<p><b>Continued evaluation of pasta salad</b> - to evaluate their own progress in making/practical lessons so that they can reflect on how they performed and think about how they can make improvements.</p>

	<p>To investigate and discuss/evaluate the effects of cooking vegetables.</p> <p>To apply the principles of food safety and hygiene when cooking.</p>	<p>Consider how the recipe could be adapted and say how this would improve the finished product.</p>	<p>Consider how the recipe could be adapted and say how this would improve the finished product.</p>
4	<p><b>Bruschetta</b> - To prepare and cook a savoury snack meal dish, such as bruschetta's.</p> <p>To demonstrate the skills of vegetable preparation and controlling heat.</p> <p>To apply the principles of food safety and hygiene when cooking.</p> <p>To prepare and cook a dish using the grill.</p> <p>Discussion about how foods are cooked under the grill.</p> <p>Apply principles of hygiene and safety when working in practical lesson.</p>	<p><b>Scrambled egg on toast</b> - To prepare and cook eggs on toast looking at protein foods and how eggs are cooked. Pupils are challenged to cook eggs correctly and use the grill to toast their bread whilst also making the eggs.</p> <p>To apply the principles of food safety and hygiene when cooking. Know that heating protein causes irreversible changes - coagulation.</p>	<p><b>Fruits and vegetables</b> - Look at the importance of fruits and Vegetables in our diet and relate to the Eatwell Guide. 5-a-day.</p> <p>Safety with preparing, storing and eating vegetables</p>
5	<p><b>A2 Tortilla wraps</b> - pupils carry out their assessed practical focusing on following instructions, knife skills and shaping and portioning wraps before baking in the oven.</p>	<p><b>A2 Evaluation of tortilla wraps</b> - to evaluate their own progress in making/practical lessons so that they can reflect on how they performed and think about how they can make improvements.</p> <p>Consider how the recipe could be adapted and say how this would improve the finished product.</p>	<p><b>Continued evaluation of Tortilla wraps</b> - to evaluate their own progress in making/practical lessons so that they can reflect on how they performed and think about how they can make improvements.</p> <p>Consider how the recipe could be adapted and say how this would improve the finished product.</p>
6	<p><b>Raspberry buns</b> - rubbing in method. Shaping and portioning. Use of the oven</p>	<p><b>Danger zone</b> - Looking at critical temperatures and the danger zone. Look at how bacteria multiplies and how we can prevent food being contaminated.</p>	<p><b>Allergies and intolerances</b> - Be able to explain the difference between allergies and intolerances. Be able to identify the different allergies and intolerances.</p>

7	<p><b>Cheese scones</b> - Make basic cheesy scone recipe for pupils to understand process of rubbing-in method.</p>	<p><b>Sensory analysis</b> - Taste-testing of bought scones to analyse sensory qualities and link to functions/qualities of ingredients and how different ingredients will give different qualities to a finished product, e.g. use of egg instead of milk to give a richer taste. Discussion of types of flour and nutrient content. What different flours are used for and different parts of flour - starch and protein. Ideas for own adaptation of basic recipe - recipe adaptation can be for sweet or savoury scones</p>	<p><b>Planning adaptation of recipe for own scone</b> - Plan time and contingencies. To plan for making a batch of breakfast scones, either sweet or savoury. Adapting an existing recipe to make it more suitable - (suitable for breakfast). Discussing suitable alternative ingredients and their effects on the recipe and outcome in nutritional and sensory terms.</p>
8	<p><b>A3 Adapted scones</b> - To prepare and cook a batch of scones (potentially for breakfast) and evaluate the dish. To demonstrate the skills of mixing, folding and dividing a mixture, using the oven. To apply the principles of food safety and hygiene when cooking</p>	<p><b>A3 Evaluation of adapted scones</b> - to evaluate their own progress in making/practical lessons so that they can reflect on how they performed and think about how they can make improvements. Consider how the recipe could be adapted and say how this would improve the finished product.</p>	<p><b>Continued evaluation of adapted scones</b> - to evaluate their own progress in making/practical lessons so that they can reflect on how they performed and think about how they can make improvements. Consider how the recipe could be adapted and say how this would improve the finished product.</p>
9	<p><b>Oaty cookies</b> - Pupils look at melting method, use of the hob and the oven when making biscuits. Focus on portioning equal quantities and looking for doneness.</p>	<p><b>Special Diets</b> - <b>Age and religion:</b> To be able to identify what a special diet is and why people may have a special diet. Be able to explain the nutritional impact of special diets.</p>	<p><b>Special diets -Vegetarian/vegan:</b> To be able to explain the differences between vegetarian and vegan diets. Be able to explain the nutritional impacts. Be able to modify a recipe to cater to different diets.</p>
10	<p><b>Pizza pinwheels</b> - To create a dish using processes and methods used in previous practical's. Be able to work independently, safely and hygienically throughout.</p>	<p><b>A End of unit test</b> - To reflect on previous learning, show knowledge and understanding of the rotation.</p>	<p><b>Review of food unit</b> - purple pen and finishing booklets, Reviewing progress and target setting.</p>

--	--	--

**N.B. The recipes suggested are examples and may be substituted. Alternative recipes should provide the same opportunity to meet the practical learning objectives.**

## KS3 Food Technology Curriculum Plan for Year 8

Lesson/week	Lesson 1	Lesson 2	Lesson 3
1	<b>Energy Balance</b> - Pupils look at energy balance, energy in should equal energy out. Look at consequences of a poor diet and effects of obesity. How do we reverse this. Look at meals HML in energy and discuss meals that are good balance of energy to maintain a healthy weight.	<p><b>A1 Bread Rolls</b> – First assessed practical, To prepare and cook a dish which demonstrates the role of carbohydrate in the diet,</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking. To prepare and cook a dish using yeast dough, such as flavoured bread rolls, pizza wheels.</p> <p>To demonstrate the skills of preparing, kneading, shaping and finishing yeast dough.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p>	<p><b>A1 Evaluation of bread rolls</b> - Be able to evaluate their own progress in making/practical lessons so that they can reflect on how they performed and think about how they can make improvements.</p> <p>Consider how the recipe could be adapted and say how this would improve the finished product.</p>
2	<p><b>A1 Continued Evaluation of bread rolls</b> - Be able to evaluate their own progress in making/practical lessons so that they can reflect on how they performed and think about how they can make improvements.</p> <p>Consider how the recipe could be adapted and say how this would improve the finished product.</p>	<p><b>Carbohydrates</b> - To look at carbohydrate in the diet</p> <p>To describe the dietary recommendations for carbohydrate (including fibre) and how it relates to their diet.</p> <p>To identify varieties of bread and bread products available to the consumer.</p> <p>To investigate the functions of ingredients used in bread making.</p>	<p><b>Sugars</b> - Look at sugar in drinks and negative effect on oral health and alternatives.</p> <p>Investigate a typical days diet to discover how much sugar is included and hidden in foods. Activity to weigh out sugar in a days meals. Work out sugar intake and calorific value and contribution to overall ill-health.</p>
3	<b>Fruit Cobbler</b> - To be able to follow a recipe independently by organising own equipment and resources and producing a high quality product in the time given. Pupils will follow instructions and all hygiene and safety rules	<b>Sugar 2</b> - Be able to identify the Reference Intake (RI) of sugar per day and sources of it. Be able to define 'added sugars' and evaluate the negative health implications of eating too much sugar.	<p><b>Fibre</b> - investigate amount of fibre in breakfast cereals. Look at common cereals and contribution of fibre in portions.</p> <p>Discuss why fibre is important and function in our diet.</p>

	<p>They will produce a high quality product that shows good portion control and is cooked to a golden brown colour.</p>		<p>Be able to identify foods rich in fibre and how much we should have a day.</p>
4	<p><b>Turkey Curry</b> - To understand how to handle raw meat within food hygiene rules so that prevent food poisoning and make a high-quality meal.</p> <p>Use the bridge and claw to prepare the ingredients.</p> <p>Chop everything the same size.</p> <p>Ensure the meat is cooked all the way through</p>	<p><b>Fibre 2-</b> Discuss why fibre is important and function in our diet. Be able to identify foods rich in fibre and how much we should have a day. Poo practical</p>	<p><b>Protein</b> - To explain the sources, types and functions of protein. To describe the dietary recommendations for protein and how it relates to their diet. To define protein complementation. Understand what vegetarian means and vegan and what foods these groups will be able to substitute if not eating animal protein</p>
5	<p><b>A2 Chicken goujons and wedges</b> - To prepare and cook a main meal dish using one or more ingredients that provides a source of protein.</p> <p>To demonstrate the skills of preparing raw meat and applying a breadcrumb coating, using a variety of small equipment, using the oven. Dovetailing tasks, making wedges as well as goujons. Use of food probe</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To describe the functions of eggs in cooking.</p>	<p><b>A2 Evaluation of goujons</b> - Be able to evaluate their own progress in making/practical lessons so that they can reflect on how they performed and think about how they can make improvements. Consider how the recipe could be adapted and say how this would improve the finished product.</p>	<p><b>A2 Continued evaluation of goujons</b> - Be able to evaluate their own progress in making/practical lessons so that they can reflect on how they performed and think about how they can make improvements. Consider how the recipe could be adapted and say how this would improve the finished product.</p>
6	<p><b>Cheesy pasta bake</b> – Be able to make a cheese sauce that can be used to make a savoury main course meal so that they can practice the skill of sauce making to make a main course dish from scratch, can save money and eat more healthily. Good food presentation is important in making food appealing to eat.</p>	<p><b>Fats and oils</b> - To identify types of fat in the diet and importance of eating the right types of fat. Identifying what food contain fats. Nutritional value and how to adapt recipes to lower the amount of fat we eat.</p>	<p><b>Vitamins and minerals</b> - Understand the role of vitamins and minerals in the diet. Know the difference between fat soluble and water soluble vitamins. Identify the foods we get different vitamins and minerals from.</p>
7	<p><b>Chilli</b> - To prepare and cook a main meal dish using one or more ingredients that provides a source of protein.</p> <p>To demonstrate the skills of preparing raw meat and demonstrate the use of herbs and</p>	<p><b>Lasagne planning</b> – Be able to create a plan to use within their practical lesson. Be able to understand the processes that go into making the lasagne. Be able to identify foods high in fat in the product and suggest ways that it can be reduced.</p>	<p><b>Lasagne planning 2</b>- Be able to create a plan to use within their practical lesson. Be able to understand the processes that go into making the lasagne. Be able to identify foods high in fat in the product and suggest ways that it can be reduced.</p>

	spices to enhance the flavour of a dish. To learn to make a reduced sauce. To demonstrate and apply the principles of food safety and hygiene when cooking.		
8	<b>A3 Lasagne -</b> be able to make a reduced tomato/meat sauce to use in a layered pasta meal follow step by step instructions more independently and produce a rich reduced sauce. follow all hygiene and safety rules and are focused throughout the lesson.	<b>A3 Lasagne –</b> Be able to make a roux sauce to turn into a cheese sauce ready to use in the lasagne dish. Be able to correctly layer the dish to create an attractive product. follow all hygiene and safety rules and are focused throughout the lesson.	<b>A3 Lasagne Evaluation -</b> Be able to evaluate their own progress in making/practical lessons so that they can reflect on how they performed and think about how they can make improvements. Consider how the recipe could be adapted and say how this would improve the finished product.
9	<b>A3 Continued lasagne evaluation -</b> Be able to evaluate their own progress in making/practical lessons so that they can reflect on how they performed and think about how they can make improvements. Consider how the recipe could be adapted and say how this would improve the finished product.	<b>Brownies -</b> Be able to make a melted-method pudding. To demonstrate and apply the principles of food safety and hygiene when cooking.	<b>End of unit test -</b> To reflect on previous learning, show knowledge and understanding of the rotation.
10	<b>Lemony sponge -</b> Pupils prepare and cook a low fat cake using the whisking method as this is a fatless sponge. Use of electrical equipment, use of ribbon test to show enough air is whisked in to the mixture. Demonstrate hygiene and safety when using electrical equipment.	<b>Food waste –</b> Be able to identify causes of food waste. Be able to discuss and debate in a professional and calm manner Be able to articulate key points. Be able to identify ways to help prevent food waste.	<b>Review of food unit –</b> purple pen and finishing booklets, Reviewing progress and target setting.

***N.B. The recipes suggested are examples and may be substituted. Alternative recipes should provide the same opportunity to meet the practical learning objectives.***

# KS4 Home Cooking Skills Curriculum Plan for Year 9-11

Year/ Term	Unit of work	Intent
Overall	BTEC Home Cooking Skills AQA Short Courses	<p>Home cooking skills learning intentions focus on empowering individuals with the knowledge and practical abilities to prepare nutritious and affordable meals at home, fostering independent living and promoting healthy eating habits. These intentions aim to instill confidence in the kitchen, enhance understanding of food safety and hygiene, and encourage lifelong learning in the realm of food preparation.</p> <p>Short courses in food and nutrition offer flexible learning opportunities for individuals seeking to expand their knowledge in areas like healthy eating, food safety, and specific dietary needs. These courses often provide practical skills, theoretical understanding.</p>
Autumn Term 1 Year 9	Introduction to the course. Safety and Hygiene routines. Breakfast dishes Develop a recipe card that could be shared AQA short course: Introduction to safety and hygiene in the classroom. AQA short course: making a milkshake. AQA short course: Food technology cooking with eggs AQA short course: Healthy eating : making a smoothie	<p>To develop good hygiene and safety routines within the kitchen. Students should be able to: Follow the set routines before starting to cook. Work safely with small and large equipment within the kitchen. Develop basic practical skills. Increase their confidence whilst preparing different breakfast dishes. Prepare meals from scratch.</p>

	AQA short course making bread rolls	
<b>Autumn Term 2 Year 9</b>	Breakfast planning assessment Lunch dishes. AQA short course: planning and preparing a cooked breakfast. AQA short course: food hygiene and safety whilst cooking. Christmas cookery Develop a recipe card that could be shared	Basic skills will be developed. Students should be able to: Follow the set routines before starting to cook. Work safely with small and large equipment within the kitchen. Develop basic practical skills when preparing dishes suitable to eat at lunch time. Increase their confidence whilst preparing different lunch time dishes. Prepare meals from scratch.
<b>Spring Term 1 Year 9</b>	Lunch dishes Lunch planning assessment. Develop a recipe card that could be shared AQA short course: preparing salad food AQA short course: Cleaning kitchen work surfaces. AQA short course: Health and hygiene routines in the food technology room.	Basic skills will be developed. Students should be able to: Follow the set routines before starting to cook. Work safely with small and large equipment within the kitchen. Develop basic practical skills when preparing dishes suitable to eat at lunch time. Increase their confidence whilst preparing different lunch time dishes. Prepare meals from scratch Understand food poisoning and how to prevent it.

<b>Spring Term 2 Year 9</b>	Main meals. Develop a recipe card that could be shared.	Basic skills will be developed. Students should be able to: Follow the set routines before starting to cook. Work safely with small and large equipment within the kitchen. Develop basic practical skills when preparing dishes suitable to eat at lunch time. Increase their confidence whilst preparing different lunch time dishes. Prepare meals from scratch Understand food poisoning and how to prevent it.												
<b>Summer Term 1 Year 9</b>	Level 1 Home Cooking skills Practical assessment and coursework.  Prepare dishes that could be eaten as a main meal. AQA short course life skills: cooking AQA short course: preparing a healthy lunch. AQA short course: food preparation vegetable stir fry	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center; vertical-align: top;"> <b>1. 1</b> </td><td style="width: 20%; text-align: center; vertical-align: top;"> <b>Select an appropriate recipe for the task.</b> </td><td style="width: 70%; vertical-align: top;"> <b>RESEARCH</b> : selecting and analysing recipes to select an appropriate recipe to meet the requirements of the brief. </td></tr> <tr> <td style="text-align: center; vertical-align: top;"> <b>1. 1</b> </td><td style="text-align: center; vertical-align: top;"> <b>Select and prepare ingredients for a recipe</b> </td><td style="vertical-align: top;"> <b>SELECTING</b> the appropriate ingredients for the recipe. <b>PREPARING INGREDIENTS</b> : weighing and measuring correctly. </td></tr> <tr> <td style="text-align: center; vertical-align: top;"> <b>1. 2</b> </td><td style="text-align: center; vertical-align: top;"> <b>Use cooking skills when following a recipe</b> </td><td style="vertical-align: top;"> <b>DEMONSTRATE</b> : <ul style="list-style-type: none"> <li>• preparation skills such as cutting, slicing combining</li> <li>• cooking skills using 1 or 2 parts of the cooker</li> </ul> </td></tr> <tr> <td style="text-align: center; vertical-align: top;"> <b>1. 3</b> </td><td style="text-align: center; vertical-align: top;"> <b>Demonstrate food safety and hygiene throughout the preparation</b> </td><td style="vertical-align: top;"> <b>FOOD SAFETY AND HYGIENE</b>: <ul style="list-style-type: none"> <li>• Tie back hair</li> <li>• Wear a clean apron</li> <li>• Wash and dry hands before handling food,</li> <li>• Keep surfaces clean,</li> <li>• Cover cuts;</li> <li>• Using knives safely</li> <li>• Use cooker safely</li> <li>• Test food for readiness</li> <li>• Clean and store equipment correctly after use.</li> </ul> </td></tr> </table>	<b>1. 1</b>	<b>Select an appropriate recipe for the task.</b>	<b>RESEARCH</b> : selecting and analysing recipes to select an appropriate recipe to meet the requirements of the brief.	<b>1. 1</b>	<b>Select and prepare ingredients for a recipe</b>	<b>SELECTING</b> the appropriate ingredients for the recipe. <b>PREPARING INGREDIENTS</b> : weighing and measuring correctly.	<b>1. 2</b>	<b>Use cooking skills when following a recipe</b>	<b>DEMONSTRATE</b> : <ul style="list-style-type: none"> <li>• preparation skills such as cutting, slicing combining</li> <li>• cooking skills using 1 or 2 parts of the cooker</li> </ul>	<b>1. 3</b>	<b>Demonstrate food safety and hygiene throughout the preparation</b>	<b>FOOD SAFETY AND HYGIENE</b> : <ul style="list-style-type: none"> <li>• Tie back hair</li> <li>• Wear a clean apron</li> <li>• Wash and dry hands before handling food,</li> <li>• Keep surfaces clean,</li> <li>• Cover cuts;</li> <li>• Using knives safely</li> <li>• Use cooker safely</li> <li>• Test food for readiness</li> <li>• Clean and store equipment correctly after use.</li> </ul>
<b>1. 1</b>	<b>Select an appropriate recipe for the task.</b>	<b>RESEARCH</b> : selecting and analysing recipes to select an appropriate recipe to meet the requirements of the brief.												
<b>1. 1</b>	<b>Select and prepare ingredients for a recipe</b>	<b>SELECTING</b> the appropriate ingredients for the recipe. <b>PREPARING INGREDIENTS</b> : weighing and measuring correctly.												
<b>1. 2</b>	<b>Use cooking skills when following a recipe</b>	<b>DEMONSTRATE</b> : <ul style="list-style-type: none"> <li>• preparation skills such as cutting, slicing combining</li> <li>• cooking skills using 1 or 2 parts of the cooker</li> </ul>												
<b>1. 3</b>	<b>Demonstrate food safety and hygiene throughout the preparation</b>	<b>FOOD SAFETY AND HYGIENE</b> : <ul style="list-style-type: none"> <li>• Tie back hair</li> <li>• Wear a clean apron</li> <li>• Wash and dry hands before handling food,</li> <li>• Keep surfaces clean,</li> <li>• Cover cuts;</li> <li>• Using knives safely</li> <li>• Use cooker safely</li> <li>• Test food for readiness</li> <li>• Clean and store equipment correctly after use.</li> </ul>												

		<p><b>and cooking process</b></p>	
	<p><b>2.</b> <b>1</b></p> <p><b>Reflect on own learning about the value of gaining cooking skills</b></p>	<p><b>EVALUATION</b> : identify what went well and what could be improved if the meal was made again.  <b>UNDERSTANDING THE VALUE OF COOKING SKILLS :</b>  Explain the benefits of home cooking</p>	
	<p><b>2.</b> <b>2</b></p> <p><b>Identify ways to pass on information about home cooking</b></p>	<p><b>BE ABLE TO IDENTIFY WAYS TO SHARE SKILLS AND RECIPES</b></p>	
			<p>Increase their confidence whilst preparing different main meal time dishes.  Prepare meals from scratch</p>
<p><b>Summer Term 2 year 9</b></p>	<p>Snacks and fun things to make.  Develop a recipe card that could be shared.  AQA short course: preparing and baking sausage rolls.</p>	<p>Basic skills will be developed.  Students should be able to:  Follow the set routines before starting to cook.  Work safely with small and large equipment within the kitchen.  Develop basic practical skills when preparing dishes.  Increase their confidence whilst preparing and selecting different dishes.  Prepare dishes from scratch.</p>	

Autumn Term 1 Year 10	Prepare main course dishes and accompaniments.  AQA short course: Food hygiene and safety.  AQA short course: preparing and cooking chilli con carne.	Basic and medium skills will be developed. Students should be able to: Follow the set routines before starting to cook. Work safely with small and large equipment within the kitchen. Develop practical skills when preparing dishes. Increase confidence and independence whilst preparing more than one dish. Prepare dishes from scratch. Consider how food poisoning can be prevented.
Autumn Term 2 Year 10	Prepare main course dishes and accompaniments.  AQA short course: preparing and cooking apple crumble.  AQA short course: basic food preparation  AQA short course: preparing and chicken nuggets  AQA short course: cooking with pasta.  AQA short course: practical cookery skills : Fajitas  AQA short course: catering skills: cooking with meat safely	Basic and medium skills will be developed. Students should be able to: Follow the set routines before starting to cook. Work safely with small and large equipment within the kitchen. Develop practical skills when preparing dishes. Increase confidence and independence whilst preparing more than one dish. Prepare dishes from scratch. Consider how food poisoning can be prevented. Consider healthy eating guidelines. Explain ways to economise when cooking at home.

<b>Spring Term 1 Year 10</b>	Prepare main course dishes and accompaniments.  AQA short course: cooking with meat: Basic hygiene and safety. AQA short course: preparing and cooking jacket potatoes AQA short course: Food handling and cooking skills AQA short course: Preparing and cooking a curry	Basic and medium skills will be developed. Students should be able to: Follow the set routines before starting to cook. Work safely with small and large equipment within the kitchen. Develop practical skills when preparing dishes. Increase confidence and independence whilst preparing more than one dish. Prepare dishes from scratch. Consider how food poisoning can be prevented. Consider healthy eating guidelines. Explain ways to economise when cooking at home.
<b>Spring Term 2 Year 10</b>	Prepare desserts and accompaniments.  AQA short course: preparing a simple cold dessert	Basic and medium skills will be developed. Students should be able to: Follow the set routines before starting to cook. Work safely with small and large equipment within the kitchen. Develop practical skills when preparing dishes. Increase confidence and independence whilst preparing more than one dish. Prepare dishes from scratch. Consider how food poisoning can be prevented. Consider healthy eating guidelines. Explain ways to economise when cooking at home.
<b>Summer Term 1 Year 10</b>	Prepare desserts and accompaniments.	Basic and medium skills will be developed. Students should be able to: Follow the set routines before starting to cook. Work safely with small and large equipment within the kitchen. Select suitable dishes for the given brief.

	AQA short course: preparing a hot dish(frying) AQA short course: making a cottage pie Mock practical assessment written coursework.	Prepare dishes from scratch. Consider hygiene and safety practices Consider healthy eating guidelines. Consider the diets for different age groups.	
Summer Term 2- year 10	Mock practical assessment and complete written coursework. Home Cooking Skills Level 2	Learning outcome (LO)	In this assessment you will have the opportunity to present evidence that shows you are able to:
		1.1 Plan a nutritious two-course meal	<b>RESEARCH</b> : identify the nutritional needs of children. Selecting and analysing recipes to select appropriate recipes to meet the requirements of the brief showing understanding of the Eatwell guide
		2.1 Select and prepare ingredients for a nutritious two course meal.	<b>SELECTING</b> the appropriate ingredients for the recipe. <b>PREPARING INGREDIENTS</b> : weighing and measuring correctly.
		2.2 Use cooking skills when following a recipe	<b>DEMONSTRATE</b> : <ul style="list-style-type: none"><li>preparation skills such as cutting, slicing combining</li><li>cooking skills using 1 or 2 parts of the cooker</li></ul>
		2.3 Demonstrate food safety and hygiene throughout the preparation and cooking process	<b>FOOD SAFETY AND HYGIENE:</b> <ul style="list-style-type: none"><li>Tie back hair</li><li>Wear a clean apron</li><li>Wash and dry hands before handling food,</li><li>Keep surfaces clean,</li><li>Cover cuts;</li><li>Using knives safely</li><li>Use cooker safely</li><li>Test food for readiness</li><li>Clean and store equipment correctly after use.</li></ul>
		2.4 Apply presentation skills when serving the meal.	<b>Meal presentation:</b> finished dishes to demonstrate good understanding of portion size; colour, garnishing, plating up. Ensuring correct temperature of food; table setting
		3.1 Explain ways to economise when cooking at home.	<b>Cooking economically:</b> show good understanding of buying seasonal food; plan ahead; buy in larger quantities to cook and freeze eg mince for Bolognese sauce; use leftovers eg potato salad, chicken sandwich; ask advice when shopping eg from butcher about alternative cuts of meat.
		3.2 Identify ways to pass on information about cooking meals at home from scratch has been passed on to others.	<b>BE ABLE TO IDENTIFY WAYS TO SHARE SKILLS AND RECIPES :</b> inspire others; share recipes eg written, email; cook with family members eg children; cook for friends and family; 'cook and eat' groups; lunch clubs
		Learning outcome (LO)	In this assessment you will have the opportunity to present evidence that shows you are able to:
		1.1 Plan a nutritious two-course meal	<b>RESEARCH</b> : identify the nutritional needs of children. Selecting and analysing recipes to select appropriate recipes to meet the requirements of the brief showing understanding of the Eatwell guide

	Home Cooking Skills Level 2		<ul style="list-style-type: none"> <li>cooking skills using 1 or 2 parts of the cooker</li> </ul>
		2.3	<p>Demonstrate food safety and hygiene throughout the preparation and cooking process</p> <p><b>FOOD SAFETY AND HYGIENE:</b></p> <ul style="list-style-type: none"> <li>• Tie back hair</li> <li>• Wear a clean apron</li> <li>• Wash and dry hands before handling food,</li> <li>• Keep surfaces clean,</li> <li>• Cover cuts;</li> <li>• Using knives safely</li> <li>• Use cooker safely</li> <li>• Test food for readiness</li> <li>• Clean and store equipment correctly after use.</li> </ul>
		2.4	<p>Apply presentation skills when serving the meal.</p> <p><b>Meal presentation:</b> finished dishes to demonstrate good understanding of portion size; colour, garnishing, plating up. Ensuring correct temperature of food; table setting</p>
		3.1	<p>Explain ways to economise when cooking at home.</p> <p><b>Cooking economically:</b> show good understanding of buying seasonal food; plan ahead; buy in larger quantities to cook and freeze eg mince for Bolognese sauce; use leftovers eg potato salad, chicken sandwich; ask advice when shopping eg from butcher about alternative cuts of meat.</p>
		3.2	<p>Identify ways to pass on information about cooking meals at home from scratch has been passed on to others.</p> <p><b>BE ABLE TO IDENTIFY WAYS TO SHARE SKILLS AND RECIPES :</b> inspire others; share recipes eg written, email; cook with family members eg children; cook for friends and family; 'cook and eat' groups; lunch clubs</p>
Autumn Term 2 Year 11	Complete all assessment work	See above	
Spring Term 1 Year 11	AQA short course: Preparing a hot dish: Baking AQA short course: cooking and food preparation, unit 1 raw ingredients AQA short course Baking and icing a sponge cake AQA short course: preparing and cooking apple crumble.	<p>Basic and medium skills will be developed.</p> <p>Students should be able to:</p> <p>Follow the set routines before starting to cook.</p> <p>Work safely with small and large equipment within the kitchen.</p> <p>Develop practical skills when preparing dishes.</p> <p>Increase confidence and independence whilst preparing dishes.</p> <p>Prepare dishes from scratch.</p> <p>Consider how food poisoning can be prevented.</p> <p>Consider healthy eating guidelines.</p> <p>Explain ways to economise when cooking at home.</p>	

<b>Spring Term 2 Year 11</b>	AQA short course: Baking a Victoria sponge cake AQA short course: making ice cream	Basic and medium skills will be developed. Students should be able to: Follow the set routines before starting to cook. Work safely with small and large equipment within the kitchen. Develop practical skills when preparing dishes. Increase confidence and independence whilst preparing dishes. Prepare dishes from scratch. Consider how food poisoning can be prevented. Consider healthy eating guidelines. Explain ways to economise when cooking at home.
<b>Summer Term 1 Year 11</b>	AQA short course: preparing and cooking a chicken pie AQA short course: preparing and baking scones. AQA short course: preparing shortbread AQA short course: planning, preparing and baking a chocolate cake. AQA short course: preparing a simple cold dessert AQA short course: preparing and cooking a simple cheese and potato pie AQA short course: making a cottage pie	Basic and medium skills will be developed. Students should be able to: Follow the set routines before starting to cook. Work safely with small and large equipment within the kitchen. Develop practical skills when preparing dishes. Increase confidence and independence whilst preparing dishes. Prepare dishes from scratch. Consider how food poisoning can be prevented. Consider healthy eating guidelines. Explain ways to economise when cooking at home.

Summer Term 2- year 11	AQA short course: preparing and making pineapple upside down cake	<p>Basic and medium skills will be developed.</p> <p>Students should be able to:</p> <p>Follow the set routines before starting to cook.</p> <p>Work safely with small and large equipment within the kitchen.</p> <p>Develop practical skills when preparing dishes.</p> <p>Increase confidence and independence whilst preparing dishes.</p> <p>Prepare dishes from scratch.</p> <p>Consider how food poisoning can be prevented.</p> <p>Consider healthy eating guidelines.</p> <p>Explain ways to economise when cooking at home.</p>
------------------------	---	---

## KS4 WJEC vocational Award level 1 / 2 Hospitality and Catering Curriculum Plan for Year 9-11

Year/ Term	Unit of work	Intent
Overall	WJEC Level 1-2 Vocational Award in Hospitality and Catering	<p>Unit 1 enables pupils to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.</p> <p>Unit 2 enables pupils to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus.</p>
Autumn Term 1 Year 9	Topic 1: Pastry	The introduction to the course allows pupils to gain a clear understanding of the content, structure, and expectations, including how progress will be measured through course grading criteria and personalised target setting. Pupils revisit key food safety and hygiene principles from Key Stage 3, reinforcing essential knowledge for safe food preparation. The pastry topic builds on this foundation by developing pupils' practical skills

		and theoretical understanding of different types of pastry, while also exploring common faults and how to avoid them. This unit prepares pupils for more advanced practical tasks and encourages accuracy, independence, and reflective thinking.
Autumn Term 2 Year 9	Topic 2: Bread	The bread topic enables pupils to understand the science behind bread making, including the function of ingredients and the fermentation process. Pupils develop practical skills and techniques in kneading, shaping, and proving dough, building confidence and precision in the kitchen. In addition, they gain important knowledge of food hygiene, learning how to prevent bacterial growth and avoid cross-contamination through safe handling and storage practices. This unit supports pupils in becoming more independent, informed, and responsible food handlers.
Spring Term 1 Year 9	Topic 3: Cakes	The cakes topic introduces pupils to the four main cake-making methods: all-in-one, creaming, whisking, and rubbing-in. Through practical lessons, pupils develop their baking skills and gain confidence in working independently. They also explore presentation techniques using buttercream, ganache, and decorative finishes to enhance the visual appeal of their cakes. As part of the learning process, pupils are encouraged to reflect on their outcomes and evaluate both their practical work and presentation, helping them build key skills in self-assessment and improvement.
Spring Term 2 Year 9	Topic 4: Vegetables and Fruits	The vegetables and fruit topic enables pupils to develop and refine a range of precision knife skills through practical application. Pupils explore the seasonal calendar to understand the importance of seasonality and how it influences menu planning, sustainability, and food choice. Throughout the topic, pupils continue to build reflective and evaluative skills by analysing their own time management, organisation, and performance. They assess their progress by comparing their work against criteria for basic, medium, and complex skills, encouraging personal development and resilience in practical tasks.

Summer Term 1 Year 9	Topic 5: Cooking Methods	<p>Building on the vegetables and fruit topic, the cooking methods unit introduces pupils to a variety of key cooking techniques such as boiling, steaming, roasting, grilling, and stir-frying. Through practical application, pupils gain valuable knowledge of how different methods affect ingredients, particularly in terms of texture, flavour, and nutritional value. Pupils prepare a range of recipes that demonstrate these methods in action, helping them to apply their learning in a meaningful context. In addition, they continue to develop their evaluation skills by reflecting on outcomes, identifying areas for improvement, and considering how cooking methods influence the nutritional profile of dishes.</p>
Summer Term 2 year p	Topic 6: Essential nutrition for all life stages	<p>Pupils develop their practical skills with a stronger emphasis on food nutrition and the role of nutrients in the body. The curriculum deepens understanding of the functions of key nutrients and their importance in maintaining health. Pupils explore how nutritional needs vary across different life stages and apply this knowledge by selecting and preparing suitable dishes for a range of dietary requirements.</p> <p>Throughout the year, pupils are encouraged to evaluate their own performance and refine their practical skills. They reflect on their outcomes, consider improvements, and build independence and confidence in the kitchen. This approach supports the development of both technical proficiency and critical thinking, encouraging informed food choices and laying the groundwork for year 10.</p>
Autumn Term 1 Year 10	Foundational version of Non-Exam assessment (NEA)	<p>Pupils are introduced to a foundational version of the Non-Exam Assessment (NEA) to prepare them for the expectations of the formal coursework in Year 11. They will be guided through a structured process that mirrors the NEA, including research, planning, practical execution, and evaluation. Pupils will respond to a given scenario by planning, preparing, making, and</p>

		<p>evaluating a single-course meal. They will apply their knowledge of nutrition to select a dish that meets the specific dietary needs of a chosen individual or target group. This includes consideration of age, nutritional requirements, and the practical constraints of a professional kitchen environment. As part of the process, pupils will take into account a wide range of factors such as:</p> <ul style="list-style-type: none"> <li>• The provisions and facilities of the establishment</li> <li>• Portion control</li> <li>• The skills of the chef</li> <li>• Seasonality and the time of year</li> <li>• Availability and use of equipment</li> <li>• Seasonal and locally sourced ingredients</li> <li>• Environmental sustainability through the <b>3 Rs</b>: <i>Reduce, Reuse, Recycle</i></li> </ul> <p>This year aims to strengthen pupils' ability to apply theory to practical contexts, develop problem-solving skills, and build confidence in producing high-quality outcomes under realistic conditions.</p>
Autumn Term 2 Year 10	Complex Knife Skills and Nutrition Knowledge	<p>This term focuses on developing pupils' advanced practical skills, with an emphasis on complex knife techniques and protein preparation. Pupils will learn how to safely and effectively portion and debone a whole chicken, using each part (wings, breast, and legs) to prepare three separate dishes with suitable accompaniments. In addition, pupils will be introduced to fish preparation, including how to fillet a whole fish. They will use seabass to make fishcakes and pan-fry mackerel, applying precision and control throughout. Further complex cooking</p>

		<p>techniques will be incorporated into the term's practical work, helping pupils expand their culinary skill set in preparation for the Non-Exam Assessment (NEA). In theory lessons, the focus will be on developing a strong understanding of nutrition. As pupils are not permitted to use reference materials during the NEA, this knowledge is essential. Pupils will learn to apply nutritional principles to meal planning, ensuring dishes meet specific dietary needs and life stage requirements.</p> <p>This term is designed to prepare pupils for the demands of the NEA through a balanced mix of challenging practical work and essential theoretical knowledge.</p>
Spring Term 1 Year 10	Complex Skills – Sweet Pastry Dishes - Production Plan	<p>Pupils will continue to develop their practical skills with a focus on sweet dishes. They will explore the science of emulsification by making custard, gaining an understanding of how ingredients combine to create smooth, stable mixtures. Pupils will practice blind baking techniques by preparing a sweet pastry base for a chocolate tart and a lemon meringue pie.</p> <p>Further skills include mastering piping techniques for decorative purposes and using a blow torch to caramelise meringue, enhancing both texture and presentation.</p> <p>Alongside practical work, pupils will learn how to create detailed production plans. These plans will include:</p> <ul style="list-style-type: none"> <li>• A comprehensive list of commodities and equipment</li> <li>• Mise en place preparation</li> <li>• Accurate timings</li> <li>• Sequenced and dovetailed, colour-coded actions</li> <li>• Special points to consider</li> <li>• HACCP principles</li> </ul>

		<ul style="list-style-type: none"> <li>• Contingencies</li> <li>• Health and safety considerations</li> </ul> <p>This combination of technical skill development and organisational planning is designed to build pupils' confidence and competence in producing high-quality sweet dishes independently and efficiently.</p>
Spring Term 2 Year 10	Preparation for Mock NEA	<p>This term, pupils focus on preparing for their mock Non-Exam Assessment (NEA). Theory knowledge is revisited and consolidated, covering key topics such as nutrition, cooking methods, factors affecting menu planning, and production planning to ensure pupils have a strong foundation.</p> <p>Towards the end of the term, pupils will be given a realistic scenario to begin their NEA planning, applying their theoretical understanding in a practical context.</p> <p>Practical lessons are integrated throughout the term and include skills such as fresh pasta making and ice cream production. These sessions reinforce key techniques and encourage creativity, while building confidence ahead of the formal coursework.</p> <p>This approach ensures a balanced mix of theory and practical experience, equipping pupils with the knowledge and skills needed for successful NEA completion.</p>
Summer Term 1 Year 10	12 hours controlled assessment	<p>Pupils will undertake a 12-hour controlled assessment, designed to simulate the expectations of the formal NEA. The assessment is split between a series of computer-based tasks totaling 6</p>

		<p>hours—completed in 2-hour sessions—and a 3-hour practical cooking assessment.</p> <p>To accommodate the practical element, pupils will be off timetable for one full day, during which they will prepare, cook, and present their dishes under exam conditions. Following the practical session, pupils will have dedicated time to complete a thorough evaluation of their performance and the dishes produced, reflecting on how well they met their planning and preparation objectives.</p> <p>This controlled assessment provides an authentic experience of real-world food preparation and evaluation, building pupils' confidence and readiness for future coursework and examinations.</p>
Summer Term 2-year 10	Review and Reflection of NEA	<p>This term is dedicated to revisiting and refining all sections of <b>Unit 2 – Non-Exam Assessment (NEA)</b>. Pupils will reflect on the work completed during their mock NEA and use feedback to make targeted improvements across all areas, including:</p> <ul style="list-style-type: none"> <li>• Research and analysis of the task</li> <li>• Nutritional understanding and application</li> <li>• Justification of dish choices</li> <li>• Production planning and time management</li> <li>• Practical execution</li> <li>• Evaluation of outcomes and self-reflection</li> </ul> <p>Through guided support and peer/self-assessment, pupils will strengthen the quality of their work and deepen their understanding of the expectations for the formal NEA. This reflective term ensures that pupils are well-prepared, confident, and equipped to meet the requirements in Year 11.</p>

Autumn Term 1 Year 11	Upskilling recipes from year 9 and year 10. Start on NEA.	<p>Pupils work on upskilling previous recipes as well as working on presentation and garnishes such as, sugar work, chocolate runouts, segmenting fruit, Pupils complete the <b>official 12-hour Non-Exam Assessment (NEA)</b>, a vital component of the <b>Level 1/2 Hospitality and Catering qualification</b>.</p> <p>This assessment is set by the exam board and is completed under controlled conditions. It consists of:</p> <p><b>9 Hours – Coursework (Planning and Written Elements)</b></p> <p>Pupils are given a <b>scenario-based brief</b> and are required to:</p> <ul style="list-style-type: none"> <li>• Research the needs of the given client or customer group</li> <li>• Analyse nutritional requirements and dietary considerations</li> <li>• Plan a suitable <b>two-course meal</b> (main and dessert or starter and main)</li> <li>• Justify ingredient choices with reference to nutrition, cost, seasonality, and skill</li> <li>• Create a detailed production plan, including timings, equipment, mise en place, HACCP, and health &amp; safety considerations</li> <li>• Include a written evaluation plan to support the final reflection</li> </ul> <p><b>3 Hours – Practical Assessment (Cooking Exam)</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Independently prepare, cook, and present a <b>two-course meal</b></li> </ul>
-----------------------	---	--

		<ul style="list-style-type: none"> <li>• Demonstrate a range of technical skills, including complex preparation and presentation techniques</li> <li>• Work efficiently to industry standards while following food safety and hygiene regulations</li> <li>• Present their dishes with suitable accompaniments and garnishes</li> </ul> <p><b>Final Evaluation</b></p> <p>Following the practical, pupils will complete a <b>detailed evaluation</b> of:</p> <ul style="list-style-type: none"> <li>• Their planning and time management</li> <li>• The success of the final dishes in meeting the brief</li> <li>• Strengths, weaknesses, and areas for improvement</li> </ul> <p>This NEA is marked internally and externally moderated, contributing significantly to the final grade. It provides pupils with the opportunity to demonstrate their creativity, technical ability, and understanding of real-world hospitality and catering expectations.</p>
Autumn Term 2 Year 11	NEA Assessment	<p>Pupils will undertake the <b>12-hour NEA</b>, which forms a 60% of the final assessment. This is carried out under controlled conditions and includes <b>9 hours of coursework</b> and a <b>3-hour practical exam</b>.</p> <p>Pupils will be given a scenario-based brief from the exam board and are expected to:</p> <ul style="list-style-type: none"> <li>• Research and analyse the brief</li> <li>• Plan a suitable <b>two-course meal</b> that meets the specified dietary and customer needs</li> <li>• Justify their dish choices based on nutrition, cost, seasonality, and skill</li> </ul>

		<ul style="list-style-type: none"> <li>• Prepare a detailed production plan, including mise en place, equipment, timings, and health and safety considerations</li> <li>• <b>Carry out the 3-hour practical exam</b> to prepare, cook, and present the two-course meal to a high standard</li> <li>• Complete a <b>comprehensive evaluation</b> of their performance, reflecting on how effectively they met the brief and where improvements could be made</li> </ul> <p>This assessment allows pupils to demonstrate a combination of theoretical understanding, planning and time management, high-level practical skills, and critical reflection.</p>
<b>Spring Term 1 Year 11-</b>  In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. This unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment: <ul style="list-style-type: none"> <li>• the operation of the front and back of house</li> <li>• hospitality and catering provision to meet specific requirements</li> <li>• health and</li> </ul>	<p>Unit 1 - Hospitality and catering providers and</p> <p>Working in the hospitality and catering industry.</p> <p>Working in the hospitality and catering industry and</p> <p>Working conditions in the hospitality and catering industry.</p> <p>The operation of the front and back of house.</p> <p>Customer requirements in hospitality and catering.</p> <p>Hospitality and catering provision to meet specific requirements.</p>	<p>This term, pupils will develop foundational knowledge of the hospitality and catering sector in preparation for the Unit 1 written examination.</p> <p>Types of hospitality and catering establishments. Job roles, working conditions, and responsibilities in the industry, The organisational structure of establishments, How establishments meet customer needs, Front and back of house operations</p> <p>The importance of health and safety legislation, Responsibilities of employers and employees, Identifying hazards and reducing risks in hospitality environments.</p> <p>Importance of food safety, Sources and types of contamination, How to prevent food-borne illness, Safe food handling, preparation, storage, and temperature control</p> <p>Learners should know and understand the two different types of hospitality and catering provision: commercial and non-commercial.</p>

<p>safety in hospitality and catering provision</p> <ul style="list-style-type: none"> <li>• food safety</li> <li>• preventative control measures of food-induced ill health.</li> </ul>	<p>Learners should know and understand the following types of employment contracts and working hours: Learners should be aware of the following remuneration and benefits in the industry: Learners should be aware of the fluctuating needs of the industry. Learners should know and understand the basic costs incurred with the catering industry.</p> <p>Learners should know and understand the basic calculation of gross profit and net profit within the hospitality and catering industry.</p> <p>Learners should be aware of the importance of environmental needs and the environmental impact within the hospitality and catering industry.</p> <p>Learners should know and understand how new technology impacts the hospitality and catering service industry.</p> <p>Learners should know and understand the positive and negative impacts that media types can have on the hospitality and catering industry.</p> <p>Through a blend of theory-based lessons, case studies, and exam-style questions, pupils will build the essential knowledge and understanding required for success in the Unit 1 exam</p>
<p>Spring Term 2 Year 11</p>	<p>Health and safety in hospitality and catering provision</p> <p>Food safety</p> <p>Food related causes of ill health</p> <p>Symptoms and signs of food-induced ill health</p> <p>Preventative control measures of food-induced ill health</p> <p>The Environmental Health Officer (EHO)</p> <p>Learners should be aware of the responsibilities for personal safety in the workplace of employers and of employees in relation to the food safety legislation.</p> <p>Learners should know the importance of and be able to complete the following documentation, accident forms and risk assessments.</p> <p>Learners should know that employers are responsible for the health and safety training needs of all staff</p> <p>Learners should know and understand the principles of Hazard Analysis and Critical Control Points (HACCP)</p> <p>In this topic learners will gain knowledge and understanding of the following areas: Food related causes of ill health, Symptoms and signs of food-induced ill health, Preventative</p>

		<p>control measures of food-induced ill health, Environmental Health Officer (EHO).</p> <p>Through a blend of theory-based lessons, case studies, and exam-style questions, pupils will build the essential knowledge and understanding required for success in the Unit 1 exam</p>
Summer Term 1 Year 11	Unit 1 -	<p>During this term, the focus shifts to <b>revision and exam technique</b>. Pupils will consolidate their theoretical knowledge and apply it through regular practice with <b>past paper questions</b>, both independently and in guided sessions. Emphasis will be placed on developing strong exam skills, including understanding command words, structuring extended answers, and improving time management.</p> <p>This term is designed to prepare pupils thoroughly for the Unit 1 written exam, ensuring they are confident and capable in demonstrating their knowledge under exam conditions.</p>
Summer Term 2-year 11		<p>Unit 1 enables pupils to gain and develop a comprehensive understanding of the hospitality and catering industry. Key areas of focus include:</p> <ul style="list-style-type: none"> <li>• Types of provision within the industry</li> <li>• Roles and responsibilities within hospitality settings</li> <li>• Health and safety legislation and practices</li> <li>• Food safety and hygiene procedures</li> </ul> <p>During this term, the focus shifts to <b>revision and exam technique</b>. Pupils will consolidate their theoretical knowledge and apply it through regular practice with <b>past paper questions</b>, both independently and in guided sessions. Emphasis will be</p>

		<p>placed on developing strong exam skills, including understanding command words, structuring extended answers, and improving time management.</p> <p>This term is designed to prepare pupils thoroughly for the Unit 1 written exam, ensuring they are confident and capable in demonstrating their knowledge under exam conditions.</p>
--	--	--