Art
Photography
3D Design &Technology
Food Preparation & Nutrition

Food & Cookery Curriculum Overview 2026/267

Year Group		Food and Cookery at KS3 is delivered on a carousel system between D&T and FOOD. The KS3 overview below is Food Practical skills areas of Food theory and Nutrition that each group will undertake on rotation during the academic year.	Assessment	Vocabulary mapping
7	1-3 or 4-6	**Food & Cookery** **Why this? Why now?** KS3 is a pivotal time when students are developing independence, and our KS3 food curriculum builds the skills they need to feel confident in being more self-sufficient in preparing and cooking food for themselves and others. We start with preparing a range of cold snacks and dishes to build familiarity in the kitchen space and secure basic health and Hygiene routines. This builds on experiences they may have had at KS2. **The year 7 curriculum provides the foundation for future learning by** providing the opportunity for students to grasp fundamental **food preparation skills** such as **safe knife handling**, **basic cooking methods** (boiling and baking) and **food hygiene** practices. These	In class feedback H&S checks End of project assessment paper including multiple choice, short answer.	• **Ingredients** – The basic foods used to make a dish. • **Recipe** – A set of instructions for preparing a particular dish. • **Nutrition** – The study of food and how it nourishes the body. • **Carbohydrates** – Energy-providing nutrients found in foods like bread, pasta, and rice. • **Protein** – Nutrients that help build and repair tissues, found in meat, fish, and beans. • **Fats** – Nutrients that provide energy and support cell function, found in oils, butter, etc.

		basic skills are essential for more advanced techniques introduced as they progress through KS3 and into KS4 At this stage, students are introduced to **hands-on cooking** in a controlled, supportive environment, which helps them **build confidence** in their ability to prepare food. This is the right time for them to experiment and make mistakes in a safe space, learning through trial and error. Students are introduced to the importance of **healthy diet** and the basic principles of **nutrition building on their KS2 understanding of a healthy eating.** **Students will:** • Understand practice for food storage, handling, preparing food. • Know how to choose ingredients taking into account their nutritional, functional sensory properties. • Know the Eatwell guide. • Understand people's needs, to develop diets for different individuals • Know how to plan, prepare and cook dishes/menus **Students will:** • Demonstrate relevant safety and hygienic practices for a healthy, varied diet.		• **Vitamins** – Essential nutrients for health, such as Vitamin C and Vitamin A. • **Minerals** – Elements like calcium (for bones) and iron (for blood). • **Water** – Vital for hydration and regulating body temperature. • **Fibre** – Helps with digestion and maintaining a healthy gut. • **Boiling** – Cooking food in water at 100°C. • **Baking** – Cooking with dry heat in an oven. • **Grilling** – Cooking with direct heat, either from above or below. • **Frying** – Cooking food in hot oil. • **Steaming** – Cooking food by placing it over boiling water to cook with steam. • **Chop** – Cutting food into pieces. • **Slice** – Cutting food into thin pieces. • **Whisk** – To beat or stir liquids or mixtures. • **Knead** – Working dough by pressing it with hands.

		• Be able to choose and personalise choices of cooking activities, encouraging independence and decision-making skills including knife skills. • Be able to select and use an appropriate range of small hand and electrical equipment, safely and efficiently • Be able to design a healthy product. • Be able to demonstrate using the Eatwell guide in their planning.		• **Cross-contamination** – Preventing bacteria from spreading, especially between raw and cooked food.
8	**1-3 or 4-6**	**Food & Cookery** **Why this? Why now?** **The Year 8 curriculum revisits skills learnt in Year 7 and build on these in the use of more complex preparation and processes in cooking including working with pastry and multitasking with a variety of preparation and cooking techniques.** The development of **food preparation knowledge** is structured progressively, enabling students to gain deeper understanding and confidence with each stage Students start by learning basic recipes and then gradually understand how to adjust them. They practice modifying ingredients (e.g., substituting for dietary needs like vegetarian or gluten-free), altering cooking methods or adjusting portion sizes. **Students will:** • Know how to make improvements to recipes to meet specific needs/requirements (such as	In class feedback H&S check. End of project assessment paper including multiple choice, short answer,	• **Emulsify** – Mixing two liquids that usually don't combine, like oil and vinegar. • **Simmer** – Cooking food at just below boiling point. • **Sauté** – Cooking food quickly in a small amount of oil over high heat. • **Grate** – To shred food into small pieces using a grater (e.g., cheese, vegetables). • **Dice** – Cutting food into small, even cubes. • **Gluten** – A protein in wheat, barley, and rye that gives dough elasticity. • **Roux** – A mixture of flour and fat used as a thickening agent for sauces.

		ingredient, food skill, cooking method and portion size changes) • Understand how to broaden food experiences, such as trying new ingredients and dishes. • Know how to apply the principles of nutrition. • Understand that food and drinks provide energy and nutrients in different amounts. • Know how and why food is cooked. • Understand the functional properties of ingredients, to build up scientific understanding that underpins key food preparation and cooking processes. **Students will:** • Be able to prepare a healthy product. • Be able to demonstrate a high level of competence in a wide range of food skills. • Be able to design a range of healthy products		• **Topping** – Ingredients added to the top of a dish for flavour or decoration. • **Reduce** – To cook a liquid to concentrate its flavour by evaporation. • **Julienne** – Cutting food into thin, matchstick-like strips.
9	**1-3 or 4-6**	**Food & Cookery** **Why this? Why now?** In year 9 students use ingredients from various cuisines, promoting the importance of trying new ingredients. They experiment with new foods to understand how they can incorporate different flavours, textures, and cultural dishes.	In class feedback H&S check. End of project assessment paper including multiple choice, short answer,	1. **Glaze** – Applying a shiny coating to food, usually sweet or savoury. 2. **Caramelization** – The process of turning sugar into caramel through heat. 3. **Al Dente** – Describing pasta or vegetables that are cooked to be firm to the bite.

		Students continue to develop their understanding of the **science** behind food preparation, such as the role of **starch in thickening**, how **gluten develops structure in dough**, or how **yeast** makes bread rise. Students revisit the basic **functions of nutrients**—such as proteins, carbohydrates, fats, vitamins, and minerals—and how they support the body's essential processes (e.g., energy production, growth, immunity). They also learn that **nutrient needs change** depending on factors like age, gender, and physical activity levels. **Students will:** • Know that nutrients have important functions in the body; and that people require different amounts during their life and the implications of dietary excess or deficiency. • Understand that food and drinks provide energy and nutrients in different amounts. • Be able to demonstrate the principles of nutrition. **Students will:** • Understand that sensory perception guides the choices that people make • Be able to use a wide range of factors to design and make food products. • Know how to make improvements to recipes to meet specific needs/requirements (such as ingredient, food skill, cooking method and portion size changes. • Understand how a variety of ingredients are grown, reared, caught, and processed, and		4. **Gelatinization** – The process where starches absorb water and swell when heated, forming a gel (e.g., thickening a sauce). 5. **Umami** – A savoury taste often associated with proteins and fermented foods. 6. **Zest** – The outer, coloured peel of citrus fruits, often used to add flavour. 7. **Reduction Sauce** – A sauce made by reducing a liquid, often wine or stock, to concentrate flavours.

		consider sustainability and the impact of different choices on the environment. • Be able to make informed choices achieve a healthy, balanced diet (such as by using food labels, ingredients list, nutrition information and health claims. •		
10	**Term 1**	**Content area 1:** ***Health and safety relating to food, nutrition, and the cooking environment***. **Why this? Why now?** Food safety is fundamental to successful practical cookery. Learners develop the knowledge and skills needed to handle, prepare and store food safely, reducing the risk of contamination and foodborne illness. This is taught at the start of Year 10 because students need to work safely from their first practical lesson and apply hygiene principles throughout the course. It establishes professional kitchen expectations and supports successful practical outcomes. **Students will learn:** 1.1 Safe and hygienic working practices relating to the individual and the cooking environment	*Introduction to the course:* **See link below for qualification specification:** Food and Cookery (qualhub.co.uk) **External assessment of unit 1 in May/ June year 1 40% of final mark.** **1 hour 30 minutes paper 80 marks.** **NEA – Non-Exam assessment**	**Hygiene** – practices that keep food safe and free from harmful bacteria. **Contamination** – the presence of harmful bacteria, chemicals or foreign objects in food. **Cross-contamination** – transfer of bacteria from one food, surface or piece of equipment to another. **HACCP** – Hazard Analysis and Critical Control Points; a system used to identify and control food safety risks. **Hazard** – anything that has the potential to cause harm. **Risk** – the chance that a hazard will cause harm.

		1.2 Potential hazards and risks in the cooking environment 1.3 Hazard Analysis and Critical Control Point (HACCP) 1.4 Minimising risk in the cooking environment 1.5 Safe and hygienic working practices when using cooking equipment and utensils **Content Area 5:** ***Food preparation, cooking skills and techniques*** **Why this? Why now?** Practical skills are essential for producing successful dishes and demonstrating competence in food preparation. Students develop accuracy, independence, organisation and technical proficiency through regular practical work. Practical sessions are introduced immediately and revisited throughout the year because skills improve through repeated practice. Students need time to develop confidence in techniques before the assessed practical work in Year 11.	**60% - in year 11- October to January** Through observations / photos of the practical activity for Content Area 5. Student booklets and folders. Evaluations and written work. Internal - End of unit tests for each unit. Student booklets and folders. Through observations / photos of the practical	**Pathogen** – a microorganism that can cause disease. **Food poisoning** – illness caused by eating contaminated food. **Temperature danger zone** – temperatures between 5°C and 63°C where bacteria grow rapidly. **Provenance** – where food comes from and how it is produced. **Traceability** – the ability to track food through all stages of production and supply. **Sustainability** – using resources responsibly to meet current needs without damaging future generations. **Seasonality** – buying and using foods when they are naturally harvested. **Food miles** – the distance food travels from producer to consumer. **Organic** – food produced without most artificial pesticides or fertilisers.

		Students will learn: 5.1 Key stages and the purpose of a recipe 5.2 The characteristics and function of ingredients 5.3 Preparation skills 5.4 Cooking techniques and skills 5.5 Presentation skills to include garnishing and decoration. NB. This content area 5 will be delivered throughout the practical lessons throughout the year.	activity for Content Area 5. Evaluations and written work. End of unit tests. Student booklets and folders. Through observations / photos of the practical activity for Content Area 5. Evaluations and written work. Internal - End of unit tests for each unit.	**Nutrient** – a substance in food needed for health, growth and energy. **Carbohydrate** – the body's main source of energy. **Protein** – a nutrient needed for growth and repair of body tissues. **Fat** – a nutrient providing energy, insulation and protection of organs. **Fibre** – a nutrient that helps the digestive system function properly. **Vitamin** – an organic nutrient needed in small amounts to maintain health. **Mineral** – an inorganic nutrient needed for body processes and growth. **Balanced diet** – a diet containing the correct proportions of all nutrients. **Energy balance** – the relationship between energy consumed and energy used.
	Term 2	**Content Area 2:** ***Food legislation and food provenance*** **Why this? Why now?** Understanding where food comes from, how it is produced and the laws that protect consumers helps students become informed consumers and responsible cooks. This is taught once students have established safe working practices, allowing them to broaden their understanding of the wider food industry and food production chain. **Students will learn:** 2.1 The Food Standards Agency (FSA) and food safety legislation		

		2.2 Food provenance 2.2.1 Grown 2.2.2 Reared 2.2.3 Caught 2.3 Food transportation 2.4 Food processing - 2.4.1 Why food is processed - 2.4.2 Advantages of processed food - 2.4.3 Disadvantages of processed food 2.5 Food manufacturing - 2.5.1 Why food is manufactured - 2.5.2 Advantages of manufactured food - 2.5.3 Disadvantages of manufactured food		**HBV protein** – High Biological Value protein containing all essential amino acids. **LBV protein** – Low Biological Value protein lacking one or more essential amino acids. **Complementary proteins** – combining LBV proteins to provide all essential amino acids. **Deficiency** – lack of a nutrient causing poor health. **Malnutrition** – poor nutrition caused by too much or too little of certain nutrients. **Obesity** – excessive body fat that may affect health. **Diet-related disease** – illness linked to dietary choices. **Coronary heart disease (CHD)** – narrowing of the coronary arteries caused by fatty deposits.
	Term 3+4+5	**Content Area 3:** ***Food groups, key nutrients and a balanced diet*** **Why this? Why now?** Nutrition is a core principle of food and cookery. Students need to understand how nutrients function in the body and how dietary choices affect health and wellbeing. This content is placed over several terms because it is the largest content area and requires students to build and apply knowledge gradually. Practical recipes provide opportunities to relate theory to ingredients and nutritional functions. **Students will learn:** 3.1 Food groups		

		3.2 The components of a balanced diet - 3.2.1 Proportions of the food groups - 3.2.2 UK government healthy eating tips 3.3 Nutrients - 3.3.1 Sources and functions of macronutrients - 3.3.2 Sources and functions of micronutrients - 3.3.3 Sources and functions of minerals - 3.3.4 Sources and functions of water 3.4 Nutrient imbalances 3.5 Fibre 3.6 Nutritional requirements for different groups of people 3.7 Food-related health conditions - 3.7.1 Health conditions - 3.7.2 Intolerances - 3.7.3 Allergies 3.8 Nutritional information on food labels		**Type 2 diabetes** – condition where the body struggles to control blood glucose levels. **Coeliac disease** – autoimmune condition triggered by gluten. **Lactose intolerance** – inability to digest lactose found in milk products. **Allergy** – immune system reaction to a specific food or ingredient. **Intolerance** – difficulty digesting certain foods without an immune response. **Nutritional requirements** – the nutrients needed by specific groups of people. **Recommended Daily Intake (RDI)** – guideline amount of nutrients needed each day. **Basal Metabolic Rate (BMR)** – energy needed by the body at rest.
	Term 6	**Content Area 4:** ***Factors affecting food choice*** **Why this? Why now?** Food choices are influenced by social, environmental, cultural and seasonal factors. Understanding these influences enables students to make informed decisions and evaluate food choices critically. Taught towards the end of Year 10 when students have developed knowledge of nutrition, food provenance and		

		the food industry, allowing them to make links across the entire course **Students will learn:** 4.1 Social factors 4.2 Environmental factors 4.3 Seasonality **Content Area 6:** ***Recipe amendment, development, and evaluation*** **Why this? Why Now?** Content Area 6 develops students' ability to adapt and improve recipes to meet specific needs, preferences and dietary requirements. Learners build on their knowledge of nutrition, ingredients and cooking methods to make informed decisions about recipe changes and evaluate the success of finished dishes. This content is delivered in Year 11 after students have developed a secure understanding of food safety, nutrition, provenance, food choice and a wide range of practical skills. At this stage, students have the knowledge and confidence needed to justify amendments and critically evaluate outcomes. Practical activities involve opportunities		**Physical Activity Level (PAL)** – measure of a person's daily physical activity. **Food label** – information provided on food packaging. **Traffic light labelling** – colour-coded nutritional information on food packaging. **Special dietary needs** – food requirements based on health, religion, ethics or lifestyle. **Vegetarian** – does not eat meat or fish. **Vegan** – excludes all foods from animal sources. **Consumer** – a person who purchases or uses food products. **Ethical food choice** – food selected for moral, environmental or animal welfare reasons. **Social factors** – influences from family, friends, culture and traditions.

		for higher-level technical skills while applying recipe development principles. This content area leads directly into the MOCK NEA at the start of year 11 in preparation for the NEA starting in Term 2 of Year 11 **Students will learn:** 6. Recipe amendment, development, and evaluation 6.1 Recipe amendment 6.1.1 Amending and developing recipes. 6.2 Evaluating completed dishes (N.B this will also be dovetailed in to take place throughout practical lessons) **Content Area 7:** ***Menu and action planning for completed dishes*** **Why this? Why Now?** Content Area 7 requires students to bring together all previous learning to plan, organise and produce dishes that meet a customer brief. Students learn how to interpret requirements, design menus, develop action plans and evaluate how effectively their final outcomes meet the brief. These are key employability and hospitality industry skills that		**Environmental factors** – influences relating to sustainability and environmental impact. **Seasonal food** – food available at a particular time of the year. **Food security** – reliable access to sufficient safe and nutritious food. **Sensory evaluation** – assessing food using the senses. **Appearance** – how food looks. **Texture** – how food feels in the mouth. **Flavour** – combination of taste and aroma. **Aroma** – the smell of food. **Commodity** – a raw food ingredient. **Portion control** – managing the amount of food served. **Recipe amendment** – changing a recipe to meet a specific need.

		demonstrate independent planning and problem-solving This content is taught immediately before the NEA and during the MOCK NEA because it mirrors the assessment process students will undertake in their synoptic project. By this point, learners have developed the technical skills, nutritional knowledge and understanding of food choice needed to make informed menu decisions and manage their own practical work independently. Student-selected practical work allows them to practise responding to different customer requirements before beginning the formal assessment. **Students will learn:** 7.1 Interpreting a customer brief 7.2 Menu planning 7.3 Action planning 7.4 Evaluating the planning and outcome of completed dishes against the requirements of a customer brief		**Recipe development** – improving or creating a recipe. **Adaptation** – modifying food products, ingredients or methods. **Evaluation** – judging the quality and success of a dish. **Customer brief** – instructions outlining a customer's requirements. **Menu planning** – selecting dishes that meet a particular purpose or brief. **Action plan** – a step-by-step schedule showing how work will be completed. **Time management** – organising time effectively to complete tasks. **Justification** – explaining and supporting a decision with reasons. **Presentation** – the visual appearance of a finished dish. **Garnish** – an edible decoration added to improve appearance.

				Reduction – thickening a sauce by evaporating liquid. **Dextrinisation** – browning of carbohydrates when heated. **Caramelisation** – browning of sugar during heating. **Coagulation** – proteins setting when heated. **Gelatinisation** – starch thickening when heated with liquid. **Aeration** – incorporating air into a mixture. **Emulsification** – combining two liquids that normally do not mix, such as oil and water. **Shortening** – fat coating flour to create a crumbly texture. **Kneading** – working dough to develop gluten. **Rubbing-in** – mixing fat into flour using fingertips.

				Creaming – beating fat and sugar together to trap air. **Whisking** – beating ingredients to incorporate air.
11	**Term 1**	**MOCK NEA including** **Content Areas 1-7** **Why this? Why Now?** The Year 11 curriculum is intentionally sequenced so that students first revisit and strengthen key knowledge from **Content Areas 3 and 4**, before progressing to **Content Areas 6 and 7**, where they apply and synthesise learning through recipe development, menu planning and evaluation. This ensures students are fully prepared for the **16 hour 30 minute synoptic NEA (60%)**, before moving into structured revision for the **externally assessed written examination (40%)**.	**NEA – Non-Exam assessment 60% - in year 11- October to January**	
	Term 2	REAL NEA Begins Task 1 – 2 Exam revision Mock exam practice		
	Term 3	REAL NEA Begins Task 1 – 2 Exam revision Mock exam practice	**External assessment of unit 1 in May/ June year 1**	

	Term 4	REAL NEA Begins Task 1 – 2 Exam revision Mock exam practice	**40% of final mark.** **1 hour 30 minutes paper** **80 marks.**	
	Term 5	Exam revision Mock exam practice		