

(Food and Nutrition) Department: Curriculum Overview 2025 - 26

Curriculum Intent:

- Life long learning
- Develop a passion for food
- Life skills
- And higher level skills
- All students to leave food being able to cook a broad range of dishes
- Broadening understanding of food and where it comes from

Year 7 2 lessons cycle	Approximately 13 lessons 1/3 of the year		End Points
	Half Term 1 [7 lessons]	Half Term 2 [6 lessons]	
Topic	Introduction to food Skills		
Skill	1- Preparing food 2- Preparing fruit and vegetables 3- Use of the cooker 4- Prepare shape and combine 6- cooking methods 10 – dough 11- raising agents	1-Preparing food 2. Preparing fruit and vegetables 2- Use of the cooker 3- Prepare shape and combine 6- cooking methods 10 – dough 11- raising agents	
Content	<ul style="list-style-type: none"> • Diet and health • Food Safety - <i>Fruit Salad</i> - <i>Pizza</i> - <i>Yeast experiment</i> - <i>Rock cakes</i> - <i>Fruit muffins</i> - <i>Apple crumble</i> - <i>Bolognaise</i> 	<ul style="list-style-type: none"> • Seasonality • Diet and safety • Function of ingredients- yeast 	
Prior Knowledge Required	Eatwell guide and basic nutrition Some knowledge of how to work in a practical environment		
Feedback Points	<ul style="list-style-type: none"> - Practical assessment - 	skills assessment -knowledge assessment	
Key Questions	What does a balanced diet look like?	How can we serve food safely Key temperatures	
Direct Vocab Instruction	<ul style="list-style-type: none"> - Diet - cross contamination - bridge and claw grips 	<ul style="list-style-type: none"> - Micro organism - Food miles - Organic - Seasonality - Safe handling of meat and high risk products. 	
Standardised Homework	Mini assessment questions – SMHW/forms	Experiment report Pizza Evaluation	

Year 8 2 lessons a cycle	Term 1 13 lessons a year		End Points
	Half Term 1 [7 lessons]	Half Term 2 [6 lessons]	
Topic		Investigation and pastry investigation	
Skill	1- Preparing food 2- Preparing fruit and vegetables 3- Use of the cooker 4- Prepare shape and combine 5- Dough	1- Preparing food 2- Preparing fruit and vegetables 3- Use of the cooker 4- Prepare shape and combine 5- Dough 6-	
Content	EWG review Special diets Seasonality -popcorn -cheesy pasta -breakfast muffins -French toast	Food Safety Functions of ingredients- in baking . - Lasagne - Quiche - Quesadilla - Fried rice	
Prior Knowledge Required	- Health and safety - Nutrition	- Food safety - Labelling - Food provenance	
Feedback Points	All practical lessons	- All practical lessons	
Key Questions	What nutrients are required for a balanced diet?	What must be on a food label	
Direct Vocab Instruction	Seasonality Balanced diet	Cross contamination Gluten	
Standardised Homework	- Breakfast homework - Quizzes on Forms to assess knowledge	- Evaluation - Written assessment (knowledge based)	

Year 9 1 lesson a cycle	Term 1 7 lessons	TERM 2 7 lessons	TERM 3 7 lessons	End Points
	Introduction to FPN	Food Choice	Food Hygiene and safety	
Skill	1- Preparing food 2- Preparing fruit and vegetables 3- Use of the cooker 4- Prepare shape and combine 5- Dough	6- Preparing food 7- Preparing fruit and vegetables 8- Use of the cooker 9- Prepare shape and combine 10- Dough	11- Preparing food 12- Preparing fruit and vegetables 13- Use of the cooker 4.Prepare shape and combine 5.Dough	
Content	Methods of cooking - Methods of heat transfer Introduction to nutrition -review the eatwell guide - functions of nutrients -energy needs -macro and micro nutrients -Rice cooking -chilli con carne -Ham and egg buns -pancake -Veggie Nachos	Food choice -religion – to look at a range of religions to look at the food culture within e.g. hindu, skih, islam -allergies identify common allergens and symptoms of an allergy/ intolerance -lifestyle factors- begin to introduce skills required for NEA projects -Food Labelling -Pizza Swirls -Spring rolls -Fried Rice	Bacteria and how to store food correctly Food safety -key temperatures -storage -contamination -avoidance of cross contamination - use of a food probe Lemon and poppy seed muffins Chicken skewers Cottage pie	
Prior Knowledge Required	Basic nutrition and 8 guidelines	Allergens, RS cross over?		
Feedback Points	Practical feedback	Assessment 1- Written assessment		
Key Questions	Why is food cooked? What are the key nutrients? What is a macro/ micro nutrient?	What is an allergy? What is an intolerance?	How do you keep yourself and others safe when cooking? What measures can be taken to improve food safety?	
Direct Vocab Instruction	Radiation Conduction Macro and micro nutrients Excess and deficiency	Sustainable Anaphylaxis Haalal Kosher	Bacteria Cross contamination Micro organism	
Standardised Homework	Function of micronutrients- vitamins and minerals	Quizzes via forms for revision/ assessment of knowledge (Low stakes testing)		

Year 10 4 lessons a cycle	Term 1		Term 2		Term 3		End Points
	Half Term 1 [? lessons]	Half Term 2 [? lessons]	Half Term 3 [? lessons]	Half Term 4 [? lessons]	Half Term 5 [? lessons]	Half Term 6 [? lessons]	
Topic	Food science	Food Provenance	Food Science and safety	Diet and health	International and British Cuisines	International and British Cuisines food investigation skills	
Skill	Heat control Nutritional analysis	Setting mixtures	Raising agents Sauces Dough		Preparation for coursework Independent research skills both for Research and food science investigation task		
Content	Why do we cook food Revision of sources and functions: Carbohydrates Proteins Fats Functions in foods: -carbs -Fats -protein Nutritional analysis- Cooking methods -choosing appropriate methods of cooking -dry -oil -wet	- food Sources -sustainability: Food miles Organic/ fair trade Farming methods Seasonality - food Production - Food Security and Sustainability -food packaging and marketing. -sauces : Reduction All in one Roux	-Raising agents : Chemical Biological Mechanical Buying and storing food safely Key temperatures -Bacterial contamination -Enzymic browning -Micro organisms NEA 1 style investigation To conclude the work	- why do we cook food? -factors that affect food choice: Religion Health Allergies Vegetarian/ vegan Lifestyle factors Diet choice and health CVD Diabetes Tooth decay Stroke	International and British Cuisines -culinary traditions -typical ingredients -traditional dishes	ASSESSMENT 2- preparation PRACTICE NEA exam If time allows mini NEA 1 investigation mock Use briefs from September of previous year.	
Prior Knowledge Required	- Cooking methods from y9 - Nutrition- Y7,8,9	-food miles and seasonality in y8?	Looking at safety that has been discussed from year 7 but enhancing the knowledge				
Feedback Points							
Key Questions	Why do we cook foods ? How does cooking foods affect the nutrients?	What is bacteria? How do Enzymes affect foods? What conditions do microorganisms need to grow?	What is a raising agent?	Why is food cooked? What factors affect what we eat? What is the consequences of having a poor diet	How can we make food more sustainable?		
Direct Vocab Instruction	HBV LBV Amino acids Saccharides Coagulation Dextrinization Gluten Gelatinisation Denaturation caramelisation		Aeration Contamination Cross contamination Fermentation		Organic fairtrade sustainable food miles carbon footprint		

Standardised Homework	Mix of forms revision and specific tasks relating to class activities	Mix of forms revision and specific tasks relating to class activities	Mix of forms revision and specific tasks relating to class activities	Mix of forms revision and specific tasks relating to class activities. Exam style questions	Mix of forms revision and specific tasks relating to class activities Exam style questions	Activities to get ready for the next step of the NEA task.	
------------------------------	---	---	---	--	---	--	--

Year 11 3 lessons a cycle	Term 1		Term 2		Term 3	End Points
	Half Term 1 [8 lessons]	Half Term 2 [? lessons]	Half Term 3 [? lessons]	Half Term 4 [? lessons]	Half Term 5 [? lessons]	
Topic	NEA 1	NEA 2	NEA 2	NEA 2/ revision	Revision	
Skill	- Investigation and testing skills	- Trial practicals multiple skills demonstrated - Skills 1-12	Practical skills demonstrated in FINAL 3 hour exam -skills 1-12 high level skills should be being demonstrated.	- evaluation	- exam skills -long answer questions	
Content	- Scientific investigation into the properties of ingredients. - Undertake an investigation to prove hypothesis about the work.	- Research - Trial practical work - refining and developing dishes. Preparation for mock exams	-planning for practical and development of recipe - final dish exam	- costing and nutritional analysis -evaluations Revision of the course content	-Revision of course content and exam technique. -Emphasis on long answer questions - go over content as relevant to the cohort.	
Prior Knowledge Required	All previous content					
Feedback Points	Group feedback in line with the exam boards regulations	Group feedback in line with the exam boards regulations Feedback on the mock	Group feedback in line with the exam boards regulations	Score for total of NEA		
Key Questions	? what is the function of the ingredients being tested?	Dependent on the brief: ? life stage requirements ?culinary traditions ? different reasons for diet	?How can the dishes be developed ?what are the			
Direct Vocab Instruction	Analyse Investigate	Traditions Culinary	Evaluation Analysis Nutrition			
Standardised Homework	To review and prepare for the next lesson as exam board regulations allow. Regular revision quizzes/ activities (minimum once a cycle)			Revision questions and activities to be continued. Revision content to be shared with students		