

## Curriculum Overview – Food Technology – 2025/26



| Year | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|------|---|--|---|---|--|---|
| 7    | <p>Health and safety/cooking skills<br/>Development of basic cooking skills<br/>Knife skills,<br/>health and hygiene,<br/>food storage,<br/>safe use of<br/>equipment and utensils<br/><b>Cross curricular links</b><br/><b>Embedded transferrable life skills,</b><br/><b>Fine motor skills</b></p> <p><b>RRSA Links:</b><br/><b>3,6,24,27,28,29</b></p>   | <p>Pizza Project<br/>Design a pizza to meet requirements of the eat well guide:<br/>Carbohydrates, protein, fat, dairy,<br/>Vitamins &amp; minerals<br/><b>Cross curricular links</b><br/><b>Science-digestion</b><br/><b>PSHCE-Healthy diets</b></p> <p><b>RRSA Links:</b><br/><b>3,6,24,27,28,29</b></p>   | <p>World foods: China<br/>Taste testing<br/>Making traditional Chinese cuisine<br/><b>Cross curricular links</b><br/><b>Embedded geography links, Chinese new year</b><br/><b>Citizenship-‘where do I fit in’ topic’</b><br/><b>PSHCE-Respecting other cultures and traditions</b></p> <p><b>RRSA Links:</b><br/><b>2,6,7,24,27,28,29</b></p>   | <p>World food: America<br/>Taste testing<br/>Making traditional American cuisine<br/><b>Cross curricular links</b><br/><b>Embedded geography</b><br/><b>History-American history slavery topic</b></p> <p><b>RRSA Links:</b><br/><b>2,6,7,24,27,28,29,36</b></p>  | <p>World food Italy<br/>Taste testing<br/>Making traditional Italian cuisine<br/><b>Cross curricular links</b><br/><b>Embedded geography</b><br/><b>Embedded History-discuss Europe</b></p> <p><b>RRSA Links:</b><br/><b>2,6,7,24,27,28,29</b></p> | <p>Summer dishes- learning about seasonal fruits native to the UK and local produce.<br/><u>Transition for new Year 7 learners:</u><br/>Simple tasks to familiarise themselves with the kitchen equipment and safe practices.<br/>Where does meat come from?<br/><b>Cross curricular links</b><br/><b>Experiential learning- fruit picking/farm visit</b><br/><b>RRSA Links:</b><br/><b>6,7,24,27,28,29</b></p> |
| 8    | <p>Healthy cakes topic:<br/>Introduction to topic, taste, tasting/ sensory analysis<br/>Victoria sponge practical<br/>Improve design/recipe<br/>Produce revised cake design practical<br/>Analyse design using access<br/>FM/evaluate and compare both designs<br/>Lemon drizzle cake practical<br/><b>Cross curricular links I.T-</b><br/><b>designing a</b><br/><b>logo/advertisement for healthy cake</b><br/><b>Media – research adverts</b></p> <p><b>RRSA Links:</b><br/><b>3,6,24,27,28,29</b></p> | <p>Understanding allergens and adapting recipes<br/>Gluten free-coeliac disease<br/>Lactose intolerance- dairy<br/>Nut allergies<br/>Egg allergy</p> <p><b>Cross curricular links</b><br/><b>Embedded science links to effects of physical manifestation of allergies</b> (Thematic 1 off lesson<br/>Christmas themed baking)</p> <p><b>RRSA Links:</b><br/><b>2,6,8,24,27,28,29</b></p> | <p>Healthy lunchbox topic:<br/>Analyse current lunchbox snacks/Eat well guide advice<br/>Chicken pasta salad practical<br/>Design a healthy/exciting panini<br/>Make panini/evaluate taste, texture, appearance, smell<br/>Design 3 items for the lunchbox<br/>Fruit kebabs<br/><b>Cross curricular links</b><br/><b>Current affairs: obesity crisis embedded and discussed</b><br/><b>Visit to allotment and community cafe</b></p> <p><b>RRSA Links:</b><br/><b>3,6,24,27,28,29</b></p> | <p>Breads from around the world<br/>Introduction:<br/>Taste test, identify characteristics and varying ingredients of breads<br/>Flat bread<br/>Product design/analysis<br/>Sweet bread<br/>Produce design and evaluate<br/>Plaited bread<br/>Herb infused bread<br/>Easter themed baking<br/><b>Cross curricular links</b><br/><b>Embedded maths-weighing, measuring ratio and proportion of ingredients, how texture is affected</b></p> <p><b>RRSA Links:</b><br/><b>2,6,7,24,27,28,29</b></p> | <p>Traditional British dishes<br/>Introduction to British culture and rationing explained</p> <p><b>Cross curricular links</b><br/><b>Embedded history links with world war 1</b></p> <p><b>RRSA Links:</b><br/><b>2,6,7,8,24,27,28,29</b></p>     | <p>Seasonal desserts<br/>Introduction to seasons and seasonality of foods</p> <p>Fruit tart<br/>Frozen yogurt<br/>Apple pie<br/>Seasonal Vegetable bake<br/><b>Cross curricular links</b><br/><b>Embedded geography: importation of foods and seasonality</b></p> <p><b>RRSA Links:</b><br/><b>2,6,7,8,24,27,28,29</b></p>  |

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| <b>9</b>   | <p>Winter warming grub- Exploring level 2 cooking skills in preparation for KS4 – sauce making, roux, meat marinade, bechamel sauce, cheese, curry sauce, chasseur</p> <p><b><u>Cross curricular links</u></b><br/> <i>Embedded geography linked to chosen dishes and origins skills – evaluative analytical, comparative skills in the process.</i></p> <p><b>RRSA Links:</b><br/>                 2,6,7,24,27,28,29</p>  | <p><b>Social Media Cookery- thinking about current trends on different platforms. Linking into Marcus Rashford’s social media campaign and Joe Wicks.</b></p> <p><b><u>Cross curricular links</u></b><br/> <i>Embedded I.T skills designing and planning menu and the use of social media in health promotion</i></p> <p><b>RRSA Links:</b><br/>                 6,8,12,24,27,28,29</p> | <p>Fox's Biscuit topic<br/>                 Introduction to topic. Education trip to fox’s factory. Taste testing/sensory analysis.<br/>                 Choc chip cookies practical<br/>                 Hobnobs practical - research/design /improve recipe, Produce new design and taste test, Analyse own design and produce packaging<br/>                 Guest from Fox’s to judge final design</p> <p><b><u>Cross curricular links</u></b><br/> <i>DT -packing the product e.g laser cut onto products, make moulds and nets Art- for this term to work alongside and dovetail the project e.g. logo design Gatsby benchmark-linked with industry (Fox’s)<br/>                 Media – research marketing of products</i></p> <p><b>RRSA Links:</b><br/>                 6,24,27,28,29</p> | <p>Food Poverty<br/>                 Identifying societal issues with food distribution. Food banks diminishing resources. Food wastage. Explore ‘food insecurity’. Organise a fund raiser. Plan and prepare budget meals.</p> <p><b><u>Curricular links</u></b><br/> <i>Citizenship- active citizen topic making a difference in society.<br/>                 Media – documentary on food poverty.<br/>                 English –Kez (play) identifies issues of food poverty- read play and discuss</i></p> <p><b>RRSA Links:</b><br/>                 2,3,4,6,9,17,24,26,27,28,29</p> | <p><b>Oastler’s family cookbook</b><br/> <b>Cooking a range of dishes that staff and learners will collaborate on and will be made into a resource for individuals to keep.</b><br/> <b>This will end in a farewell breakfast as learners move onto their KS4 options.</b></p> <p><b><u>Cross curricular links</u></b><br/> <i>Citizenship- identity topic, making healthy eating choices (including the importance of breakfast), how do you view yourself.</i></p> <p><b>RRSA Links:</b><br/>                 6,14,24,27,28,29,30</p> | <p>Environmental issues<br/>                 Addressing environmental issues<br/>                 Learners explore food miles<br/>                 Consider locally sourced produce<br/>                 Food wastage<br/>                 The beneficial impact seasonal produce has on the environment<br/>                 Reduce<br/>                 Reuse<br/>                 Recycle</p> <p><b><u>Cross curricular links</u></b><br/> <i>Embedded geography: Food wastage<br/>                 Pollution</i></p> <p><b>RRSA Links:</b><br/>                 3,6,17,24,27,28,29</p> |
| <p><b>KS3 Literacy Focus Critically evaluating, analysing own work and designs Researching current products</b><br/>                 Command words: hygiene, temperature, obesity, nutrition, bacteria, accurate, raw, senses, storage, evaluate, additives</p> <p style="color: red;"><b>One off lessons will be added in for major world religion celebration days as and when appropriate due to calendar movement. Article 14 &amp; 30</b></p> |  |   |  |   |   |  |
| <b>10</b>  | <p><b>NCFE Food and Cookery L1 and 2</b><br/> <b>1. Health and safety relating to food, nutrition and the cooking environment</b><br/>                 1.1 Safe and hygienic working practices relating to the individual and the cooking environment<br/>                 1.2 Potential hazards and risks in the cooking environment<br/>                 1.3 Hazard Analysis and Critical Control Point (HACCP)<br/>                 1.4 Minimising risk in the cooking environment<br/>                 1.5 Safe and hygienic working practices when using cooking equipment and utensils</p> | <p><b>3. Food groups, key nutrients and a balanced diet</b><br/>                 3.1 Food groups<br/>                 3.2 The components of a balanced diet<br/>                 3.3 Nutrients<br/>                 3.5 Fibre</p> <p><b><u>Cross curricular link</u></b><br/> <i>Science and PSHE nutrition</i></p> <p><b>RRSA Links:</b><br/>                 6,24,27,28</p>           | <p><b>3. Food groups, key nutrients and a balanced diet</b><br/>                 3.6 Nutritional requirements for different groups of people<br/>                 3.7 Food-related health conditions<br/>                 3.8 Nutritional information on food labels</p> <p><b><u>Cross curricular link</u></b><br/> <i>Science and PSHE nutrition<br/>                 RE religious diets</i></p> <p><b>RRSA Links:</b><br/>                 6,8,14,24,27,28,30</p>   | <p><b>2. Food legislation and food provenance</b><br/>                 2.1 The Food Standards Agency and food safety legislation<br/>                 2.2 Food provenance<br/>                 2.2.1 Grown<br/>                 2.2.2 Reared<br/>                 2.2.3 Caught<br/>                 2.3 Food transportation</p> <p><b><u>Cross curricular link</u></b><br/> <i>Visit to local show to see produce in situ and create links</i></p>  | <p><b>2. Food processing</b><br/>                 2.4.1 Why food is processed<br/>                 2.4.2 Advantages of processed food<br/>                 2.4.3 Disadvantages of processed food<br/>                 2.5.1 Why food is manufactured<br/>                 2.5.2 Advantages of manufactured food<br/>                 2.5.3 Disadvantages of manufactured food</p> <p><b><u>Cross curricular links</u></b><br/> <i>Embedded geography links with carbon footprint and pollution</i></p>                                  | <p><b>4. Factors affecting food choice</b><br/>                 4.1 Social factors<br/>                 4.2 Environmental factors<br/>                 The learner will understand environmental factors and how they affect food choices and the impact on the environment.<br/>                 4.3 Seasonality<br/>                 3.7 Food-related health conditions<br/>                 3.8 Nutritional information on food labels</p> <p><b><u>Cross curricular links</u></b><br/> <i>Science allergies and nutrition<br/>                 PSHE healthy eating</i></p>             |

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|  | <p><u>Cross curricular link</u><br/>PSHE personal hygiene and safety, science bacteria</p> <p><u>RRSA Links:</u><br/>6,24,27,28,29</p>  |  |   | <p><i>Embedded geography links with carbon footprint and pollution</i><br/><i>Citizenship UK law</i></p> <p><u>RRSA Links:</u><br/>4,6,17,24,27,28,29</p>   | <p><u>RRSA Links:</u><br/>6,13,17,24,27,28,29</p>   | <p><i>Geography environment and seasons</i><br/><i>Citizenship food labelling laws</i></p> <p><u>RRSA Links:</u><br/>6,12,13,14,24,27,28,29</p> |
| 11   | <p>6. Evaluating and amending recipes<br/>7. Menu and action planning<br/>6.1 Recipe amendment<br/>6.2 Evaluating completed dishes<br/>7.1 Interpreting a customer brief<br/>7.2 Menu planning<br/>7.3 Action planning<br/>7.4 evaluating planning and outcomes against the original brief.</p> <p><u>Cross curricular links</u><br/><i>Embedded maths through sequencing/ordering/timing, reflection is useful in many other areas of the curriculum. Science, PSHE and RE will be looked at through meeting the needs of customers-health, lifestyle and religion</i></p> <p><u>RRSA Links:</u><br/>12,13,17,24,27,28</p> | <p>NON EXAMINED ASSESSMENT<br/><u>Cross curricular links</u> Visit to support coursework<br/><i>Embedded literacy for extended writing, IT researching skills</i></p> <p><u>RRSA Links:</u><br/>17,24,29</p> | <p>NON EXAMINED ASSESSMENT<br/><u>Cross curricular links</u> Embedded literacy for extended writing, IT researching skills</p> <p><u>RRSA Links:</u><br/>17,24,29</p> | <p>Revision content area 3 and 4</p> <p><u>Cross curricular links</u><br/><i>Embedded science/PSHE of nutrition and health issues and also with geography linking to rural and urban</i></p> <p><u>RRSA Links:</u><br/>17,24,29</p> | <p>Revision content areas 1 and 2</p> <p><u>Cross curricular links</u><br/><i>Visit to a kitchen to discuss health and safety in practice</i><br/><i>Links to science about micro-organisms. Post 16 links with colleges transitioning into a catering course</i></p> <p><u>RRSA Links:</u><br/>17,24, 29</p> |   |
| <p><b>KS4 Literacy Focus</b><br/>Critically evaluating, analysing own work and designs<br/>Researching current products<br/>Command words: aesthetics, body mass index (BMI), contamination consumer, ,factors, modified, macro/micro nutrients, preservation, commodities, critically analyse</p> |   |  |   |   |   |   |