

Cooking & Nutrition

Year 7

	Topic	Disciplinary Knowledge		Vocabulary		Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
		Theory	Practical	Theory	Practical					
Year 7 Part One	Food Safety and Sourcing of Ingredients	<ul style="list-style-type: none"> Health, safety and hygiene in the kitchen The 4 Cs of food safety Safe working practices in a food room Food sourcing and seasonality Food miles and sustainability 	<ul style="list-style-type: none"> Use of basic kitchen equipment Safe knife skills Safe use of ovens and hobs Weighing and measuring ingredients Following a simple recipe Time management during practical work Preparing simple, nutritious dishes 	Hazard Hygiene Danger Precision Equipment Seasonality Prevention Consumer Distance Nutrition Transport	Claw and bridge Slice/chop Melting Contamination Ingredients (various) Equipment (various)	Assessment of Learning Students complete an end-of-unit assessments inline with the academy data window. Assessed practical task forms part of the assessment to demonstrate secure understanding of food safety, food sourcing and basic cooking skills.	Geography: Food miles and seasonality Maths: Measuring and scaling English: Reading recipes and writing evaluations PSHE/Citizenship: Healthy eating and ethical sourcing Wider Design & Technology: Tool use and practical problem-solving Literacy - use of tier 3 and tier 2 vocabulary. Extended writing, use of conjunctions and other grammar essentials. Booklets developing reading.	Ingredients - (ingredient sourcing) Students explore how ingredients are used thoughtfully to create safe, nutritious dishes, considering hygiene, seasonality, sourcing, and environmental impact. Practical work develops understanding of ingredient functionality through knife skills, oven/hob use, and recipe following, reinforcing the connection between ingredient choice, safe handling, and the final product	SMSC - Students develop socially and morally by working collaboratively, following hygiene rules, making ethical food choices, reflecting on cultural and seasonal significance, and understanding global food practices. Think Careers – Chef Restaurant chef - prepares and cooks food in a restaurant, manages kitchen staff, ensures quality and presentation of dishes, and maintains cleanliness and food safety standards. Think Big Question - If it's dangerous but nothing bad happens was it dangerous? Earthshot - Students explore sustainability by considering food miles, seasonality, locally sourced ingredients, reducing waste whilst cooking, and making environmentally responsible choices in planning and preparing dishes.	This unit of work builds on KS2 cooking experiences but does not assume prior knowledge, ensuring all students can engage successfully. It explicitly addresses common misconceptions about hygiene, knife safety and seasonal produce, while developing both practical skills and theoretical understanding. It lays the foundational skills for safe, independent cooking, preparing students for more complex recipes and concepts in later KS3 units.
Year 7 Part Two	Healthy Diets and Ethical Sourcing	<ul style="list-style-type: none"> Elements of a balanced, healthy diet Dietary requirements and diet groups Where food comes from: grown, reared and caught Ethically sourced and sustainable food Environmental impact of the food/catering industry 	<ul style="list-style-type: none"> Use of basic kitchen equipment Safe knife, oven and hob use Weighing and measuring ingredients Batch producing food Creating dishes with awareness of dietary needs Demonstrating the rubbing-in method Time management and problem solving during practical tasks Applying health, hygiene and safety practices. 	Balanced Nutrition Presentation Intolerance Allergy Commodity Consistency Ethical Sustainability	Simmer Batch Rubbing in Ingredient (various) Equipment (various)	Assessment of Learning: Students are assessed on knowledge and understanding through end of unit knowledge assessment, practical tasks, and written reflections, demonstrating secure understanding of food safety, nutrition, dietary needs, sourcing, and cooking skills.	Science: Nutrition, dietary requirements, and food functionality Geography: Food sourcing, seasonality, and environmental impact Maths: Measuring, weighing, scaling recipes, and batch production English: Reading and following recipes, writing evaluations and reflections PSHE/Citizenship: Healthy lifestyle choices, ethical sourcing, and sustainability Wider Design & Technology: Tool use, practical problem-solving, and food preparation techniques	Ingredients - (ingredient sourcing) Students explore how ingredients are used thoughtfully to create balanced, nutritious dishes, considering dietary requirements, sustainability, ethical sourcing, and environmental impact. Practical work develops understanding of ingredient functionality through techniques like batch production and the rubbing-in method, reinforcing the connection between ingredient choice, cooking method, and the final product.	SMSC - Students develop socially and morally by respecting peers, following hygiene rules, making ethical food choices, and reflecting on cultural, dietary and environmental implications of the food they prepare. Think Careers – Should all plastic straws be banned? Or do we need them? Think Big Question – Farmer Farmer - grows crops or raises animals for food, fibre, or other products. They manage land, equipment, and livestock, and ensure that their produce meets quality and safety standards. Earthshot - Students explore sustainability by sourcing ethically, using seasonal ingredients, reducing waste, considering environmental impact, and developing awareness of sustainable practices in food preparation and production.	This unit builds on KS2 experiences but does not assume prior knowledge, addressing misconceptions about dietary needs, sustainability, and practical skills. It develops both theoretical understanding and practical competence for safe, independent cooking.

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Year 8

	Topic	Disciplinary Knowledge		Vocabulary		Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
		Theory	Practical	Theory	Practical					
Year 8 Part One	Industrial Food Practice and Nutrient Functions	<ul style="list-style-type: none"> More complex industry hygiene and food safety, including HACCP Recap of the Eatwell Guide and its purpose Function, examples and benefits of carbohydrates in the diet Function, examples and benefits of proteins in the diet 	<ul style="list-style-type: none"> Dough making and batch production Creative presentation of dishes Understanding fats in pastry Knife skills: claw and bridge techniques Accurate weighing and measuring of ingredients Adapting recipes to suit preferences or dietary needs Using eggs to coat foods (crumbing) 	Bacteria Contaminant Consume Function Insulate Saturated Repair Biological Allergen Chemical Hazard	Shaping Score Coating Ingredient (various) Equipment (various)	Assessment of Learning: Students' practical skills and theoretical knowledge are assessed through observed tasks, end-of-unit knowledge checks, and written reflections, demonstrating secure understanding of food safety, nutrition, and ingredient functionality.	Science: Carbohydrates, proteins, nutrition, and food functionality Maths: Weighing, measuring, scaling recipes, batch production English: Reading and following complex recipes, writing evaluations PSHE/Citizenship: Healthy lifestyle choices, ethical sourcing, safe food handling Wider Design & Technology: Tool use, practical problem-solving, and creative food presentation	Ingredients - (ingredient sourcing) Students explore how ingredients are used thoughtfully, focusing on their function, nutritional contribution, and role in recipes, reinforcing links between ingredient choice, cooking techniques, and creative, nutritious outcomes.	SMSC - Students develop socially and morally by respecting peers, following complex hygiene rules, making ethical food choices, and reflecting on cultural and dietary implications of advanced cooking techniques. Think Careers - Restaurant manager. Link career to HACCP and understanding industry practices. Think Big Question – Why do we still eat junk food even when we know that it is bad for us? Earthshot - Students explore sustainability by considering seasonal ingredients, ethical sourcing, reducing food waste, and understanding environmental impact in ingredient selection and preparation of nutritious meals.	Students build on their health and safety knowledge from Year 7 but will now be able to link this to industry hygiene processes. The Eatwell Guide is covered in more detail as it provides the main government guidelines for healthy eating, essential for students to understand how to live a healthy lifestyle. Bread making gives students the basic skills for dough preparation, which can be built on for a range of further recipes. Most practical dishes build on prior skills learned in Year 7 while introducing more complex methods. Food science is gradually introduced through practical tasks, with more detailed study scheduled for Year 9.
Year 8 Part Two	Industrial Food Practice and Nutrient Functions	<ul style="list-style-type: none"> Function, examples, and benefits of fats in the diet Function and importance of hydration Role of dairy and calcium in the diet Function of vitamins and minerals, including excesses and deficiencies 	<ul style="list-style-type: none"> Boiling and simmering techniques A range of chopping techniques Demonstrating food hygiene consistently Using specialist equipment (e.g., whisk) Dovetailing recipes (combining multiple prepared components) Using pastry (pre-made) Adapting recipes to suit preferences or dietary needs 	Hydration Excess Deficiency Absorb Effect Soluble Coagulate Hazard Combine	Boiling Incorporate Seal Ingredient (various) Equipment (various)	Assessment of Learning: Students' practical skills and theoretical knowledge are assessed through observed tasks, end-of-unit knowledge checks, and written reflections, demonstrating understanding of nutrition and safe, effective cooking.	Science: Fats, vitamins, minerals, hydration, and nutrition Geography: Sustainable sourcing and environmental impact Maths: Measuring, weighing, and combining recipe components English: Reading and following complex recipes, writing reflections PSHE/Citizenship: Healthy lifestyle, ethical food choices, food hygiene Wider Design & Technology: Specialist equipment, dovetailing recipes, pastry work	Ingredients - (ingredient sourcing) Students explore how ingredients are used thoughtfully, considering nutritional function, cooking method, and dish outcome, reinforcing the link between ingredient choice, preparation technique, and healthy, well-presented dishes.	SMSC - Students develop socially and morally by respecting peers, following hygiene rules, making ethical and healthy food choices, and reflecting on cultural and dietary implications of ingredients. Think Careers – Nutritionist Link career to different elements of the eat well guide and understanding the role of each nutrient in the diet. Think Big Question – What are the most important foods we need to survive? Earthshot - Students explore sustainability by considering seasonal ingredients, reducing food waste, ethical sourcing, and understanding environmental impact when selecting and preparing nutritious meals.	Following the introduction to the Eatwell Guide, students develop their knowledge of cooking dishes using protein, which also links to SMSC as they explore multicultural foods. The skills used are more advanced, requiring the use of a wider range of ingredients and the combination of meats and vegetables. Students continue to build on prior skills while developing safe, independent cooking and an understanding of nutritional impact, ethical sourcing, and dietary requirements.

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Year 9

	Topic	Disciplinary Knowledge		Vocabulary		Assessment	Cross-Curricular Links	Golden Threads	Personal Development	Rationale
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Year 9 Part One	Industrial food safety	<ul style="list-style-type: none"> Causes of ill-health related to food safety Handling high-risk foods, correct storage, and preventing contamination Role of an Environmental Health Officer (EHO) in the industry Function and use of different specialist equipment 	<ul style="list-style-type: none"> Advanced knife skills Safe handling and preparation of high-risk foods Using specialist equipment effectively in recipe preparation Applying industry-standard hygiene practices (e.g., coloured chopping boards, food safety principles) 	Symptoms Legislation Regulation Abide Enforce Guidance Procedures Contaminants	Peeling Tempering Rapid Whisking/wisk	Assessment of Learning: Students are assessed on practical skills, accuracy, and safe handling of high-risk foods, alongside knowledge checks and written reflections demonstrating understanding of hygiene procedures and equipment use.	Science: Microorganisms, high-risk foods, and hygiene principles Geography: Seasonal sourcing and sustainability considerations Maths: Accurate weighing, measuring, and recipe scaling English: Reading complex recipes, writing reflections and evaluations Wider Design & Technology: Use of specialist equipment, advanced practical techniques, and creative presentation	Ingredients - (ingredient sourcing) Students explore how ingredients are used thoughtfully, with focus on safety, functionality, and accurate preparation, linking ingredient choice, specialist equipment, and industry-standard hygiene to successful dish outcomes.	SMSC - Students develop socially and morally through teamwork, respect for hygiene standards, ethical food handling, and reflection on cultural and dietary implications of cooking safely. Think Careers – EHO An EHO is an environmental health officer who enforces legislation within a food setting. Think Big Question – If you know something is wrong, but don't say anything, are you just as guilty as the person who did the wrong action? Prompt: what does the word 'guilty' mean? Earthshot - Students consider sustainability by safely handling ingredients, reducing waste, using seasonal foods, and understanding the environmental impact of high-risk foods and specialist equipment.	Students build on their health and safety knowledge from Years 7 and 8, now linking this understanding to industry standards. Health and hygiene is covered in more depth this term to advance students' understanding of safe practices within a catering industrial setting. Students investigate a range of job roles and associated legislation, including the role of an Environmental Health Officer, to understand professional responsibilities in the food industry. Practical work develops recipes that explicitly link to the theory lessons, embedding hygiene principles, advanced safety practices, and safe handling of high-risk foods while developing students' independence and competence in the kitchen.
Year 9 Part Two	specialist equipment and Food Science	<ul style="list-style-type: none"> Food science behind flour, raising agents, and fats Processes of coagulation, enzymatic browning, and gelatinisation Functions of ingredients when cooking Using scientific knowledge to problem solve during food preparation 	<ul style="list-style-type: none"> Preparing dishes with careful consideration of ingredient function Developing accuracy in weighing, measuring, and combining ingredients Creating recipes that demonstrate understanding of food science concepts Using flour, raising agents, fats, and other ingredients to achieve desired textures and results 	Function Absorbent Expanding Insufficient Coagulation Stability Appearance Lamination Biological Raising Physical Chemical Gelatinisation Combine Structure	Translucent Batter Tartlet/blind baking	Assessment of Learning: Students' practical skills and theoretical knowledge are assessed through observed tasks, end-of-unit assessment, and written reflections demonstrating understanding of ingredient function, food science, and hygiene practices.	Science: Food science concepts (coagulation, gelatinisation, enzymatic browning), ingredient functionality Geography: Sourcing ingredients and environmental considerations Maths: Weighing, measuring, ratios, and scaling recipes English: Reading recipes, writing reflections and evaluations Wider Design & Technology: Use of specialist equipment, problem solving, and practical application of food science	Ingredients - (ingredient sourcing) Students explore how ingredients behave and interact, linking scientific principles, hygiene, and preparation techniques to outcomes, reinforcing the connection between ingredient choice, method, and successful dishes.	SMSC - Students develop socially and morally by respecting peers, following hygiene standards, making informed choices, and reflecting on cultural and dietary implications of ingredients and cooking processes. Think Careers – Food scientist A person who tests ingredients and experiments with their properties. Think Big Question – How is food scientific knowledge used in society? Earthshot - Students consider sustainability by selecting ingredients responsibly, reducing waste, and understanding environmental impact while applying scientific knowledge to cooking processes.	Students build on prior Year 7–9 knowledge of hygiene, safety, and ingredient function, now linking it explicitly to food science concepts. Health and hygiene is embedded within practical lessons, while theory covers coagulation, enzymatic browning, and gelatinisation. Practical work develops recipes that allow students to problem solve using scientific principles, apply industry-standard hygiene procedures, and understand ingredient function, preparing them for independent, safe, and creative cooking.