

	Theme	Topics	Knowledge
<b>Autumn 1</b>	Food preparation and cooking	Equipment, ingredients, food sources, functional characteristics, processes and skills	<ul style="list-style-type: none"> <li>• Demonstrate a high level of competence in a wide range of food skills for effective learning</li> <li>• Explain how and why food is cooked and the functional properties of ingredients, to build up scientific understanding that underpins key food preparation and cooking processes</li> <li>• Select and use an appropriate range of small hand and electrical equipment, safely and efficiently</li> <li>• Choose ingredients, taking into account their nutritional, functional and sensory properties, in addition to other factors (such as cost, seasonality, sustainability)</li> <li>• Apply skills and understanding to plan, prepare and cook dishes/menus safely and hygienically for a healthy, varied diet</li> <li>• Review and make improvements to recipes to meet specific needs/requirements (such as ingredient, food skill, cooking method and portion size changes)</li> <li>• Broaden food experiences, such as trying new ingredients and dishes</li> </ul>
<b>Autumn 2</b>	Implementing good food safety and hygiene	Washing hands Spreading bacteria Types of bacteria Onset time and carriers Types of food borne illness and symptoms	<ul style="list-style-type: none"> <li>• Demonstrate and apply the principles of cleaning, preventing cross contamination, safe storage of food including chilling, cooking food thoroughly and reheating food until it is steaming hot</li> <li>• Apply food safety information on food labels when buying, storing and consuming food and drinks</li> <li>• Describe food poisoning and its symptoms and undertake preventative measures to reduce the risk of illness through bacterial contamination and multiplication</li> <li>• Recognise common allergens and demonstrate how to take preventative measures to reduce the risk of contamination and allergic reaction</li> </ul>

			<ul style="list-style-type: none"> <li>• Understand the importance of good food safety and hygiene including knowing how to get ready to cook (such as having hair tied back, removing jewellery and nail varnish, thoroughly washing and drying hands before and after handling food, and wearing a clean apron)</li> <li>• Model exemplary practical skills and food safety and hygiene processes, including personal hygiene</li> </ul>
<b>Spring 1</b>	Designing, making and evaluating food	Reevaluating and re making the previous dishes to suggest improvements, incorporating the healthy eating plate and balanced diet plan	<ul style="list-style-type: none"> <li>• Exploit appropriate research strategies for food, including those from industrial practice, for example the study of different cultures, lifestyle and dietary analysis to understand consumer needs</li> <li>• Use a range of appropriate creative and innovative strategies to develop original menus, dishes and recipes</li> <li>• Select from and use a wider, more complex range of ingredients, taking into account their functional properties</li> <li>• Analyse the work of past and present food professionals to develop and broaden their understanding and experience of cooking and nutrition</li> <li>• Taste, evaluate and refine their ideas and dishes against specified needs, taking into account the views and requirements of the intended consumer (including sensory and dietary analysis)</li> </ul>
<b>Spring 2</b>	Promoting and applying nutrition	Healthy eating plate Macro nutrients' Micro nutrients' What makes a body work Factors of nutrition	<ul style="list-style-type: none"> <li>• Apply current healthy eating advice, and understanding of people's needs, to develop diets for different individuals</li> <li>• Define and demonstrate how to apply the principles of nutrition; that food and drinks provide energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life and the implications of dietary excess or deficiency</li> <li>• Discuss the importance of energy balance and how to maintain a healthy weight throughout life</li> </ul>

			<ul style="list-style-type: none"> <li>• Demonstrate how to analyse a diet and make improvements</li> <li>• Perform nutritional analysis and use the results to plan recipes, meals and diets</li> <li>• Promote the benefits of a healthy diet and active lifestyle throughout their teaching</li> </ul>
<b>Summer 1</b>	Applying aspects of consumer awareness (food origin, food choice, food labelling)	Origin of goods Sustainability Cost of goods Carbon footprint Trends in the food industry Sensory factors when eating	<ul style="list-style-type: none"> <li>• Examine where and how a variety of ingredients are grown, reared, caught, and processed, and consider sustainability and the impact of different choices on the environment</li> <li>• Describe how preparation and cooking affects the sensory and nutritional properties of the ingredients</li> <li>• Recognise the wide range of factors involved in food and drink choice, including influences such as preference, ethical belief, availability, season, need, cost, packaging, food provenance, culture, religion, allergy/intolerance, advertising, body image and peer pressure</li> <li>• Demonstrate how to make informed choices to achieve a healthy, balanced diet (such as by using food labels, ingredients lists, nutrition information and health claims)</li> <li>• Explore a range of ingredients and processes from different culinary traditions, know their distinctive features and characteristics (traditional and modern variations of recipes, cooking methods, presentation and eating patterns) and demonstrate how to use this to inspire new ideas or modify existing recipes</li> <li>• Explain how taste receptors and the olfactory system work and how sensory perception guides the choices that people make. Set up sensory panels to analyse and evaluate food</li> </ul>
<b>Summer 2</b>	Up Skilling	Consolidating previous terms learning	Independent cooking with refinement for upcoming year

❖ *The table below covers all the skills and techniques that are transferable over the years in KS3*

	<b>Skill Group</b>	<b>Techniques</b>
1.	Knife skills	<ul style="list-style-type: none"> <li>• Meat and fish – fillet a chicken breast, portion a chicken, remove fat and rind, fillet fish, slice raw and cooked meat and fish evenly and accurately</li> <li>• Fruits and vegetables – bridge hold, claw grip, peel, slice, dice and cut into even size pieces (i.e. batons, julienne)</li> </ul>
2.	Prepare fruits and vegetables	<ul style="list-style-type: none"> <li>• Mash, shred, scissor snip, scoop, crush, grate, peel, segment, de-skin, de-seed, blanch, shape, pipe, blend, juice and prepare garnishes whilst demonstrating the technical skills of controlling enzymic browning and spoilage and preventing food poisoning (wash and dry, where appropriate)</li> </ul>
3.	Prepare combine and shape meat, fish and alternatives	<ul style="list-style-type: none"> <li>• Roll, wrap, skewer, mix, coat, layer meat and fish, and shape and bind wet mixtures (such as fishcakes or meatballs) while demonstrating the technical skill of preventing cross contamination and handle high risk foods correctly</li> </ul>
4.	Tenderise and marinate	<ul style="list-style-type: none"> <li>• Demonstrate how acids denature protein and marinades add flavour and moisture when preparing meat, fish, vegetables and meat alternatives</li> </ul>
5.	Select and adjust a cooking process	<ul style="list-style-type: none"> <li>• Choose and adjust the cooking process and length of time to match the cut of meat/fish</li> </ul>
6.	Weigh and measure	<ul style="list-style-type: none"> <li>• Demonstrate accurate measurement of liquids and solids</li> </ul>
7.	Preparation of ingredients and equipment	<ul style="list-style-type: none"> <li>• Grease/oil, line, flour, evenly and with attention to finished product</li> </ul>
8.	Use of equipment	<ul style="list-style-type: none"> <li>• Use the blender, food processor, mixer and microwave</li> </ul>
9.	Water-based methods that use the hob	<ul style="list-style-type: none"> <li>• Steaming</li> <li>• Boiling and simmering</li> <li>• Blanching</li> <li>• Poaching</li> </ul>

10.	Dry heat and fat- based methods that use the hob	<ul style="list-style-type: none"> <li>• Dry frying</li> <li>• Pan (shallow frying)</li> <li>• Stir fry</li> </ul>
11.	Using the grill	<ul style="list-style-type: none"> <li>• Demonstrate for vegetables, meat, fish and other foods such as halloumi, seeds and nuts</li> <li>• Char</li> <li>• Grill or toast</li> </ul>
12.	Using the oven	<ul style="list-style-type: none"> <li>• Baking</li> <li>• Roasting</li> <li>• Casserole/tagines</li> <li>• Braising</li> </ul>
13.	Make sauces	<ul style="list-style-type: none"> <li>• Make a blended white sauce (starch gelatinisation): demonstrate understanding of how liquid/starch ratios effect the viscosity and how conduction and convection work to cook the sauce and the need to agitate. Roux and all-in-one blended sauce, infused sauce, velouté, bechamel</li> <li>• Make a reduction sauce, demonstrate how evaporation concentrates flavour and changes the viscosity of the sauce</li> <li>• Pasta sauce, curry sauce, gravy, meat sauce (including meat alternatives such as myco-protein and TVP)</li> <li>• Make an emulsion sauce: demonstrate the technical skill of how to make a stabilised emulsion such as a salad dressing, mayonnaise, hollandaise</li> <li>• Demonstrate how sauces can improve flavour, texture and balance of an overall dish</li> </ul>
14.	Set a mixture - removal of heat (gelation)	<ul style="list-style-type: none"> <li>• Use starch to set a mixture on chilling – layered desserts, custard, cheesecake</li> </ul>

15.	Set a mixture - heating (coagulation)	<ul style="list-style-type: none"> <li>• Use protein to set a mixture on heating – (denatured protein in eggs for quiche, choux pastry)</li> </ul>
16.	Use of raising agents	<ul style="list-style-type: none"> <li>• Demonstrate each of the following techniques:             <ol style="list-style-type: none"> <li>a) Use egg (colloid foam) as a raising agent – create air in liquid foam – whisking egg whites, whisked sponge</li> <li>b) Use chemical raising agents – self- raising flour, baking powder</li> <li>c) Use steam in a mixture (choux pastry, batter)</li> </ol> </li> </ul>
17.	Make a dough	<ul style="list-style-type: none"> <li>• Demonstrate the technical skills of shortening, gluten formation, fermentation (proving). Bread, pastry, pasta</li> </ul>
18.	Shaping and finishing a dough	<ul style="list-style-type: none"> <li>• Roll out pastry, use a pasta machine, line a flan ring, create layers, (palmiers), proving/resting, pipe choux pastry, make bread roll shapes, flatbreads, pinwheels, pizza, calzone. Glaze and finish</li> </ul>
19.	Test for doneness	<ul style="list-style-type: none"> <li>• Demonstrate ability to use a temperature probe, knife/skewer, finger or ‘poke’ test, ‘bite’, visual colour check or sound to establish whether an ingredient or recipe is ready</li> </ul>
20.	Judge and manipulate sensory properties	<ul style="list-style-type: none"> <li>• Demonstrate how to taste and season during the cooking process</li> <li>• Change the taste and aroma through the use of infusions, herbs and spices, paste, jus, reduction</li> <li>• Demonstrate how to change texture and flavour, use browning (dextrinisation) and glazing, add crust, crisp and crumbs</li> <li>• Presentation and food styling – use garnishes and decorative techniques to improve the aesthetic qualities, demonstrate portioning and presenting</li> </ul>