Food - Curriculum Overview - Autumn 2026

Year 7	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Introduction to cooking, health and safety and food hygiene, how to use the cooker, knife skills, the creaming method	Food hygiene continued, the 4Cs, key temperatures, the rubbing-in method and sensory analysis
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
So that students have the knowledge to be able to work safely in upcoming practicals	So that students can continue to develop their health and safety and food hygiene
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• How to safely use the bridge grip • How to be hygienic whilst cooking • Identify common hazards in the kitchen	• How to use the rubbing-in method • What are the 4Cs • What are the key temperatures in food
Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** Yes	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** Yes

Year 8	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Health and safety and food hygiene, the 4Cs, scoring and rolling puff pastry	Allergies and intolerances, knife skills continued
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**

So that students have the knowledge to be able to work safely in upcoming practicals and to introduce them to working with pastry	So that students have an awareness of allergies and intolerances and can be mindful of this when preparing food
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• What are the 4Cs • Which coloured chopping boards are used for which foods • How to score puff pastry	• What are allergies and intolerances (including common examples) • How we can protect people with allergies and intolerances • The symptoms of an allergic reaction/intolerance
Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** Yes	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** Yes

Year 9	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Food hygiene recap, types of food poisoning bacteria, rubbing-in method	Types of bacteria continued, types of contamination, handling raw meat, making a biscuit dough
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
To refresh students' knowledge of food hygiene before we start cooking again, introducing Y9 students to GCSE equivalent topics (types of bacteria)	To follow on from last term's work on bacteria and so that students are aware of the different types of contamination that could occur during practicals
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**

• The sources of different types of food poisoning • The symptoms of different types of food poisoning • How to make a basic scone dough	• The four types of contamination • How to prevent contamination • How to safely handle raw chicken
Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** Yes	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** Yes

Year 10	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Types of hospitality and catering provision, types of food service, standards and ratings, knife skills, kitchen basics	Job roles and responsibilities, personal attributes, types of employment, remuneration and benefits, factors affecting success in the H&C industry, preparing meat dishes, pasta making
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
Because it is on the specification, to introduce students to the level ½ certificate and to ensure that their practical skills are at a sufficient level for future topics	Because it is on the specification and to cover the rest of topic 1.1 in time for christmas. Handling meat and making pasta are key skills that will be needed in future lessons
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• Understand the categories of provision (commercial, residential etc.) • Know the different types of food service • Develop sufficient knife skills	• Understand the skills and attributes needed for different job roles in the H&C industry • Understand the different types of employment contract • Be able to make fresh pasta sheets

Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** Yes	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** Yes

Year 11	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Eatwell guide, macronutrients, micronutrients, diet through life, high skill dishes (e.g. souffle, duchess potatoes etc.)	Live NEA coursework begins on computers
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
It is on the specification and so that nutrition is fresh in the students' minds when they start the live NEA coursework next half term	We have already covered all the content and doing the NEA now will give us some time to revise unit one topics before the exam
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
• Sources and functions of macronutrients • Sources and functions of micronutrients • How dietary requirements may change through life	N/A
Is this topic on the National Curriculum? Yes **Will all staff be teaching this unit?** Yes	**Is this topic on the National Curriculum?** Yes **Will all staff be teaching this unit?** Yes