Food - Curriculum Overview - Spring 2027

Year 7	
What are you teaching? Spring 1	**What are you teaching? Spring 2**
Food storage, how to wash up properly, and the melting method	Healthy eating, the eatwell guide, mashing and grating
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 are able to store food and wash up efficiently, and leave the classroom ready for the next class	So that students can start to identify the functions of different foods in the body, and how to have a balanced diet
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 wash up properly • How to store food safely • The melting method	• Understand the Eatwell Guide • Know how to have a balanced diet • Be able to identify the different food groups
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? Spring 1	**What are you teaching? Spring 2**
Food provenance including grown, reared and caught food	Food ethics, making a bread dough
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 an awareness of where our food comes from	So that students can start to consider the ethical implications of different food choices
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?**
• Why people want to know where their food has come from • Which foods can be grown locally and which are imported • Which animals are used as livestock in other countries	• Recognise and understand the sustainability logos • Understand the impacts of the meat and dairy industries on animals • How to make soda bread
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? Spring 1	**What are you teaching? Spring 2**
Labelling and packaging, macro-nutrients, all-in-one method recap	Vitamins, making a yeast dough
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 are able to understand the information provided on food packaging and know which food groups they should be having in larger amounts	So that students understand why vitamins are important and where the different vitamins are found, to develop their dough making skills from soda bread to a yeast dough
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?**
• Which information must be on food packaging by law and why it is needed • Understand Natasha's law • Be aware of the three macronutrients	• Sources of different vitamins • Functions of different vitamins • How to make a yeast dough

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? Spring 1	**What are you teaching? Spring 2**
Front and back of house, types of equipment, documentation and dress code, meeting the needs of different customers, making different bread doughs	Legislation, risk assessments, accident forms, HACCP, making different types of pastry (shortcrust, choux, puff)
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 and it is topic 1.2 so follows on directly from last term and because making bread doughs is a key skill that will be very useful for the exam	Because it is on the specification and it is topic 1.3 so follows on directly from last term and because making pastry is a key skill that will be very useful for 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?**
• Be able to identify the different types of equipment • How we can meet the needs of different customers in the H&C industry • How to make a basic bread dough	• The health and safety legislations • How to fill out different types of documentation • How to make shortcrust pastry
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? Spring 1	**What are you teaching? Spring 2**
Live NEA coursework continued	Once coursework is sent off, start going over unit 1 topics and doing exam paper walkthroughs to focus on exam technique
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
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	N/A
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?**
N/A	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