Food - Curriculum Overview - Summer 2027

Year 7	
What are you teaching? Summer 1	**What are you teaching? Summer 2**
Healthy eating continued, '8 tips for healthy eating'	'Hidden' sugars, understanding recipes, making a sauce, 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?**
To continue developing an understanding of how to have a healthy diet and lifestyle	So that students are able to recognise which foods contain 'hidden' sugars and the consequences this may have on their health
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 what counts as a portion of fruit/veg • The consequences of having a diet too high in salt/fat/sugar • Understand why hydration is important	• What 'hidden' sugars are and where they are found • How to make a ragu sauce • How to prepare a variety of fruits
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? Summer 1	**What are you teaching? Summer 2**

Nutrition, making fruit muffins using the all-in-one method	Recipe adaptation, processed foods, making a sauce, handling raw meat
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 can gain a more detailed understanding of what each nutrient is needed for in the body	So that students understand how to adapt recipes to make them healthier and the impact that ultra-processed foods can have on health
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 of a range of nutrients • Functions of a range of nutrients • The all-in-one method	• Adapting recipes for healthy eating • Understand the NOVA classification system • How to safely handle raw meat
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? Summer 1	**What are you teaching? Summer 2**
Minerals, pasty making	Role of the environmental health officer, making a bechamel sauce, using a blender
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 understand why minerals are important and where the different minerals are found	To introduce another GCSE level topic (role of the EHO) and to develop their sauce making skills
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 of different minerals • Functions of different minerals • Pasty making	• Responsibilities of an EHO • How to make a bechamel sauce • How to safely use a blender
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? Summer 1	**What are you teaching? Summer 2**
Types of bacteria, types of contamination, food allergies and intolerances, food safety legislation, making a variety of cakes and desserts	Mock NEA coursework and an assessed chosen dish
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 1.4 so follows on directly from last term and because making different types of cake is a key skill that will be very useful for the exam	So that students have an understanding of how the live NEA coursework will work in year 11 and so I can assess where their weaknesses are and address these before we begin the real NEA.

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?
• Know the sources and symptoms of the different food-poisoning bacteria • What are allergies and intolerances (including common examples) • The symptoms of an allergic reaction/intolerance	• How to structure NEA coursework • How to choose and prepare a suitable dish for the NEA • How to evaluate their own performance during the NEA
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? Summer 1	**What are you teaching? Summer 2**
Continue revising unit 1 topics and doing exam paper walkthroughs to focus on exam technique	N/A
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
	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